

**Utah Virtual Academy
Governing Board of Directors
Annual Board Meeting**



Date: Wednesday, June 9, 2021
Time: 6:30 PM
Location: 310 E. 4500 S., Suite #620; Murray, UT 84107
Zoom Meeting: <https://zoom.us/j/376536884>
Mobile: +1 929 436 2866
Meeting ID: 376 536 884

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

AGENDA

CALL TO ORDER

STUDENT, STAFF, AND LEARNING COACH SPOTLIGHTS

PUBLIC COMMENT (Comments limited to three minutes)

BUSINESS ITEMS (Discussion and Voting)

- Finance Report
 - Acceptance of State Revenue
 - Bank Reconciliations and Payment and Deposit Registers
 - Invoice Approval for Purchases over \$7,500
 - K12 / Stride Payment
 - Academica West Payment
 - 2021-2022 Budget
 - Eide Bailly Audit Engagement
 - Fraud Risk Assessment and Commitment to Ethical Behavior
- Head of School Report
 - End of Year Academic Achievement Review
 - Enrollment and Retention
 - Comprehensive Needs Assessment Report
 - Math Competency Report
 - Related Service Provider Contracts
- Academica West Report
- Board Business
 - May 12, 2021 Board Meeting Minutes

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should contact Meghan Merideth at (801) 262-4922. Requests should be made as early as possible to allow time to arrange the accommodation. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-7.8.

- Donations and Fundraising Policy Review
- Electronic Resources Policy Renewal
- Fee Waiver Policy Renewal
- Board Members, Terms, and Elected Officers

CLOSED SESSION

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

TRAINING

- Utah Open Meetings Act

CALENDAR ITEMS

- June 30, 2021 Electronic Board Meeting at 12 PM
- July 14, 2021 Board Meeting at 6:30 PM
- 2021-2022 Board Meeting Schedule

ADJOURN

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K5 Learning Coach of the Year

UTVA 2020-2021

Stefanie Crow

Stafanie has been such a great support to her children this year. Her daughter has been one of my top performing students, has made great growth, and is such a joy in class! I know she is successful because of how much her mother supports her!

-Nominated by Amy Bartlett

K5 Learning Coach of the Year

UTVA 2020-2021

Marsha Allen

T's team of parents and LC Grandma Marsha makes sure T's education is a top priority. She learns in a distraction free environment, has 100% attendance, participates in class, completes all her assignments and has grown and thrived this school year. In addition to creating a loving, nurturing learning environment for T, her team goes the extra mile to learn how to support T and her unique needs, in and out of school. T has been a pleasure to have in class and it has been a pleasure working with her team this school year.

Middle School
Learning Coach of the Year
UTVA 2020-2021

Jennifer Packard

I nominate Jennifer because she has done an outstanding job of supporting her student. She is great with communication and has been consistent with her communication all year. This led the student to be the number one student in growth out of my 158 students.

-Nominated by Debbie Barton

High School Learning Coach of the Year

UTVA 2020-2021

Julie Alder

She does just an amazing job of helping him keep up with all of the many assignments in Math. On top of that she has done an outstanding job of getting Bennett to self-advocate. He'll email and ask questions and has another program that requires his leaving class early some days, and he got in the habit of being sure to ask me for the exit ticket early on those days.

---Nominated by Jenna Saunders



Makayla Stabler

—
Rookie of the Year

Misti Bagley

Programming and Software Development Pathway

- 7 different IT class preps this school year
- Applied for and was awarded Amazon grant/has aligned all courses to Utah's strands and standards
- Semester 1 finished with 88.58% passing rate; Semester 2 finished with 84.24% passing rate; 30% passed Skill Cert Exams
- Completed her endorsement work to teach AWS Cloud Computing 1 and 2 and passed her AWS Cloud Practitioner Certification Exam, **was the first teacher in the entire state of Utah to do this!**

Misti is a veteran teacher who leads by example. Nobody works harder, expects less and gives more than Misti. She has grown her pathway in both courses taught and students taught and exhibits professionalism and patience with both USBE and UTVA as we have worked through the inevitable growing pains that come with starting a CTE program.



Becca Glover

Food Science Dietetics and Nutrition Pathway

- CTE Department Lead
- Created state aligned Food and Nutrition 1 and 2 courses
- Planned, developed, executed and led department to successful first skill certification administration in UTVA history
- Finished with a 90.8% passing rate in Foods 2 Block 4 and a Skill Certification passing rate of 70%

Most importantly, is how impressive it is that she knows each of her students individually. She is an advocate for them, and they know she cares about them –both personally and academically.

She is a fierce advocate of our CTE program and team and continues to break barriers to make UTVA the premier virtual CTE program in the state.



**Utah Virtual Academy
Statement of Financial Position
As of May 31, 2021**

	07/01/2020 Through 05/31/2021	Year Ending 06/30/2020
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash	6,063,242	3,067,323
Accounts Receivables	657,962	761,002
Other Current Assets	21,031	21,031
Total Current Assets	<u>6,742,235</u>	<u>3,849,356</u>
Net Assets		
Fixed Assets	53,979	53,979
Depreciation	(53,979)	(53,979)
Total Net Assets	<u>0</u>	<u>0</u>
Total Assets & Other Debits	<u>6,742,235</u>	<u>3,849,356</u>
Liabilities & Fund Equity		
Current Liabilities	4,220,665	3,088,588
Fund Balance	760,769	714,670
Net Income	1,760,801	46,098
Total Liabilities & Fund Equity	<u>6,742,235</u>	<u>3,849,356</u>

**Utah Virtual Academy
Statement of Activities
As of May 31, 2021**

	Annual June 30, 2021	Year-to-Date May 31, 2021	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	20,000	5,190	26.0 %
Revenue From State Sources	24,660,950	23,682,325	96.0 %
Revenue From Federal Sources	1,033,404	470,213	45.5 %
Total Income	25,714,354	24,157,728	93.9 %
Expenses			
Instruction/Salaries	7,318,973	6,300,345	86.1 %
Employee Benefits	2,392,207	1,762,538	73.7 %
Purchased Prof & Tech Serv	3,794,066	2,747,241	72.4 %
Purchased Property Services	1,039,838	943,478	90.7 %
Other Purchased Services	2,716,736	2,521,872	92.8 %
Supplies & Materials	7,942,005	8,107,177	102.1 %
Debt Services & Miscellaneous	19,999	14,276	71.4 %
Total Expenses	25,223,824	22,396,927	88.8 %
Total Net Income	490,530	1,760,801	359.0 %

Utah State Board of Education Allotment Memo

for Fiscal Year/Period 2021/11

Type: **01CHARTER**

Recipient: **5FO UTAH VIRTUAL ACADEMY**

Major Program	Program	District Pgm/Rev	Current Budget	Current Month	Year-to-Date	Grant to Date	Remaining Balance
84010 SAS-Title I Grants to LEA	18T1FT 18T1FT Flow-through FFY2018	7801/4800	382,964.40	0.00	0.00	382,964.40	0.00
	19T1FT 19T1FT Title IA Flow-Through FFY2019	7801/4800	377,087.10	0.00	0.00	377,087.10	0.00
	20T1FT 20T1FT Title IA Flow-Through FFY2020	7801/4800	369,210.58	0.00	79,199.99	369,210.58	0.00
	20T1SF 20T1SF SIG (a) Flow Through FFY2020	7801/4800	139,330.50	0.00	0.00	0.00	139,330.50
	21T1FT 21T1FT Title IA Flow-Through FFY2021	7801/4800	327,311.31	0.00	0.00	0.00	327,311.31
	21T1SF 21T1SF SIG (a) Flow Through FFY2021	7801/4800	9,539.47	0.00	0.00	0.00	9,539.47
84010 SAS-Title I Grants to LEA Summary			1,605,443.33	0.00	79,199.99	1,129,262.03	476,181.23
84027 SPED-IDEA Disabilities Educ Act	18FTFL 18FTFL Flow-through Formula FFY2018	7524/4524	272,016.38	0.00	0.00	272,016.38	0.00
	19FTFL 19FTFL IDEA Flow-Through Formula FFY2019	7524/4524	281,673.41	0.00	262,373.49	281,673.41	0.00
	20FTFL 20FTFL IDEA Flow-Through Formula FFY2020	7524/4524	280,999.47	0.00	0.00	0.00	280,999.47
	20STAC 20STAC Special Ed State Level Activity FFY2020	7524/4524	15,000.00	0.00	0.00	0.00	15,000.00
	21FTFL 21FTFL IDEA Flow-Through Formula FFY2021	7524/4524	140,000.12	0.00	0.00	0.00	140,000.12
84027 SPED-IDEA Disabilities Educ Act Summary			989,689.33	0.00	262,373.49	553,689.73	435,999.53
84173 SPED-Preschool Special Educ IDEA	19PRE Preschool SPED Flow-through FFY2019	7522/4522	3,950.23	0.00	0.00	3,950.23	0.00
	20PRE 20PRE Preschool SPED Flow-through FFY2020	7522/4522	4,207.12	0.00	4,207.12	4,207.12	0.00
	21PRE 21PRE Preschool SPED Flow-through FFY2021	7522/4522	1,956.80	0.00	0.00	0.00	1,956.80
84173 SPED-Preschool Special Educ IDEASummary			10,114.15	0.00	4,207.12	8,157.33	1,956.80
84367 T&L-Improving Teacher Quality-State	182FT 182FT Formula Flow Through FFY2018	7860/4800	52,414.11	0.00	0.00	52,414.11	0.00
	192FT 192FT Title IIA Formula Flow Through FFY2019	7860/4800	50,696.39	0.00	0.00	45,493.68	5,202.71
	202FT 202FT Title IIA Formula Flow Through FFY2020	7860/4800	50,497.25	0.00	0.00	0.00	50,497.25
	212FT 212FT Title IIA Formula Flow Through FFY2021	7860/4800	45,867.55	0.00	0.00	0.00	45,867.55
84367 T&L-Improving Teacher Quality-State Summary			199,475.33	0.00	0.00	97,907.73	101,567.53
84424A T&L-Student Support Academic Enrichment Grants	194AFT 194AFT Supporting Effective Instruction	7905/4800	24,136.08	0.00	0.00	0.00	24,136.08
	204AFT 204AFT Supporting Effective Instruction	7905/4800	10,000.00	0.00	0.00	0.00	10,000.00
	214AFT 214AFT Supporting Effective Instruction	7905/4800	25,268.78	0.00	0.00	0.00	25,268.78
84424A T&L-Student Support Academic Enrichment Grants Summary			59,404.83	0.00	0.00	0.00	59,404.83
84425D SSS-Elem & Secondary School Emergency Relief	20ESSR 20ESSR ESSER Funds to LEAs FFY2020	7210/4200	299,585.59	0.00	0.00	0.00	299,585.59
	21ESSR 21ESSR ESSER II Funds to LEAs FFY2021	7215/4200	1,210,642.34	0.00	0.00	0.00	1,210,642.34
84425D SSS-Elem & Secondary School Emergency ReliefSummary			1,510,227.93	0.00	0.00	0.00	1,510,227.93
BOARD BOARD-USBE Board	20CPPE 20CPPE CRF Personal Protective Equipment FFY2020	7280/4500	13,796.04	0.00	13,796.04	13,796.04	0.00
	20CRF 20CRF Corona Relief Funds FFY2020	7280/4500	61,636.60	0.00	61,636.60	61,636.60	0.00
BOARD BOARD-USBE Board - Summary			75,432.64	0.00	75,432.64	75,432.64	0.00
CTE CTE-Career & Technical Education	17PKW 17PKW Computer Science SFY2017	5677/3800	1,000.00	0.00	0.00	1,000.00	0.00
	21PKH 21PKH General Financial Literacy SFY2021	5660/3800	3,230.28	0.00	3,230.28	3,230.28	0.00
CTE CTE-Career & Technical Education Summary			4,230.28	0.00	3,230.28	4,230.28	0.00
FINOPS FINOPS-Financial Operations	19SOEF 19SOEF Statewide Online Ed Program Admin FT SFY2019	5380/3800	54,967.00	0.00	0.00	54,967.00	0.00
	20SOEF 20SOEF Statewide Online Ed Program Admin FT SFY2020	5380/3800	85,284.00	0.00	43,399.00	85,284.00	0.00
	21SOEF 21SOEF Statewide Online Ed Program Admin FT SFY2021	5380/3800	145,589.00	429.00	145,589.00	145,589.00	0.00
FINOPS FINOPS-Financial Operations Summary			285,840.00	429.00	188,988.00	285,840.00	0.00
MSPB MSPB-Minimum School Programs Basic	20PPA 20PPA Kindergarten SFY2020	VAR/3005	123,678.87	0.00	0.00	123,678.87	0.00
	20PPB 20PPB Grades 1-12 SFY2020	VAR/3010	6,849,618.72	0.00	0.00	6,849,618.72	0.00

20PPBD 20PPBD Pub Ed Online Dist SFY2020	VAR/3010	628,127.00	0.00	0.00	628,127.00	0.00	
20PPBO 20PPBO Pub Ed Online Offset SFY2020	VAR/3010	-3,453.00	0.00	0.00	-3,453.00	0.00	
20PPD 20PPD Professional Staff SFY2020	VAR/3020	528,790.76	0.00	0.00	528,790.76	0.00	
20PPF 20PPF Special Education - Add-on SFY2020	1205/3100	2,423,109.13	0.00	0.00	2,423,109.13	0.00	
20PPH 20PPH Special Education - Self-contained SFY2020	1210/3100	115,260.93	0.00	0.00	115,260.93	0.00	
20PPI 20PPI Special Education - Extended Year SFY2020	1220/3100	7,430.79	0.00	0.00	7,430.79	0.00	
20PPK 20PPK CTE ADM SFY2020	VAR/3100	147,775.00	0.00	0.00	147,775.00	0.00	
20PPKE 20PPKE CTE Technical Student Orgs SFY2020	6000/3100	4,496.00	0.00	0.00	4,496.00	0.00	
20PPL 20PPL Class Size Reduction SFY2020	5201/3100	319,715.67	0.00	0.00	319,715.67	0.00	
20PPN 20PPN Special Education - Impact Aid SFY2020	1225/3100	27,205.25	0.00	0.00	27,205.25	0.00	
20PPP 20PPP SPED Extended Yr Special Educators	1278/3100	14,152.00	0.00	0.00	14,152.00	0.00	
21PPA 21PPA Kindergarten SFY2021	VAR/3005	405,531.41	33,794.28	371,737.12	371,737.12	33,794.29	
21PPB 21PPB Grades 1-12 SFY2021	VAR/3010	9,638,994.16	802,059.72	8,836,994.44	8,836,994.44	801,995.72	
21PPBD 21PPBD Pub Ed Online Dist SFY2021	VAR/3010	1,222,021.00	10,682.00	1,222,021.00	1,222,021.00	0.00	
21PPBO 21PPBO Pub Ed Online Offset SFY2021	VAR/3010	-6,350.00	-64.00	-6,350.00	-6,350.00	0.00	
21PPD 21PPD Professional Staff SFY2021	VAR/3020	819,422.35	68,285.20	751,137.16	751,137.16	68,285.19	
21PPF 21PPF Special Education - Add-on SFY2021	1205/3100	2,476,159.88	206,346.66	2,269,813.23	2,269,813.23	206,346.65	
21PPH 21PPH Special Education - Self-contained SFY2021	1210/3100	101,427.18	8,452.27	92,974.91	92,974.91	8,452.27	
21PPI 21PPI Special Education - Extended Year SFY2021	1220/3100	7,907.84	658.98	7,248.85	7,248.85	658.99	
21PPK 21PPK CTE ADM SFY2021	VAR/3100	255,395.00	23,287.92	234,112.09	234,112.09	21,282.91	
21PPKE 21PPKE CTE Technical Student Orgs SFY2021	6000/3100	2,443.00	184.66	2,258.33	2,258.33	184.67	
21PPL 21PPL Class Size Reduction SFY2021	5201/3100	598,425.54	49,868.80	548,556.75	548,556.75	49,868.79	
21PPN 21PPN Special Education - Impact Aid SFY2021	1225/3100	29,295.84	2,441.32	26,854.52	26,854.52	2,441.32	
21PPP 21PPP SPED Extended Yr Special Educators	1278/3100	10,904.00	0.00	10,904.00	10,904.00	0.00	
MSPB MSPB-Minimum School Programs Basio Summary		26,747,484.32	1,205,997.81	14,368,266.43	25,554,173.52	1,193,310.81	
MSPRB MSPRB-Minimum School Programs Related to Basic	20PQHG 20PQHG Enhancement for Accelerated Students Prog-GT	5331/3300	8,150.93	0.00	0.00	8,150.93	0.00
	20PQI 20PQI Concurrent Enrollment SFY2020	5333/3300	12,399.20	0.00	0.00	12,399.20	0.00
	20PQM 20PQM School Land Trust Program SFY2020	5420/3500	256,565.00	0.00	0.00	256,565.00	0.00
	20PQN 20PQN Charter School Local Replacement SFY2020	5619/3200	4,875,629.78	0.00	0.00	4,875,629.78	0.00
	20PQO 20PQO Charter School Administration SFY2020	5625/3200	199,361.07	0.00	0.00	199,361.07	0.00
	20PQP 20PQP Early Literacy Program SFY2020	5805/3300	99,866.86	0.00	0.00	99,866.86	0.00
	20PQR 20PQR Educator Salary Adjustments SFY2020	5876/3400	574,302.08	0.00	0.00	574,302.08	0.00
	20PQS 20PQS Teacher Salary Supplement Program SFY2020	5807/3400	235,188.73	0.00	61,676.18	235,188.73	0.00
	20PQT 20PQT Library Books & Electronic Resources SFY2020	5810/3500	2,079.73	0.00	0.00	2,079.73	0.00
	20PQY 20PQY Flexible Allocation-WPU Distribution SFY2020	5310/3200	26,521.12	0.00	0.00	26,521.12	0.00
	20PUA 20PUA Teacher Supplies & Materials SFY2020	5868/3400	18,425.00	0.00	0.00	18,425.00	0.00
	20PUJ 20PUJ Enhancement for At-Risk Students SFY2020	5336/3300	133,464.27	0.00	0.00	133,464.27	0.00
	20PUU 20PUU Teacher and Student Success Program	5678/3500	337,361.91	0.00	0.00	337,361.91	0.00
	21PQI 21PQI Concurrent Enrollment SFY2021	5333/3300	13,352.00	868.98	10,635.67	10,635.67	2,716.33
	21PQJ 21PQJ Supplemental Educator COVID-19 Stipend SFY2021	5658/3200	309,149.14	0.00	309,149.14	309,149.14	0.00
	21PQM 21PQM School Land Trust Program SFY2021	5420/3500	256,049.00	0.00	256,049.00	256,049.00	0.00
	21PQN 21PQN Charter School Local Replacement SFY2021	5619/3200	7,855,092.00	654,591.00	7,200,501.00	7,200,501.00	654,591.00
	21PQP 21PQP Early Literacy Program SFY2021	5805/3300	107,346.98	10,692.38	117,616.27	117,616.27	-10,269.29
	21PQR 21PQR Educator Salary Adjustments SFY2021	5876/3400	725,528.09	60,460.67	665,067.41	665,067.41	60,460.68
	21PQT 21PQT Library Books & Electronic Resources SFY2021	5810/3500	1,818.01	148.53	1,669.48	1,669.48	148.53
	21PUA 21PUA Teacher Supplies & Materials SFY2021	5868/3400	22,226.70	0.00	22,226.70	22,226.70	0.00
	21PUI 21PUI English Lang Learner Software Support SFY2021	5911/3400	909.41	0.00	0.00	0.00	909.41
	21PUJ 21PUJ Enhancement for At-Risk Students SFY2021	5336/3300	135,316.60	11,276.38	124,040.21	124,040.21	11,276.39
	21PUU 21PUU Teacher and Student Success Program	5678/3500	361,748.28	30,145.69	331,602.59	331,602.59	30,145.69

	21PUV 21PUV Student Health & Counseling Support Pgm	5679/3500	86,424.00	0.00	21,606.00	21,606.00	64,818.00
MSPRB MSPRB-Minium School Programs Related to Basie Summary			16,654,275.89	768,183.63	9,121,839.63	15,839,479.15	814,796.71
SAS SAS-Student Advocacy Services	18PKU School Turnaround and Leadership Dev SFY2018	5687/3800	341,825.00	0.00	0.00	270,000.00	71,825.00
	18PKUR 18PKUR School Turnaround-Recruitment & RetentionSFY18	5687/3800	174,000.00	0.00	0.00	0.00	174,000.00
	20PKL 20PKL ELL Software Licenses SFY2020	5911/3400	6,000.00	0.00	0.00	0.00	6,000.00
	S18PKU S18PKU School Turnaround & Leadership Dev SFY2018 PSC	5295/3800	3,200.00	0.00	0.00	3,200.00	0.00
SAS SAS-Student Advocacy Services Summary			525,025.00	0.00	0.00	273,200.00	251,825.00
5F0 UTAH VIRTUAL ACADEMY - Summary			48,666,643.11	1,974,610.41	24,103,537.57	43,821,372.60	4,845,270.51

May 27, 2021

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9:07:41 AM

Utah Virtual Academy Reconciliation Report

As Of 05/31/2021
Account: PTIF - UTVA

Statement Ending Balance	817,136.41
Deposits in Transit	0.00
Outstanding Checks and Charges	0.00
Adjusted Bank Balance	817,136.41
Book Balance	817,136.41
Adjustments*	0.00
Adjusted Book Balance	817,136.41

Total Checks and Charges Cleared	0.00	Total Deposits Cleared	279.51
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Deposits

Name	Memo	Date	Doc No	Cleared	In Transit
	REINVESTMENT	05/31/2021		279.51	
Total Deposits				279.51	0.00

Checks and Charges

Name	Memo	Date	Check No	Cleared	Outstanding
Total Checks and Charges				0.00	0.00

Utah Virtual Academy Reconciliation Report

As Of 05/31/2021

Account: ZB Operating - UTVA

Statement Ending Balance	5,395,903.07
Deposits in Transit	0.00
Outstanding Checks and Charges	(151,535.70)
Adjusted Bank Balance	5,244,367.37
Book Balance	5,244,367.37
Adjustments*	0.00
Adjusted Book Balance	5,244,367.37

Total Checks and Charges Cleared	1,719,842.80	Total Deposits Cleared	1,975,676.36
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Deposits

Name	Memo	Date	Doc No	Cleared	In Transit
Aidpay	REQUESTED AVID TO ISSUE A STOP PAYMENT AND RETURN CHECK #27978. CHECK WAS ISSUED TO THE WRONG VENDOR.	05/11/2021	CHECK#27978	132.65	
Aidpay	AVID RETURNED PAYMENT FOR CHECK #27980 FOR A CREDIT APPLIED TO THE ACCOUNT AND PAYMENT FOR INVOICE#7892 WAS ACTUALLY NOT DUE.	05/11/2021	CHECK#27980	875.00	
General Ledger Entry	AMAZON SMILE DONATION	05/24/2021		58.27	
General Ledger Entry	Allotment- Utah Virtual	05/31/2021		1,974,610.44	
Total Deposits				1,975,676.36	0.00

Checks and Charges

Name	Memo	Date	Check No	Cleared	Outstanding
The Millennial Family Counseling Center		06/21/2018	15045		512.50
Kristal James		06/25/2018	15083		50.00
The Millennial Family Counseling Center		06/25/2018	15089		2,575.00
Amber Bundy		06/29/2018	15094		638.15
Amy Quebbeman		06/29/2018	15098		129.62
Amy Rasmussen		06/29/2018	15099		634.56
Carol Olson		06/29/2018	15108		316.65
Cassandra Asay		06/29/2018	15109		227.91
Rebecca Jeppson		06/29/2018	15133		250.95
Zions Bank CC-Meghan Merideth		07/13/2018	25100		3,276.13
Zions Bank CC-Shelly Strahan		07/13/2018	25101		5,093.09
Andrea Warren		08/07/2018	25141		108.00
April Schmidt		08/07/2018	25154		96.00
Dominique Swinyer		08/07/2018	25201		108.00
Gary Goulding		08/07/2018	25212		60.00
Jeanene Liljenquist		08/07/2018	25229		108.00
Katy Bay		08/07/2018	25259		108.00
Krimsen Roberts		08/07/2018	25275		108.00
Nicole Smith		08/07/2018	25327		48.00
Robert Gundersen		08/07/2018	25342		108.00
ELUMA LLC		09/27/2018	25542		821.50
Zions Bank CC-Meghan Merideth		11/16/2018			15,187.80
Zions Bank CC-Shelly Strahan		11/16/2018			22,665.49

Utah Virtual Academy Reconciliation Report

As Of 05/31/2021

Account: ZB Operating - UTVA

ELUMA LLC		01/23/2019	25844		1,027.05
Salt Lake Speech and Language		02/26/2019	25941		200.00
Angel Patterson		03/13/2019	25951		108.00
Elizabeth Nicoll		03/13/2019	25954		108.00
Steve Laguess		03/13/2019	25958		72.00
Alexandra Standiford		03/27/2019	25996		107.28
T-Mobile		05/17/2019	26149		1,742.20
Stefanie Cragun		06/20/2019	26251		119.48
Neil Meatoga		06/26/2019	26270		108.00
Tina Day		06/26/2019	26271		108.00
Chelsea Damali		06/26/2019	26280		108.00
Christy Taylor		06/26/2019	26287		108.00
Melissa Stewart		06/26/2019	26299		108.00
Olivia Toki		06/26/2019	26311		108.00
Robyn Coleman		06/26/2019	26317		108.00
Andrea Demetrescu		06/26/2019	26346		108.00
Ashlee Roberts		06/26/2019	26355		108.00
Lanae Peterson		06/26/2019	26360		108.00
Gina Echols		06/26/2019	26376		96.00
Ada Ragsdale		06/26/2019	26381		96.00
Amanda Ruiz		06/26/2019	26403		84.00
Nycole Cintron		06/26/2019	26405		60.00
Darwin Bodily		06/26/2019	26411		84.00
Richard Gordon Jr		06/26/2019	26444		60.00
Kimberly Royter		06/26/2019	26459		108.00
Lynda Erickson		06/26/2019	26469		108.00
Saleta Lusco		06/26/2019	26502		108.00
Heather Rasmussen		06/26/2019	26515		108.00
Holly Montoya		06/26/2019	26518		108.00
ELUMA LLC		07/03/2019	26566		1,521.77
ELUMA LLC		07/16/2019	26631		617.50
Amber Horrocks		09/13/2019	26691		9.73
Katlin Allison		09/16/2019	26751		48.72
Beacon Counseling Inc.		10/08/2019	26802		3,923.75
Paula Finlinson		11/13/2019	26919		23.91
Beacon Counseling Inc.		04/28/2021	27988	3,742.50	
Comm-Core		04/28/2021	27989	8,939.54	
Solas Psychological		04/28/2021	27990	5,103.75	
General Ledger Entry	CASH	05/01/2021		394,752.89	
Boulder Consulting		05/03/2021	27991	7,848.75	
DOTCOM THERAPY, LLC		05/03/2021	27992	3,936.22	
E-Therapy LLC		05/03/2021	27993	6,705.50	
T-Mobile		05/03/2021	27994	2,650.00	
Zions Bank CC-Shelly Strahan		05/05/2021		6,176.83	
Zions Bank CC-Meghan Merideth		05/05/2021		1,739.25	
Zions Bank - Allen CC 0569		05/05/2021		8,483.22	
Certified Languages International		05/06/2021	27995	1,554.92	
Comprehensive Psychological		05/06/2021	27996	1,320.00	
E-Therapy LLC		05/06/2021	27997	1,595.63	
FedEx	4865-4182-2	05/06/2021	27998	154.93	
JOSTENS, INC		05/06/2021	27999	3.30	
Shelley Jo Dula		05/06/2021	28000	805.00	
Solas Psychological		05/06/2021	28001	1,875.00	
Beacon Counseling Inc.		05/06/2021	28002	3,585.00	
Boulder Consulting		05/06/2021	28003	7,052.95	
General Ledger Entry	CASH	05/07/2021		285.58	
Certified Languages International		05/13/2021	28004	186.75	
Comprehensive Psychological		05/13/2021	28005	600.00	
SALT LAKE CHARTER		05/13/2021	28006	45.00	

Utah Virtual Academy Reconciliation Report

As Of 05/31/2021

Account: ZB Operating - UTVA

SCHOOLS SCIENCE AND ENGINEERING FAIR				
Shelley Jo Dula	05/13/2021	28007	891.25	
Solas Pyschological	05/13/2021	28008	1,312.50	
SPHERION STAFFING, LLC	05/13/2021	28009	271.65	
K12 Management Inc.	05/13/2021	28010	859,267.50	
General Ledger Entry CASH	05/15/2021		388,824.74	
LISA PARLETTE	05/17/2021	28011	132.65	
CENTURYLINK	05/31/2021	28012		375.73
COUNCIL FOR EXCEPTIONAL CHILDREN	05/31/2021	28013		190.00
ELUMA LLC	05/31/2021	28014		850.00
FedEx	05/31/2021	28015		12.15
Holiday Inn Express & Suites Murray	05/31/2021	28016		100.00
JOSTENS, INC	05/31/2021	28017		16.49
NATIONAL FFA ORGANIZATION	05/31/2021	28018		24.00
OFFICE DEPOT	05/31/2021	28019		333.46
Pacific Office Automation	05/31/2021	28020		978.38
PITNEY BOWES - PURCHASE POWER	05/31/2021	28021		444.21
Pure Water Partners	05/31/2021	28022		37.61
SAWYER SPEECH AND LANGUAGE THERAPY, LLC	05/31/2021	28023		160.00
Shelley Jo Dula	05/31/2021	28024		805.00
Shred-It Usa LLC	05/31/2021	28025		104.12
Snow College	05/31/2021	28026		480.00
SPHERION STAFFING, LLC	05/31/2021	28027		144.88
Beacon Counseling Inc.	05/31/2021	28028		3,616.25
Boulder Consulting	05/31/2021	28029		7,100.10
CHARTER SCHOOL THERAPY	05/31/2021	28030		10,500.75
Comfort Suites	05/31/2021	28031		3,875.00
Comm-Core	05/31/2021	28032		8,806.09
Comprehensive Psychological	05/31/2021	28033		1,800.00
DOTCOM THERAPY, LLC	05/31/2021	28034		4,614.48
E-Therapy LLC	05/31/2021	28035		2,722.85
Gardner Batt, LLC	05/31/2021	28036		14,358.59
IXL LEARNING	05/31/2021	28037		1,438.00
Solas Pyschological	05/31/2021	28038		3,599.45
T-Mobile	05/31/2021	28039		2,650.00
Virtual Technologies Group, Inc.	05/31/2021	28040		660.84
Bee You Tees	05/31/2021	28041		3,559.63
Certified Languages International	05/31/2021	28042		2,920.90
PARR BROWN GEE & LOVELESS	05/31/2021	28043		9,296.00
Total Checks and Charges			1,719,842.80	151,535.70

