CHARTER AGREEMENT

This **Charter Agreement** ("*Agreement*") is entered into as of June 18, 2021 ("*Effective Date*") by and between the Board of Trustees of Utah State University (the "*Authorizer*") and the Career Academy of Utah Charter School, who is also the Applicant ("*Charter School*"). The Authorizer and Charter School may be referred to individually "*Party*" and collectively "*Parties*".

RECITALS

WHEREAS, the State of Utah (the "*State*") enacted statute permitting the establishment of charter schools, codified in Utah Code Ann. § 53G-5-101 *et seq*. (the "*Act*"); and

WHEREAS, the charter schools authorized under the Act are deemed to be public schools subject to the leadership, supervision, regulation, and oversight of the Utah State University ("*USU*"), the Utah State Board of Education ("*USBE*"), and the Authorizer; and

WHEREAS, pursuant Utah Code Ann. § 53G-5-205(1)(c), the Authorizer has the authority and is recognized to be an "authorizer" empowered to establish charter schools in the State and to enter into charter agreements with approved applicants setting forth the terms and conditions under which a charter school is to operate; and

WHEREAS, Applicant submitted an application (together with attachments and addenda, the "*Application*") (*see* Exhibit A) to establish the CAU Charter School pursuant to Utah Code Ann. §§ 53G-5-302, 307; and;

WHEREAS, the Application was approved by the Authorizer on May 5, 2021 and;

WHEREAS, the Parties now desire to enter into this Charter Agreement, pursuant to Utah Code Ann. § 53G-5-306, to describe the rights and responsibilities of each party and allow for the operation of the Applicant's charter school; and

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, and agreements contained herein, and the recitals provided above, the Parties hereby agree as follows:

1. ESTABLISHMENT OF THE CHARTER SCHOOL

1.1. Authorization. The Authorizer hereby authorizes Applicant to establish the CAU Charter School pursuant to the Act and the Agreement.

1.2. Initial Approval. The Charter School is granted initial approval for a three-year review period, as required in Utah Code Ann. § 53G-5-307, beginning on the effective date. The Authorizer will comply with their obligations set forth in Utah Code Ann. § 53G-5-307 during and upon expiration of the initial review period. The initial three-year review period may be extended for an additional two years at Authorizer's discretion. If, after the initial review period, the Authorizer grants the Charter School ongoing approval, then the terms of the Agreement will continue to govern for the remainder of the Charter Term (See Section 5.6), unless amended as allowed in the Agreement. The initial review by the Authorizer will be performed in keeping with the USU Multi-System of Support-Remediation Plan ("*Support-Remediation Plan*") (*See* Appendix B).

1.3. Agreement. The Agreement is a legally binding document and consists of this signed Agreement,

the Application, all attachments, and all applicable State and Federal statutes, regulations, and rules, as each may be amended from time to time. In addition, incorporated by reference are all USBE rules unless specifically waived pursuant to Utah Code Ann. § 53G-5-405 or Utah Admin. Code R277-121. For purposes of interpretation, these governing authorities shall be construed consistently but in case of a conflict, they shall be given precedence in the following order: first, State and Federal statutes and regulations; then USBE rules and Authorizer policies; then the Agreement including all exhibits and attachments. Exhibits A and B are hereby incorporated by reference in their entirety.

1.4.   Public Entity. When authorized and with the signing of the Agreement, the Charter School becomes a "public school within the state's public education system," Utah Code Ann. § 53G-5-401(1)(a). As a public school under the Act, the Charter School is subject to and must abide by all laws, regulations, rules, and policies otherwise effecting such public schools.

1.5.   Mission Statement. The Charter School shall be operated by the Charter School's Governing Board, pursuant the mission statement and purpose set forth in the Application (See Exhibit A, pages 5-6).

1.6.   Opening Date. The Charter School shall open for operation in August of 2022. Prior to opening, and not later than June 1, 2022, Charter School leadership, and the Governing Board must complete charter school pre-operational training and offer evidence to the Authorizer of training completion.

1.7.   Students Served. The Charter School is authorized to serve the number of students and grades set forth in the Application (See Exhibit A, pages 15-16). The Parties acknowledge that the Charter School may not enroll students exceeding the authorized number unless it has secured approval through the Authorizer's Expansion or Satellite Approval process.