ZIONS BANK®

P.O. Box 30709, Salt Lake City, UT 84130-0709

Statement of Accounts

Page 1 of 5

This Statement: May 28, 2021

Last Statement: April 30, 2021

Primary Account 020041398

0051363

1507-06-0000-ZFN-PG0023-00001

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

For 24-hour account information, please contact:

1-800-789-BANK (2265)

zionsbank.com

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

SUMMARY OF ACCOUNT BALANCE

Account Type	Account Number	Checking/Savings Ending Balance	Outstanding Balances Owed
Commercial Analyzed Checking	020041398	\$5,395,903.07	

COMMERCIAL ANALYZED CHECKING 020041398

128 1

Previous Balance	Deposits/Credits	Charges/Debits	Checks Processed	Ending Balance
5,140,069.51	1,975,676.36	860,575.30	859,267.50	5,395,903.07

4 DEPOSITS/CREDITS

Date	Amount	Description
05/11	132.65	UTAH VIRTUAL ACA AVIDPA CK27978 REF # 021131003971143 1115679068
05/11	875.00	UTAH VIRTUAL ACA AVIDPA CK27980 REF # 021131003971164 1115679070
05/24	58.27	AMZN3VRS9FRZ AmazonSmil 7HO5TOYBZN8256QREF # 021144002709073 1118252545
05/28	1,974,610.44	FINET EFT 8015383200 *****603417REF # 021147006787294 1115913586

27 CHARGES/DEBITS

Date	Amount	Description
05/04	3,742.50	AVIDPAY SERVICE AVIDPAY CK27988 REF # 021124008700742 1118226477
05/04	5,103.75	AVIDPAY SERVICE AVIDPAY CK27990 REF # 021124008700739 1118226476
05/04	8,939.54	AVIDPAY SERVICE AVIDPAY CK27989 REF # 021124008700733 1118226475
05/04	16,399.30	CREDIT CARD ECS PAYMENT REF # 021124008629628 1118260197
05/06	2,650.00	AVIDPAY SERVICE AVIDPAY CK27994 REF # 021126000898248 1117089558
05/06	3,936.22	AVIDPAY SERVICE AVIDPAY CK27992 REF # 021126000898251 1117089559
05/06	6,705.50	AVIDPAY SERVICE AVIDPAY CK27993 REF # 021126000898258 1117089560
05/06	7,848.75	AVIDPAY SERVICE AVIDPAY CK27991 REF # 021126000898245 1117089557
05/06	394,752.89	STRATUS.HR EDI PYMNTS 603801 REF # 021126000788370 1117086237
05/07	3.30	AVIDPAY SERVICE AVIDPAY CK27999 REF # 021127002002011 1115734384
05/07	154.93	AVIDPAY SERVICE AVIDPAY CK27998 REF # 021127002002017 1115734386
05/07	805.00	AVIDPAY SERVICE AVIDPAY CK***** REF # 021127002002023 1115738759
05/07	1,320.00	AVIDPAY SERVICE AVIDPAY CK27996 REF # 021127002002026 1115734388
05/07	1,554.92	AVIDPAY SERVICE AVIDPAY CK27995 REF # 021127002002020 1115734387
05/07	1,595.63	AVIDPAY SERVICE AVIDPAY CK27997 REF # 021127002002029 1115734389
05/07	1,875.00	AVIDPAY SERVICE AVIDPAY CK28001 REF # 021127002002014 1115734385
05/10	285.58	STRATUS.HR EDI PYMNTS 611885 REF # 021130002717425 1118485121
05/11	3,585.00	AVIDPAY SERVICE AVIDPAY CK28002 REF # 021131003975581 1115692163
05/11	7,052.95	AVIDPAY SERVICE AVIDPAY CK28003 REF # 021131003975584 1115692164
05/17	45.00	AVIDPAY SERVICE AVIDPAY CK28006 REF # 021137007809166 1119288274
05/17	186.75	AVIDPAY SERVICE AVIDPAY CK28004 REF # 021137007809163 1119288273
05/17	271.65	AVIDPAY SERVICE AVIDPAY CK28009 REF # 021137007809140 1119288271
05/17	600.00	AVIDPAY SERVICE AVIDPAY CK28005 REF # 021137007809152 1119288272
05/17	891.25	AVIDPAY SERVICE AVIDPAY CK***** REF # 021137007809155 1119304595
05/17	1,312.50	AVIDPAY SERVICE AVIDPAY CK28008 REF # 021137007809099 1119288269
05/18	132.65	AVIDPAY SERVICE AVIDPAY CK28011 REF # 021138009018763 1115802622
05/20	388,824.74	STRATUS.HR EDI PYMNTS 621541 REF # 021139010771848 1116369252



1 CHECK PROCESSED

<i>Number.....</i>	<i>Date.....</i>	<i>Amount</i>
28010	05/20	859,267.50

AGGREGATE OVERDRAFT AND RETURNED ITEM FEES

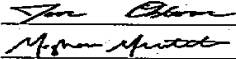
	<i>Total for This Period</i>	<i>Total Year-to-Date</i>
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

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

DAILY BALANCES

<i>Date.....</i>	<i>Balance</i>	<i>Date.....</i>	<i>Balance</i>	<i>Date.....</i>	<i>Balance</i>
05/04	5,105,884.42	05/11	4,672,766.40	05/20	3,421,234.36
05/06	4,689,991.06	05/17	4,669,459.25	05/24	3,421,292.63
05/07	4,682,682.28	05/18	4,669,326.60	05/28	5,395,903.07
05/10	4,682,396.70				



Utah Virtual Academy 310 East 4500 South Suite 620 Murray, UT 84107	Zions Bank 3480 South 700 East Salt Lake City, UT 84108-1182 Zions Bank	28010 Date: 05/13/2021
Pay To The Order of K12 Management Inc.		
Eight Hundred Fifty Nine Thousand Two Hundred Sixty Seven Dollars and 50 Cents		\$**859,267.50**
K12 Management Inc. PO Box 624186 Philadelphia, PA 19162-4186 US		
028010 ⑆124000054⑆ 020041398⑆		

Processed 05/20/21 \$859267.50 Ch# 28010

STATEMENT OF ACCOUNT

P T I F

UTAH PUBLIC TREASURERS' INVESTMENT FUND

David Damschen, Utah State Treasurer, Fund Manager

PO Box 142315

350 N State Street, Suite 180

Salt Lake City, Utah 84114-2315

Local Call (801) 538-1042 Toll Free (800) 395-7665

www.treasurer.utah.gov

UTAH VIRTUAL ACADEMY
 STACY LINRUD
 310 EAST 4500 SOUTH #620
 MURRAY UTAH 84107

Account	Account Period		
8333	May 01, 2021 through May 31, 2021		
Summary			
Beginning Balance	\$ 816,856.90	Average Daily Balance	\$ 816,856.90
Deposits	\$ 279.51	Interest Earned	\$ 279.51
Withdrawals	\$ 0.00	360 Day Rate	0.3974
Ending Balance	\$ 817,136.41	365 Day Rate	0.4029

Date	Activity	Deposits	Withdrawals	Balance
05/01/2021	FORWARD BALANCE	\$ 0.00	\$ 0.00	\$ 816,856.90
05/31/2021	REINVESTMENT	\$ 279.51	\$ 0.00	\$ 817,136.41
05/31/2021	ENDING BALANCE	\$ 0.00	\$ 0.00	\$ 817,136.41



Voyager Sopris Learning
 Cambium Learning Group, Inc.
 Attn: Order Entry Department
 17855 Dallas Pkwy, Suite 400
 Dallas, Texas 75287
 Phone: (800) 547-6747
 Fax: (888) 819-7767
 Email: CustomerService@voyagersopris.com

Quote Number 00102278
 Created Date 5/24/2021
 Expiration Date 7/19/2021

Quote To Lacey Robinson
 Email lrobinson@utahvirtual.org

Bill To Name Utah Virtual Academy District Office
 Bill To 310 E 4500 S Ste 620
 Murray, UT 84107
 US
 Ship To Name Utah Virtual Academy District Office
 Ship To 310 E 4500 S Ste 620
 Murray, UT 84107
 US

Description	Product Code	Quantity	Sales Price	Total Price
LETRS Participant Materials Bundle Units 1-4 Print + 1-Year license	354061	16.00	\$349.00	\$5,584.00
LETRS Virtual Training - 1 day	370896	2.00	\$3,000.00	\$6,000.00
LETRS In-Person Day, 1 Day Model	354044	2.00	\$4,250.00	\$8,500.00

Total Price \$20,084.00
 S&H \$558.40
 Tax \$0.00
 Total Due \$20,642.40

Comments

*Add sales tax for your state (from subtotal) if applicable. Taxes on quote are an estimate only and are subject to change when the order is placed.

1-Year licenses expire 12 months from the date of activation; 2-Year LETRS licenses expire 24 months from the date of activation.

- License may expire at a later date if a multi-year deal is purchased; the expiration date will be noted at the time of receiving the Purchase Order.
- Support Services purchased (days, webinar & virtual hours) will expire 12 months from the received date of the Purchase Order.
- A contact name and email address are required for all products with digital components.

Company Name: Utah Virtual Academy
Report Name: Vendor Aging Report
As of Date: 6/1/21
Created On: 6/7/21
Location: utahvirtual--Utah Virtual Academy

Based on: GL posting Date As of Date: 06/01/2021

Vendor ID	Vendor Name	Bill	GL Posting Date	Bill Date	Due Date	Days aged	-0	1-30	31-60	61-90	91-	Total	
V-12959	K12 Management Inc.	200053814	6/1/20	6/1/20	7/1/20	365	-	-	-	-	3,300.00	3,300.00	
		200053582	6/30/20	4/15/20	5/15/20	336	-	-	-	-	130,962.00	130,962.00	
		200053144	6/30/20	1/15/20	2/14/20	336	-	-	-	-	92,963.00	92,963.00	Dec 2019 Enrollment
		200053466	6/30/20	3/24/20	4/23/20	336	-	-	-	-	37,532.00	37,532.00	Dec - Feb 2020 Block Fee
		200053467	6/30/20	3/24/20	4/23/20	336	-	-	-	-	8,888.00	8,888.00	Dec - Feb PT Block Fee
		200053450	6/30/20	3/12/20	4/11/20	336	-	-	-	-	3,487.00	3,487.00	Jan 2020 PT Block Fee
		INV-003-267	12/1/20	11/1/20	12/1/20	182	-	-	-	-	1,778,000.00	1,778,000.00	October 2020 Renrollment Fee
		INV-003-494	1/1/21	12/1/20	12/1/20	151	-	-	-	-	229,500.00	229,500.00	Nov 2020 Enrollment Fee
		INV-003-658	1/1/21	12/28/20	12/28/20	151	-	-	-	-	129,152.58	129,152.58	Jun 2020 Service Fee
		INV-003-1291	2/1/21	2/1/21	2/1/21	120	-	-	-	-	83,250.00	83,250.00	January 2021 Enrollment Fee
		INV-003-1601	4/1/21	3/1/21	3/1/21	61	-	-	-	238,301.00	-	238,301.00	March 2021 Enrollment Fee
		INV-003-1669	5/1/21	3/1/21	4/1/21	31	-	-	12,480.00	-	-	12,480.00	7 Mindsets
		CM-003-382	5/1/21	5/1/21		31	-	-	(12,480.00)	-	-	(12,480.00)	7 Mindsets Credit
		INV-003-2068	5/1/21	5/1/21	5/31/21	31	-	-	33,520.00	-	-	33,520.00	May 2021 Computers
		INV-003-2114	5/1/21	5/1/21	5/31/21	31	-	-	50,828.50	-	-	50,828.50	May 2021 Materials
		INV-003-2161	5/1/21	5/1/21	5/31/21	31	-	-	254,938.00	-	-	254,938.00	May 2021 OLS
		INV-003-2069	5/1/21	5/1/21	5/31/21	31	-	-	167.50	-	-	167.50	PT May 2021 Computers
		INV-003-2162	5/1/21	5/1/21	5/31/21	31	-	-	20,178.00	-	-	20,178.00	PT May 2021 OLS
		INV-003-2215	5/9/21	5/9/21	6/8/21	23	-	19,712.00	-	-	-	19,712.00	May 2021 Block Fee
		INV-003-2229	5/9/21	5/9/21	6/8/21	23	-	504.00	-	-	-	504.00	May 2021 IST Fee
		INV-003-2249	5/9/21	5/9/21	6/8/21	23	-	4,125.00	-	-	-	4,125.00	Testing Computers
		INV-003-2216	5/9/21	5/9/21	6/8/21	23	-	2,992.00	-	-	-	2,992.00	PT May 2021 Block Fee
		INV-003-2230	5/9/21	5/9/21	6/8/21	23	-	1,932.00	-	-	-	1,932.00	PT May 2021 IST
		INV-003-2284	5/15/21	5/15/21	6/14/21	17	-	41,770.00	-	-	-	41,770.00	NWEA May 2021
Total for V-12959							-	71,035.00	359,632.00	238,301.00	2,497,034.58	3,166,002.58	
V-2375	ACADEMICA WEST, LLC	INV0762	11/1/20	11/1/20	11/1/20	212	-	-	-	-	120,516.69	120,516.69	Aug - Nov 2020 Catch-up Bill
		INV0926	5/1/21	5/1/21	5/1/21	31	-	-	89,308.35	-	-	89,308.35	May 2021 Services
		INV0952CREDIT	5/1/21	5/1/21		31	-	-	(250,000.00)	-	-	(250,000.00)	Credit Memeo per Negotiations
		INV0970	6/1/21	6/1/21	6/1/21	0	89,308.35	-	-	-	-	89,308.35	Jun-21
Total for V-2375							89,308.35	-	(160,691.65)	-	120,516.69	49,133.39	
Grand Totals							89,308.35	71,035.00	198,940.35	238,301.00	2,617,551.27	3,215,135.97	

UTVA 5/31/2021 Cash Balance	\$	5,057,322.95
June 2021 Payroll Estimate		953,866.52
June 2021 Estimate Invoices		311,358.48
AW June 2021 Payment		49,133.39
K12 Payment		430,667.00
Estimated Ending 6/30/2021 Cash Balance:	\$	3,312,297.56

2,735,335.58	Hold for Contract Negotiations
430,667.00	Recommend to Pay
3,166,002.58	Total K12



INVOICE

Invoice #: INV0995
Invoice Date: 06/07/2021
Due Date: 06/07/2021

Academica West

290 N Flint St
Kaysville, UT 84037
Ph: 801-444-9378
Fax:

Bill To:

Utah Virtual Academy
310 E 4500 S Suite 620
Murray, UT 84107
United States

Ship To:

Utah Virtual Academy
310 E 4500 S Suite 620
MurrayUT 84107
United States

Reference #: 5/10/2021 AMEX Terms:

Item	Description	Unit	Quantity	Unit Price	Amount
103	Dues & Fees	Each	1	\$25.00	\$25.00
				SUBTOTAL	\$25.00
				TOTAL	\$25.00

Utah Virtual Academy Budget Summary

	Year Ending 06/30/2020	Annual 6/30/21	Year-to-Date 06/30/2021	Year Ending 06/30/2022	07/01/2020 Through 04/30/2021
	PY Actuals	CY Original Budget	CY Approved	SY Prelim Budget	CY Actuals YTD
Net Income					
Income					
Revenue From Local Sources	24,626	20,000	20,000	8,500	4,853
Revenue From State Sources	17,858,114	17,873,012	24,660,950	19,064,377	21,707,714
Revenue From Federal Sources	771,874	713,358	1,033,404	658,385	470,213
Total Income	18,654,614	18,606,370	25,714,354	19,731,262	22,182,780
Expenses					
Instruction/Salaries	6,387,636	5,477,676	7,318,973	7,143,168	5,695,329
Employee Benefits	1,715,597	1,787,857	2,392,207	2,127,026	1,598,725
Purchased Prof & Tech Serv	2,940,650	3,190,693	3,794,066	3,583,205	2,808,304
Purchased Property Services	743,929	839,197	1,039,838	791,968	888,009
Other Purchased Services	1,429,864	1,603,606	2,716,736	251,736	2,501,381
Supplies & Materials	5,362,731	5,580,272	7,942,005	5,701,730	7,694,908
Property	0	10,800	0	0	0
Debt Services & Miscellaneous	19,113	20,684	19,999	20,000	12,578
Total Expenses	18,599,520	18,510,785	25,223,824	19,618,833	21,199,234
Total Net Income	55,094	95,585	490,530	112,429	983,546

May 15, 2021

Board of Directors

School Name

Address

State, UT ZIP

This letter sets forth our understanding for applying agreed-upon procedures to the Utah State Audit Compliance Guide of **School Name** (the School) as of or for the period ended June 30, 2021. The School is responsible for its compliance with the Utah State Compliance Audit Guide.

This engagement is solely for the purpose of reporting our findings regarding the results of the procedures performed as compared to the State Compliance Audit Guide. This report is intended for use by the School and the Utah State Board of Education and is expected to be restricted to the use of these specified parties.

As part of our engagement, we will request from management written confirmation concerning representations made to us in connection with the agreed upon procedures. This will include confirmation that we have obtained from all necessary other parties' agreement to the procedures and acknowledgement that the procedures performed are appropriate for their purposes. You agree to provide such confirmation.

We will apply the procedures outlined in the 2021 Utah State Compliance Audit Guide.

We will conduct our engagement in accordance with the attestation standards for agreed-upon procedures engagements established by the American Institute of Certified Public Accountants *and the standards applicable to attestation engagements contained in Government Auditing Standards issued by the Comptroller General of the United States, and/or any other standards or requirements to be followed*. We are responsible for carrying out the procedures and reporting findings in accordance with these standards. We have no responsibility to determine the differences between the procedures to be performed and the procedures that we would have determined to be necessary had we been engaged to perform another form of attestation engagement.

Our report will list the procedures performed and our findings. Our report will be addressed to the School and will be intended for use by and restricted to the use of the specified parties as identified above. Our report will contain such restricted-use language.

Should we have any reservations with respect to the subject matter, we will discuss them with you before the report is issued.

We have no responsibility to update our report for events and circumstances occurring after the date of our report.

During the course of the engagement, we may communicate with you or with your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We plan to begin our procedures on approximately July 15, 2021 and, unless unforeseeable problems are encountered, the engagement should be completed by November 1, 2021.

Ken Jeppesen is the engagement partner for the services specified in this letter. Responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the agreed-upon procedures report.

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.

With respect to the nonattest services provided, we will not assume management responsibilities on behalf of the School. However, we will provide advice and recommendations to assist management of the School in performing its responsibility.

The School's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest engagement are as follows:

- We will perform the services in accordance with applicable professional standards, including "appropriate standard reference, i.e. the Statements for Standards for Tax Services issued by the AICPA".
- This engagement is limited to the information returns as previously outlined. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities, including determining account codings and approving journal entries. Our firm will advise the School with regard to tax positions taken in the preparation of the tax return, but the School must make all decisions with regard to those matters."

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices are payable upon presentation. We estimate that our fee for the engagement will be between consistent with the total fee outlined in the engagement letter regarding the audit of the School's financial statements. We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate.

In addition, we will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your

attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our agreed upon procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

The agreed upon procedure documentation for this engagement is the property of Eide Bailly LLP and constitutes confidential information. However, we may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.

We will maintain the confidentiality of your personal information and will apply procedures to protect against any unauthorized release of your personal information to third parties.

We agree to retain our attest documentation or work papers for a period of at least eight years from the date of our report.

DISPUTE RESOLUTION

The following procedures shall be used to resolve any disagreement, controversy or claim that may arise out of any aspect of our services or relationship with you, including this engagement, for any reason ("Dispute"). Specifically, we agree to first mediate.

Mediation

All Disputes between us shall first be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator. The mediator will be selected by mutual agreement, but if we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA").

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute. Mediation will be conducted with the parties in person in Ogden, Utah.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Either party may commence suit on a Dispute after the mediator declares an impasse.

Governing Law and Venue

We both agree to submit any unresolved Dispute to trial by a federal or state court venued in Minneapolis, Minnesota. This agreement shall be governed by and construed in accordance with the laws of the State of

Minnesota (regardless of the laws that might be applicable under the principles of conflict of law) as to all matters including without limitation, matters of validity, construction, effect, and performance.

LIMITATION OF DAMAGES AND NO PUNITIVE DAMAGES

The exclusive remedy available to you in any adjudication proceeding shall be the right to pursue claims for actual damages that are directly caused by acts or omissions that are breaches by us of our duties under this agreement and/or under applicable professional standards, such damages will be limited to no more than two times fees paid under this agreement. In no event shall we be liable to you for any punitive or exemplary damages, or for attorneys' fees.

TIME LIMITATION

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute. We both agree that, notwithstanding any statute of limitations that might otherwise apply to a Dispute, it is reasonable that you may not bring any legal proceeding against us unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we deliver our report, return or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the agreed-upon procedure report.

The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

INDEMNITY

You agree that none of Eide Bailly LLP, its partners, affiliates, officers or employees (collectively "Eide Bailly") shall be responsible for or liable to you for any misstatements in your financial statements and/or tax return that we may fail to detect as a result of knowing representations made to us, or the concealment or intentional withholding of information from us, by any of your owners, directors, officers or employees, whether or not they acted in doing so in your interests or for your benefit, and to hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees from any such misstatement, provided that the services performed hereunder were performed in accordance with professional standards, in all material respects.

If a claim is brought against you by a third-party that arises out of or is in any way related to the services provided under this engagement, you agree to indemnify Eide Bailly LLP, its partners, affiliates, officers and employees, against any losses, including settlement payments, judgments, damage awards, punitive or exemplary damages, and the costs of litigation (including attorneys' fees) associated with the services performed hereunder provided that the services were performed in accordance with professional standards, in all material respects.

ASSIGNMENTS PROHIBITED

You agree that you will not and may not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly LLP, its partners, affiliates, officers and employees, to any other person or party, or to any trustee, receiver or other third party.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our engagement including our respective responsibilities. If you have any questions, please let us know.

We appreciate the opportunity to be of service to you and look forward to working with you and your staff.

Respectfully,

Ken Jeppesen
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of the School by:

Name: _____

Title: _____

May 15, 2021

Board of Directors

School Name

Address

City, ST ZIP

The following represents our understanding of the services we will provide to School Name (the School).

You have requested that we audit the governmental activities, each major fund, and the aggregate remaining fund information of the School, as of June 30, 2021, and for the year then ended, and the related notes, which collectively comprise the School's basic financial statements. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audit will be conducted with the objective of our expressing an opinion on each opinion unit applicable to those basic financial statements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB) require that certain information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS). These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation, and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by U.S. GAAP. This RSI will be subjected to certain limited procedures but will not be audited:

- Management's Discussion and Analysis
- Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General Fund
- Notes to Required Supplementary Information

Supplementary information other than RSI will accompany the School's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and perform certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and additional procedures in accordance with U.S. GAAS. We intend to provide an opinion on the following supplementary information in relation to the basic financial statements as a whole:

- Budget to Actual Comparisons (Major Funds)

Auditor Responsibilities

We will conduct our audit in accordance with U.S. GAAS and in accordance with *Government Auditing Standards*, and/or state or regulatory audit requirements. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the basic financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the basic financial statements, whether due to fraud or error, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements.

An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the basic financial statements. If appropriate, our procedures will therefore include tests of documentary evidence that support the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of cash, investments, and certain other assets and liabilities by correspondence with creditors and financial institutions. As part of our audit process, we will request written representations from your attorneys, and they may bill you for responding. At the conclusion of our audit, we will also request certain written representations from you about the basic financial statements and related matters.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements (whether caused by errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations) may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and, if applicable, in accordance with *Government Auditing Standards* and/or state or regulatory audit requirements.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the basic financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the basic financial statements that we have identified during the audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

Compliance with Laws and Regulations

As previously discussed, as part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we will perform tests of the School's compliance with the provisions of applicable laws, regulations, contracts, and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion. We will also audit the School's compliance with the applicable state compliance requirements described in the State Compliance Audit Guide, issued by the Office of the Utah State Auditor.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

- a. For the preparation and fair presentation of the basic financial statements in accordance with accounting principles generally accepted in the United States of America;
- b. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of basic financial statements that are free from material misstatement, whether due to error fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements; and
- c. To provide us with:
 - i. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the basic financial statements such as records, documentation, and other matters;
 - ii. Additional information that we may request from management for the purpose of the audit; and
 - iii. Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.
- d. For including the auditor's report in any document containing basic financial statements that indicates that such basic financial statements have been audited by the entity's auditor;
- e. For identifying and ensuring that the entity complies with the laws and regulations applicable to its activities;
- f. For adjusting the basic financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the basic financial statements as a whole; and
- g. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
- h. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets.
- i. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on the financials; and
- j. For the accuracy and completeness of all information provided.

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.

The School's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited basic financial statements, or if the supplementary information

will not be presented with the audited basic financial statements, to make the audited basic financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

Reporting

We will issue a written report upon completion of our audit of the School's basic financial statements. Our report will be addressed to the governing body of the School. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

Other

We understand that your employees will prepare all confirmations we request and will locate any documents or support for any other transactions we select for testing.

If you intend to publish or otherwise reproduce the basic financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your Internet website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Provisions of Engagement Administration, Timing and Fees

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

Ken Jeppesen is the engagement partner for the audit services specified in this letter. Responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report. We expect to begin our audit on approximately August 1, 2021.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices are payable upon presentation. We estimate that our fees for these services to be consistent with total fees outlined in our attachment to this letter. We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use the School's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit. Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

In addition, we will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in conducting or responding to discovery requests or participating as a witness or otherwise in any

legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit and information preparation procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

During the course of the audit, we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.

You agree to inform us of facts that may affect the basic financial statements of which you may become aware during the period from the date of the auditor's report to the date the financial statements are issued.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

At the conclusion of our audit engagement, we will communicate to management and the board of directors the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

The audit documentation for this engagement is the property of Eide Bailly LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available to the Utah State Board of Education pursuant to authority given to it by law or regulation. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to Utah State Board of Education. The Utah

State Board of Education may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

DISPUTE RESOLUTION

The following procedures shall be used to resolve any disagreement, controversy or claim that may arise out of any aspect of our services or relationship with you, including this engagement, for any reason (“Dispute”). Specifically, we agree to first mediate.

Mediation

All Disputes between us shall first be submitted to non-binding mediation by written notice (“Mediation Notice”) to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator. The mediator will be selected by mutual agreement, but if we cannot agree on a mediator, one shall be designated by the American Arbitration Association (“AAA”).

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute. Mediation will be conducted with the parties in person in Ogden, Utah.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Either party may commence suit on a Dispute after the mediator declares an impasse.

INDEMNITY

You agree that none of Eide Bailly LLP, its partners, affiliates, officers or employees (collectively “Eide Bailly”) shall be responsible for or liable to you for any misstatements in your financial statements that we may fail to detect as a result of knowing representations made to us, or the concealment or intentional withholding of information from us, by any of your owners, directors, officers or employees, whether or not they acted in doing so in your interests or for your benefit, and to hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys’ fees from any such misstatement, provided that the services performed hereunder were performed in accordance with professional standards, in all material respects.

If a claim is brought against you by a third-party that arises out of or is in any way related to the services provided under this engagement, you agree to indemnify Eide Bailly LLP, its partners, affiliates, officers and employees against any losses, including settlement payments, judgments, damage awards, punitive or exemplary damages, and the costs of litigation (including attorneys’ fees) associated with the services performed hereunder provided that the services were performed in accordance with professional standards, in all material respects.

ASSIGNMENTS PROHIBITED

You agree that you will not and may not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly LLP, its partners, affiliates, officers and employees, to any other person or party, or to any trustee, receiver or other third party.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the basic financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,

Kenneth D. Jeppesen, CPA
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of the School by:

Name: _____

Title: _____



Board Member Annual Commitment to Ethical Behavior

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

Signature _____
Board Member Name: Brian Maxwell

Date

Signature _____
Board Member Name: Dallin Drescher

Date

Signature _____
Board Member Name: Kristen Davidson

Date

Signature _____
Board Member Name: Marty Carpenter

Date

Signature _____
Board Member Name: Amberly Keeler

Date

Fraud Risk Assessment

Continued

*Total Points Earned: 355/395 *Risk Level: Very Low Low Moderate High Very High
 > 355 316-355 276-315 200-275 < 200

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

*Entity Name: Utah Virtual Academy

*Completed for Fiscal Year Ending: 2021 *Completion Date: _____

*CAO Name: Brian Maxwell *CFO Name: Dallin Drescher

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

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

* MC = Mitigating Control

Basic Separation of Duties

Continued

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

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

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

Definitions:

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

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

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

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

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

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

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

Ethics Policy

Adopted: June 10, 2020

Revised:

Purpose

Utah Virtual Academy (the “School”) adopts this policy to ensure that individuals associated with the School, including Board members and employees, conduct themselves consistent with high standards of ethics and with applicable law.

Policy

Any allegation of a violation of this policy should be reported to the School’s Board of Directors in accordance with the School’s Staff Grievance Policy or Parent Grievance Policy, as applicable. The Board will ensure that all allegations of ethics violations are promptly investigated and that appropriate action is taken based on the results of the investigation.

No Board member or School employee may violate Utah Code § 76-8-105, which precludes the solicitation or receipt of a bribe.

No Board member or School employee may violate the Utah Public Officers’ and Employees’ Ethics Act (Utah Code § 67-16-1, et seq.), which, among other requirements, precludes Board members and School employees from:

(a) accepting employment or engaging in any business or professional activity that he/she might reasonably expect would require or induce him/her to improperly disclose controlled information that he/she has gained by reason of his/her official position;

(b) disclosing or improperly using controlled, private, or protected information acquired by reason of his/her official position or in the course of official duties in order to further substantially his/her personal economic interest or to secure special privileges or exemptions for himself/herself or others;

(c) using or attempting to use his/her official position to:

(i) further substantially his/her personal economic interest; or

(ii) secure special privileges or exemptions for himself/herself or others;

(d) accepting other employment that he/she might expect would impair his/her independence of judgment in the performance of his/her public duties;

(e) accepting other employment that he/she might expect would interfere with the ethical performance of his/her public duties; or

(f) except as otherwise allowed in the law, knowingly receiving, accepting, taking, seeking, or soliciting, directly or indirectly for himself/herself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:

(i) that would tend improperly to influence a reasonable person in the person's position to depart from the faithful and impartial discharge of the person's public duties;

(ii) that he/she knows or that a reasonable person in that position should know under the circumstances is primarily for the purpose of rewarding him/her for official action taken; or

(iii) if he/she recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided in Utah Code § 67-16-6.

Licensed educators of the School must comply with the Utah Educator Professional Standards in Utah Administrative Code Rule R277-515 pertaining to the ethical conduct required of all licensed educators in the state of Utah.



Head of School Report

UTVA Board Meeting, June 9, 2021

Agenda

1

Enrollment/Retention

2

High School Comprehensive
Needs Assessment: Final Report

3

SY 21 Academic Highlights and
Improvement Opportunities

4

Math Competency Report

5

Related Service Provider Contracts

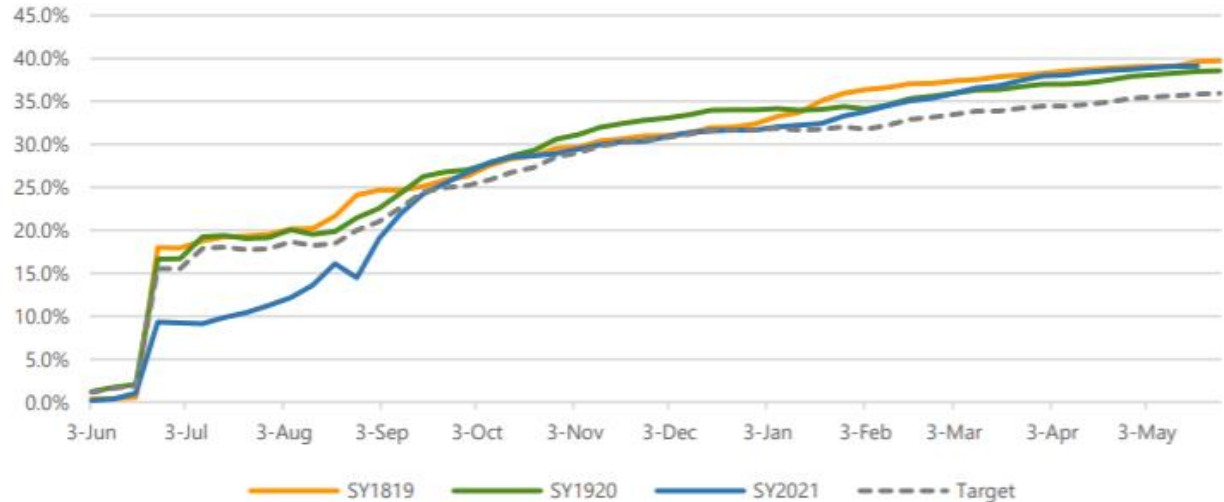
UTVA Retention



TOTAL POPULATION - FY CWM - CURRENT YEAR, TARGET TO DATE, 2 PRIOR YEARS TO DATE

**CWM Rate
To Date
39.1%**

Prior Year To Date	38.5%
% +/- To Prior Year	0.6%
Change since last week	-0.2%
Target To Date	35.9%
% +/- To Target	3.2%
Change since last week	-0.2%





CUMULATIVE WD RATES - NUMERIC VALUES

	All Students	New	Returning	All Students		
	All	All	All	K5	MS	HS
SY2021	39.1%	45.4%	30.2%	46.5%	38.4%	29.0%
Delta to SY1920	0.6%	4.3%	-6.4%	4.8%	0.6%	-8.0%
Change Prior Week	-0.2%	-0.2%	-0.1%	-0.2%	0.1%	-0.3%
Delta to Target	3.2%	6.8%	-3.3%			
Change Prior Week	-0.2%	-0.2%	-0.1%			

High School Comprehensive Needs Assessment

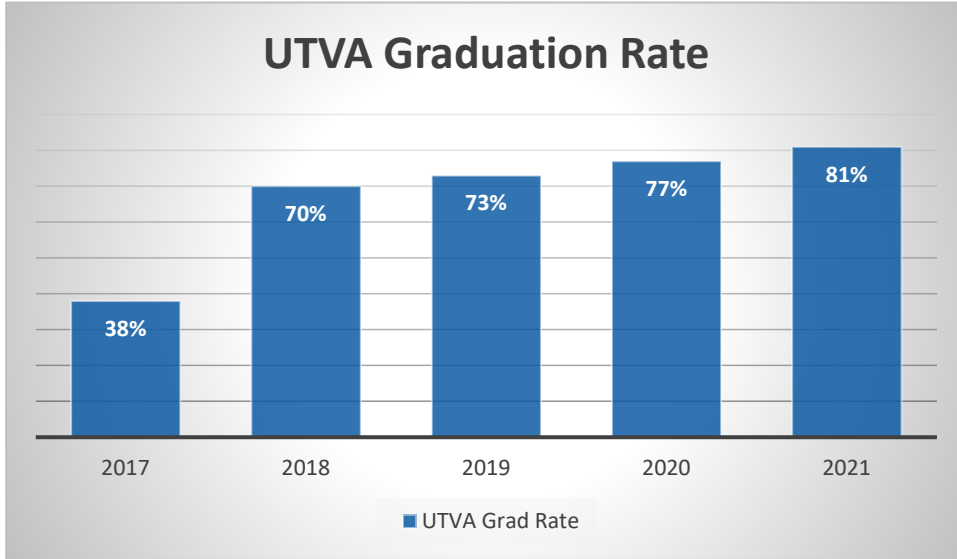


High School

Highlights & Opportunities for Improvement

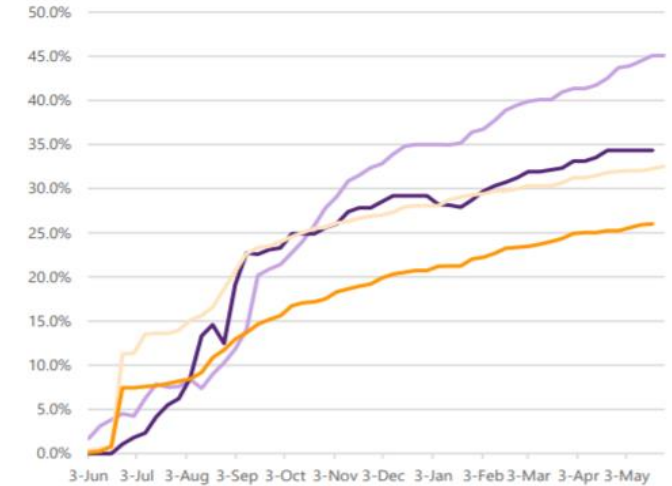


UTVA Graduation Rate



High School Retention

HS

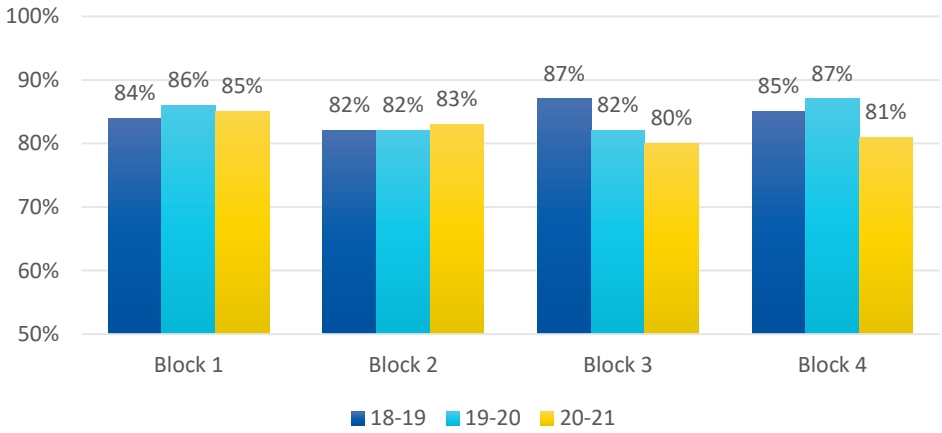


— SY1920 New — SY2021 New — SY1920 Returning — SY2021 Returning

Opportunities for Improvement



Passing Rates By Block SY 19-Current



Utah Aspire Plus

Will receive
scores 6/30



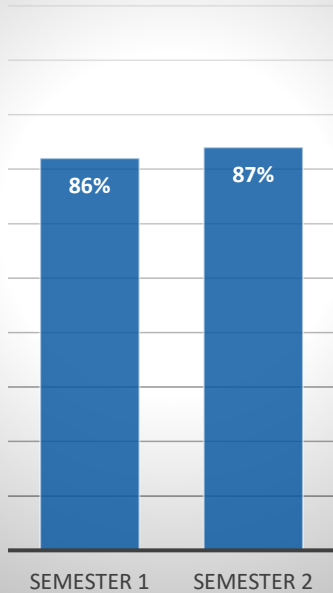
CTE/CE

Highlights & Opportunities for Improvement

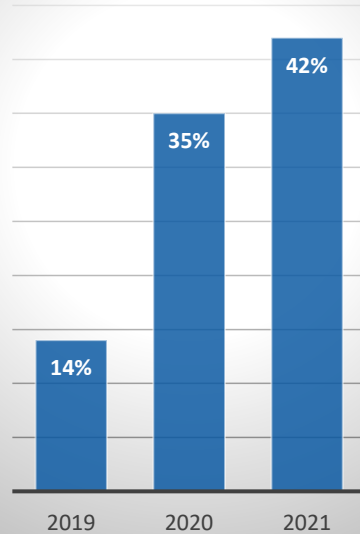
Highlights



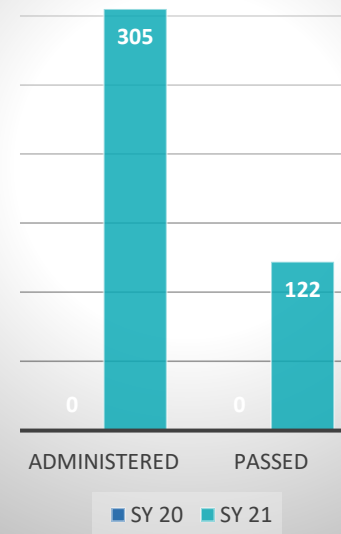
CTE Passing Rates



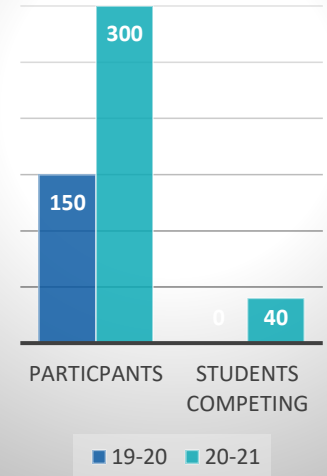
CTE Concentrators by Cohort



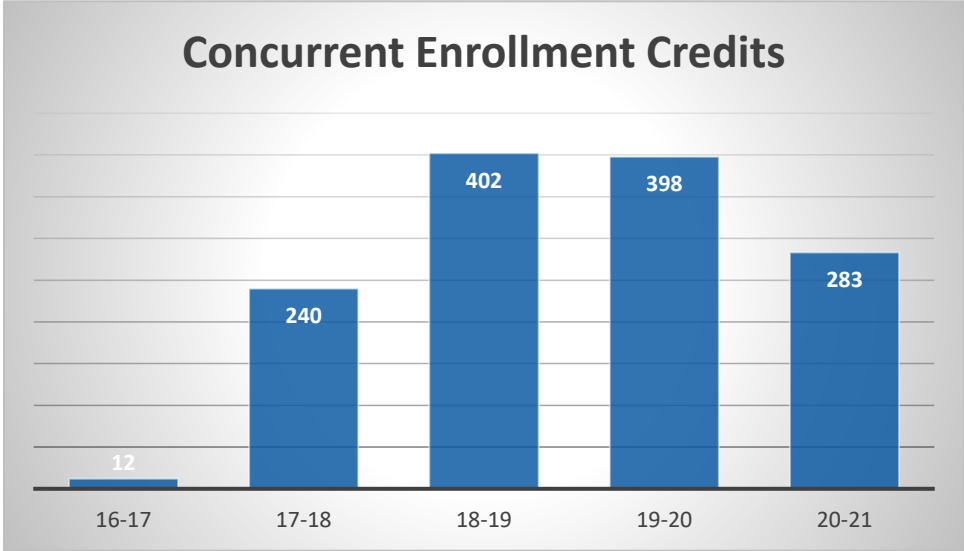
CTE Skill Certification



Career & Technical Student Organizations



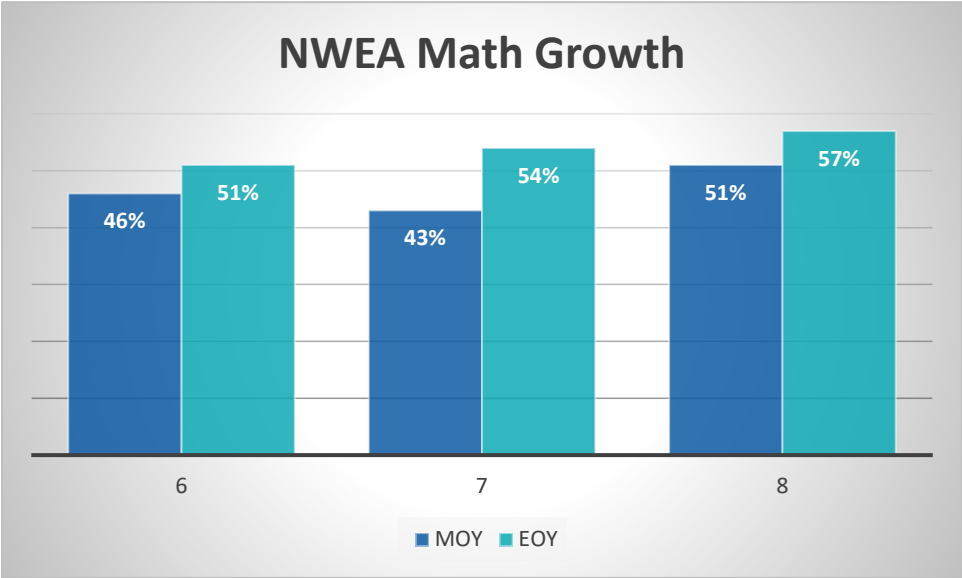
Opportunities for Improvement



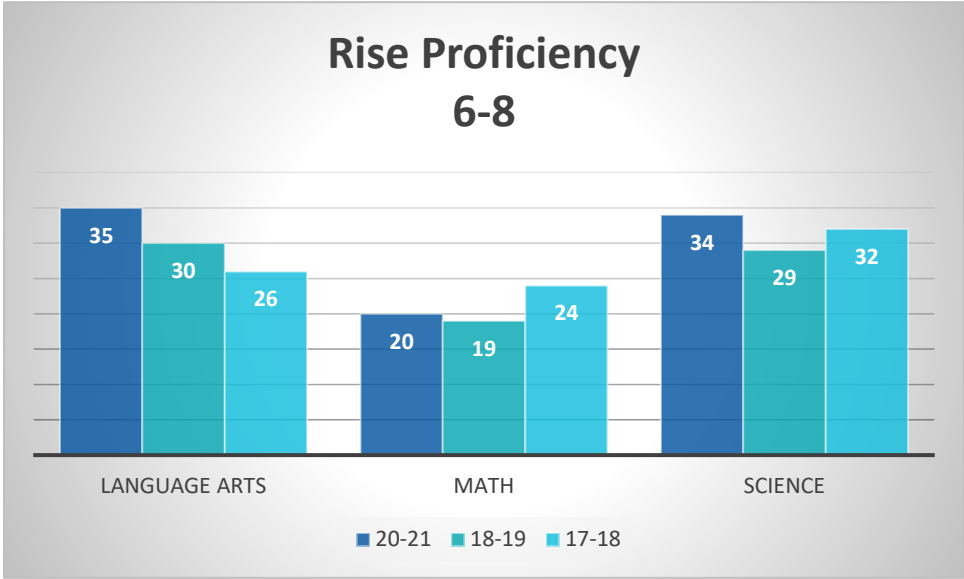


Middle School

Highlights & Opportunities for Improvement



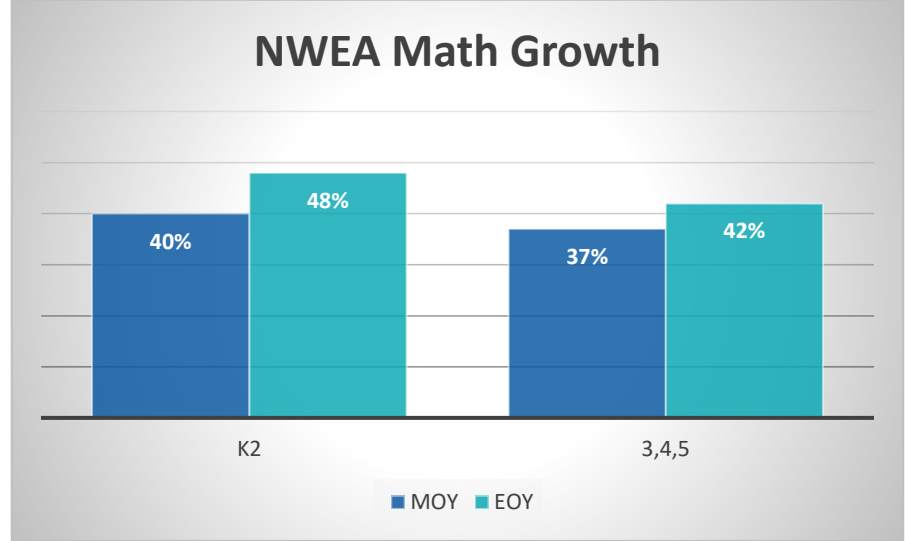
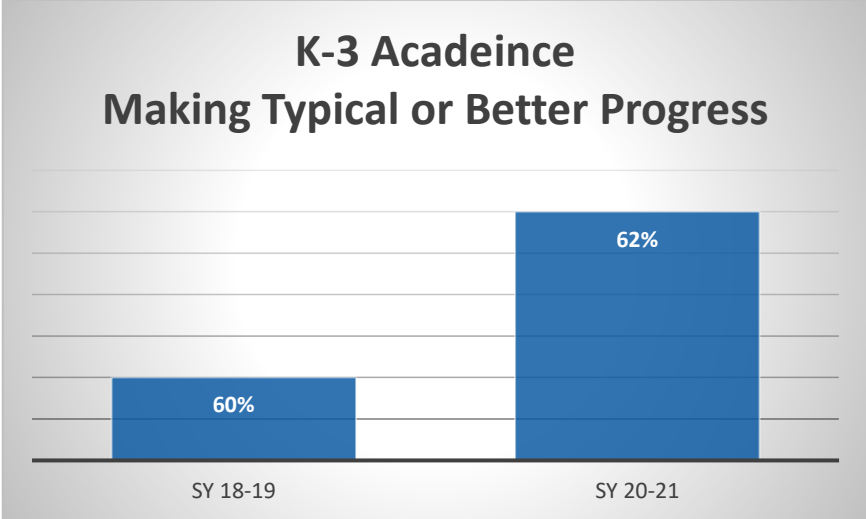
Opportunities for Improvement



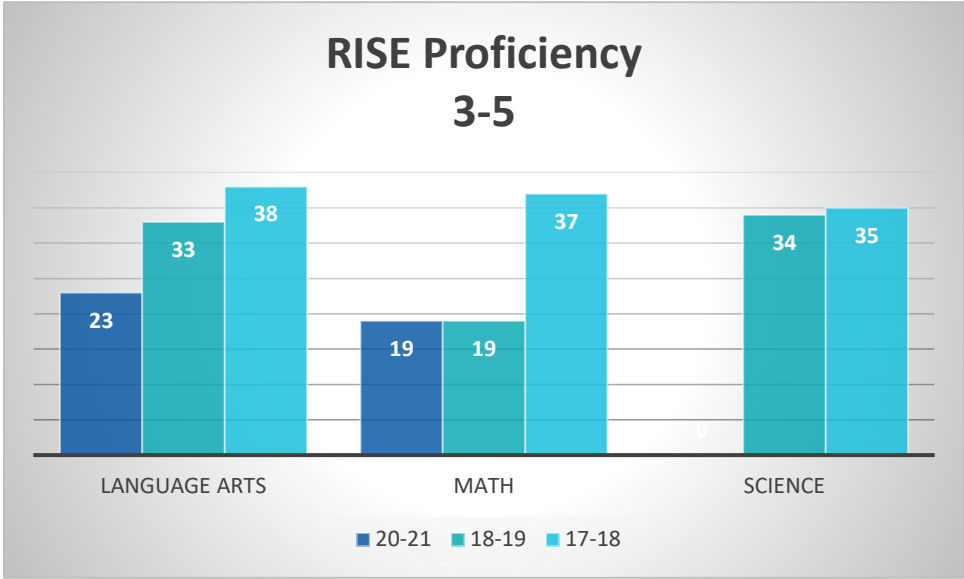


Elementary School

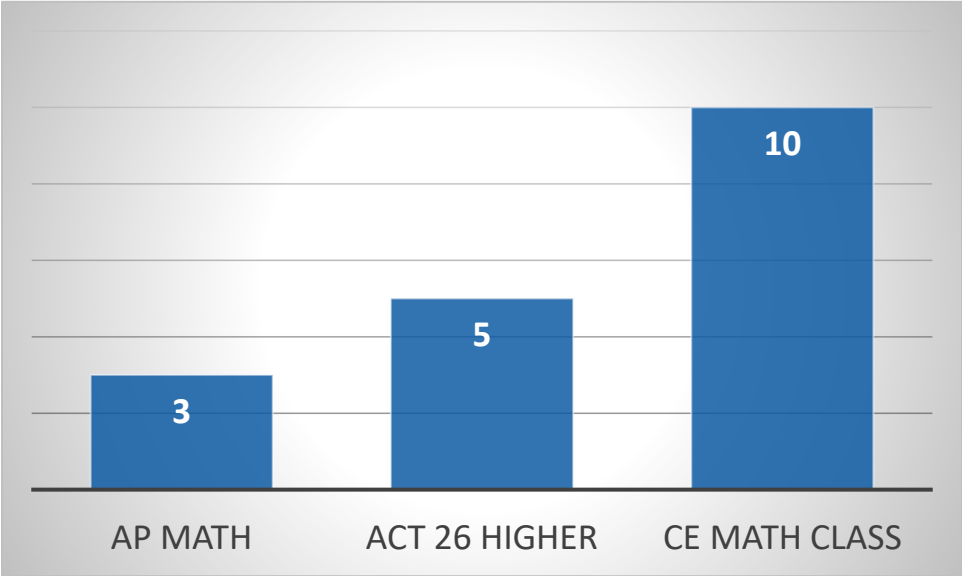
Highlights & Opportunities for Improvement



Opportunities for Improvement



Math Competency Report (R277-700-9)



Related Service Agreements



UTAH VIRTUAL ACADEMY HIGH SCHOOL COMPREHENSIVE NEEDS ASSESSMENT REPORT (2020-21)

Prepared by the Utah Education Policy Center in collaboration with Utah Virtual Academy HS staff and administrators

May 2021



THE UNIVERSITY OF UTAH
UTAH EDUCATION
POLICY CENTER



THE UNIVERSITY OF UTAH

**UTAH EDUCATION
POLICY CENTER**

Bridging Research, Policy, & Practice

The Utah Education Policy Center (UEPC) is a research-based center at the University of Utah founded in the Department of Educational Leadership and Policy in 1990 and administered through the College of Education since 2007. As an integral part of the College's commitment to improving educational access and opportunities, the purpose of the UEPC is to improve the quality of educational policies, practices, and leadership in public schools and higher education by informing and influencing educational policy and practice in Utah and the surrounding region through research, evaluation, and technical assistance.

The UEPC provides advanced and balanced research and evaluation to facilitate sound and informed decisions about educational leadership, policy and practice. We are committed to helping our clients understand whether educational policies, programs, and practices are being implemented as intended, whether they are effective and impactful, and how they might be improved.

Please visit our website for more information about the UEPC.

<http://uepc.utah.edu>

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Introduction

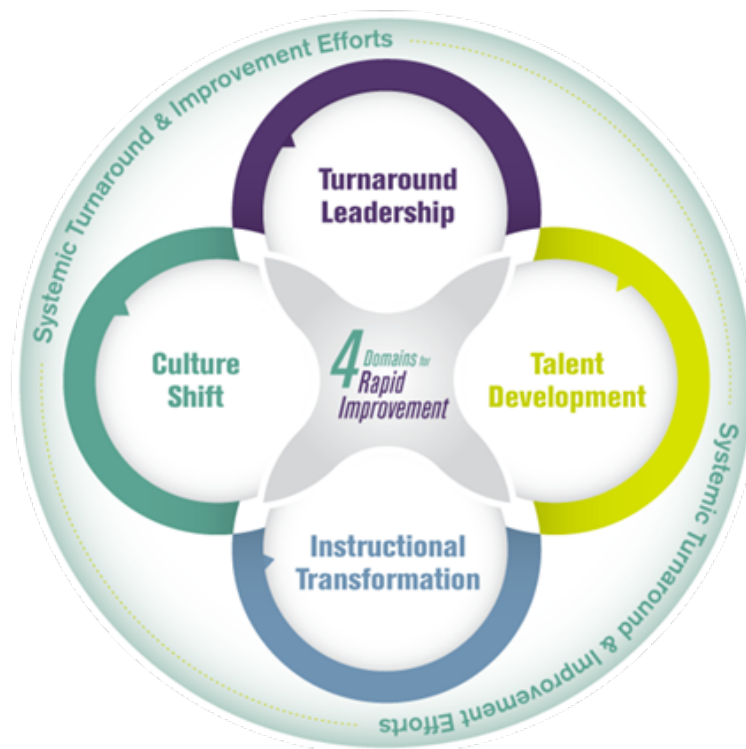
This comprehensive needs assessment (CNA) for Utah Virtual Academy High School (UTVA HS) was provided by the Utah Education Policy Center (UEPC). The UEPC was asked to conduct the CNA as a proactive measure to gather information about the current strengths and potential opportunities for improvement as part of UTVA HS’s efforts to design the school improvement plan for the 2021-22 academic year.

Comprehensive Needs Assessment Process

The UEPC used the USBE Utah System of Support for School Improvement (2018)¹ handbook to guide the data collection and analysis for the UTVA HS needs assessment.

The USBE needs assessment process follows a continuous improvement cycle that includes the principles and practices from The Four Domains for Rapid School Improvement: A Systems Framework² illustrated in Figure 1.

Figure 1. Four Domains for Rapid School Improvement



¹ Handbook is available at <https://www.schools.utah.gov/file/0661922d-d4dc-419f-b462-01acae3b070b>

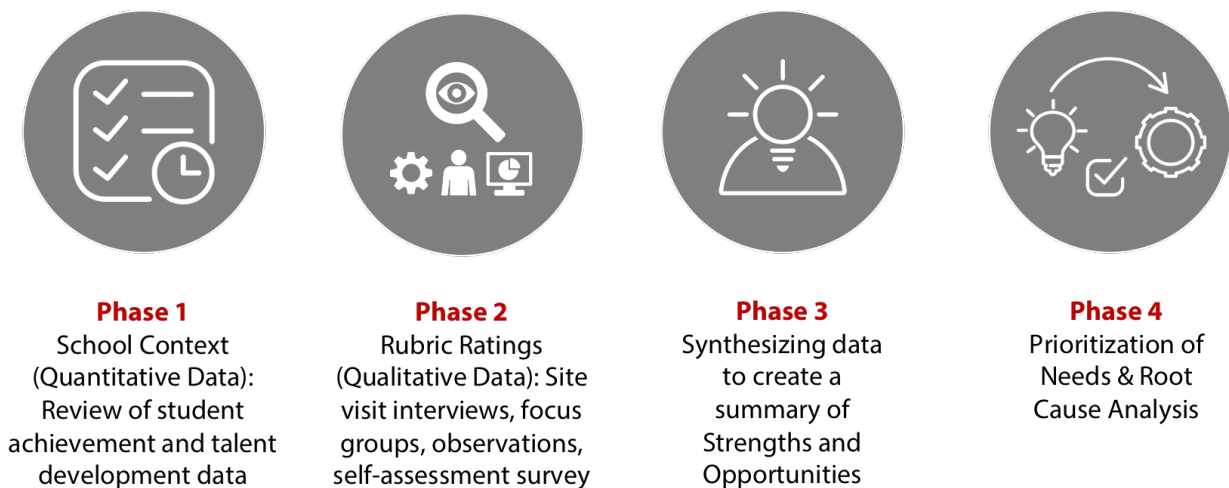
² The Center on School Turnaround (2017). *Four Domains for Rapid School Improvement: A Systems Framework*. San Francisco, CA: WestEd.