2.   GOVERNING BOARD.

2.1.   Composition. The Charter School shall be governed by the Charter School Governing Board ("*Governing Board*"). The Governing Board shall consist of, be selected, and serve as described in the Application (See Exhibit A, pages 67-74) and as further described in the Charter School's Articles of Incorporation and Bylaws (*See* Exhibit A, pages 129-147).

2.2.   Authority and Responsibilities. The Governing Board shall have the authority to decide all matters related to the operation of the Charter School and shall have final responsibility for the academic and operational performance of the Charter School, including responsibility to ensure the Charter School's compliance with (1) the Charter School's bylaws; (2) the Charter School's Articles of Incorporation; (3) all applicable federal and state laws, regulations, rules, and the Agreement, and (4) compliance with this charter school agreement

2.3.   Delegation. Nothing herein shall prevent the Governing Board from delegating decision-making authority for policy and operational decisions to officers, employees, and agents of the Charter School but ultimate responsibility for and oversight of any such delegated authority shall always remain with the Governing Board.

2.4.   Training. All Governing Board members must complete training preparing them for the role and responsibility of serving as a Governing Board member, before June 1, 2022, and Charter School must provide the Authorizer with evidence of each Governing Board members completion of the training. New Governing Board members are to complete similar training within 12-months of appointment to the Governing Board. Governing Board members are to participate in continuous, ongoing training and

Charter School shall provide evidence of such training in an annual report to the Authorizer.

3.   OPERATION

3.1.   <u>Policies.</u> The Governing Board shall institute policies and programs to ensure compliance with the terms and conditions of the Agreement as well as compliance with all governing laws, regulations, and rules.

3.2.   <u>Compliance with Laws, Regulations, and Rules</u>. The Charter School, through its Governing Board, shall comply with all applicable state and federal laws, regulations, and rules. Any new or additional laws, regulations, or rules enacted after the date of the Agreement are incorporated herein by reference and all amendments thereto, with or without notice, when they are duly enacted or promulgated as provided by law.

3.3.   <u>Maintain High Standards</u>. The Charter School agrees to maintain high standards of operation and to meet the performance standards and targets on a range of measures and metrics set forth in the Agreement, and including as identified in the Support-Remediation Plan and as may be prescribed by the Authorizer, Governing Board, and USBE. The Charter School acknowledges and agrees that the Authorizer retains the discretion to close the Charter School if it fails to meet standards and targets set forth in law, the Agreement and in the Support-Remediation Plan. The Charter School also acknowledges and agrees that standards and associated metrics may be changed over time, as co-determined by the Authorizer and Governing Board.

3.4.   <u>Monitoring and Oversight</u>. The Authorizer shall monitor the Charter School's operations to ensure that the Charter School is in compliance with all applicable laws, regulations, rules, and the Agreement. The Charter School agrees to fully support Authorizer's oversight and monitoring responsibilities including responding to all timely requests for reports, audits, formal and informal investigations, formal and informal visits and inspections of books and records of the Charter School. The Charter School shall answer any request from the Authorizer in a timely manner with full disclosure and transparency. The Authorizer reserves the right to engage third parties to facilitate in the monitoring of the Charter School.

3.5.   <u>Technical Assistance</u>. The Authorizer may offer, or the Charter School may request through its Governing Board, technical assistance from the Authorizer in any area, including curriculum- and finance-related matters to assist the Charter School in understanding and completing its obligations set forth in the Agreement, the Support-Remediation Plan, and all applicable laws, regulations, rules. However, in no event shall the Authorizer be responsible for: (a) the costs associated with any technical assistance provided, other than as expressly required by law, rule, or written agreement by the Parties; or (b) the outcome or the liability associated with any decision the Charter School makes based on such assistance.

3.6.   <u>School Autonomy</u>.

a)   The Charter School and its Governing Board retain responsibility for the core autonomies crucial to the Charter School's and Governing Board's success, including:

     i.   hiring and managing personnel, except as otherwise provided herein;
     ii.   establishing a unique school culture;
     iii.   establishing instructional programming, design, and use of time; and
     iv.   control of essential budgeting.

b)   The Authorizer will hold the Governing Board accountable for the School's performance as directed by State and federal law, rule, regulation, the Application, the Agreement and the Support-Remediation Plan;

c)   The Charter School shall provide to the Authorizer any information or documents requested by the Authorizer, including documents held by a subsidiary of the Charter School or a contracting entity, to confirm the Charter School's compliance with the Agreement or with State or federal law governing the Charter School's finances or governance; or to carry out the Authorizer's statutory obligations, including liquidation and assignment of assets, and payment of debt in accordance with USBE rule.