The Four Domains for Rapid School Improvement identify practices associated with successful school improvement in four areas:

1. **Turnaround leadership** that prioritizes improvement and communicates its urgency; monitors short- and long-term goals; and customizes and targets support to meet needs.
2. **Talent development** that recruits, retains, and sustains talent; provides targeted professional learning opportunities; and sets clear performance expectations.
3. **Instructional transformation** that diagnoses and responds to student learning needs; provides rigorous evidence-based instruction; and removes barriers and provides opportunities.
4. **Culture shift** that builds a culture focused on student learning and effort; solicits and acts upon stakeholder input; and engages students and families in pursuing education goals.

The UTVA HS needs assessment process includes four phases, as illustrated in the figure below. This report represents the findings from the first three phases. For Phase 4, the UEPC will facilitate a collaborative process to identify priority needs and conduct a root cause analysis that will provide the basis for the design of the 2021-22 school improvement plan.

Figure 2. Comprehensive Needs Assessment Process



Data Collection

The USBE Utah System of Support for School Improvement handbook provides a series of data collection tools and resources that were used to conduct the CNA. The CNA included data from multiple sources, as illustrated in Table 1.

Table 1. CNA Data Collection Sources

Data Collection	Number of Participants
Classroom Observations:	73
Self-Assessment Survey:	46
Interviews	
LEA administrators	5
School administrators	2
Classroom teachers	45
Coach & Counselors	6
Focus Groups	
Staff	6
Family members	3
Students	5

As part of the CNA, we also reviewed talent development and student proficiency data provided by UTVA HS, including:

- Annual teacher hires
- Number of provisional teachers
- Percent of staff with higher-level licenses, endorsements, and degrees above bachelors
- Student proficiency in mathematics, language arts, and science, disaggregated by student subgroups.

How to Use this Report

This report is meant to provide a comprehensive picture of the current strengths and potential opportunities that UTVA HS school may consider as they design their school improvement plan for the 2021-22 academic year.

This report is organized according to the following four phases of the CNA.

Phase 1: The findings from the CNA begin with a description of the student demographics, student performance on state assessments, and faculty demographics. This information provides the context to better understand aspects of the instructional and talent development systems in place.



Phase 2: Next, we provide a detailed set of ratings along the four categories of the CNA rubric (Leadership, Talent Development, Instructional Transformation, and Culture Shift), including the evidence gathered for each category of the rubric.



Phase 3: Following the rubric ratings we provide a summary of the overall strengths and opportunities for improvement as the first step to synthesizing the findings and narrowing the focus for future improvement plans.



Phase 4: Finally, we conclude with the steps taken to conduct the root cause analysis and identify priority strategies for the 2021-22 academic year.





School Context

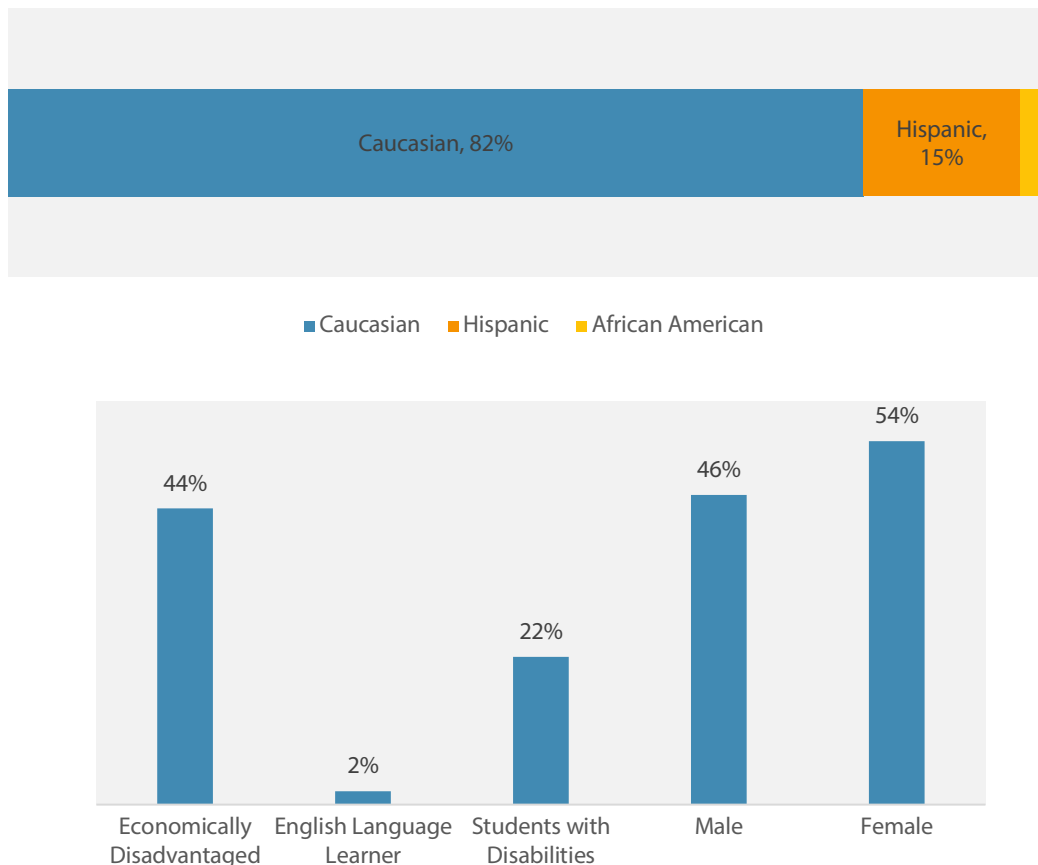
In this section we provide a brief summary of school context data, including current student demographic composition, academic proficiency by grade and student subgroup, faculty demographics and qualifications, and faculty turnover.

Student Demographics

[Note: These student demographic numbers were provided to the UEPC from the LEA and are not disaggregated by grade level; as such these represent the entire school population.]

The students at UTVA HS are mostly Caucasian (82%), a portion are Hispanic (15%), and a smaller number are African American (3%). Nearly half (44%) of UTVA students are low-income, and there are a significant number of students with disabilities (22%). There are fewer students who are language learners (2%), and there are more females (54%) than males (46%).

Figure 3. Student Demographics

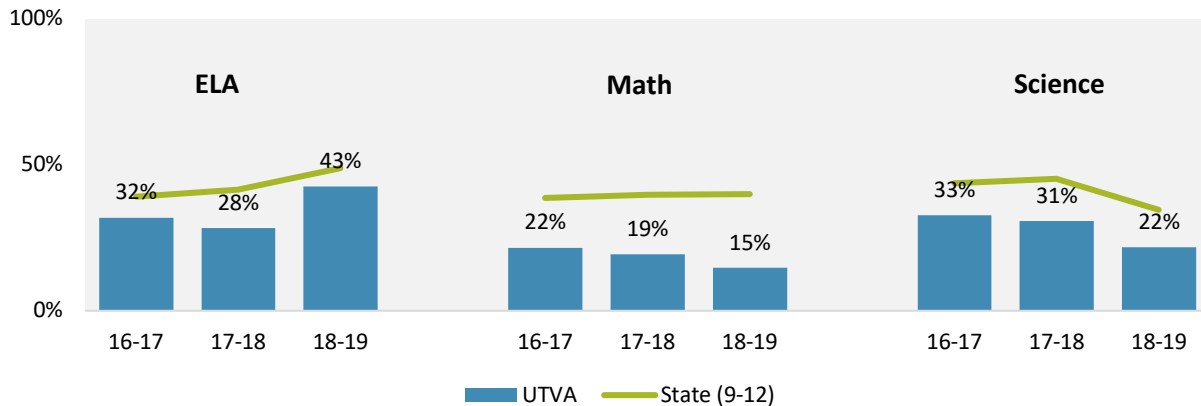


Source: LEA (2021)

Student Achievement Data 9-12

Overall, students’ performance on SAGE and Utah Aspire+ (UA+) over the past three years indicated varied trends in performance. While school trends tend to align with overall state trends, proficiency levels for all subjects were below state averages. This highlights the opportunity for UTVA HS to continue focusing on improving instructional strategies for all subjects, but most importantly in mathematics.

Figure 4. SAGE/UA+ Proficiency by Subject (2016-19)



In the figures below, we also present the performance on UA+ disaggregated by student subgroup for the 2018-19 academic year. Several subgroups (e.g., students with disabilities, race, mobile, etc.) had *n* sizes too small to categorize into accurate data based on the Utah Data Gateway. Two subgroups (economically disadvantaged and gender) have sufficient *n* sizes to generate comparisons to the school and state level. UTVA HS has made promising strides in ELA with economically disadvantaged students outperforming the state average; however, math and science scores remain below the state averages. Similarly, male, and female students are performing well below the state average with a noticeable gap between male and female student performance at UTVA HS where males are underperforming. Lastly, students with disabilities have been the lowest performing sub-group at UTVA HS over the last two years, with significant gaps in mathematics.

Figure 5. Economically Disadvantaged Student's UA+ Proficiency by Subject (2018-2019)

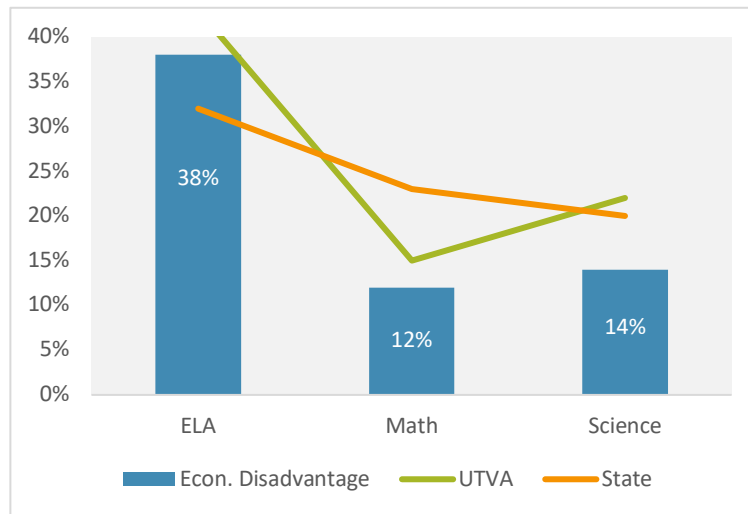


Figure 6. Students' UA+ Proficiency by Gender and Subject (2018-19)

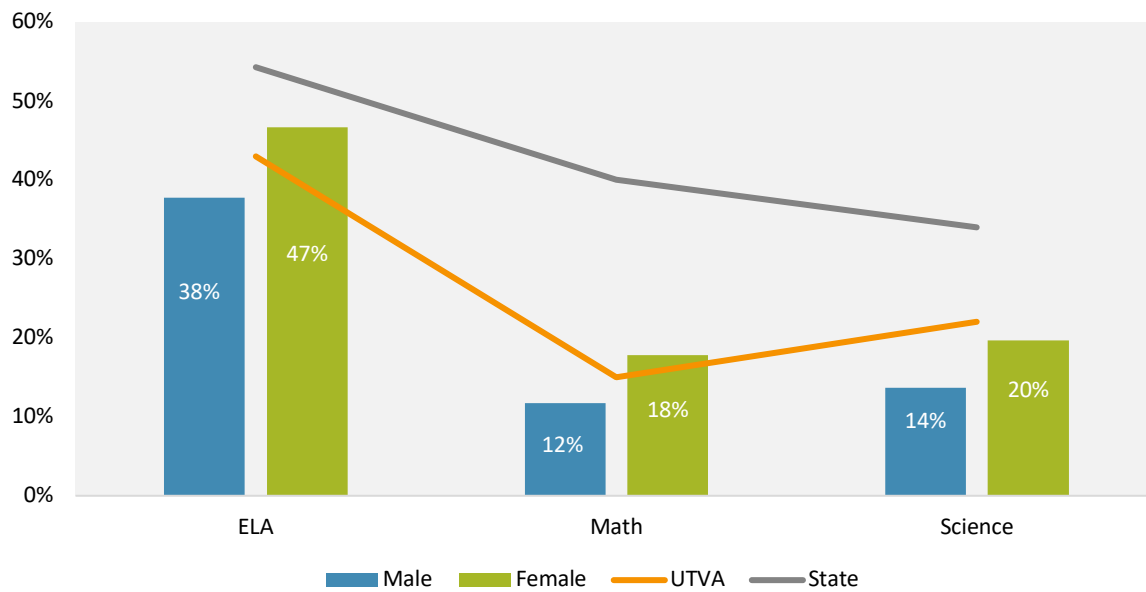
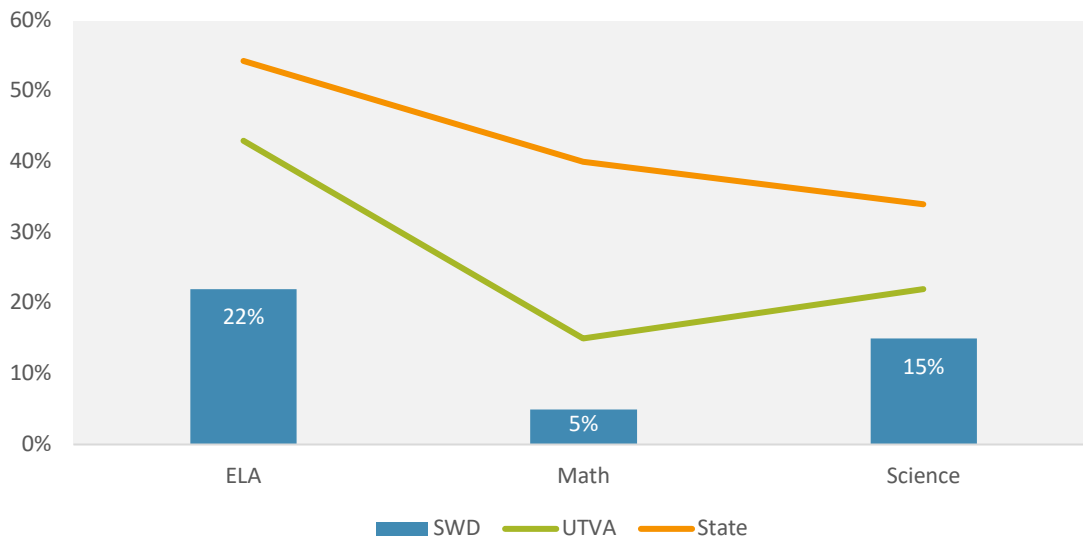


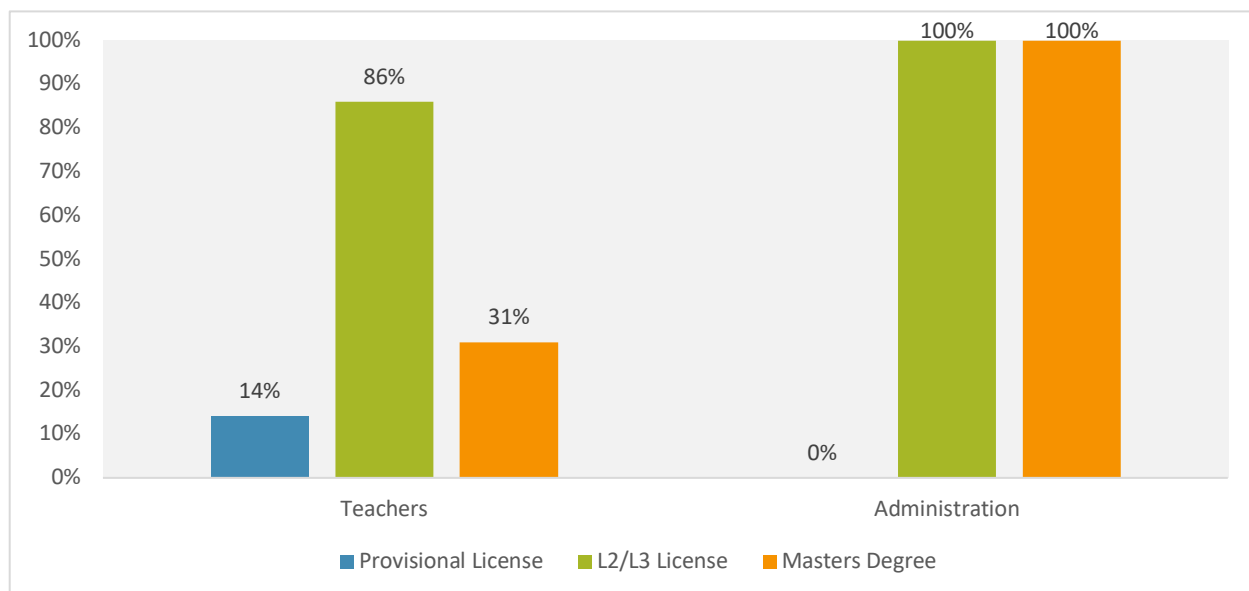
Figure 7. Students with Disabilities UA+ Proficiency by Subject (2018-19)



Talent Development

A review of UTVA HS talent development data indicated that 100% of teachers and administrators were licensed, including 86% with Level 2 licenses or higher and 31% of teachers held a master’s degree or higher.

Figure 8. Percent of staff with Level 1 and Level 2 Licenses



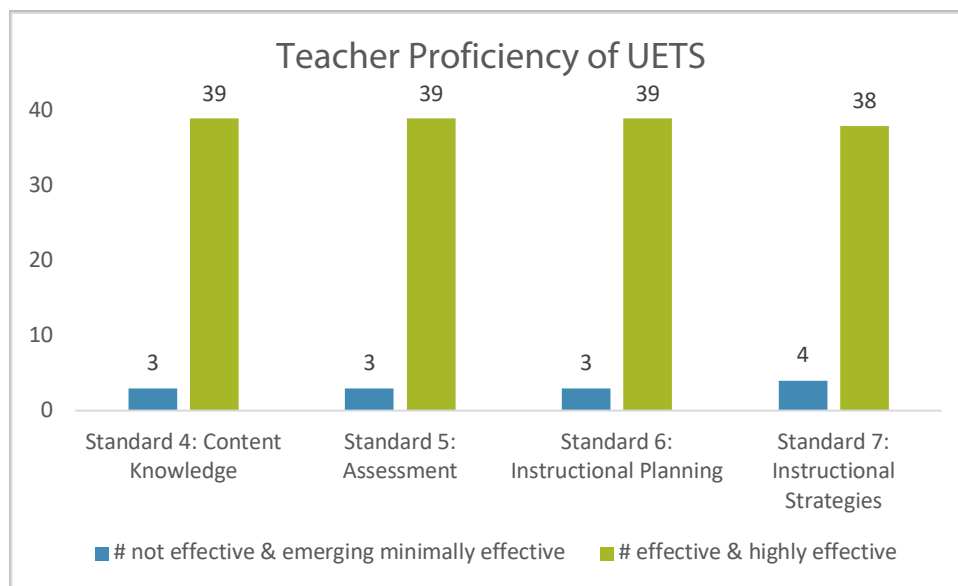
Overall, teacher retention has remained relatively high over the past three years with 6 teachers, 2 counselors, and 1 administrator leaving the school. In 2017-18 there were 5 new hires, 3 in 2018-19, and 5 in 2019-20. More teachers were hired to fill special education positions than in other areas, and there has been a 50% turnover in the counseling department.

Table 2. Number/Percent of Three-Year Attrition Rate

Subject/Position	18/19 - 20/21
STEM (n=19)	1 (5%)
ELA (n=12)	1 (8%)
History/Social Studies (n=5)	1 (20%)
Special Education (n=14)	3 (21%)
Bilingual/English language learner (EL) n= 3)	0 (0%)
Counselors (n=4)	2 (50%)
Admin	1 (50%)

Lastly, teacher evaluation scores conducted by the school administration show more than 90% (n=42) of teachers scoring effective or highly effective on standards 4, 5, 6, & 7 of the Utah Effective Teacher Standards.

Figure 9. Teacher Evaluation Scores Based Upon the Utah Effective Teaching Standards





CNA Rubric Ratings

In this section we provide a summary of CNA findings as guided by the process outlined in the USBE Utah System of Support for School Improvement handbook. The rating system is described in Table 3 and the summary of ratings are presented in Table 4. Following this summary is the detailed evidence and rubric ratings for each domain and indicator that includes the evidence from document reviews, interviews, focus groups, and classroom observations. (Note: the results from the online self-assessment are presented in Appendix A.)

Table 3. Description of Rubric Rating Scale

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



Table 4. Needs Assessment Rubric Ratings Summary

Critical Practices	Rating
Domain 1: Turnaround Leadership	
1A Prioritize improvement and communicate its urgency	
1A1 Principal collaboratively develops a clear vision for the school’s direction and meaningfully engages the school community to support it.	Minimal
1A2 Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	Sufficient
1B Monitor Short- and Long-Term Goals	
1B1 School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge.	Sufficient
1B2 Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	Partial

Critical Practices	Rating
1B3 Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Partial
1C Customize and Target Support to Meet Needs	
1C1 The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling.)	Sufficient
1C2 Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.	Partial
Domain 2: Talent Development	
2A Recruit, develop, retain and sustain talent	
2A1 Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff.	Sufficient
2A2 Principal consistently matches candidate competencies with school priorities and needs.	Partial
2B Target professional learning opportunities	
2B1 Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content specific pedagogy.	Sufficient
2C Set clear performance expectations	
2C1 Principal communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	Partial
Domain 3: Instructional Transformation	
3A Diagnose and respond to student learning needs	
3A1 Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	Partial
3A2 Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.	Partial
3A3 Instructional staff provides specific, constructive, academic and behavioral feedback to students.	Partial
3A4 Students regularly monitor and track their own academic progress toward clearly established benchmarks and standards.	Minimal
3B Provide rigorous evidence-based instruction	
3B1 Curriculum and interventions are horizontally- and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.	Partial

Critical Practices	Rating
3B2 Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Partial
3C Remove barriers and provide opportunities	
3C1 The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous course work mirrors the overall school demographics.	Partial
3C2 Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Partial
Domain 4: Culture Shift	
4A Build a strong community intensely focused on student learning	
4A1 Principal and teachers have high expectations for students and themselves.	Sufficient
4A2 School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	Partial
4A3 Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.	Minimal
4A4 The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.	Sufficient
4A5 The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	Substantial
4A6 The school implements structures, policies, and routines for effective, focused, and collaborative work.	Sufficient
4B Solicit and act upon stakeholder input	
4B1 School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	Partial

Domain 1: Turnaround Leadership

DOMAIN 1: TURNAROUND LEADERSHIP			
1A: Prioritize improvement and communicate its urgency			
1A1. Principal collaboratively develops a clear vision for the school’s direction and meaningfully engages the school community to support it.			
Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Principal <i>does not</i> collaboratively develop a clear vision for the school’s direction or meaningfully engage the school community to support it.	Principal <i>either</i> collaboratively develops a clear vision for the school’s direction <i>or</i> meaningfully engages the school community to support a vision, <i>but does not do both</i> .	Principal collaboratively develops a clear vision for the school’s direction and meaningfully engages the school community to support it.	Principal collaboratively develops a clear vision for the school’s direction and meaningfully engages the school community to support it. <i>Stakeholders can articulate the vision and its meaning.</i>
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply: <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Focus Group</p>	<p style="text-align: center;"><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Vision posted in multiple places - Stakeholders relay vision and its meaning - Students understand the vision and can articulate it - Agendas and participation lists reflect community engagement in the development of school’s vision 	<p>Strengths:</p> <ul style="list-style-type: none"> - Teachers were able to identify themes that aligned to the SIP - Teachers shared common vision around supporting students and becoming the best virtual high school 	
<p style="text-align: center;"><u>CROSSWALK</u></p> <p>Principal Interview: Q4 Teacher Interview: Q6 Parent Focus Group Q12, 13 Staff Interview: Q4</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - While the teachers could identify themes and had a shared vision for supporting students, the opportunity exists for the principal to develop a vision that is specific to the high school and actively engage teachers, staff, families, and students through focus groups to collaboratively identify what various stakeholder’s 	

Instructional Staff Interview: Q3 LEA Interview: Q1 (Q = Question)		value to determine the specific language to use while developing the vision <ul style="list-style-type: none"> - Collaboratively develop a vision based on stakeholder input-including students that promotes the faculties desire to be the exemplar online school in the region - Communicate the vision and embed the language of the vision in day-to-day actions
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DOMAIN 1: TURNAROUND LEADERSHIP

1A: Prioritize improvement and communicate its urgency

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Principal does not distribute school leadership roles, convene a school leadership team, or share leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	Principal ineffectively distributes school leadership roles, occasionally convenes school leadership team to share leadership responsibilities and decision-making on issues related to curriculum, instruction and professional learning.	Principal intentionally distributes school leadership roles, convenes school leadership team regularly, and shares leadership responsibilities and decision-making on issues related to curriculum, instruction, and professional learning.	Principal intentionally distributes school leadership roles, convenes school leadership team regularly and shares leadership responsibilities and decision-making on issues related to curriculum, instruction and professional learning leading to improved teacher effectiveness.
<p><u>SOURCES</u> Check all that apply: __X__ Interview</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Leadership Survey - Documentation of leadership 	<p>Strengths:</p> <ul style="list-style-type: none"> - The principal engages various people within the school, including the AP, several coaches, and teachers to help make 	

<u> X </u> Documentation <u> </u> Observation <u> </u> Focus Group	team (e.g., organizational chart - Collaboration meeting notes (e.g., PLCs, agendas, meeting schedules, notes) - Documentation of follow-up meetings with lead teachers regarding their roles - Documentation of training regarding teacher leadership roles - Documentation that decisions are implemented	school wide decisions - A large majority of teachers were able to verbalize the process for membership on the leadership team - Leadership team selection process is intentional and involves an application and interview - PLCs, professional learning, and instructional coaching is provided by individuals beyond the administration
<p align="center"><u>CROSSWALK</u></p> Principal Interview: Q4 Teacher Interview: Q6 Parent Focus Group Q12, 13 Staff Interview: Q1, Q4 Instructional Staff Interview: Q3 Leadership Survey: Q5,7,9,10,11,13 (Q = Question)		<p>Opportunities:</p> - With a clear application and selection process and the leadership team may consider increasing their capacity to include a variety of departments beyond academic departments (e.g. student services, counselors, Credit Recovery, etc.) - To ensure clarity for leadership team member roles, provide annual or semi-annual review of those roles and expectations for individual leadership team members as well as to the whole faculty regarding the leadership team role

DOMAIN 1: TURNAROUND LEADERSHIP			
1B: Monitor short- and long-term goals			
1B1. School leadership develops and regularly updates an improvement plan that includes both short- and long-term goals with milestones to gauge progress.			
Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input checked="" type="checkbox"/>	Substantial <input type="checkbox"/>
The improvement plan is out of date and does not include	School leadership develops an improvement plan that	School leadership develops and regularly updates an	School leadership develops and regularly updates an improvement

<p>current milestones to gauge progress.</p>	<p>includes goals with milestones to gauge progress.</p>	<p>improvement plan that includes both short- and long-term goals with milestones to gauge progress.</p>	<p>plan that includes both short- and long-term goals with milestones to gauge progress leading to timely completion of milestones and goals or mid-course corrections.</p>
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Agendas of planning meetings - Improvement plan updated every 90 days - Summary of improvement plan posted on the website in a format and language that parents can understand 	<p>Strengths:</p> <ul style="list-style-type: none"> - SIP implementation team meetings and documents provide evidence that the leadership team is implementing action steps associated with milestones and strategies - UTVA has built on their previous experiences with using SIPs and continues to use the SIP team meetings to gauge progress 	
<p><u>CROSSWALK</u> Teacher Interview: Q2 Staff Interview: Q4 Teacher Interview: Q2 Instructional Staff Interview: Q3 Culture Survey: Q13 (Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - An area of opportunity would be to review how the principal is communicating to whole faculty regarding their role in SIP implementation and to consistently check for clarity from a variety of departments on their role for implementation - Additionally, to support families and community partners, the principal could post the SIP (or summary of the SIP) to school website with goals in a community friendly format and language and update regularly with implementation and achievement data (e.g. ground communication around the SIP; See Domain 4 to streamline communication) 	

DOMAIN 1: TURNAROUND LEADERSHIP

1B: Monitor short- and long-term goals

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Principal does not monitor implementation of improvement strategies or make changes to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies or makes changes to personnel, programs, and methods to keep efforts on track, but does not do both.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.	Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track leading to documented and improved student academic outcomes.
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Principal conducts frequent observations of instruction - Collaborative meetings with school leadership team - Regular monitoring and reporting - Implementation of evidence-based strategies - Procedures for making mid-course corrections when improvement does not occur - Documentation of changes that have been implemented 	<p>Strengths:</p> <ul style="list-style-type: none"> - School leadership team meets consistently - Some teachers reported frequent observations (4 - 6 so far) by administration - NWEA data has been a consistent data point that has provided student achievement data for ELA/Math and used to make adjustments as needed 	
<p><u>CROSSWALK</u> Principal Interview: Q3 Staff Interview: Q4 Instructional Staff Interview: Q3 Culture Survey: Q14 Leadership Survey: Q4</p>	<p>Opportunities:</p> <ul style="list-style-type: none"> - There were several areas of mixed response in regard to the frequency of administrative observation and feedback providing the principal an opportunity to increase administrative observation feedback cycles to provide specific feedback to all individuals (beyond just teachers) and provide additional support 		

(Q = Question)	<ul style="list-style-type: none"> - Use of research on effective implementation 	<ul style="list-style-type: none"> as necessary providing clarity around the type of observation or why an administrator/leadership team member was observing - Additionally, as mid-course corrections are made with the SIP implementation team, ensure there is streamlined communication to faculty, staff, and stakeholders
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DOMAIN 1: TURNAROUND LEADERSHIP

1B: Monitor short- and long-term goals

1B3. Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Principal does not communicate progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal inconsistently communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups.	Principal communicates progress on improvement goals and student achievement to appropriate stakeholder groups using multiple media.
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Local Newspaper Articles - School Newsletters in multiple languages - School Website - Automated telephone messaging in multiple languages - Flyers in multiple languages - Letters to parents/guardians in multiple languages 	<p>Strengths:</p> <ul style="list-style-type: none"> - Data on SIP are collected and analyzed consistently by the SIP implementation team - LEA leaders are consistently updated on SIP progress through individual director/admin meetings, LEA admin meetings, and school board meetings 	
<p><u>CROSSWALK</u> Teacher Interview: Q13 Staff Interview: Q4 Instructional Staff Interview: Q3 Culture Survey: Q19</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - It is evident that data are collected and used to monitor the progress the school is making through implementation. To strengthen this indicator, there is an opportunity to more consistently communicate progress to broader stakeholder 	

Leadership Survey: Q4 Parent Focus Group: Q8 Ele. Student Focus Group: Q5 (Q = Question)	<ul style="list-style-type: none"> - Multiple meeting times to accommodate parents/guardians - Documentation of parent meetings, events, etc. - Daily planners, etc. - Annual reports to local board - Agendas for SCC Meetings 	groups (e.g. utilize the school website to communicate progress on the SIP to stakeholders in a user-friendly format; conduct town hall meetings for a variety of stakeholders on SIP implementation and to collect stakeholder feedback, etc.)
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DOMAIN 1: TURNAROUND LEADERSHIP

1C: Customize and target support to meet needs

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
The LEA does not grant school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders limited autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling).	The LEA grants school leaders reasonable autonomy to make decisions to address school priorities (e.g., reallocate resources including personnel, funding, scheduling) leading to documented and improved student academic outcomes.
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input checked="" type="checkbox"/> Documentation</p>	<p style="text-align: center;"><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Principal Interview - LEA Interview - LEA/Association policies 	<p>Strengths:</p> <ul style="list-style-type: none"> - Head of School places trust in the school’s administration and leadership to carry out the duties 	

___ Observation ___ Focus Group	support, rather than hinder, school improvement efforts	- Head of School supports individual school initiatives to take place (e.g., GAP)
<p style="text-align: center;"><u>CROSSWALK</u></p> Principal Interview: Q6 Culture Survey: Q7,18 (Q = Question)		<p>Opportunities:</p> <ul style="list-style-type: none"> - While it was evident that UTVA as an LEA offers autonomy, there was a pattern that Stride Inc. hinders the flexibility of the LEA to focus on specific actions items within the SIP by providing other areas of focus that are time consuming for the administration. - Additionally, multiple faculty and staff reported that the changing virtual platforms (Blackboard, Zoom, NewRo, etc.) required by Stride Inc. do not always have the capacity to promote high levels of student engagement when initially rolled out causing roadblocks for instruction

DOMAIN 1: TURNAROUND LEADERSHIP
1C: Customize and target support to meet needs
1C2. Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Principal <i>does not analyze</i> disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve	Principal <i>inconsistently analyzes</i> disaggregated data to inform decision- making and allocation of school resources (time, human, and fiscal) to improve student	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student	Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) <i>leading to</i>

student achievement.	achievement.	achievement.	<i>documented and improved student academic outcomes.</i>
<p align="center"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input checked="" type="checkbox"/> Documentation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Master schedule reflects adequate instructional minutes for core subjects - Budget allocations reflect academic needs - Staffing patterns, including student teacher ratios are based on student need - Interruptions are minimal - School day is organized around students learning and instructional time 	<p>Strengths:</p> <ul style="list-style-type: none"> - Master schedule has been created to prioritize high need instructional areas with an emphasis on math and literacy - Course classes have been prioritized to ensure smaller class sizes for core academic areas - NWEA data is consistently reviewed by admin, head of school, and leadership team to make instructional decisions 	
<p align="center"><u>CROSSWALK</u></p> <p>Principal Interview: Q8</p> <p>Culture Survey: Q4,7</p> <p>Leadership Survey: Q6, 21</p> <p>(Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - While student data is consistently reviewed by the administration, leadership team, and teachers, consider collecting implementation data from professional learning sessions to track impact on student achievement, and/or collecting qualitative data from a variety of observations to support implementation data of the SIP - With those data points, the principal may consider increasing the administration and leadership team’s observation, feedback, and coaching cycle to include personnel beyond classroom teachers - Lastly, the principal may consider becoming more intentional with how data are communicated to faculty and staff to ensure that all departments understand how to use the data 	

Domain 2: Talent Development

DOMAIN 2: TALENT DEVELOPMENT			
2A: Recruit, develop, retain and sustain talent			
2A1. Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining or replacing staff.			
Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input checked="" type="checkbox"/>	Substantial <input type="checkbox"/>
Principal does not have an effective system for recruiting, placing, evaluating, retaining, or replacing staff. The school does not provide sufficient support for new teachers.	Principal operates a system of procedures for recruiting, placing, evaluating, retaining, or replacing staff that does not meet the needs of the school. The school provides minimal support to new teachers in their first years of teaching.	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining, or replacing staff.	Principal operates a transparent system of procedures for recruiting, placing, evaluating, retaining, or replacing staff leading to the retention of qualified, effective staff.
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input checked="" type="checkbox"/> Documentation</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Clear policy and procedure for recruiting, placing, evaluating, retaining, or replacing staff - Teacher evaluation system is implemented with fidelity - Clear expectations for teacher performance - Documentation of observation and feedback - Instructional coaching 	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> - Turnover has steadily decreased, and retention has increased as leaders have worked intentionally to support teachers - Teacher’s report being feeling supported by colleagues and school leadership particularly with mentor teachers and the instructional coach - Teachers who would like to serve on the school’s leadership team have opportunities to do so through an application and interview process - The instructional coach provides onboarding support to new teachers 	

	<ul style="list-style-type: none"> - LEA/Association policies support, rather than hinder, school efforts 	<ul style="list-style-type: none"> - Programs (e.g., GAP) have been prioritized to support student achievement, graduation rates, etc.
<p align="center"><u>CROSSWALK</u></p> <p>Principal Interview: Q 11, 12 Culture Survey: Q6 Leadership Survey: Q4, 12 Instructional Staff Interview: Q3 Teacher Interview: Q7 Staff Interview: Q4</p> <p>(Q = Question)</p>	<ul style="list-style-type: none"> - The school provides an induction program to support new teachers 	<p>Opportunities:</p> <ul style="list-style-type: none"> - To further this indicator around transparency, the principal may consider developing clear and differentiated indicators for various roles across the school to be considered when hiring based on relevant data and department need - As Stride Inc. rolls out their new evaluation tool, the principal and leadership team would benefit from developing a consistent process and structure around evaluation of faculty and staff to ensure that recruiting, retention, and staff replacement decisions are aligned with clearly communicated procedures - A few departments expressed concern around roles and expectations thus developing and communicating clear expectations for faculty and staff roles may benefit the efficiency of the school and reduce frustrations for much of the faculty that were not clear around the roles of various staff members

DOMAIN 2: TALENT DEVELOPMENT

2A: Recruit, develop, retain and sustain talent

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Principal fills vacancies with candidates who are minimally-qualified.	Principal considers candidates' competencies when filling vacancies.	Principal consistently matches candidate competencies with school priorities and needs.	Principal consistently matches candidate competencies with school priorities and needs and uses interview techniques

			specifically designed to reveal competencies leading to the retention of qualified staff.
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Written interview protocol - District hiring and transfer policies 	<p>Strengths:</p> <ul style="list-style-type: none"> - Many teachers report that they choose to teach at UTVA over other schools because of the flexibility provided by school leadership - Leadership has recruited some individuals with specific skill sets to address specific needs from the SIP (e.g., credit recovery) 	
<p><u>CROSSWALK</u> Principal Interview: Q 11 Culture Survey: Q8 Teacher Interview: Q12 (Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - Data obtained through interviews showed there is an opportunity for the administration to focus recruitment of faculty and staff based on expertise and competency to support school priorities - After the application and interview process, it would be beneficial to ensure that new members of the leadership team are selected based on school needs and priorities, and, there may be times it is beneficial for the leadership team to include personnel whose expertise and capacity can be leveraged 	

DOMAIN 2: TALENT DEVELOPMENT			
2B: Target professional learning opportunities			
2B1. Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.			
Minimal	<input type="checkbox"/>	Partial	<input type="checkbox"/>
		Sufficient	<input checked="" type="checkbox"/>
			Substantial
			<input type="checkbox"/>

<p>Professional learning is not differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and Is not effective, evidence-based, content-specific pedagogy.</p>	<p>Professional learning is occasionally differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.</p>	<p>Professional learning is differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.</p>	<p>Professional learning is differentiated, based on needs of instructional staff and student performance data to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy leading to documented and improved student academic outcomes.</p>
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Documentation <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Teachers are prepared to meet student needs through specific professional learning - Student achievement data - Teacher performance data - Agendas and minutes from professional learning sessions focus on content and differentiation appropriate to grade level - Professional learning is not LEA mandated - Professional learning directing connects to student achievement - Continuous instructional feedback for teachers 	<p>Strengths:</p> <ul style="list-style-type: none"> - The CTC and the Pineapple PLCs has been an effective way to engage teachers in virtual best practice pedagogy; while voluntary, the majority of teachers attend (~80%+) - Pineapple PL is teacher generated and changes based on current needs and/or what teachers consider to be their strengths - The instructional coach provides onboarding support to new teachers and consistent professional coaching to a majority of teachers in a 1:1 context - Teachers who collaborate with the instructional coach engage in continuous improvement cycles aligned with teacher and student needs 	
<p><u>CROSSWALK</u> Principal Interview: Q 12, 13 Culture Survey: Q3, 8 Teacher Interview: Q11 (Q = Question)</p>	<p>Opportunities:</p> <ul style="list-style-type: none"> - To strengthen the current process of professional learning in CTC and Pineapple, consider collecting implementation and impact data on how the professional learning is eliciting higher levels of student learning - Additionally, for faculty and staff that may not have traditional teaching roles, there is an opportunity to provide differentiated, job-embedded professional learning opportunities based on experience, role, expectations, and job description 		

DOMAIN 2: TALENT DEVELOPMENT

2C: Set clear performance expectations

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
School leader does not communicate clear goals for employees' performance that reflect the established evaluation system and does not facilitate exits of underperforming employees.	School leader communicates goals for employees' performance in ways that may not reflect the established evaluation system or facilitate the exit of underperforming employees.	School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees.	School leader communicates clear goals for employees' performance that reflect the established evaluation system and facilitates swift exits of underperforming employees leading to the retention of effective staff who meet the school needs.
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - A procedure is followed to ensure quality teaching - Teacher evaluation system and data - Clear performance expectations are communicated to teachers - Documentation of meetings - Documentations of observation feedback 	<p>Strengths:</p> <ul style="list-style-type: none"> - Teachers set individual goals with administration through the DDI process and those goals are monitored/adjusted at least three times over the course of the year - Staff report feeling supported in reaching their goals and most expressed they would openly request support for areas in which they considered themselves underperforming - A majority of faculty and staff have trust in the administration both at the school and LEA level to where they feel confident seeking support for areas they would like to improve 	

<p><u>CROSSWALK</u> Principal Interview: Q 12 Culture Survey: Q4, 17 Teacher Interview: Q7 Staff Interview : Q4 Instructional Staff Interview: Q3,6 Leadership Survey: Q1, 14 (Q = Question)</p>	<p>- Teacher retention data</p>	<p>Opportunities:</p> <ul style="list-style-type: none"> - Given the trust that faculty places in the administration, an opportunity exists to develop “non-negotiable” expectations that ensure quality job performance, and clearly communicate or monitored implementation over time (e.g., communicating lesson objectives and success criteria to all students within the first 5 minutes of class) - School leadership might also consider sitting with various departments to clearly define roles and job expectations, including how these roles are evaluated and monitored over time
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Domain 3: Instructional Transformation

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION			
3A: Diagnose and respond to student learning needs			
3A1. Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.			
Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Teachers minimally assess student progress, using assessments that are not aligned with Utah Core Standards. Assessment data are not used to plan for continuous improvement for each student.	Teachers assess student progress occasionally, using assessments that are not purposefully aligned with Utah Core Standards. Assessment data are occasionally used to plan for continuous improvement for each student.	Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student.	Teachers assess student progress frequently, using a variety of assessments that are aligned with Utah Core Standards. Assessment data are used to plan for continuous improvement for each student leading to documented and improved student academic outcomes.
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input type="checkbox"/> Documentation</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input type="checkbox"/> Focus Group</p>	<p style="text-align: center;"><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Teachers use a variety of assessments to monitor and impact student progress - Teacher teams develop common formative assessments - Student products, presentations, and/or research projects used for assessment 	<p>Strengths:</p> <ul style="list-style-type: none"> - Teachers use a variety of assessment methods to monitor and impact - student progress including NWEA for long-term data and strategies like polls as formative assessments - Most teachers use data to identify student needs, for example the Math and ELA DPAs to identify student gaps in learning and provide remediation based on student need - In some departments, differentiation is provided by teacher teams through student grouping based on need (i.e., students are 	

	purposes - Specific ways that assessments are used to inform instruction - Examples of classroom assessments	grouped by proficiency and teachers provide different lessons to reteach or extend based on each group's need)
<p><u>CROSSWALK</u> Principal Interview: Q7,9 Culture Survey: Q18 Teacher Interview: Q3 Instructional Staff Interview: Q6 Ele. Parent Focus Group: Q8,9 (Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - Develop common formative assessments and analyze data collaboratively to plan next steps across all departments rather than just a few - There are a few pockets of excellence regarding rigorous, student-centered activities, and culminating projects/reports/products that demonstrate deep learning and are tied to the Utah Core Standards; however, there is an opportunity to increase rigor within a majority of classrooms from which students would benefit.

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Instructional staff does not provide additional instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student.	Instructional staff occasionally provides additional instruction, intervention, and enhanced learning opportunities, as needed, for improvement for each student.	Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities as needed, for continuous improvement for each student.	Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities as needed for continuous improvement for each student leading to documented and improved student academic

			outcomes.
<p align="center"><u>SOURCES</u></p> <p>Check all that apply: <input checked="" type="checkbox"/> Interview <input type="checkbox"/> Documentation <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Opportunities for extra support (e.g. summer school, extended day, etc.) - Interventions by counselors, tutors, peer tutors, etc. - Programs designed to help parents assist their children with homework - Use of student outcome data for decision making and placement in after school programs - Attendance logs, time logs - Student evaluation reports - Programs for high achieving students 	<p>Strengths:</p> <ul style="list-style-type: none"> - Many teachers offer additional office hours or encourage students to make 1:1 appointments outside of class time - Lessons are recorded and are available for students to view or review - Some departments have found ways to provide differentiation through student grouping and intentional teaching towards student need - Students reporting enjoying asynchronous opportunities to learn at their own pace 	
<p align="center"><u>CROSSWALK</u></p> <p>Principal Interview: Q7 Culture Survey: Q8 Teacher Interview: Q17 Parent Focus Group Q 5,6,10 Ele. Parent Focus Group: Q3,11 (Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - In order to address student learning needs the administration, leadership team, and teachers may consider grouping students by need and extend learning by requiring students to attend classes for specific learning needs - The opportunity to explore various virtual pedagogical strategies to provide students with intervention/extension and focus professional learning and PLCs around best practices for implementing these strategies to increase student engagement and learning - By Developing a clear process and structure for how interventions by counselors, tutors, peer tutors, etc. could support student learning and both academically and social-emotionally. - It was reported multiple times that parent/learning coach engagement lacked, thus by developing programs designed to help parents assist their children with homework would further support student learning and progress 	

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION
3A: Diagnose and respond to student learning needs
3A3. Instructional staff provides specific, constructive, academic and behavioral feedback to students.

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Instructional staff does not provide specific, constructive, academic, and behavioral feedback to students.	Instructional staff occasionally provides specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students.	Instructional staff provides specific, constructive, academic, and behavioral feedback to students leading to documented, academic growth of individual students.
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input type="checkbox"/> Documentation</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Focus Group</p>	<p style="text-align: center;"><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Student report cards are easily understood by parents and students - Students use feedback to improve performance - A behavior plan is modeled, posted, and practices in classrooms, hallways, cafe, etc. - Observed equitable feedback to all students - Use of peer feedback - Verbal feedback that is specific, timely, and purposeful 	<p>Strengths:</p> <ul style="list-style-type: none"> - Most classes have behavior/participation expectations on a slide at the beginning of class and teachers read it aloud to remind and prompt students about class expectations throughout the lesson - Teachers’ model a growth mindset and are positive and welcoming and demonstrate open-to-learning stance - Teachers worked incredibly hard to get students to actively engage in the learning process through a variety of innovative practices and give students who do contribute immediate positive feedback - Teachers built on student contributions to enhance the lesson and connect it to student thinking - Parents reported receiving and having access to student academic progress and receiving consistent emails around student progress 	
<p style="text-align: center;"><u>CROSSWALK</u></p> <p>Teacher Interview: Q8, 18</p>		<p>Opportunities:</p>	

Parent Focus Group Q 5,10 Ele. Parent Focus Group: Q5 (Q = Question)		While it was highly evident that most teachers were working hard to increase engagement, opportunities exist to set up each class with consistent and schoolwide learning expectations to increase student learning. The following are opportunities to increase effective feedback to students: <ul style="list-style-type: none"> - Provide students with more academic feedback that is specific to the standards-aligned objective - Utilize learning objectives paired with success criteria as an effective and evidence-based strategy for providing feedback - Ensure lesson design includes intentional checks for understanding that align to the objective and are based on student demonstration of the skill/concept followed up with immediate feedback/reteaching - Consider the role of student engagement expectations in order to move towards more shared ownership of learning (e.g., currently it seems like teachers are working much harder than the students)
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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3A: Diagnose and respond to student learning needs

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Students do not monitor and track their own academic progress towards clearly established benchmarks and standards.	Students occasionally monitor and track their own academic progress towards clearly established benchmarks and standards.	Students regularly monitor and track their own academic progress towards clearly established benchmarks and standards.	Students systematically monitor and track and can articulate their own academic progress towards clearly established benchmarks and standards. There is evidence that students and teachers

			collaboratively make plans to improve student learning.
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input type="checkbox"/> Documentation <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Student progress charts/graphs - Student use of portfolios to monitor their own academic progress - Formal and informal teacher/student conversations about performance - Students can articulate their goals and progress 	<p>Strengths:</p> <ul style="list-style-type: none"> - Students and parents can check on their status /monitor progress in the classes at any time through the grade report system - Teachers promote students to participate and explain that engaging with the material and each other is essential to learning 	
<p><u>CROSSWALK</u> Parent Focus Group Q 8,10 Ele. Parent Focus Group: Q5 (Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - While the current process and structure for grading provides a space for families and students to check their grades, it was not apparent that this was happening consistently and it was also noted that the process and structure can be overwhelming for families. As such, an opportunity exists to develop a student progress monitoring process and structure based on standards and learning objectives that is a more established part of the academic process (e.g., student mastery tracking document shared with parents and students and engaging students and families in that practice regularly and with meaning) 	

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3B: Provide rigorous evidence-based instruction

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

Minimal	<input type="checkbox"/>	Partial	<input checked="" type="checkbox"/>	Sufficient	<input type="checkbox"/>	Substantial	<input type="checkbox"/>
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<p>Curriculum and interventions are not horizontally- and vertically aligned with the Utah Core Standards and are not evident at all grade level and/or departments in the school.</p>	<p>Curriculum and interventions are horizontally- and vertically aligned with the Utah Core Standards or evident at all grade levels and/or departments in the school, but not both.</p>	<p>Curriculum and interventions are horizontally- and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school.</p>	<p>Curriculum and interventions are horizontally- and vertically aligned with the Utah Core Standards and are evident at all grade levels and/or departments in the school. Staff can articulate how alignment informs instruction.</p>
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input type="checkbox"/> Documentation <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Lessons are aligned with Utah Core Standards - Teachers use evidence-based practices aligned with Core - Interventions are aligned with Utah Core - Curriculum maps align standards, curriculum, instruction, assessment and pacing guides - Textbook adoptions procedures align to Utah Core - Similar content delivered in all classrooms in each grade level and content area - Teachers use common formative assessment data 	<p>Strengths:</p> <ul style="list-style-type: none"> - There is evidence that some lessons are aligned with the Utah Core Standards/NGSS, particularly math and science classes - Some teachers use evidence-based practices to engage students in learning - Some teachers use common formative assessments - There is evidence of consistency of content in some content departments (i.e., Science) - The instructional coach is able to observe instruction in many classes and through feedback to teachers helps increase consistency across classes 	
<p><u>CROSSWALK</u> Principal Interview: Q10 Teacher Interview: Q9 Ele. Parent Focus Group: Q2 (Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - Consider how to use interventions more consistently and effectively - Develop vertical alignment so that teachers understand more deeply how learning progresses over time - Continue to engage in aligning standards with curriculum maps and supplementing curriculum from Stride when necessary 	

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION
3B: Provide rigorous evidence-based instruction

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Instructional staff does not use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Some instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.	Instructional staff use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards, resulting in improved achievement for all students.
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input type="checkbox"/> Documentation</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Focus Group</p>	<p style="text-align: center;"><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Students work in differentiated small groups to address performance - Teachers use a variety of presentation strategies (e.g., lecture, demonstration, lab, etc.) 	<p>Strengths:</p> <ul style="list-style-type: none"> - Teachers use a wide variety of technology- Padlet, videos, zoom chat boxes, Menti, near pod, polls and whiteboard etc. - Teachers monitor student learning and participation during lessons - There was a fairly consistent teacher mindset that all students can learn 	
<p style="text-align: center;"><u>CROSSWALK</u></p> <p>Principal Interview: Q7 Culture Survey Q4 Ele. Parent Focus Group: Q2 (Q = Question)</p>	<ul style="list-style-type: none"> - Use of disaggregated, longitudinal student achievement data to drive and differentiate instruction - Teachers monitor small groups - Technology is available and 	<p>Opportunities:</p> <ul style="list-style-type: none"> - A next step would be for teachers to identify, plan, and communicate success criteria to students in each class for what they need to know, why they need to know it, and how they will know when they can do it, resulting in more equitable learning opportunities for students 	

	used appropriately to differentiate instruction	- Additionally, by using various formative assessment strategies to disaggregate student achievement data that drives and differentiates instruction may lead to higher levels of engagement and learning
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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3C: Remove barriers and provide opportunities

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
The school <i>does not provide</i> each student with equitable opportunities to enroll in and complete rigorous coursework.	The school provides each student with <i>limited opportunities</i> to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework <i>does not mirror</i> the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students participating in rigorous coursework mirrors the overall school demographics.	The school provides each student with equitable opportunities to enroll in and complete rigorous coursework. The percentage of students <i>successfully completing</i> rigorous coursework mirrors the overall school demographics.
<p>SOURCES Check all that apply: <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Documentation <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Focus Group</p>	<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> - Posted pathways to graduation - List of credit requirements - Availability of CE, AP, IB, CR - Gifted and Talented program - Counselor records show 	<p>Strengths:</p> <ul style="list-style-type: none"> - Principal understands teacher grading practices and works with teachers so that grading principles are consistent throughout the school - There is a study skills class that provides students with additional skills related to independent learning 	

<p><u>CROSSWALK</u> Principal Interview: Q7 Teacher Interview: Q14,15 Culture Survey Q4 Ele. Parent Focus Group: Q2,4 (Q = Question)</p>	<p>individual student progress towards goals</p> <ul style="list-style-type: none"> - Master schedules for class availability - Parents/guardians can speak to areas where students are lacking towards goals - Classroom/teacher evaluations address rigor in the classroom - Principal tracks teacher grading practices 	<p>Opportunities:</p> <ul style="list-style-type: none"> - It was not clearly evident as to how students access rigorous course work in all classes, thus an opportunity exists to engage students in deeper understanding through rigorous, student-centered activities and questioning by ensuring higher levels of rigor are intentionally planned and carried out - Additionally, the administration may consider addressing rigor in the classroom through evaluations and by providing on-going, job-embedded professional learning on how to increase rigor in the classroom. - Lastly, it appeared that most special education students were in pull out classes, thus an opportunity exists to ensure that special education students are engaged in rigorous coursework and are placed in the Least Restrictive Environment (e.g., access to grade level standards, co-teach/inclusion model vs pull out model)
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DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

3C: Remove barriers and provide opportunities

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
<p>Teachers <i>do not</i> teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.</p>	<p>Teachers <i>inconsistently</i> teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.</p>	<p>Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.</p>	<p>Teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions <i>leading to documented</i></p>

			<i>positive school culture and climate.</i>
<p align="center"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input type="checkbox"/> Documentation</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - There is a school-wide behavior plan - There are school-wide rules and expectations posted - Behavior expectations are posted in classroom - Defined set of rewards for positive actions - Behavior talk is part of PLC - Parents, students and staff are engaged in developing the behavior plan - Fewer documented behavior incidents - Culture and climate survey 	<p>Strengths:</p> <ul style="list-style-type: none"> - Most teachers have a slide about behavior/participation expectations - Teachers generously reward students with a variety of reward systems, including postcards sent home, points and virtual stickers - Teachers share ideas about how to engage students in PLCs and in Pineapple PLs 	
<p><u>CROSSWALK</u></p> <p>Parent Focus Group: Q5,10 (Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - While teachers were supportive with students worked to increase engagement through positive reinforcement, observation data showed that teachers held various levels expectations across content and grade levels, thus there is an opportunity to revisit school wide expectations for to create consistency for students and families. - Consider how students could interact with each other outside of class time, such as hosting a zoom lunch in which students have the opportunity to interact and develop peer-to-peer relationships - In order to support students in standards mastery, name and discuss decisions and consequences, particularly around engagement in lessons and procrastination in doing assigned work throughout the course (rather than sprinting at the end of the course to complete work) - As the students prepare for college and their careers, consider developing a process and structure where student’s understand their personal responsibility and consequences (both positive and negative) for their choices 	

Domain 4: Culture Shift

DOMAIN 4: CULTURE SHIFT			
4A: Builds strong community focused on learning			
4A1. Principal and teachers have high expectations for students and themselves.			
Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Principal and teachers <i>do not</i> have high expectations for students and themselves.	Principal and teachers have high expectations <i>inconsistently</i> for themselves and for some students.	Principal and teachers have high expectations for students and themselves.	Principal and teachers have high expectations for students and themselves <i>leading to documented and improved student academic outcomes.</i>
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input checked="" type="checkbox"/> Documentation</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Focus Group</p>	<p style="text-align: center;"><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Documentation of PGP goals for teachers and staff - School mission statement includes high expectations - School behavior plan is clear and consistent - There is visual representation of high expectations in school - School leadership frequently discusses and revisits high expectations - School-wide goals represent high expectations and rigor - Classroom activities and 	<p>Strengths:</p> <ul style="list-style-type: none"> - Teachers consistently reported eagerness to engage in Pineapple PL and other forms of professional learning - During some observations, students were engaging in rigorous coursework - Principal and administrative leadership team have high expectations for themselves - Teachers consistently set professional growth plans through DDI process and structure 	
<p style="text-align: center;"><u>CROSSWALK</u></p> <p>Parent Focus Group: Q5,10</p> <p>Principal Interview: Q2</p> <p>Teacher Interview: Q1</p> <p>Staff Interview:Q2,3</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - It was evident that some of the teachers were holding students to high academic expectations both in terms of the rigor of classroom activities and the expectations for student engagement, thus an opportunity exists for learning walks from 	

Instructional Staff Interview: Q2,7 Culture Survey: Q1,4 Leadership Survey: Q8 (Q = Question)	classwork are challenging - An accountability process is in place to hold staff and students accountable for their work	which other teachers can see exemplar teachers hold students to high academic expectations. - Enhancing the school culture so that students hold high academic expectations for themselves, and others may result in higher levels of engagement. Consider providing new/transfer students with individual goals to achieve what would be seen as the ‘exemplar UTVA student’
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DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
School leadership <i>does not</i> celebrate short-term successes of students and teachers and <i>does not</i> keep the focus on long-term achievement and growth.	School leadership <i>occasionally</i> celebrates short-term successes of students and teachers and <i>may not</i> keep the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.	School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth <i>leading to documented and improved student academic outcomes.</i>
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input checked="" type="checkbox"/> Documentation</p> <p><input type="checkbox"/> Observation</p>	<p style="text-align: center;"><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Written short and long term goals - Whole school and/or classroom celebrations that lead toward 	<p>Strengths:</p> <ul style="list-style-type: none"> - Teachers described instances of administration’s recognition and celebration of student academic success. - Teachers expressed there are frequent informal instances in which school leadership recognize and celebrate teachers 	

<p>____ Focus Group</p>	<p>long term goals</p> <ul style="list-style-type: none"> - Goals/celebrations published online 	<ul style="list-style-type: none"> - Postcards are available for all teachers to send to students' homes to celebrate accomplishments and growth
<p><u>CROSSWALK</u> Parent Focus Group: Q2, 5 Principal Interview: Q2 Teacher Interview: Q1, 01 Staff Interview: Q2, 14 Instructional Staff Interview: Q3 Culture Survey: Q9, 11 Leadership Survey: Q8, 10, 16 Parent Focus Group: Q 11 (Q = Question)</p>	<ul style="list-style-type: none"> - Gains are made public - Principal reinforces positive behavior and academic achievement - Student work displayed - Formal and informal recognition for students and teachers 	<p>Opportunities:</p> <ul style="list-style-type: none"> - Teacher recognition for various accomplishments (not just test scores) leads to a positive school culture and greater teacher retention, thus there is an opportunity to design and implement a systematic approach to recognizing students and teachers for their achievements, especially those related to school-wide achievement goals and priorities - High quality work (HQW) protocols can help both teachers in planning and students in engaging in various instructional activities. An opportunity exists to develop a HQW protocol and regularly display/present high quality work examples from students

DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
Professional learning programs for teachers <i>do not address evidence-based parent and family engagement strategies.</i>	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies <i>to a</i>	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.	Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies

	<i>limited extent.</i>		<i>leading to increased parent and family engagement.</i>
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Documentation <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Documentation of professional learning on how to effectively work with parents/families - Meeting dates of academic parent teacher teams (APTT) - Parent attendance records - Records of home visits - Dual capacity framework for parent and family engagement is being implemented 	<p>Strengths:</p> <ul style="list-style-type: none"> - The school leadership has cultivated a culture that values professional learning - Some teachers utilized (pre-COVID) the best practice of home visits to better connect with and engage with families 	
<p><u>CROSSWALK</u> Instructional Staff Interview: Q5 (Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - It was evident that COVID limited family engagement, thus there is an opportunity to redesign, implement, and communicate strategically about a systemic approach to engaging parents to strengthen family and parent engagement. - With multiple new teachers hired over the last year, designing PL opportunities based on evidenced-based family engagement best practices can ensure teachers develop the necessary skills, knowledge, and capacities to engage families - When it is safe to do so, there is an opportunity for teachers to engage in family-oriented engagements (i.e., some teachers mentioned hosting park picnics that included families, home visits, attending events) 	

DOMAIN 4: CULTURE SHIFT
4A: Builds strong community focused on learning

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
The school <i>does not attempt to engage</i> families in the academic success of their child.	The school <i>attempts to engage</i> families in the academic success of their child <i>with no clear vision or goal in engagement.</i>	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.	The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort <i>leading to increased parent and family engagement.</i>
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input checked="" type="checkbox"/> Documentation</p> <p><input type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Focus Group</p>	<p style="text-align: center;"><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - School website with pertinent parent information - School newsletter - Schedule of parent engagement activities - Parent engagement nights designed to assist parents in helping their child’s academics - Individual student data - A clear policy and procedure for communicating with families - School-Parent Compact - Homevisit protocols and 	<p>Strengths:</p> <ul style="list-style-type: none"> - Teachers shared examples of the ways in which they communicate to parents about their child’s academic progress (i.e., emails, texts, phone calls) - School administration regularly communicates with parents and families - Parents reported receiving helpful information about upcoming extracurricular activities, in-person experiences, virtual clubs, etc. - Some parents reported receiving timely information from teachers about their child’s progress in class 	
<p style="text-align: center;"><u>CROSSWALK</u></p> <p>Principal Interview: Q2</p> <p>Instructional Staff Interview: Q8</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - With multiple modes of communication available to teachers via Canvas, Google, SIS systems, etc., there is an opportunity to 	

Teacher Interview: Q1 Staff Interview: Q2,5 Culture Survey: Q1,2 (Q = Question)	records - APTT	streamline communication processes with parents and ensure that parents know which emails, texts, etc. are the most important. - Consider collaborating with families to design and implement a strategic communication plan based on expectations for communication to students' families as various stakeholders expressed concern about the volume of communication that families receive from the school during interviews
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DOMAIN 4: CULTURE SHIFT

4A: Builds strong community focused on learning

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input checked="" type="checkbox"/>
The school does not maintain positive, encouraging classroom and school culture where students feel safe and supported.	The school attempts to maintain a positive, encouraging classroom and school culture where most students feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported.	The school maintains a positive, encouraging classroom and school culture where students feel safe and supported, leading to a focus on learning and a documented decrease in disciplinary incidents.
<p><u>SOURCES</u> Check all that apply: <input checked="" type="checkbox"/> Interview <input type="checkbox"/> Documentation <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - An effective system in place to gather and share stakeholder feedback - Documentation that feedback from stakeholders is used to 	<p>Strengths:</p> <ul style="list-style-type: none"> - During classroom observations, there were many examples of positive and caring interactions between students and teachers - Students reported feeling safe and supported at school, naming their relationships with teachers as a highlight - Parents expressed overall satisfaction with UTVA, naming the 	

	<p>make necessary changes to improve school and/or classroom culture</p> <ul style="list-style-type: none"> - Schoolwide behavior plan - Anti-Bully Policy - Emergency Procedures handbook - Safety policy and procedures are practices 	<p>lack of bullying as an important factor</p> <ul style="list-style-type: none"> - Teachers are very encouraging and positive in their interactions with students, starting classes in a welcoming and friendly manner, often greeting each student individually by name
<p><u>CROSSWALK</u> Principal Interview: Q2 Instructional Staff Interview: Q2,3,7 Teacher Interview: Q1 Staff Interview: Q2,3,11 Parent Focus Group: 2,3,4 Ele. Student Focus Group: Q7 Culture Survey: Q5,10 Leadership Survey:Q16,18 (Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - Ensure that teachers infuse a focus on learning as part of their positive relationship building with their students. During classroom observations, much of the time spent building relationships was not related to academic learning - While relationships are vital to fostering a safe learning environment, some classroom learning environments were not managed to a level that was conducive to high levels of student learning (e.g., there were numerous instances of off-topic chats). By developing a clear set of expectations for teachers and students around academic learning time versus social time, classroom learning environments can become more academically oriented while maintaining healthy, social relationships.