3.7.   Board and School Transparency. The Governing Board agrees to create and maintain a website that includes the content requirements by Utah Admin. Code R277-551-5, posted at least 180 days prior to the opening day of school. In addition, the website shall contain links to the Charter School's fee policy and fee schedule, school data and accountability reports maintained on other websites (e.g., student assessment, audited financial statement, etc.); links to Governing Board meeting dates, agendas, minutes and recordings; and reports created by the Governing Board.

3.8.   Reports. The Charter School's Governing Board shall ensure compliance with all reporting requirements stated in Utah Code Ann. § 53G-5-404 and any other applicable State or federal law, regulation, or rule, and as may be requested by the Authorizer.

4.   STUDENT ACHIEVEMENT

The Charter School agrees to maintain or exceed the academic goals and standards established in the Application.

5.   CHARTER REVIEW

5.1.   Review and Evaluation. In accordance with Utah Admin. Code R277-553-2 and as otherwise deemed appropriate, the Authorizer will review the Charter School to evaluate the Charter School's performance and assess the Charter School's compliance with all relevant State and Federal laws, regulations, and rules, the Agreement, and Support-Remediation Plan.

5.2.   Remediation and Probation. In the event the Authorizer determines remedial action is necessary, the remediation policies in the Support-Remediation Plan shall be followed.

5.3.   Review Process. The Charter School review process will be guided by the following School Accountability Measures: (i) The School's academic quality is successful as represented publicly and as described in its Application. (ii) The School's organizational structure, governance, and financial position are viable and sustainable. (iii) There have been no material misrepresentations made to the Authorizer or the public. (iv) The School is demonstrating good faith in following the terms of its Charter Agreement and all other applicable laws, regulations, and rules.

5.4.   Intervention. The Authorizer will establish consistent with USBE Rule and make known to the Governing Board the general conditions that may trigger a "Notice of Concern," "Letter of Warning," or "Probation," as provided below. The Authorizer will provide to the Governing Board clear, adequate, evidence-based, and timely notice of law, rule, regulation, or Charter Agreement violations, or performance deficiencies and allow the Governing Board reasonable time and opportunity for remediation in non-emergency situations. Where intervention is needed, the Authorizer will engage in intervention

strategies (see Support-Remediation Plan) that preserve Governing Board autonomy and responsibility to the extent possible (i.e., identifying what the school must remedy without prescribing solutions), but may take additional action as the circumstances, and exigencies dictate.

a) <u>Notice of Concern</u>. The Authorizer may issue a "Notice of Concern" addressed to the Governing Board outlining areas of concern and recommended actions.

b) <u>Letter of Warning</u>. The Authorizer may issue a "Letter of Warning" addressed to the Governing Board identifying deficiencies and providing a timeline by which the deficiencies shall be remedied. The terms of the letter and the consequences associated with the warning will be those found in the letter. In addition, the Authorizer may provide focused support to the Charter School, including assigning a mentor and on-site monitoring.

c) <u>Probation</u>. The Authorizer, before termination of this Charter Agreement for a material breach thereof, may place the School on "Probation" for a period of time, not to exceed one year, or such other time period less than one year as may be appropriate.   or established by rule, necessary for the School to be able to establish its ability to comply with all of the terms and conditions of the Agreement and all controlling laws, regulations and rules. The Authorizer will provide notice of such probation and the terms of that probation in a letter provided to the Governing Board. In addition, the Authorizer may provide focused support to the Charter School, including assigning a coach, providing professional development, and analysis of monthly written updates provided by the Charter School governing board and key administrators (see Support-Remediation Plan).

d) <u>Additional Actions</u>. In addition to a Notice of Concern, Letter of Warning or Probation, and where the Charter School has not remedied deficiencies within the timeframes established by the Authorizer, the Authorizer may, pursuant to Utah Code Ann. § 53G-5-501:

     i.   remove a Charter School director or financial officer, or their equivalent positions, without consideration of the School's corporate formalities;

     ii.   remove a governing board member, without consideration of the Charter School's corporate formalities; or

     iii.   appoint an interim director or finance officer who will replace or act in the place of the director or finance officer, or appoint a mentor to work with the Charter School.