DOMAIN 4: CULTURE SHIFT			
4A: Builds strong community focused on learning			
4A6. The school implements structures, policies, and routines for effective, focused, and collaborative work.			
Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
The school <i>does not implement</i> structures, policies and routines	The school <i>inconsistently implements</i> structures, policies	The school implements structures, policies, and routines	The school implements structures, policies, and routines

for effective, focused, and collaborative work.	and routines for effective, focused, and collaborative work.	for effective, focused, and collaborative work.	for effective, focused, and collaborative work <i>leading to documented and improved student academic outcomes.</i>
<p align="center"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input type="checkbox"/> Documentation</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Focus Group</p>	<p><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - There are explicit and clear expectations for staff participation in focused, collaborative work - PLCs - Schedule allows for collaborative work - Effective lessons/unit plans - Examples of common formative assessments - Evidence Based Interventions informed by student data 	<p>Strengths:</p> <ul style="list-style-type: none"> - Pineapple PLs are offered on a routine basis for faculty and staff to engage in collaboration for professional learning - Structures are in place for PLC teams to collaborate - Common formative assessments are designed and utilized in some PLC Teams - Routines and expectations have been established to prioritize analysis of student data in collaborative teams 	
<p><u>CROSSWALK</u></p> <p>Principal Interview: Q2</p> <p>Instructional Staff Interview: Q2,4,7</p> <p>Staff Interview: Q2,3</p> <p>Culture Survey: Q2</p> <p>(Q = Question)</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - Interviews with several teachers showed some areas of opportunity to strategically design PLC teams to ensure “singletons” and elective teachers have meaningful experiences when collaborating - As part of the collaboration process for teachers it was evident that some PLCs were focused on planning, creating, and implementing standards-based lessons. There is an opportunity o further that work by intentionally planning opportunities to engage students in more collaborative work focused on meaningful and rigorous standards-based learning. 	

DOMAIN 4: CULTURE SHIFT
4B: Solicit and act upon stakeholder input

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

Minimal <input type="checkbox"/>	Partial <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Substantial <input type="checkbox"/>
School leaders <i>do not attempt to solicit or use stakeholder feedback.</i>	School leaders solicit and use <i>some stakeholder feedback.</i>	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives.	School leaders solicit and use a variety of stakeholder feedback to positively impact school improvement initiatives <i>resulting in documented instances where feedback has been implemented to improve school improvement initiatives.</i>
<p style="text-align: center;"><u>SOURCES</u></p> <p>Check all that apply:</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input type="checkbox"/> Documentation</p> <p><input type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Focus Group</p>	<p style="text-align: center;"><u>POSSIBLE EVIDENCE:</u></p> <ul style="list-style-type: none"> - Stakeholder surveys - Documented focus group responses - Feedback from suggestion boxes - Confidentiality policy and procedures - Minutes from SCC meetings - Minutes from PTA Meetings 	<p>Strengths:</p> <ul style="list-style-type: none"> - Principal reported that writing the SIP was a collaborative process and that teachers were integral to making the plan - School leadership delivered a survey around relationships between administration and staff 	
<p style="text-align: center;"><u>CROSSWALK</u></p> <p>Principal Interview: Q2 Teacher Interview: Q1 Instructional Staff Interview: Q2,4,8 Staff Interview: Q2,5 Culture Survey: Q15 Parent Focus Group: Q8,12</p>		<p>Opportunities:</p> <ul style="list-style-type: none"> - When designing and implementing a strategic communication plan with parents and families, include a plan for key opportunities to solicit stakeholder feedback that is differentiated to meet parents' varying communication needs. - Distribute a culture survey that is a research-based instrument to a variety of stakeholders to obtain quantitative and qualitative 	

<p>(Q = Question)</p>		<p>data to identify areas of improvement and clearly communicate the results of the survey to stakeholders</p> <ul style="list-style-type: none"> - To keep families informed on decisions made by the school, and to keep within the state guidelines for community councils, consistently update SCC meeting minutes on school website and ensure families know where/how to access
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Summary of Strengths and Opportunities

On April 1, 2021, UEPC shared preliminary findings with the school administrator about the overall strengths and opportunities (See Appendix B). Building on these preliminary findings, we offer the following summary of strengths to build on and opportunities for growth and improvement in each of the Four Domains. These will be used to narrow the focus to 3-4 high priority areas that will likely have the greatest positive impact on student achievement during Phase 4, Prioritization of Needs and Root Cause Analysis.

Domain 1: Turnaround Leadership

Strengths to Build On	<ul style="list-style-type: none"> Teachers view the administration team as supportive, dedicated, understanding, and encouraging. Teachers report appreciation for the trust the administration has in them School has exited turnaround and leadership has created positive momentum and deep interest in a continuation of the work to keep increasing student achievement. Leadership has created a clear process and structure for how teachers can move into decision-making roles
Opportunities to Grow and Improve	<ul style="list-style-type: none"> Ensure that faculty and staff evaluations are rigorous, transparent, consistent, and aligned to the rigor of the Utah leadership and teaching standards Provide consistent observation and feedback to all faculty and staff to promote professional reflection and growth Revisit, revise and communicate the school vision to all stakeholders so that it reflects the current values/mission of the school Ensure that the leadership team has adequate representation across all departments to ensure that support roles are included in the decision-making process Regularly analyze disaggregated data to inform decision-making for allocation of time, human, and fiscal resources

Domain 2: Talent Development

Strengths to Build On	<ul style="list-style-type: none"> Currently, there is very little turnover (which has been an issue in the past), and teachers report being satisfied and fulfilled in their work The instructional coach provides onboarding support to new teachers and consistent professional coaching to most teachers in a 1:1 context Teachers who voluntarily attend optional professional learning sessions reported the CTC and Pineapple PLC was effective, and nice to see virtual best practice pedagogy
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Opportunities to Grow and Improve	<ul style="list-style-type: none"> ● Ensure various departments and roles within those departments have clarity around defined roles and job expectations ● Build intentionality into professional learning-based PLCs by ensuring it is aligned to school-wide instructional needs and provides differentiated, job-embedded professional learning based on experience, role, expectations, and job description ● Provide “singletons” (i.e., teachers who are the only ones teaching their content) with collaborative experiences with people in a similar role (e.g., observing at other school sites) and/or supporting the implementation of other department’s priority standards (e.g., English, Math)
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Domain 3: Instructional Transformation

Strengths to Build On	<ul style="list-style-type: none"> ● Most teachers use data and multiple types of technology to present information and engage students (Padlet, near pod, polls, whiteboards) and students reported enjoying opportunities for self-pacing ● Most teachers have a growth mindset and are committed to improving their practice ● Teachers worked incredibly hard to get students to actively engage in the learning process through a variety of innovative practices
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Opportunities to Grow and Improve	<ul style="list-style-type: none"> ● Ensure lesson design includes appropriate pacing and intentional checks for understanding that align to the objective and are based on student demonstration of the skill/concept followed up with immediate feedback/reteaching ● Ensure teachers engage students in deeper understanding through rigorous, student-centered activities and questioning by ensuring higher levels of rigor are intentionally planned and carried out ● Ensure teachers identify, plan, and communicate success criteria to students in each class for what they need to know, why they need to know it, and how they will know when they can do it ● Develop a process and structure from which students regularly and actively track and monitor their own academic progress towards benchmarks and/or standards
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Domain 4: Culture Shift

Strengths to Build On	<ul style="list-style-type: none"> • The majority of faculty and staff report feeling a positive culture of collaboration, care, eagerness to learn, and support from everyone in the building • Students and parents reported feeling safe at school and enjoying their experience at UTVA, highlighting their positive relationships with teachers • Most teachers reported a desire to become the exemplar online school within and outside of Utah and reported high levels of collaboration
Opportunities to Grow and Improve	<ul style="list-style-type: none"> • Develop and engage parents and the community in academic and social modalities • Ensure teachers are balancing their care for and relationships with students with maintaining classrooms with a focus on mastering grade-level standards and objectives • Develop and implement expectations for student participation in classes, placing some level of expectation for engagement on the students while promoting intrinsic motivation • Facilitate professional learning focused on evidence-based family engagement strategies • Consistently obtain stakeholder feedback using research-based questionnaires and surveys to adjust and enhance school processes and structures involving family engagement

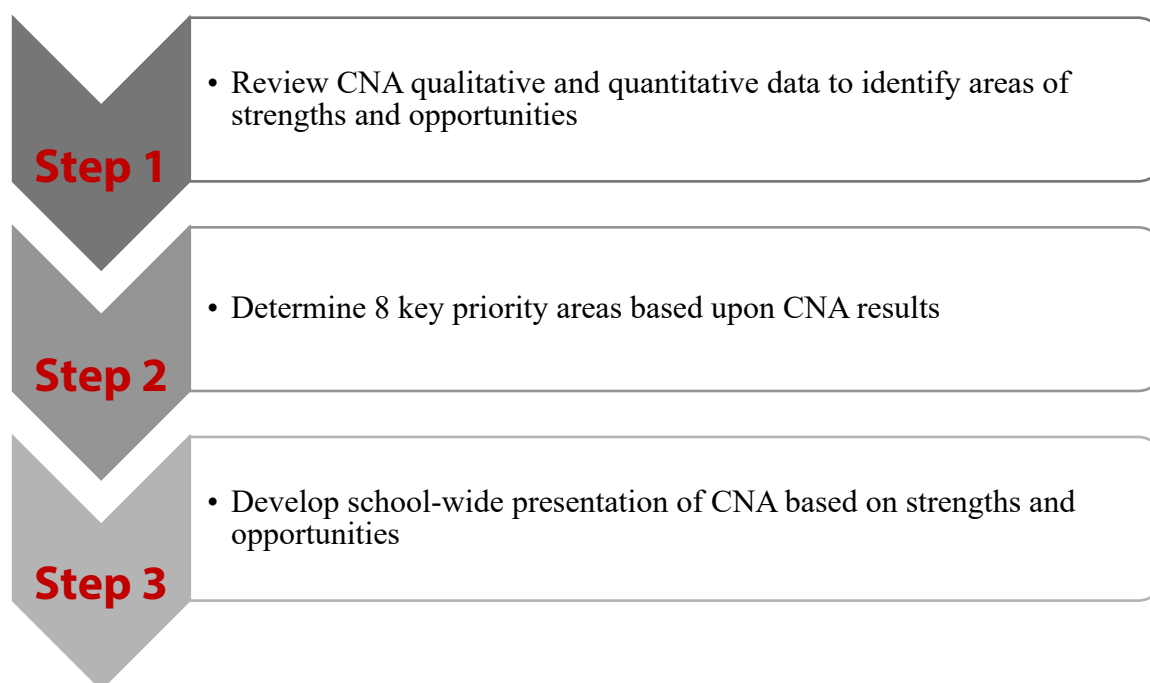


Priority Strategy Identification & School-Wide Faculty Voting Protocol

The UEPC shared an overview of CNA findings, including the above strengths and opportunities with the UTVA HS faculty as a whole on May 6, 2021.

The next step was to narrow the focus to just a few high priority areas that are likely to have the greatest positive impact on student achievement, following the steps illustrated in Figure 10.

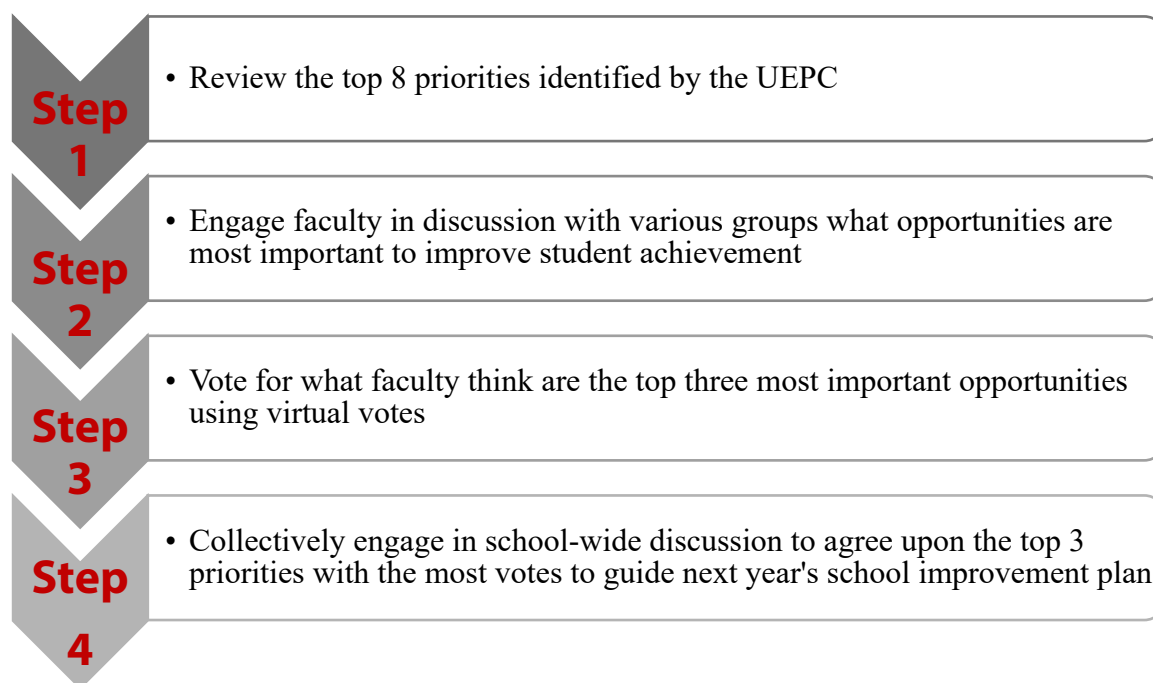
Figure 10. Three-Step Process for Prioritizing Needs



The final process for the Needs Assessment conducted by the UEPC involved the whole school engaging in a collaborative protocol (See Appendix C) from which they had voice in the final three priority strategies to focus on for the coming school year.

The protocol for faculty voting (Figure 11) was reviewed with the faculty and as individuals they reviewed the identified opportunities and needs. The focus question for participants to keep in mind as they reviewed was: *“Which of these opportunities, if address appropriately, will have the greatest positive impact on student achievement?”* After individual reflection, the faculty was given time to collaboratively engage in discussion around the various opportunities presented. Each person was then given three votes they could place next to the priority they deemed most critical for the coming school year. Participants could place multiple votes next to a single opportunity but could not surpass a total of three votes.

Figure 11. School-Wide Voting Protocol



Upon completion of the voting process, the following three priorities were chosen as the focus for the 2021-2022 School Improvement Plan, in rank order of the priority that was collectively agreed upon:

- 1) **Domain 4: Continue to engage families in the academic success of their child, promoting successful home/school collaboration;**
- 2) **Domain 4: Set and maintain high expectations for students while simultaneously recognizing the realities of their students' experience and supporting accordingly;**
- 3) **Domain 3: Increase rigor and depth of knowledge in daily instruction for all students aligned with specific core standards.**

Once the three top priority problems were identified, a root cause analysis will be conducted by the building leadership team, with the support of the UEPC, to identify underlying causes of each problem, and how addressing the underlying causes would eliminate or reduce the problems described above. By developing two strategies for each domain, the building leadership team will develop a school improvement plan with specific milestones and action steps that will support the school to improve within these focus areas.

Appendix A: Self-Assessment Survey Results

Below are the results from the online self-assessment survey that was administered to all UTVA HS faculty and staff.

The self-assessment is asks faculty to rate their school along the four domains of school improvement—Leadership, Talent Development, Instructional Transformation, and Culture Shift. The self-assessment uses the same rating scale used in the rubric (minimal, partial, sufficient, and substantial).

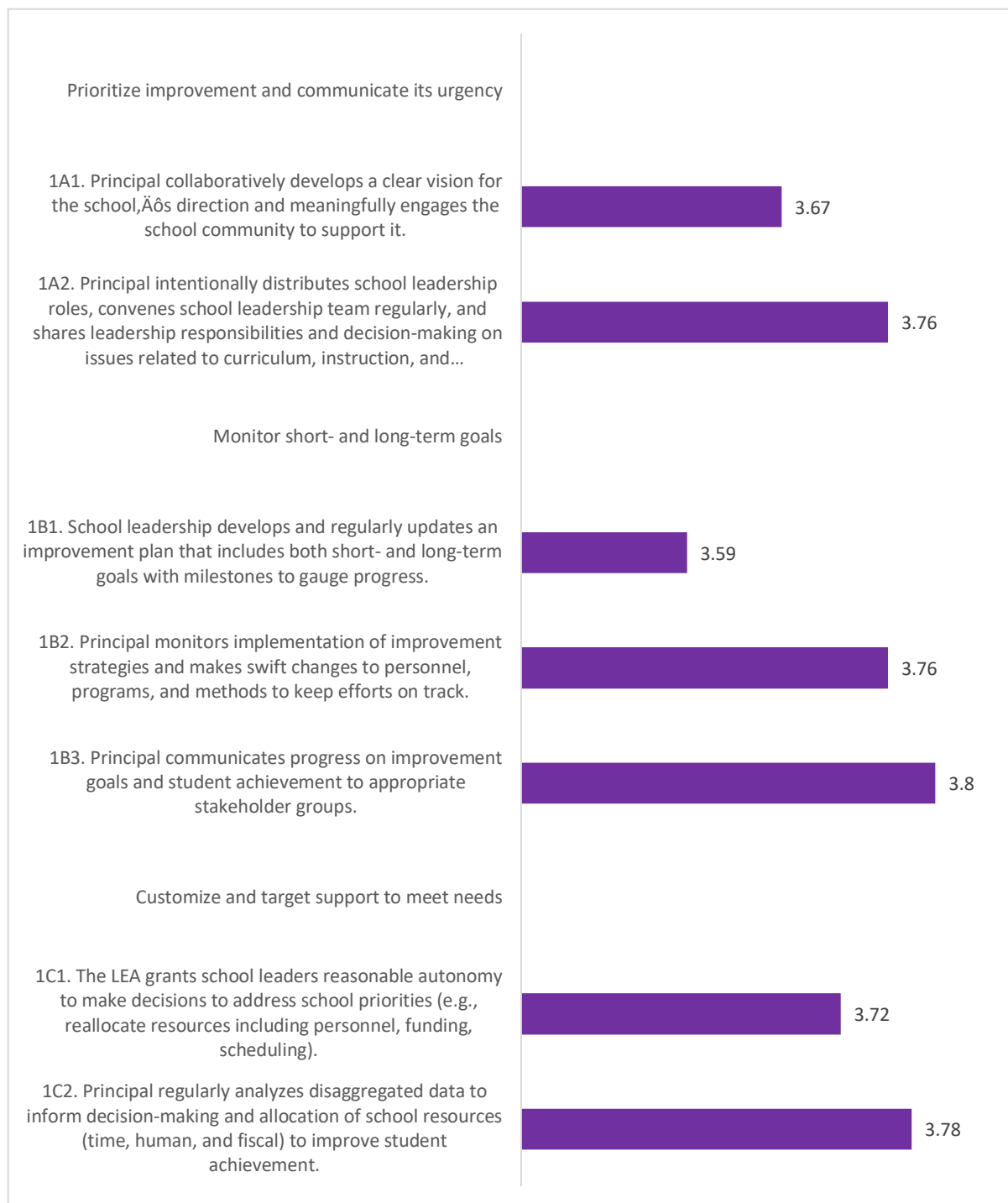
There was a high response rate to the self-assessment as shown in Table 5. Below we provide a summary of the ratings along the four domains, followed by the open-ended survey items.

Table 5. Self-Assessment Response Rates

Position/Role (optional): - Selected Choice	Count
LEA Administrator	1
School Administrator	1
Classroom Teacher	29
Specialist (e.g. Counselor, Psychologist, etc.)	4
Instructional Coach	1
Instructional Support Staff	5
Did not respond	5
Total	46

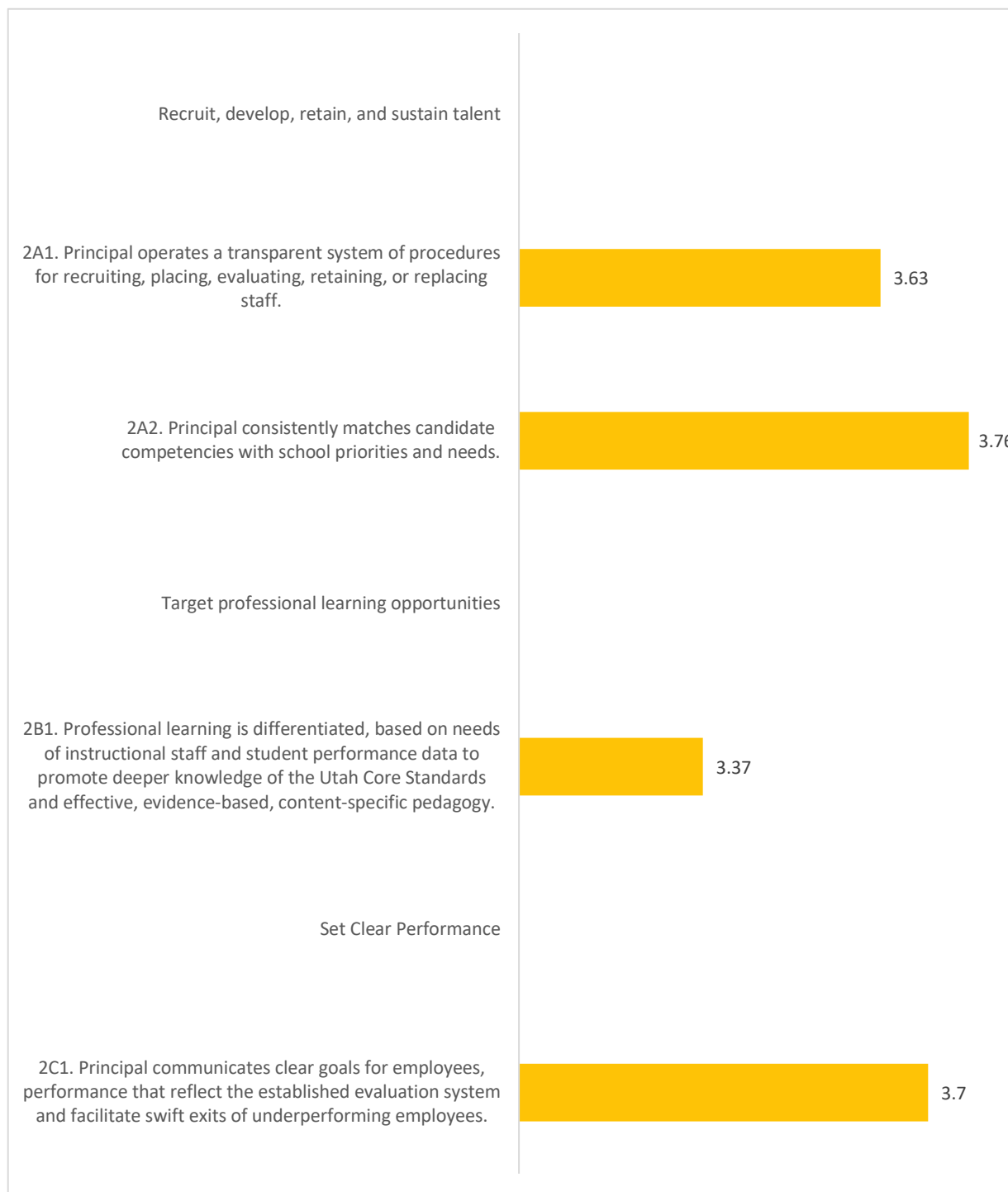
Self-Assessment Ratings on Turnaround Leadership

Figure 12. Mean Self-Assessment Ratings on Turnaround Leadership



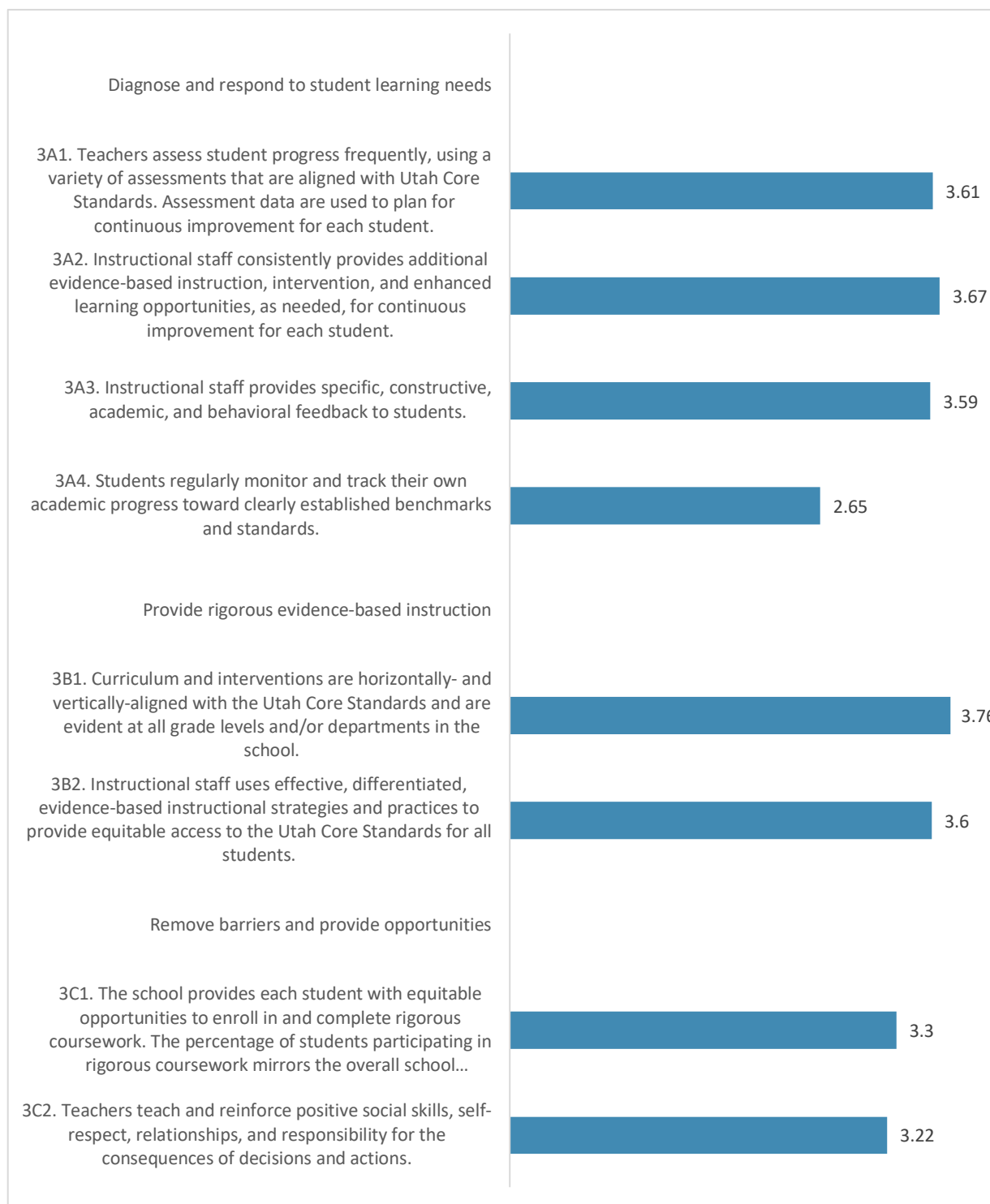
Self-Assessment Ratings on Talent Development

Figure 13. Mean Self-Assessment Ratings on Talent Development



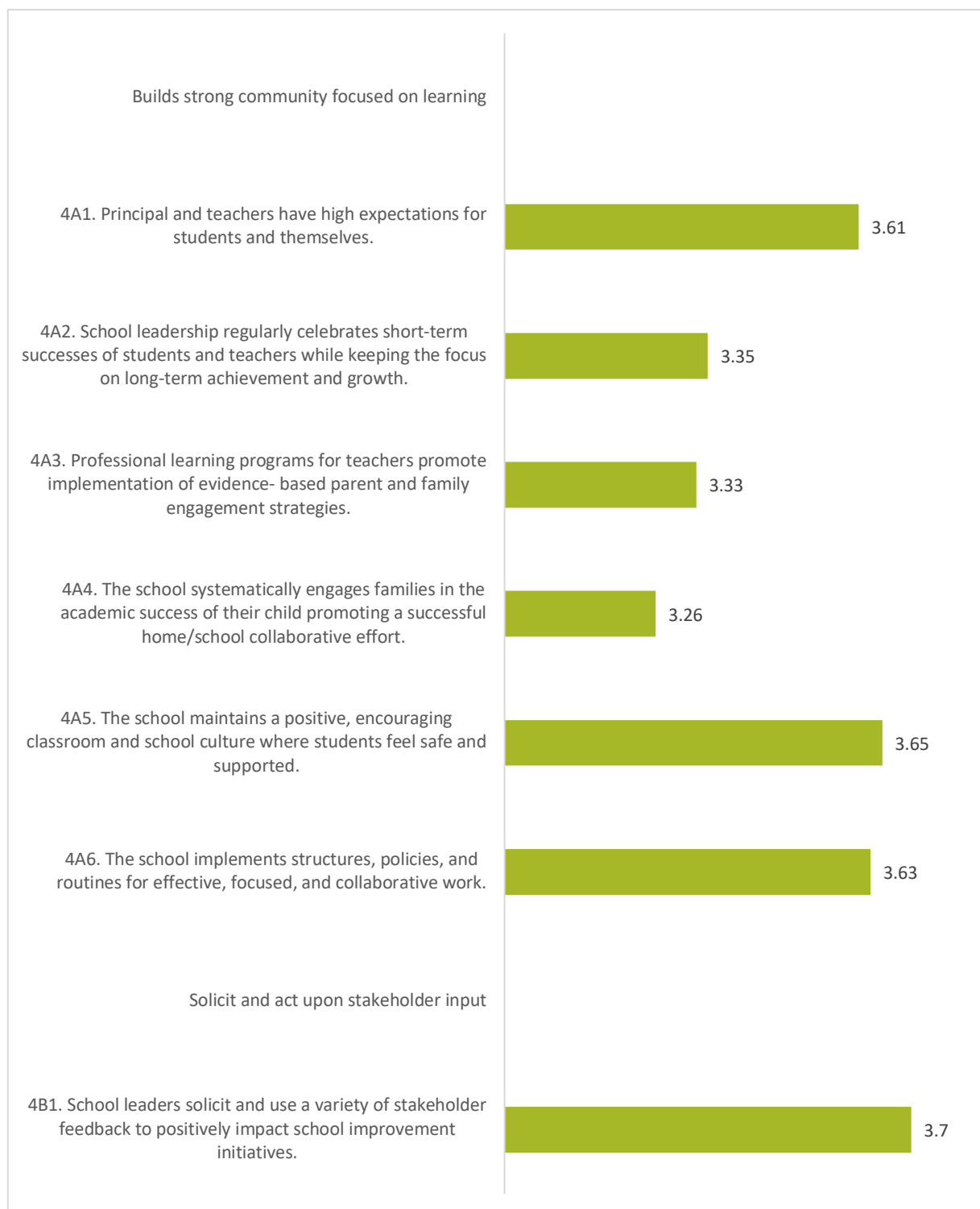
Self-Assessment Ratings on Instructional Transformation

Figure 14. Mean Self-Assessment Ratings on Instructional Transformation



Self-Assessment Ratings on Culture Shift

Figure 15. Mean Self-Assessment Ratings on Culture Shift



Greatest Strengths

The self-assessment included two open-ended items asking about the greatest strengths and challenges. A variety of strengths were reported by faculty. While not an exhaustive list, the strengths tended to fall into the following categories:

- Collaboration among school leadership, teachers, and support staff is critical to the school’s culture and the success of the students
- Professional Learning Community implementation and collaboration around the guaranteed viable curriculum and addressing student issues
- Data is utilized to look at student growth and instructional strategies
- Supporting students is a priority for faculty and staff to help students achieve high levels of learning
- School leadership has cultivated a culture of trust and collaboration between administration and teachers

The full set of responses to this open-ended item are presented below.

Table 6. Self-Assessment Survey Open-Ended Responses about School Strengths

In supporting all students to achieve at high levels, what are your school's greatest strengths?
We have great collaboration. We do our best to target all skill levels and provide opportunities for remediation and extension.
I think that we all work great together as a team and we will continue to become the best online high school in the state of Utah.
Our school is focused on students' growth and not just end of year test scores.
Great training and collaboration
There is opportunity for individualized learning to push students at different levels.
Focus on rigor and differentiation of instruction
UTVA does a great job supporting students and making improvements that will better the educational experiences of our students and families.
Collaborating within PLC's and creating GVC.
Teachers do a good job at providing support for individual students.
Collaboration between teachers. Making all students feel welcome. Communication between staff. Differentiation for students.
The ability to use a variety of programs to support students at all levels.
The school constantly asks teachers to review their data, passing rates, and any attendance or various issues that are discussed during PLC meetings.
Providing concurrent enrollment for students

There are many systems and many people in place to help support students from teachers to mentors to counselors and more.
Our school puts a lot of resources into promoting family engagement and trying to help the parents understand their role in student learning and achievement. Any parent who wants to help their student succeed, and is willing to put in the time, can contribute greatly to students' achieving at high levels. We also have access to challenging curriculum programs and high standards for students.
We have the SPED teachers run a classroom that works directly with the general education classroom. This ensures that all students are able to have access to a high level of learning.
Teachers that care and are passionate about student success.
Collaborative mindset among teachers and administrators.
Strong trustworthy leadership with effective communication.
Differentiated instruction and data driven instruction. Teachers truly care that all students exceed.
Wide variety of teaching styles and the ability to try new things without risk of repercussions from admin
PLCs, guaranteed viable curriculum, common formative assessment, using data to improve individual and collective practice, use data to remediate and extend
We use GVCs and PLCs to meet the needs of all students.
assessment and feedback
students in special ed are held to high expectations and they meet them!
Administration at the HS is be far one of the school's greatest strengths.
Using data and focusing on growth
We are always wanting to do better and are willing to change.
the levels of inclusion. Students are just accepted as they are, and engaged in all courses/supports to achieve their highest potentials.
We have a multitude of staff who exist just to support students and families in their learning.
We have turned some of our previous weaknesses into our strengths. We are strong with our collaboration and implementation of GVC's, common formative assessments, and systematic remediation and extension based on the results of our assessments.
Instructional staff at our school is EXCELLENT- we all have a shared desire to promote a spirit of continued learning and curiosity
School staff meets weekly to go through student data. Teachers collaborate with each other to support each other and help improve instructional practices.
Communication, clear expectations, and teacher accountability.
the teachers are all fantastic and strive to encourage students
The teachers are the greatest strength. A school no matter what the support system is like, it can be no better than the teachers they have.
The next group would be the mentors, counselors and advisors who directly communicate with each family and situation.
Implementation of PLCs

Greatest Challenges

A variety of challenges were reported by faculty. These fell into several categories, including challenges related to:

- Student attendance, engagement, and participation in the classroom and school is low despite the focus on engagement strategies
- Opportunities to collaborate with Learning Coach’s and parent’s to increase their engagement and support for students attending class and completing work
- Clear expectations on roles and responsibilities and ensuring clear communication and instruction when there are changes
- Differentiation for the variety of students who choose virtual learning and ensuring students with disabilities have equitable access

The full set of responses to this open-ended item are presented below.

Table 7. Self-Assessment Survey Open-Ended Responses about School Challenges

In supporting all students to achieve at high levels, what are your school's greatest challenges?
Getting students to attend and do their work in a virtual setting.
I feel like it is difficult to keep a lot of the student's and LC's engaged. I wish there were more opportunities for us to engage with them more.
Student engagement - there are only so many things we can control since we are virtual.
40-60% of students turn work in later than two weeks.
Engagement. Getting low achieving students and their learning coach to engage and participate in school. :(
Engagement and student course completion
Helping students who are having personal or health problems. There is a lot of interruption in their learning process and attendance. Getting students to "buy in" from the beginning is always a challenge.
Differentiating instruction and being clear with job titles and staying within what the person with the title is supposed to do (i.e. registrar is in charge of registration, teachers are in charge of teaching, mentors are promoting home-school learning engagement, etc.).
It is hard to know the needs of students when you aren't physically in the same room as them and students aren't willing to advocate for themselves.
We seem to have a limited understanding of teaching students who first language is not English. There does not seem to be a focus or concern about this data group.
The virtual setting does not always allow for teacher and student face to face interaction. The greatest challenge is student poor attendance.
Reaching at risk students

Because we are virtual, there is a level of ownership that is on the students. They can disconnect or ignore emails, texts, phone class to an extent.
Our student population comes with a unique set of challenges. Some students do not have the support they need from parents and are not intrinsically motivated to participate in class, which requires a lot of creativity on the part of the teachers to make class very exciting. Other challenges may prevent students from participating such as poor Internet connection, or being required to take care of younger siblings at home. There are just so many things we, as teachers, do not have control over.
We do not have honors credit offered systematically across the board. I am offering my students an option to complete honors work, but not all of the teachers in my PLC do for example, and I don't know about other PLCs.
Technology - Our OLHS is clunky and outdated, It makes our jobs harder than they need to be.
Engagement - Managing student engagement is a particular challenge for an online school, as we don't get immediate visual feedback. (Most students don't turn their cameras on.) Re-engaging students that are not succeeding in the class can be particularly challenging, as it's not entirely clear what disengagement looks like. (e.g. In an online environment, a student that feels anxious about social interactions but still engages in the class content may appear the same as a student that has walked away from their computer.)
Differentiation - Because online school may be an alternative considered for kids that didn't succeed at brick-and-mortar for various reasons, there is a wide distribution of competency when starting a class. Additionally, since students are grouped by age rather than competency, we must adapt our lessons to the widest possible audience. I believe this sometimes leaves more advanced students bored and disengaged, while some of the lowest competency students still struggle to keep up.
teacher autonomy is going away and that scares many teachers
Not clear on expectations on basics- Totalview notes, looking at schoolwide data, and how to find different documents. Things keep changing (understandable) but we need explicit instructions just like the students. Wendy has done this with the DPA but is there more schoolwide data or student specific data we should be monitoring?
The culture of Special Education needs an overhaul. Students that receive specially designed instruction should not necessarily be taken from their general education class to be instructed in a self-contained Special education class, unless it is specifically written into the IEP. Ideally, to satisfy the need to provide a continuum of services and ensure that students are being instructed in their Least Restrictive Environment (as defined in IDEA legislation), students should receive both general instruction as well as specialized instruction in Math and ELA. Additionally, calling students that receive specially designed instruction "SpEd Kids" is problematic. It is demeaning and it isn't person-first language. It creates a division between students receiving general ed instruction vs. Special Education.
Our greatest challenge as a school is facilitating student engagement.
different messages from different admin as to expectations, not sure where to direct my input/concerns.
We need a bigger continuum of services for some students.
Lack of parental involvement, ability to get student buy in
Even with all the additional support we give to students many choose to disengage. There is only so much proverbial water we can lead them to, but they still have to make the choice to drink.

equity of access - students with subpar internet connections/technical equipment/home support are going to achieve less (unsurprisingly).
however, that's particularly frustrating when the equipment is school provided and/or the response time to fix is so slow (1 week +)
Getting all staff on board in seeing student achievement as a possibility for every student.
Our biggest challenge still goes back to engaging the unengaged students (and parents).
In a virtual environment some things can't be replicated as well as an in person hands on experience might provide.
Many students do not attend, for various reasons. Parents can be hard to get engaged to assist students. Some teachers want flexible schedule to meet their needs, not the student needs. Class sizes should be smaller.
Sometimes it's hard to contact students and parents who don't return communication efforts.
having students be brought in. Our true biggest challenge is that we get students who are credit deficient, so to be able to get them to achieve at high levels takes time. to get them comfortable with doing work period, and then to increase the level they perform at.
The greatest challenge is working with parents who do not concern themselves with their students or say they can't do anything about their student's attitude, when they refuse to work.
COVID implications

Appendix B: Preliminary Findings of Strengths and Opportunities

The following strengths and opportunities were shared with the principal at the conclusion of the CNA site visit using a structured debrief conversation protocol. These were used to narrow the focus to 3-4 high priority areas that will likely have the greatest positive impact on student achievement.

Domain 1 Turnaround Leadership	Domain 2 Talent Development	Domain 3 Instructional Transformation	Domain 4 Culture Shift
Strengths			
<p>1A2 Teachers view the admin team as supportive, dedicated, understanding, and encouraging. Teacher’s report appreciating the trust the administration provides.</p> <p>School has exited turnaround, and leadership has created positive momentum and deep interest to keep growing student achievement.</p> <p>Leadership has created a clear process and structure for how teachers can move into decision-making roles.</p>	<p>2A1 Currently, there is very little turnover (which has been an issue in the past) and teachers report being satisfied and fulfilled in their work</p> <p>The instructional coach provides onboarding support to new teachers and consistent professional coaching to a majority of teachers in a 1:1 context</p> <p>Teachers who voluntarily attend reported the CTC (Pineapple) PLC was effective, and nice to see virtual best practice pedagogy</p>	<p>3A1 Most teachers utilize data and multiple types of technology to present information and engage students (padlet, near pod, polls, whiteboards) and students reported enjoying opportunities for self-pacing</p> <p>The majority of teachers have a growth mindset and are committed to improving their practice</p> <p>Teachers worked incredibly hard to get students to actively engage in the learning process through a variety of innovative practices</p>	<p>4A5 The majority of faculty and staff report feeling a positive culture of collaboration, care, eagerness to learn, and support from everyone in the building</p> <p>Students and parents reported feeling safe at school and enjoying their experience at UTVA, highlighting their positive relationships with teachers</p> <p>The majority of teachers reported a desire to become the exemplar online school within and outside of Utah and reported high levels of collaboration</p>

Domain 1 Turnaround Leadership	Domain 2 Talent Development	Domain 3 Instructional Transformation	Domain 4 Culture Shift
Opportunities			
<p>1A1 There is an opportunity to revisit, revise and communicate the vision to all stakeholders so that it reflects the current values/mission of the school.</p> <p>There is an opportunity to ensure that the leadership team has adequate representation across all departments to ensure that support roles are part of the decision-making process.</p> <p>There is an opportunity to review and revise how resources (human, fiscal, time) are being utilized through thorough leadership observation and feedback across all departments</p>	<p>2C1 As building leadership, consider sitting with various departments to define roles and job expectations</p> <p>There is an opportunity to build intentionality into the CTC PLC to ensure it is aligned to school-wide instructional needs and to provide differentiated, job-embedded professional learning based on experience, role, expectations, and job description</p> <p>There is an opportunity to provide “singletons” with collaborative experiences with people in a similar role (e.g., observing at other school sites) and/or supporting the implementation of other department’s priority standards (e.g., English, Math)</p>	<p>3A3 There is an opportunity to ensure lesson design includes appropriate pacing and intentional checks for understanding that align to the objective and are based on student demonstration of the skill/concept followed up with immediate feedback/reteaching</p> <p>There is an opportunity for teachers to engage students in deeper understanding through rigorous, student-centered activities and questioning by ensuring higher levels of rigor are intentionally planned and carried out</p> <p>There is an opportunity for teachers to identify, plan, and communicate success criteria to students in each class for what they need to know, why they need to know it, and how they will know when they can do it.</p>	<p>4A1 There is an opportunity to develop and engage parents and the community in academic and social modalities</p> <p>There is an opportunity to ensure teachers are balancing their care for and relationships with students with maintaining classrooms with a focus on mastering grade-level standards and objectives.</p> <p>There is an opportunity to develop and implement expectations for student participation in classes placing some level of expectation on the students</p>

Appendix C: School-Wide Priority Voting

Utah Virtual Academy High School: Powerful Priorities to Set the Course for the Future

May 5, 2021

Background

Following the Comprehensive Needs Assessment virtual site visit to Utah Virtual Academy High School (UTVA HS) conducted March 22-25, 2021, the Utah Education Policy Center (UEPC) compiled the combined set of data using the USBE Comprehensive Needs Assessment tools and rubrics to prepare a report of findings. An electronic copy of this report will be made available to all faculty once finalized.

The next step for UTVA HS is to use the findings to establish priorities for their improvement plans moving into the 2021-2022 academic school year.

As part of this process, the UEPC is facilitating a discussion with the faculty to identify high leverage, powerful priority strategies that will guide school improvement efforts.

In preparation for this meeting with the faculty, the UEPC prepared a set of *Priority Strategy Options* that were identified as areas for important growth. These identified strategies are based on the Comprehensive Needs Assessment as well as research on what happens in high performing schools where all students achieve at high levels.¹

Today's Process

Today we have the opportunity to review the overall needs assessment results, including celebrations and opportunities for growth and improvement. Based on these findings, we will review a set of priority options together and vote on the strategies that you believe should take priority as you move forward this school year.

After the options are reviewed, you will have a chance to discuss the options with your colleagues briefly. Then, each person will be given votes to place next to their top three priority areas. The UEPC team will then facilitate a group discussion to review the voting outcomes and reach conclusion about which strategies will be prioritized for the 2021-2022 School Improvement Plan.

Priority Strategy Options

1. **Co-develop and clearly communicate a school wide vision that is unique to the UTVA High School 3 Votes**
2. **Prioritize math instruction, given that decreases in student performance over the past three years has been most pronounced in mathematics at all levels. 5 Votes**
3. **Increase rigor and depth of knowledge in daily instruction for all students aligned with specific core standards. 32 Votes**
4. **Continue to engage families in the academic success of their child, promoting successful home/school collaboration. 36 Votes**
5. **Develop and communicate clear goals for UTVA faculty and staff performance that reflect an established evaluation system as a starting point for gaining greater clarity about the focus of UTVA instructional and organizational priorities. Having clear performance expectations will facilitate the identification of underperformance, which can then be followed by strong support systems or pathways to exiting the system. 10 Votes**
6. **Continue to build on the strengths of the PLCs to increase collaboration and professional learning focused on student performance data, deeper knowledge of Standards and effective, evidence-based, content-specific pedagogy.**
7. **Prioritize supports for students with disabilities given that over the last two years they have consistently underperformed other sub-groups in literacy and math. 8 Votes**
8. **Set and maintain high expectations for students while simultaneously recognizing the realities of their students' experience and supporting accordingly. 34 Votes**

ⁱ Sample of research resources include:

National Center for Urban School Transformation. NCUST.ORG

Teaching Practices from America's Best Urban Schools: A Guide for School and Classroom Leaders, by Joseph Johnson, Cynthia Uline, and Lynne Perez.

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. IES Practice Guide. Available at <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19>

Turning Around Chronically Low-Performing Schools. IES Practice Guide. Available at http://ies.ed.gov/ncee/wwc/pdf/practice_guides/Turnaround_pg_04181.pdf#page=20

**Utah Virtual Academy
Governing Board of Directors
Board Meeting**



Date: Wednesday, May 12, 2021

Location: 310 E. 4500 S., Suite #620; Murray, UT 84107

Board Members Present: Brian Maxwell, Marty Carpenter, Kristen Davidson, Matthew Thue

Board Members Excused: Amberly Keeler, Dallin Drescher

Others Present: Meghan Meredith, Cole Arnold, Jillian Hymas, Debbie Dempsey
Teleconference: Kara Finley, Kim Dohrer, Brad Taylor, Regina Krotzer, Megan Sandoval, Lacey Robinson, Donovan Wixom, Perry Goodger, Sheila Shiebler, Desi Wright, LuAnn, Melanie Denton

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

MINUTES

CALL TO ORDER

- Brian Maxwell called the board meeting to order at 6:34 PM.

STUDENT AND STAFF SPOTLIGHT

- Donovan Wixom was recognized as teacher of the month for his ability to connect to students and focus on student growth.
- Junior high student Asher was recognized as student of the month for his positive attitude and ability to work with others.

PUBLIC COMMENT

- No public comment.

BUSINESS ITEMS

- **Finance Report**
Cole Arnold reviewed the April 30, 2021 financial statements and current revenues and expenditures. Cares Act funding questions were answered.
 - **Acceptance of State Revenue**
Current anticipated revenues were provided.
Marty Carpenter made a motion to accept state revenue; Kristen Davidson seconded. Motion passed; the votes were as follows:
 - *Brian Maxwell – AYE*
 - *Marty Carpenter – AYE*
 - *Kristen Davidson – AYE*

- *Matthew Thue – AYE*
- **Bank Reconciliations and Payment and Deposit Registers**

The transactions were normal over the last period.
Kristen Davidson made a motion to approve the bank reconciliations and payment and deposit registers; Marty Carpenter seconded. Motion passed; the votes were as follows:

 - *Brian Maxwell – AYE*
 - *Marty Carpenter – AYE*
 - *Kristen Davidson – AYE*
 - *Matthew Thue – AYE*
- **Invoice Approval for Purchases over \$7,500**

Tabled.
- **K12 Payment**

Current cash flow and recommended payment for K12 were outlined and no payment is recommended for Academica West.
Matthew Thue made a motion to approve a payment of \$859,267.50 to K12; Marty Carpenter seconded. Motion passed; the votes were as follows:

 - *Brian Maxwell – AYE*
 - *Marty Carpenter – AYE*
 - *Kristen Davidson – AYE*
 - *Matthew Thue – AYE*
- **Academica West Payment**

Tabled.
- **Head of School Report**
 - **2021-2022 Teacher and Student Success Act (TSSA) Plan**

The TSSA Plan is the same as last year, maintaining the same goals.
Kristen Davidson made a motion to approve the 2021-2022 Teacher and Student Success Act (TSSA) Plan; Marty Carpenter seconded. Motion passed; the votes were as follows:

 - *Brian Maxwell – AYE*
 - *Marty Carpenter – AYE*
 - *Kristen Davidson – AYE*
 - *Matthew Thue – AYE*
 - **2021-2022 Calendar**

The dates of spring break have been adjusted to be earlier.
Brian Maxwell made a motion to approve the amended 2021-2022 Calendar; Matthew Thue seconded. Motion passed; the votes were as follows:

 - *Brian Maxwell – AYE*
 - *Marty Carpenter – AYE*
 - *Kristen Davidson – AYE*
 - *Matthew Thue – AYE*
- **Board Business**
 - **Vendor Partner Agreements Update**

Brian Maxwell shared the vendor partner agreements were approved and

thanked everyone for their support of the process.

Matthew Thue tendered his formal resignation from the Utah Virtual Academy Board of Directors effective immediately. The board accepted the resignation and thanked him for his service to the school.

Matthew Thue left the board meeting at 6:53 PM.

- **April 21, 2021 Board Meeting Minutes**

Kristen Davidson made a motion to approve the April 21, 2021 Board Meeting Minutes; Brian Maxwell seconded. Motion passed; the votes were as follows:

- *Brian Maxwell – AYE*
- *Marty Carpenter – AYE*
- *Kristen Davidson – AYE*

- **Head of School Report**

Meghan Meredith provided an update on the state of the school including current enrollment. The charter goals and metrics have been reviewed and the areas were addressed. Enrollment and outreach to the USBE and SCSB was considered. The school has been adjusting staffing due to the lowered enrollment.

- **Academica West Report**

Kim Dohrer reported on the support provided to the school over the last month in accounting, human resources, and legal.

CLOSED SESSION

- *Brian Maxwell made a motion to enter a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a) with an anchor location at UTVA; Marty Carpenter seconded. Motion passed; the votes were as follows:*

- *Brian Maxwell – AYE*
- *Marty Carpenter – AYE*
- *Kristen Davidson – AYE*

Entered closed session at 7:16 PM.

Those present for the closed session included Brian Maxwell, Marty Carpenter, Kristen Davidson, and Meghan Meredith.

- *Brian Maxwell made a motion to adjourn the closed session and return to an open board meeting; Marty Carpenter seconded. Motion passed; the votes were as follows:*

- *Brian Maxwell – AYE*
- *Marty Carpenter – AYE*
- *Kristen Davidson – AYE*

Closed session adjourned at 7:30 PM.

Those in attendance included Brian Maxwell, Marty Carpenter, Kristen Davidson, Meghan Meredith, Sheila Shiebler, Mike Ronquillo, Kim Dohrer, Kara Finley, and Brad Taylor.

CALENDAR ITEMS

- June 2, 2021 at 4 PM Virtual High School Graduation

- June 9, 2021 Board Meeting at 6:30 PM
- June 30, 2021 Board Meeting at 12 PM
- 2021-2022 Board Meeting Schedule

ADJOURN

- *Kristen Davidson made a motion to adjourn the board meeting; Marty Carpenter seconded. Motion passed; the votes were as follows:*
 - *Brian Maxwell – AYE*
 - *Marty Carpenter – AYE*
 - *Kristen Davidson – AYE*
- Board meeting adjourned at 7:31 PM.

DRAFT

**Utah Virtual Academy
Governing Board of Directors
Closed Session**



Date: Wednesday, May 12, 2021

Location: 310 E. 4500 S., Suite #620; Murray, UT 84107

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

AFFIDAVIT

This Closed Session was held to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(l)(a).

Brian Maxwell

Date

DRAFT

Donations and Fundraising Policy

Adopted: December 13, 2018

Reviewed: June 10, 2020

Although Utah Virtual Academy (the “School”) does not typically engage directly in fundraising, it may do so on certain occasions in order to help advance the School’s mission. The School encourages the contributions of gracious donors who have the resources and the inclination to make donations for the benefit of the School and its students. This policy establishes guidelines and standards for the School’s acceptance of donations and gifts as well as for when the School engages in or sponsors fundraising activities.

Donations and Gifts

The School may not transfer or expend donated property in a manner contrary to donor restrictions imposed as a condition of making the donation. The Head of School is also responsible for ensuring that donor restrictions of accepted donations are complied with and that compliance can be verified. The Head of School will ensure that charitable donation receipts are provided to donors as necessary.

The Head of School must approve voluntary donations from private individual or organization in excess of \$1,000 and any donation involving donor restrictions prior to accepting the donation. The Board of Directors must approve any voluntary donations from private individual or organization in excess of \$10,000. The School may not accept donations with the condition that the donation provide direct benefit to specific School employees, students, vendors, or service providers, or that the School purchase a specific brand of goods with the donated funds.

If advertising or other services are offered to a donor in exchange for a donation or gift, the School will objectively value the donation or gift in order to ensure the School receives at least fair value.

The Head of School must ensure that any applicable fiscal policies of the School are complied with in connection with donations. The School will comply with other applicable laws and regulations, including but not limited to procurement requirements, rules related to construction of improvements, IRS regulations, and Title IX requirements.

Fundraising

Fundraising is defined as an organized effort to solicit individuals, businesses or foundations for money or in-kind gifts to be given directly to the School.

For the purposes of this policy, “school sponsored” means activities that are expressly authorized by the School’s Head of School or Board of Directors that support the School or authorized curricular clubs, activities, sports, classes, or programs that are themselves school sponsored. School-sponsored activities must be managed or supervised by School employees. Activities sponsored by the School’s parent organization are not school-sponsored activities, but the parent organization may be involved in and provided assistance in connection with school-sponsored activities.