5.5.   <u>Termination of Charter</u>. The Authorizer may terminate this Charter for those reasons provided in State law, USBE rule, or for material breach of the Agreement, and including the Support-Remediation Plan, subject to the right of appeal as provided in Utah Code Ann. § 53G-5-503. In addition, the Governing Board may voluntarily terminate the Agreement. In the case of any termination whether it is voluntary, or initiated by the Authorizer's action, and after the settlement of all outstanding obligations from the assets on hand, all remaining property of the Charter School shall revert to the Authorizer if purchased with public funds or with donations made to the Charter School as a tax-exempt entity.

5.6.   <u>Charter Term</u>. This Charter shall expire on June 30, 2025, unless otherwise amended or extended by the written agreement of the Parties.

6.   FINANCIAL MATTERS

6.1.   Fiscal Year. The fiscal year of the Charter School shall begin on July 1 of each calendar year of the term of this Charter and shall end on June 30 of the subsequent calendar year.

6.2.   Minimum Financial Standards: The Charter School agrees to maintain or exceed the minimum financial standards established in the Application and as monitored in the USU Multi-Tiered System of Support document

6.3.   Fiscal and Auditing Policies. The Charter School shall formally adopt and implement policies regarding the management and use of public funds which comply with Utah Admin. Code R277-113 and make such policies readily accessible on its school website. The Authorizer expects that the school's annual financial audit report be filed with the Office of the State Auditor within six months of the end of the fiscal year. The Authorizer reserves the right to request an internal audit, or schedule of internal audits at any time. The Authorizer reserves the right to externally audit the Charter School or engage a third-party contract to conduct an audit of any Charter School records, including financial records.

6.4.   Insurance/Bonding. The Charter School Governing Board shall obtain and maintain insurance through the Utah State Division of Risk Management or other suitable insurance carrier (with a general policy holder rating of not less than that of A and a financial rating of AAA as rated in the most current available "Best Guide" Insurance Report) coverage to insure against all claims up to and including the limitation of judgements established by Utah Code Ann. § 63G-7-604(4) or Utah Admin. Code R37-4 or other applicable law or rule.

    a)   Such coverage shall include but not be limited to:

        i.   general liability;
        ii.   errors and omissions;
        iii.   directors' and officers' liability coverage;
        iv.   tail coverage or closeout insurance covering at least one year after closure of the Charter School
        v.   employee dishonesty bond;
        vi.   workers' compensation, as specified by State and federal law; and
        vii.   comprehensive/collision consistent with cash values of vehicles if applicable.

    b)   The Charter School shall name the Authorizer as an additional insured under any and all general liability insurance policies required by this section.

    c)   The provisions of this section, shall not preclude the Charter School from obtaining liability insurance coverage in addition to or in excess of the requirements stated in this section.

    d)   The Governing Board shall provide the Authorizer with certificates of insurance and copies of the required insurance policies at least 90 days prior to the initial opening of the Charter School, and on an annual basis within 30 days of the insurance policy purchase or renewal. The Authorizer shall maintain the certificates and insurance policies with the Agreement.

6.5.   Contracting Entities. The Charter School is a public entity and all contracts it enters into must comply with the Utah Procurement Code. Additionally, the Charter School shall include in any agreement with a subsidiary or contracting entity that any documents held by the subsidiary or contracting entity that are necessary to demonstrate the Charter School's compliance with federal or State law, are the property of the Charter School and will be provided to the Charter School, the Authorizer, or USBE upon request. The Charter School acknowledges and agrees that it is solely responsible to engage competent legal

counsel regarding its various contracts and agreements. The Charter School will coordinate with and provide the Authorizer with an opportunity to review and comment on the Charter School's (a) real estate agreements (e.g., lease and rental agreements, real property purchase agreements, etc.), (b) service provider agreements relating to curriculum, the assessment of student learning, or other matters critical to the mission and purpose of the Charter School. Any review or comment provided by the Authorizer shall not qualify as legal advice or be interpreted to allocate any performance obligations or liabilities to the Authorizer. The Charter school agrees that it will not enter into any contract or agreement for a term exceeding that of the Charter Term set forth herein.

6.6.   Facility Contracts and Leases. The Authorizer and the Charter School's attorney shall review all leases, lease purchase agreements, or other agreements relating to the Charter School's facilities or financing of the Charter School's facilities before the Charter School may enter such an agreement.

6.7.   Administrative Fee. The Charter School shall pay an annual fee to the Authorizer to cover the costs incurred by the Authorizer in providing oversight of, and technical support to, the Charter School. This amount will not exceed 3% of the revenue the charter school receives from the State for the relevant fiscal year for the first two years the Charter School is in operation, and will not exceed 1% of the revenue the Charter School receives from the State for the relevant fiscal year for each subsequent year.

7.   LIABILITY AND INDEMNIFICATION

7.1.   Liability. Except as provided in Utah Code Ann. § 53G-5-601 *et seq.*, the Charter School shall be responsible for its own acts and omissions and shall be liable for payment of that portion of any and all claims, liabilities, injuries, suits, and demands and expenses of all kinds that may result or arise out of any alleged malfeasance or neglect caused or alleged to have been caused by the Governing Board, the Charter School, or its employees, agents, or subcontractors, in the performance or omission of any act or responsibility under the Agreement.

7.2.   Limitation of Liability. The Authorizer shall not be liable for any special, consequential, lost profit, expectation, punitive or other indirect damages in connection with any claim arising out of or relating to the Agreement, whether grounded in tort (including negligence), strict liability, contract, or otherwise.

7.3.   Indemnity. The Charter School agrees to indemnify and hold harmless the USBE, the Authorizer, and local boards of education, their officers, agents, employees, successors and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the Charter School caused by any intentional or negligent act or omission of the Charter School, its officers, agents, employees, and contractors.

8.   MISCELLANEOUS

8.1.   Choice of Law and Venue. The Agreement will be governed by the laws of the State of Utah, without regard to conflicts of laws principles. Venue for any lawsuits, claims, or other proceedings between the Parties relating to or arising under the Ground Lease shall be exclusively in the State.

8.2.   Government Records and Management Act. The Charter School acknowledges that the Authorizer is a governmental entity subject to the Utah Government Records Access and Management Act, Utah Code Ann. § 63G-2-101 *et seq.,* as amended ("GRAMA"); that certain records within the Authorizer's possession or control, including without limitation, the Agreement and any reports or materials received by the Authorizer pursuant hereto, may be subject to public disclosure; and that the

Authorizer's confidentiality obligations shall be subject in all respects to compliance with GRAMA. Pursuant to Section 63G-2-309 of GRAMA, any confidential information provided to the Authorizer that the Charter School believes should be protected from disclosure must be accompanied by a written claim of confidentiality with a concise statement of reasons supporting such claim. Notwithstanding any provision to the contrary in the Agreement, the Authorizer may disclose any information or record to the extent required by GRAMA or otherwise required by law, and to the Authorizer's employees, attorneys, accountants, consultants, and other representatives on a need-to-know basis; provided, that such representatives shall be subject to confidentiality obligations no less restrictive than those set forth in the Agreement.

8.3.　Governmental Immunity. It is understood and agreed that no terms and conditions in the Agreement shall be construed to create or establish any general financial obligation for a deficiency judgment against the State, Utah State University, and/or the Authorizer. The Charter School further acknowledges that the Authorizer is a governmental entity under the Governmental Immunity Act of Utah, Utah Code Ann. § 63G-7-101 *et seq*., as amended (the "Immunity Act"). Nothing in the Agreement shall be construed as a waiver by Authorizer of any protections, rights, or defenses applicable to the Authorizer under the Immunity Act, including without limitation, the provisions of Section 63G-7-604 regarding limitation of judgments. It is not the intent of the Authorizer to incur by contract any liability for the operations, acts, or omissions of the Charter School or any third party and nothing in the Agreement shall be so interpreted or construed. Without limiting the generality of the foregoing, and notwithstanding any provisions to the contrary in the Agreement, any indemnity obligations of the Authorizer contained in the Agreement are subject to the Immunity Act and are further limited only to claims that arise directly and solely from the negligent acts or omissions of the Authorizer. Any limitation or exclusion of liability or remedies in the Agreement for any damages other than special, indirect or consequential damages, shall be void and unenforceable.

8.4.　Attorneys' Fees. If either the Charter School or the Authorizer institutes any action or proceeding against the other to enforce any provision of the Agreement, the non-prevailing party shall reimburse the prevailing party for all reasonable costs and expenses incurred by the prevailing party in the performance of the Agreement, including court costs, expenses and reasonable attorneys' fees.