The following guidelines must be followed in connection with School fundraising:

1. The fundraising activity must be undertaken with the intent of obtaining a benefit consistent with the School’s mission.
2. The fundraising activity must not violate the School’s charter, Board policies, or applicable law.
3. Proposals for fundraising activities must be submitted to the School’s Head of School for approval.
4. The Head of School may restrict the time, place, and manner of any approved fundraising activity.
5. Fundraising activities should be planned and scheduled in a manner that does not create conflict, confusion, or excessive fundraising pressures on students, families or potential donors.
6. Fundraising activities that may expose the School to risk of financial loss or liability if the activity is not successful should not be approved.
7. The participation of School employees, students and parents in any fundraising activity must be voluntary. However, School employees may be assigned to supervise students in connection with School-sponsored fundraising activities in connection with their employment. Such employees may be compensated for such work as appropriate as determined by the Head of School.
8. Students may not be required to participate in a fundraising activity as a condition for belonging to a team, club or group, and a student’s fundraising efforts may not affect his or her participation time or standing in any team, club or group.
9. Competitive enticements for student participation in fundraising efforts are generally discouraged, and any such rewards or prizes must be approved by the Head of School.
10. The Head of School will ensure that the School’s Fee Waiver Policy is complied with in connection with all School-sponsored fundraising activities that involve fees. Any fee waivers must be granted in accordance with the Fee Waiver Policy.
11. All funds raised through school-sponsored fundraising activities are considered public funds and will be handled accordingly. The Head of School will ensure that all other applicable fiscal policies are complied with in connection with fundraising activities.
12. Any fundraising activities that are related to the School but not school sponsored, such as fundraising activities of the parent organization, should

clearly inform School patrons that the activity is not school sponsored. School employees may participate in such activities as volunteers but must not represent that they are acting as employees or representatives of the School.

13. The Head of School will ensure that charitable donation receipts are provided as necessary.
14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with school-sponsored activities. No other entity, including the School's parent organization, may use these numbers.
15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to the Head of School any financial or controlling interest in or access to bank accounts of the fundraising organization or company.
16. The School may cooperate with outside entities such as the parent organization in connection with non-school-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At the Head of School's discretion, the School may provide some level of support or pay for portions of these activities. The details of the arrangements for non-school-sponsored fundraising activities shall be understood and agreed to by the Head of School and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

The Head of School will ensure that School employees receive appropriate training in connection with these policies. Training shall be provided at least annually to employees whose job duties are affected by the School's fiscal policies.

The Board will review this policy annually.

Electronic Resources Policy

Adopted: January 9, 2019

Renewed: June 10, 2020

Purpose

Utah Virtual Academy (the “School”) recognizes the value of computer and other electronic resources to facilitate student learning and help the School’s employees accomplish the School’s mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students’ and employees’ use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, the Children’s Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The Head of School shall therefore establish reasonable rules and procedures regarding the use of electronic devices at School and School-sponsored activities in compliance with applicable laws.

Internet Safety

It is the School’s policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act (section 254(h) of title 47, United States Code). The Head of School shall establish procedures to accomplish these objectives and ensure compliance with applicable laws.

Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and related software and hardware as well as the School’s network and access to the Internet. The School’s goal in providing such electronic resources to

students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal.

The Head of School shall ensure that rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Head of School will ensure that safeguards are in place to restrict access to inappropriate materials and that the use of the Internet and other electronic resources is monitored. The Head of School shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment. The Head of School shall establish rules and procedures regarding employees' use of the School's electronic resources.

Review

This policy will be reviewed regularly to ensure that it continues to meet the School's needs.

Fee Waiver Policy

Adopted: December 11, 2013

Revised: April 29, 2015

Revised: February 24, 2016

Revised: October 4, 2018

Revised: January 8, 2020

Revised: August 19, 2020

Purpose

Utah Virtual Academy (the “School”) must abide by the Utah State Board of Education rules which direct the School’s Board of Directors (the “Board”) to implement a policy regarding student fees. The purpose of this policy is to provide educational opportunities for all students. This allows the School to establish a reasonable system of fees, while prohibiting practices that would exclude those unable to pay from participation in school-sponsored activities.

Policy

Under the direction of the Board, the Head of School is authorized to administer this policy and is directed to do so fairly, objectively, and without delay, and in a manner that avoids stigma and unreasonable burdens on students or parents/guardians.

Definitions

"Co-curricular activity" means an activity, course, or program that:

- (a) is an extension of a curricular activity;
- (b) is included in an instructional plan and supervised or conducted by a teacher or educational professional;
- (c) is conducted outside of regular School hours;
- (d) is provided, sponsored, or supported by the School;
- (e) includes a required regular School day activity, course, or program.

“Curricular activity” means an activity, course, or program that is:

- (a) intended to deliver instruction;
- (b) provided, sponsored, or supported by the School; and
- (c) conducted only during School hours.

"Extracurricular activity"

- (a) means an activity, a course, or a program that is:
 - (i) not directly related to delivering instruction;
 - (ii) not a curricular activity or co-curricular activity; and
 - (iii) provided, sponsored, or supported by the School.
- (b) does not include a noncurricular club as defined in Section 53G-7-701.

"Fee" means something of monetary value requested or required by the School as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by the School. This includes money or something of monetary value raised by a student or the student's family through fundraising.

"Instructional equipment"

- (a) means an activity-related, course-related, or program-related tool or instrument that:
 - (i) is required for a student to use as part of an activity, course, or program in a secondary school;
 - (ii) typically becomes the property of the student upon exiting the activity, course, or program, and
 - (iii) is subject to a fee waiver;
- (b) includes:
 - (i) shears or styling tools;
 - (ii) a band instrument;
 - (iii) a camera;
 - (iv) a stethoscope; or
 - (v) sports equipment, including a bat, mitt, or tennis racket.
- (c) does not include school equipment.

"Instructional supply" means a consumable or non-reusable supply that is necessary for a student to use as part of an activity, course, or program in a secondary school and includes:

- (a) prescriptive footwear;
- (b) brushes or other art supplies, including clay, pain, or art canvas;
- (c) wood for wood shop;
- (d) Legos for Lego robotics;
- (e) film; or
- (f) filament used for 3D printing.

"Non-waivable charge" means a cost, payment, or expenditure that:

- (a) is a personal discretionary charge or purchase, including:
 - (i) a charge for insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - (ii) a charge for college credit related to the successful completion of:
 - (A) a concurrent enrollment class; or
 - (B) an advanced placement examination; or
 - (iii) except when requested or required by the School, a charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item;
- (b) is subject to sales tax as described in Utah State Tax Commission Publication 35, Sales Tax Information for Public and Private Elementary and Secondary Schools; or

- (c) by Utah Code, federal law, or State Board of Education rule is designated not to be a fee, including:
- (i) a school uniform as provided in Utah Code § 53G-7-801;
 - (ii) a school lunch; or
 - (iii) a charge for a replacement for damaged or lost School equipment or supplies.

"Provided, sponsored, or supported by the School"

- (a) means an activity, class, program, fundraiser, club, camp, clinic, or other event that:
- (i) is authorized by the School; or
 - (ii) satisfies at least one of the following conditions:
 - (A) the activity, class, program, fundraiser, club, camp, clinic, or other event is managed or supervised by the School, or a School employee in the employees School employment capacity;
 - (B) the activity, class, program, fundraiser, club, camp, clinic, or other event uses, more than inconsequentially, the School's facilities, equipment, or other School resources; or
 - (C) the activity, class, program, fundraising event, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the School's activity funds or minimum school program dollars.
- (b) does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

"Provision in lieu of fee waiver"

- (a) means an alternative to fee payment or waiver of fee payment; and
- (b) does not include a plan under which fees are paid in installments or under some other delayed payment arrangement.

"Requested or required by the School as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

- (a) fully participate in school or in a School activity, class, or program;
- (b) successfully complete a School class for the highest grade; or
- (c) avoid a direct or indirect limitation on full participation in a School activity, class, or program, including limitations created by:
 - (i) peer pressure, shaming, stigmatizing, bullying, or the like; or
 - (ii) withholding or curtailing any privilege that is otherwise provided to any other student.

"School equipment" means a durable school-owned machine, equipment, or tool used by a student as part of an activity, course, or program in a secondary school and includes a saw or 3D printer. "School equipment" includes a saw or 3D printer.

"Something of monetary value"

- (a) means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services; and
- (b) includes:
 - (i) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
 - (ii) payments made to a third party that provide a part of a School activity, class, or program;
 - (iii) classroom textbooks, supplies or materials;
 - (iv) charges or expenditures for school activity clothing; and
 - (v) a fine, except for a student fine specifically approved the School for:
 - (A) failing to return School property;
 - (B) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior; or
 - (C) improper use of School property, including a parking violation.

"Textbook"

- (a) means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material;
- (b) includes:
 - (i) a hardcopy book or printed pages of instructional material, including a consumable workbook; or
 - (ii) computer hardware, software, or digital content.
- (c) does not include instructional equipment or instructional supplies.

"Waiver" means a full release from the requirement of payment of a fee and from any provision in lieu of fee payment.

General School Fees Provisions

The School may only collect a fee for an activity, class, or program provided, sponsored, or supported by the School consistent with School policies and state law.

Beginning with the 2021-2022 school year:

- (a) if the School imposes a fee, the fee shall be equal to or less than the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee; and
- (b) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee.

Beginning with the 2022-23 school year, the School may not sell textbooks or otherwise charge a fee for textbooks or the maintenance costs of School equipment as provided in Section 53G-7-602, except for a textbook used for a concurrent enrollment or advanced placement course.

All fees are subject to the fee waiver provisions of this policy.

Fees for Classes & Activities During the Regular School Day

Fees for Students in Kindergarten through Sixth Grade

No fee may be charged in kindergarten through sixth grade for materials, textbooks, supplies (except as provided below), or for any class or regular school day activity, including assemblies and field trips.

Elementary students cannot be required to provide their own student supplies. However, the School or teacher may provide to a student's parent or a suggested list of student supplies for use during the regular school day so that a parent or guardian may furnish on a voluntary basis student supplies for student use. The list provided to a student's parent or guardian must include and be preceded by the following language:

"NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL."

The School may charge a fee to a student in grade six if all of the following are true:

- (a) the School has students in any of the grades seven through twelve;
- (b) the School follows a secondary model of delivering instruction to the School's grade six students; and
- (c) The School annually provides notice to parents that the School will collect fees from grade six students and that the fees are subject to waiver.

Fees for Students in Seventh through Ninth Grade

Fees may be charged in grades 7-9 in connection with an activity, class, or program provided, sponsored, or supported by the School that takes place during the regular school day if the fee is approved as provided in this policy and state law. All such fees are subject to waiver. In addition, if an established or approved class requires payment of fees or purchase of items (i.e., tickets to events, etc.) in order for students to fully participate and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades, the fees or costs for the class are subject to waiver.

In project related courses, projects required for course completion will be included in the course fee.

Secondary students may be required to provide their own student supplies, subject to the fee waiver provisions of this policy.

Fees for Optional Projects

The School may require students at any grade level to provide materials or pay for an additional discretionary project if the student chooses a project in lieu of, or in addition to a required classroom project. A student may not be required to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course. The School will avoid allowing high cost additional projects, particularly when authorizing an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

Fees for Activities Outside of the Regular School Day

Fees may be charged in all grades for any School-sponsored activity that does not take place during the regular school day if participation in the activity is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fee waivers are available for such fees.

A fee related to a co-curricular or extracurricular activity may not exceed the maximum fee amounts for the co-curricular or extracurricular activity adopted by the Board, as provided below.

Activities that use the School facilities outside the regular school day but are not provided, sponsored, or supported by the School (i.e., programs sponsored by the parent organization and/or an outside organization) may charge for participation, and fee waivers are not available for these charges.

An activity, class, or program that is provided, sponsored, or supported by the School outside of the regular School day or School year calendar is subject to this policy and state law regardless of the time or season of the activity, class, or program.

In the event the School provides supplemental kindergarten, the School may charge a fee related to a student's enrollment in the supplemental kindergarten. A fee for supplemental kindergarten is subject to waiver.

Fee Schedule

The Board will approve a Fee Schedule at least once each year on or before April 1. The Fee Schedule will establish the maximum fee amount per student for each activity and the maximum total aggregate fee amount per student per school year. No fee may be charged or assessed in connection with an activity, class, or program provided, sponsored, or supported by the School, including for a curricular, co-curricular or extracurricular activity, unless the fee has been set and approved by the Board, is equal to or less than the established maximum fee amount for the activity, and is included in the approved Fee Schedule.

The School will encourage public participation in the development of the Fee Schedule and related policies.

Before approving the School's Fee Schedule, the School will provide an opportunity for the public to comment on the proposed Fee Schedule during a minimum of two public Board meetings. In addition to the standard notice of Board meetings under the Open and Public Meetings Act, the School will provide notice of these Board meetings using the same form of communication regularly used by the administration to communicate with parents.

After the Fee Schedule is adopted, the Board may amend the Fee Schedule using the same process.

Maximum Fee Amounts

In connection with establishing the Fee Schedule, the Board will establish a per student annual maximum fee amount that the School may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by the School for the year. This is a maximum total aggregate fee amount per student per School year.

The Board may establish a reasonable number of activities, courses, or programs that will be covered by the annual maximum fee amount.

The amount of revenue raised by a student through an individual fundraiser for an activity, as well as the total per student amount expected to be received through required group fundraising for an activity, will be included as part of the maximum fee amount per student for the activity and maximum total aggregate fee amount per student.

Notice to Parents

The Head of School will annually provide written notice of the School's Fee Schedule and Fee Waiver Policy to the parent or guardian of each student in the School by ensuring that a written copy of the School's Fee Schedule and Fee Waiver Policy is included with all registration materials provided to potential or continuing students each year. The procedures for obtaining fee waivers and for appealing a denial of a waiver will also be included with the School's registration materials.

The School will post the applicable Fee Schedule and Fee Waiver Policy, including maximum fee amounts, on the School's website each school year.

Donations

The School may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the School and receipt of the donation will not affect participation by an individual student.

A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.

The School may solicit and accept a donation or contribution in accordance with the School's policies, including the Donation and Fundraising Policy, but all such requests must clearly state that donations and contributions by a student or parent are voluntary.

If the School solicits donations, the School: (a) shall solicit and handle donations in accordance with policies and procedures established by the School; and (b) may not place any undue burden on a student or family in relation to a donation.

Fee Collection

The School may pursue reasonable methods for obtaining payment for fees and for charges assessed in connection with a student losing or willfully damaging school property.

The School may not exclude students from school, an activity, a class, or a program that is provided, sponsored, or supported by the School during the regular school day; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 until the student or the student's parent has paid for the damages, but may not withhold a student's records required for student enrollment or placement in a subsequent school.

A reasonable charge may be imposed by the School to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. No charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

Consistent with Utah Code § 53G-6-604, the School will forward a certified copy of a transferring student's record to a new school within 30 days of the request, regardless of whether the student owes fees or fines to the School.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the School may provide for a program of voluntary work for the student in lieu of the payment. A general breakage fee levied against all students in a class or school is not permitted.

Fee Refunds

Student fees are non-refundable.

Budgeting and Spending Revenue Collected Through Fees

The School will follow the general accounting standards described in Rule R277-113 for treatment of fee revenue.

Beginning with the 2020-2021 school year, the School will establish a spend plan for the revenue collected from each fee charged. The spend plan will (a) provide students, parents, and employees transparency by identifying a fee's funding uses; (b) identify the needs of the activity, course, or program for the fee being charged and include a list or description of the anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.

School Fee Collections & Accounting Procedures

It is the responsibility of the Head of School to ensure that all student fees collected are in compliance with the Fee Schedule and applicable financial policies and procedures.

Fees must be received and deposited in a timely manner.

Money may only be collected by staff authorized by the Head of School. Students may not collect fees.

Beginning in the 2020-21 school year, the School may not use revenue collected through fees to offset the cost of fee waivers by requiring students and families who do not qualify for fee waivers to pay an increased fee amount to cover the costs of students and families who qualify for fee waivers. However, the School may notify students and families that the students and families may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families.

Fee Waiver Provisions

To ensure that no student is denied the opportunity to participate in a class or activity that is provided, sponsored, or supported by the School because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of fee waivers. Fee waivers or other provisions in lieu of fee waivers will be available to any student whose parent is unable to pay a fee.

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

A Principal or the Head of School will administer this policy and will review and grant fee waiver requests. The process for obtaining waivers or pursuing alternatives will be administered in accordance with this policy, fairly, objectively, and without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.

The School will not treat a student receiving a fee waiver or provision in lieu of a fee waiver differently from other students. The process for obtaining waivers or pursuing alternatives will create no visible indicators that could lead to identification of fee waiver applicants.

The process for obtaining waivers or pursuing alternatives will comply with the privacy requirements of The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 123g (FERPA). The School may not identify a student on fee waiver to students, staff members, or other persons who do not need to know. As a general rule, teachers and coaches do not need to know which students receive fee waivers. Students may not assist in the fee waiver approval process.

Fee Waiver Eligibility

A student is eligible for a fee waiver if the School receives verification that:

- (a) In accordance with Utah Code § 53G-7-504(4), family income falls within levels established annually by the State Superintendent and published on the Utah State Board of Education website;
- (b) The student to whom the fee applies receives Supplemental Security Income (SSI). If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;
- (c) The family receives TANF funding. If a student's family receives TANF, the School may require a letter of decision covering the period for which the fee waiver is sought from the Utah Department of Workforce Services; or
- (d) The student is in foster care through the Division of Child and Family Services or is in state custody. If a student is in state custody or foster care, the School may rely on the youth in care required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.

The School will not maintain copies of any documentation provided to verify eligibility for a fee waiver.

The School will not subject a family to unreasonable demands for re-qualification.

The School may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the foregoing provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

The School may charge a proportional share of a fee or a reduced fee if circumstances change for a student or family so that fee waiver eligibility no longer exists.

Fee Waiver Approval Process

A Principal or the Head of School will inform patrons of the process for obtaining waivers and will provide a copy of the standard fee waiver application on the School's website and in registration materials each year.

A Principal or the Head of School will review fee waiver applications within five (5) school days of receipt. If the School denies a request for a fee waiver, the School will provide the decision to deny a waiver in writing and will provide notice of the procedure for appeal in the form approved by the Utah State Board of Education.

Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for a waiver is being determined or during the time a denial of waiver is being appealed.

The School will maintain documentation of fee waiver applications and decisions that is adequate to report the required information to the Utah State Board of Education.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Principal or the Head of School within ten (10) school days of receiving notice of denial. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Principal or the Head of School to discuss the parent's concerns. If, after meeting with the Principal or the Head of School, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Principal or the Head of School will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the

opportunity to review proposed alternatives to fees and fee waivers. However, if a student is eligible for a waiver, textbook fees must be waived, and no alternative in lieu of a fee waiver is permissible for such fees.

The School may allow a student to perform service in lieu of paying a fee or receiving a fee waiver if: (a) the School establishes a service policy or procedure that ensure that a service assignment is appropriate to the age, physical condition, and maturity of the student; (b) the School's service policy or procedure is consistent with state and federal laws, including Section 53G-7-504 regarding the waiver of fees and the federal Fair Labor Standards Act, 29 U.S.C. 201; (c) the service can be performed within a reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour of service.

A student who performs service may not be treated differently than other students who pay a fee.

The service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

The School will transfer the student's service credit to another LEA upon request of the student.

The School may make an installment payment plan available for the payment of a fee. Such a payment plan may not be required in lieu of a fee waiver.

Annual Review, Approval, and Training

The Board will review and approve this policy annually.

The School will develop a plan for at least annual training of School employees on fee-related policies specific to each employee's job functions.

UTVA BOARD OF DIRECTORS

Name	Elected Office	Term Start	Term Renewal	Term Renewal 2	Term Renewal 3	Term End
Brian Maxwell	President	February/March 2011	6/10/20			6/30/21
Marty Carpenter	Member	9/4/19				8/31/22
Dallin Drescher	Financial Coordinator Secretary	11/8/18				11/1/21
Kristen Davidson	Member	11/6/19				10/31/22
Amberly Keeler	Parent Representative	9/6/18	6/5/19	6/10/20		6/30/21

Charter School Board Building Officer: Brian Maxwell
Budget Officer: Dallin Drescher
Audit & Finance Committee: Amberly Keeler, Dallin Drescher
PTIF Authorizers: Brian Maxwell, Brad Taylor, Cole Arnold
PTIF Transactional Users: Josh Spilker, Ryan Smith
Bank Account Signers: Brian Maxwell, Meghan Merideth, Jon Osborn

Utah Open & Public Meetings Act Annual Training Materials

DEFINITIONS

Public Policy: it is the intent of the Open and Public Meetings Act (the “Act”) that public bodies take their actions *and* conduct their deliberations openly.

A “**Meeting**” is defined as (i) the “convening” of a public body (ii) with a “quorum” present. This includes a workshop or an executive session, whether in person or by means of electronic communications.

Electronic Message Transmissions. The Act does not restrict a board member from transmitting an electronic message to other board members at a time when the board is not convened in an open meeting. (Remember, electronic messages are subject to the Government Records Access Management Act and the Act’s definition of a “meeting.”)

“**Convening**” means the calling together of the board by a person authorized to do so for the purpose of discussing, receiving comments from the public about, or acting upon a matter over which the board has jurisdiction or advisory power.

A “**Quorum**” is defined by the organization’s bylaws.

NOTICE REQUIREMENTS

Notice of public meetings must be: (i) posted at the principal office, or if that does not exist, at the building where the meeting is to be held; (ii) posted on the Utah Public Notice Website (www.utah.gov/pmnl/); and (iii) provided to newspaper/media (accomplished by posting on the Utah Public Notice website).

- 1) Notice must be provided no less than 24 hours prior to the meeting.
- 2) Notice must include the meeting agenda, date, time, and place.
- 3) Annual Notice. If regular meetings are scheduled in advance over the course of a year, the board must give notice at least once each year of its annual schedule (date, time, place).
- 4) Agendas. The agenda must provide reasonable specificity of each topic that will be considered at the board meeting.

Public Comment. At the discretion of the board chair, a topic raised by the public can be discussed during the meeting even if it was not included on the agenda. However, the board cannot take final action on a topic unless it was included on a properly noticed agenda.

- 5) Emergency Meetings. If the board holds an “emergency meeting,” as defined by §52-4-202(5), the notice requirements above do not apply. Emergency meetings are limited to unforeseen circumstances that require immediate consideration, and the best practicable notice is still required.

ELECTRONIC MEETINGS - A board can hold an electronic meeting if it has adopted a resolution/rule/ordinance governing the use of electronic meetings (satisfied by adopting Electronic Meetings Policy).

- 1) Electronic Meeting Notice Requirements. In addition to the public notice requirements for a regular meeting, notice for an electronic meeting must also include: (i) written notice at the anchor location (unless no anchor location exists in accordance with the exception below); and (ii) 24 hr. minimum notice to board members with a description of how they will be connected to the meeting.
- 2) Anchor Location Requirements. When holding an electronic meeting, the board must identify an “anchor location” and provide space where members of the public can attend the open portions of the meeting. The anchor location must be in the building/location where the board would normally meet if they were not holding an electronic meeting.

Exception to Anchor Location Requirement: No anchor location is required if the board chair determines: (i) that having an anchor location presents a substantial risk to the health or safety of those present at the anchor location; or (ii) the location where the board would normally meet has been ordered closed for public health/safety reasons. If no anchor location will be made available under this exception, the public notice for the meeting must include a statement of the chair’s risk determination, a summary of the facts supporting the determination, and information on how the public can attend electronically. The determination is valid for 30 days.

REQUIRED OPEN MEETING RECORDS - Written minutes and a recording shall be kept for all open meetings.

- 1) Written Minutes. Minutes must include the following:
 - a) the date, time and place of the meeting;
 - b) the names of members present and absent;
 - c) the substance of all matters proposed, discussed or decided (or audio link);
 - d) a record, by individual member, of each vote taken;
 - e) the name of any person who provides comments to the board, as well as a brief summary (or audio link) of their comment; and

- f) any information that a board member asks to be entered in the minutes.

Note: Pending minutes must indicate they are not approved.

- 2) Audio Recording. The board must maintain a complete and unedited recording of all open portions of each meeting.

Note: members of the public can record the meeting so long as it does not interfere with the meeting.

- 3) Public Availability of Records:

- a) *Pending Minutes*: must be made available within a reasonable time after the meeting.
- b) *Approved Minutes & Meeting Materials*: within three (3) business days after approving written minutes, the board must: (i) post the approved minutes *and* meeting materials distributed at the meeting to the Public Notice Website; and (ii) make both available at the primary office.

Note: If an individual presents or provides electronic information related to an agenda item, the board shall require a copy to be included in the public record.

- c) *Recording*: within three (3) business days, make the audio recording available to the public.

CLOSED SESSION REQUIREMENTS - A meeting is open to the public unless closed under §52-4-204, -205, -206.

- 1) A meeting may be closed to the public by a 2/3 majority vote to close.
- 2) Closed Session Voting. No vote can be taken in a closed meeting, except for a vote to end the closed meeting and return to an open meeting (requires a majority vote).
- 3) Permissible Reasons for Closed Session. Discussions regarding: an individual's character, competence, mental health; collective bargaining; pending or imminent litigation; sale/purchase of real property; security personnel, devices or system discussions; investigative proceedings for criminal misconduct; or when acting as the evaluation committee, protest officer, or appeals committee under the procurement code.
- 4) Public Record of Closed Session. The public minutes and recording must include: (i) the reason(s) for holding the closed session; (ii) the location; and (iii) the vote, by name, of all members for or against closing the meeting.

5) Closed Session Records:

- a) *Recording Requirement.* Closed meetings must be recorded in their entirety *unless* the meeting was closed to discuss: (i) the character, professional competence or physical/mental health of an individual; or (ii) to discuss security personnel, devices or systems.

The closed session recording must include: (i) the date, time and place of the closed meeting; (ii) the names of members present and absent; and (iii) the names of all others present in the closed session unless disclosure infringes on the confidentiality purposes of the closed meeting.

Note: if the meeting was not recorded under the exceptions noted above, the board chair/president must sign a sworn statement affirming that the sole purpose for closing the closed meeting was to discuss one of the exempt purposes.

- b) Closed session minutes are optional.
- c) Closed session recordings and minutes are “protected records” under Utah’s Government Records Access Management Act.



ANNUAL BOARD MEETING CALENDAR 2021-2022

Below are the tentative Utah Virtual Academy board meeting dates for the 2021-2022 school year. Meetings are regularly scheduled for the second Wednesday monthly at 6:30 PM and will continue as long as business requires. The dates are subject to change and cancelation, and additional meetings may be held. All board meetings will be posted electronically on the Utah Public Notice website at least twenty-four hours in advance.

Please note that meetings will generally be held at 310 East 4500 South, Suite 620 in Murray, but may be held at different locations as specified by the Board of Directors. Meetings may also be held electronically as allowed by the Electronic Meetings Policy

July 14, 2021 at 6:30 PM

August 11, 2021 at 6:30 PM

September 8, 2021 at 6:30 PM

October 13, 2021 at 6:30 PM

November 10, 2021 at 6:30 PM

December 8, 2021 at 6:30 PM

January 12, 2022 at 6:30 PM

February 9, 2022 at 6:30 PM

March 9, 2022 at 6:30 PM

April 13, 2022 at 6:30 PM

May 11, 2022 at 6:30 PM

June 8, 2022 at 6:30 PM

June 29, 2022 at 12 PM (if needed)



ANNUAL BOARD MEETING CALENDAR 2021-2022

July [RETREAT]

- Strategic Planning

August

- Voting Items:
 - Ratify New Hires
 - Head of School Evaluation Tool
- Discussion Items:
 - Annual Assurances of Compliance for all Public Schools (due to [State Superintendent of Public Instruction](#) no later than October 1)
- Head of School Report
 - Math Competency Report (prior school year, grades 9-12)
 - Sex Education Curriculum and Presenter (if not already approved)
- Training:

September

- Voting Items:
- Discussion Items:
 - UCA Budget
- Head of School Report
- Training:

October

- Voting Items:
 - UCA Budget
- Discussion Items:
- Head of School Report:
 - October 1 Enrollment Report
- Training:

November

- Voting Items:
 - Audit Representation Letter (audit completed by November 30)
- Discussion Items
- Head of School Report
- Training:

December

- Voting Items:

- Discussion Items:
 - Conduct Mid-Year Parent and Staff Surveys
- Head of School Report
- Training:

January

- Voting Items:
- Discussion Items:
 - School Calendar
 - Fee Schedule
- Head of School Report
- Training:

February

- Audit Presentation
- Voting Items:
 - School Calendar (before April 1)
 - Fee Schedule and Fee Policy
 - School Land Trust Board Training and Committee, Budget, and Plan approval (due by April 1)
- Discussion Items:
 - UACPS & National Charter School Conferences
- Training:

March

- Voting Items:
- Discussion Items:
 - Schedule Strategic Planning
- Head of School Report
- Training:

April

- Voting Items
 - Budget Officer (if needed)
 - Audit Committee (if needed)
- Discussion Items:
 - Review Board Term Limits
- Closed Session
 - Head of School Evaluation
 - Head of School Employment Agreement and Compensation
 - Employment Agreement Template
- Strategic Planning
- Training:

May

- Conduct Year-End Employee Evaluation/Survey

- Conduct Year-End Parent and Staff Surveys
- Conduct Board Survey
- Training:

June [ANNUAL MEETING]

- Head of School Report
 - Annual Report on out-of-school suspensions and expulsions
- Voting Items:
 - Adopt Head of School Evaluation Tool/Job Description (if needed)
 - Employee Compensation Agreements
 - Parent and Staff Handbooks (if needed)
 - Approve Fiscal Budgets (by June 30)
 - Audit Engagement Letters
 - Board Members, Terms, and Elected Officers
 - Standing Committees
 - Summer Purchasing Plan
 - Annual Contracts
 - Policy Review
 - Attendance and Truancy Policy and Attendance Data
 - Donation and Fundraising Policy
 - Electronic Resources Policy (reviewed and re-approved annually)
 - Fee Waiver Policy (reviewed and re-approved annually)
 - Sex Education Instruction Policy and Data (county data regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and infections, and the number of pornography complaints or other instances reported at the school) (every two years, starting 2020)
 - Sex Education Curriculum, Presenter, and Curriculum Materials (Committee Membership approved by August 1)
 - Student Conduct and Discipline Policy and Discipline Data (annual data review)
 - Early Learning Plans (by August 1)
 - TSSA Framework and Plan
- Discussion Items:
 - Annual Meeting Calendar
 - Contract Spreadsheet Review
 - Review Year-End Parent and Staff Surveys
- UCAP
 - Annual Assurances of Charter School Governing Board Requirements for the Charter School Accountability Framework (CSAF due by May 31)
- Training: Utah Open Meetings Act