8.5.　Assignment. Assignment of the Agreement or a significant part of the assets of the Charter School, or any part of its operation, to another entity, related or not, is deemed an amendment and is effective only if the amendment is done pursuant to Section 8.6.

8.6.　Amendment. The Agreement may be amended by the mutual agreement of the Authorizer and the Governing Board. Any such amendment must be made in writing and signed by the appropriate representatives of the Authorizer and the Governing Board. In the case of any proposed amendment, the Governing Board shall immediately submit in writing to the Authorizer and the local board of education in which the Charter School is located, notice of any proposed changes to the Application, Agreement, or the representations or conditions contained in the original Application. The Authorizer reserves the right to reject any proposed changes to the Agreement once the Application has been approved and the Agreement has been signed.

8.7.　Notice. Any notice required or permitted under the Agreement shall be delivered by way of registered mail, return receipt requested as follows:

　　To Charter School:
　　Career Academy of Utah (CAU)
　　Attention: Governing Board

9046 S. Cobble Canyon Lane, Sandy, Utah 84093

To Authorizer:
AUTHORIZER
Attention: David E. Forbush
2605 Old Main Hill, Logan Utah, 84322-2605

8.8.   Status of Parties to Charter. The Agreement is not intended to create and shall not be interpreted to create employer-employee, contractor-subcontractor, or principal-agent relationships between or among any party or parties to the Agreement. "Parties," for purposes of this paragraph only, include the parties to the Agreement as well as the USBE and the local board of education. No officers, employees, agents, or subcontractors of the Charter School shall be considered officers, employees, agents, or subcontractors of the local board of education, and nothing herein shall entitle any individual with any property right or interest. In assuming and performing the obligations of the Agreement, the Parties are each acting as independent parties and neither shall be considered or represent itself as a joint venture, partner, agent or employee of the other.

8.9.   Non-Endorsement. The Governing Board acknowledges that the granting of a Charter Agreement in no way represents or implies endorsement by the Authorizer of any particular method used by the Charter School or its agents; nor does the Agreement constitute a guarantee by the Authorizer of the success of the Charter School in providing a learning environment that shall improve student achievement.

8.10.   Legislative Action. The Agreement and any amendments are subject to applicable State and federal laws and regulations, and shall be deemed amended to reflect applicable changes to those laws. Upon repeal of the statutes authorizing charter schools, this Charter Agreement is null and void.

8.11.   Waiver. No waiver of any breach of the Agreement shall be held as a waiver of any other or subsequent breach.

8.12.   Counterparts. The Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. For purposes hereof, a facsimile copy of the Agreement, including the signature pages hereto, shall be deemed to be an original.

8.13.   Periodic Review of Agreement. The Agreement shall be reviewed by the Parties at least once every three years and amended and approved by USU legal counsel to reflect applicable changes to the law.

8.14.   Severability. If any provision of the Agreement is determined to be unenforceable or invalid for any reason, the remainder of the Agreement shall remain in effect. In addition, to the extent any portion of the Agreement, or the Charter School's articles of incorporation or bylaws, violate any applicable State or federal law, or are found by any court to be invalid, illegal, or unenforceable, such portion shall be severed, and the remaining portion shall remain in full force and effect until the Governing Board is able to amend the Agreement, articles of incorporation, or bylaws to comply with such applicable law or court ruling.

8.15.   Merger. The Agreement embodies the entire understanding of the Parties and supersedes all previous communications, representations, or understandings, either oral or written, between the Parties relating to the subject matter thereof.

executed and delivered by its duly authorized representative to be effective as of the Effective Date.

UTAH STATE UNIVERSITY BOARD OF
TRUSTEES

By:_____

Print Name: Jody K. Burnett
Title: Chair
Date: May 5, 2021

CHARTER SCHOOL

By:_____
Print Name: Todd Bingham
Title: Chair
Date: July 12, 2021

By:_____
Print Name: Brian Somers
Title: Vice-Chair
Date: July 12, 2021

By:_____
Print Name: Kelvyn Cullimore
Title: Treasurer
Date: July 12, 2021

By:_____
Print Name: Rikki Hrenko-Browning
Title: Secretary
Date: July 12, 2021

By:_____
Print Name: Ethan Deceuster
Title: Board Member
Date: July 12, 2021

Date of Board Resolution - May 5, 2021 (copy of Resolution attached)

EXHIBIT A: APPLICATION

For purposes of this Agreement, the "*Application*" consists of the Charter's originally submitted application, appendices, and the Application Strengths and Needs Document and appendices.

<<INSERT APPLICATION HERE>>

EXHIBIT B: USU Multi-System of Support-Remediation Plan.

<<INSERT SUPPORT-REMEDIATION PLAN HERE>>

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

[Resolution 21-05-12]

WHEREAS, Utah State University's Center for the School of the Future in the Emma Eccles Jones College of Education and Human Services proposes **approving the Career Academy of Utah charter application**, and

WHEREAS, The proposal will empower students regardless of zip code to break through the constraints of limited opportunity by fostering academic mastery and provide focused career readiness education, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to **approve the Career Academy of Utah charter application.**, in the Emma Eccles Jones College of Education and Human Services' Center for the School of the Future and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

May 5, 2021

DATE

ITEM FOR ACTION

Utah State University's Center for the School of the Future in the Emma Eccles Jones College of Education and Human Services proposes approving the Career Academy of Utah charter application.

EXECUTIVE SUMMARY

The Center for the School of the Future in the Emma Eccles Jones College of Education and Human Services proposes approving the Career Academy of Utah charter application.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to approve the Career Academy of Utah charter application.

Career Academy of Utah

NEW CHARTER SCHOOL STAGE 3 APPLICATION

Presented by Career Pathways Education Solutions Board

TO

The Utah State University Center for the School of the Future

February 11, 2021

Table of Contents

Required Information

Background Information

1a. Name of Proposed Charter School *(The name of the proposed charter school is how the school will be known and listed)***:** Career Academy of Utah

1b. Name of Person Proposing *(The name of the applicant should be a Utah non-profit)***:** Career Pathways Education Solutions

1c. Authorized Agent *(The authorized agent is the primary point of contact for this application. USU-CSF staff will contact this person regarding the proposal)***:** Todd Bingham, Board Chair

1d. Full Mailing Address *(Provide the best contact information for the authorized agent 1d-f)***:** 9046 S Cobble Canyon Lane, Sandy, UT 84093

1e. Phone Number: 801-891-6887

1f. Email Address: todd@umaweb.org

1g. Proposed school location(s) and the associated school district(s) in which the proposed school will rest. Also, include the names and contact information for the associated Superintendent(s) *(Identify the local school district within whose boundaries the proposed school, if approved, will reside. If the school is virtual and covers the state, note this)***:**

The School will be a statewide virtual school with administrative offices located in the Canyons School District.

53G-5-306 and R277-552-2(9) requires that you provide a copy of the application to the school district in which the proposed charter school shall be located either before or at the same time as submitting the application with the USU-CSF. Also, at the same time provide a copy of the application to the Utah State Charter School Board. For both organizations, provide the date, name of the person to whom you provided a copy of the application, the person's phone number, and their email address. If you emailed copies of the application provide copies of these communication, including date and time stamps:

Board member Ethan Deceuster emailed copies of this application to Dr. Rick Robins at the Canyons School District and Dr. DeLaina Tonks and Ms. Jennifer Lambert at the Utah State Charter School Board on February 10th, 2021. Contact information for the recipients is included below:

Dr. Rick Robins
Superintendent of Canyons School District
Phone: 801-826-5000
Email: Rick.Robins@canyonsdistrict.org

Dr. DeLaina Tonks
Chair, SCSB
Phone: 801-538-7720
Email: DeLainatonks@gmail.com

Ms. Jennifer Lambert
Executive Director, SCSB
Phone: 801-538-7676
Email: Jennifer.Lambert@schools.utah.gov

Screenshots of both emails are pasted below:

From: **Ethan Deceuster** <ethan.dec@gmail.com>
Date: Wed, Feb 10, 2021 at 4:53 PM
Subject: Career Academy of Utah Charter Application
To: <rick.robins@canyonsdistrict.org>

Dr. Robins,

In accordance with Utah Code 53G-5-306 (2)(a), our Board is providing you with a copy of our charter application being submitted to charter school authorizer Utah State University – Center for the School of the Future. Our school would serve students statewide in a distance learning format; however, our school office is proposed to be located in Canyons School District.

Sincerely,

Ethan Deceuster

From: **Ethan Deceuster** <ethan.dec@gmail.com>
Date: Wed, Feb 10, 2021 at 4:52 PM
Subject: Career Academy of Utah Charter Application
To: <delainatonks@gmail.com>, <jennifer.lambert@schools.utah.gov>

Dr. Tonks and Ms. Lambert,

In accordance with Utah Code 53G-5-306 (2)(a), our Board is providing you with a copy of our charter application being submitted to charter school authorizer Utah State University – Center for the School of the Future.

Sincerely,

Ethan Deceuster

Board Member

Learning Mission

2a. State and describe the proposed school's learning focused mission. Also, describe the societal need met through attainment of the mission.

The mission of Career Academy of Utah (CAU) is to empower students regardless of zip code to break through the constraints of limited opportunity by fostering academic mastery and providing focused career readiness education to close the skills gap, prepare students for high paying careers within their communities, and achieve success beyond high school. We will accomplish this by creating a career-focused virtual school that delivers instruction using Project Based Learning (PBL) and works directly with industry partners throughout Utah including rural Utah. Foundational learning proficiency will be the focus of early grades, equipping students with the skills they need to develop deep content knowledge in upper grade levels. Career and interpersonal skills will be delivered through PBL and will allow students to engage in learning experiences that are relevant to their futures.

An analysis of Utah's workforce by the US Chamber of Commerce shows that there are fewer than three available workers for every four open jobs in Utah, the 5th lowest ratio in the country.[1] CAU will prepare its students to fill that talent pipeline. In doing so, we will democratize access to high-quality career readiness education. Many students in rural and transitional counties do not have access to the kind of program CAU proposes although employers in those areas have available jobs. Rural and transitional counties in Utah accounted for approximately 25% of the state's population in 2016 and their unemployment rates are significantly higher (5.9%) – more than double--the rate in urban communities (2.9%).[2] (Please see Section 4 for a more in-depth description of the market analysis). The School's flexible model and innovative approach will prepare those students for technical, high-paying jobs, especially in the fields where CAU's board members have expertise.

2b. State and describe the proposed school's vision for student learning.

CAU's vision for student learning is to provide access to a rigorous career-learning education that promotes 100% student proficiency – as measured by annual Readiness Improvement, Success Empowerment (RISE) assessments currently designated by the charter authorizer – and provides for authentic career exploration opportunities in collaboration with industry partners, as further expanded upon in responses to 3b and 6e. The virtual aspect of the School removes the geographic barriers that prevent many students from accessing career-readiness education. Workforce partnerships throughout Utah, facilitated in part by the industry leaders that make up the CAU Board, and the School's General Advisory Council to be created, will ensure that pathways and skills training are aligned to workforce needs in Utah, bringing authenticity and relevance to each student's learning path. CAU will also take advantage of USU's resources, especially its satellite campuses, to provide dual credit and educational enrichment opportunities to rural students. Promotion of 100% student proficiency will be accomplished in partnership with the anticipated Education Service Provider (ESP). The Board has conducted significant due

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[1] UtahPolicy.com. "Utah facing 5th greatest workforce shortage in America, U.S. Chamber study finds". (January 14, 2020). Retrieved on November 5th, 2020 from: https://utahpolicy.com/index.php/features/today-at-utah-policy/22660-utah-facing-5th-greatest-workforce-shortage-in-america-u-s-chamber-study-finds

[2] State of Utah's Rural Planning Group. (2017). State of Rural Health: Current Analysis and Long Term Trends. Retrieved on November 5th, 2020 from http://www.ruralplanning.org/assets/soru-report.pdf

diligence to identify a potential ESP - Stride - but the final selection of an ESP will take place following a procurement process in accordance with state law as outlined in 63G-6a. This application contemplates using the anticipated ESP's services as described throughout the application.

2c. Explain how the proposed school's mission and purpose is consistent with the USU-CSF mission, vision and values listed above.

CAU's mission and vision include four key attributes that align with the USU-CSF mission, vision, and values: proficiency, innovation, access and collaboration. The Board shares USU-CSF's passion for fostering 100% student learning proficiency. We strongly agree that students should be able to make postsecondary decisions based on what they can do, not on what their deficits allow. We anticipate contracting with an ESP whose curriculum is deeply rooted in cognitive science research and who has a team dedicated to constantly improving its instructional program based on data-driven insights and learning sciences.

We also believe that innovative career-readiness education makes learning authentic for students and empowers them to identify and pursue their passions. Our focus on authenticity resonates with USU-CSF's core value of setting the context for learning proficiency within the broader interests of society. CAU will equip students to fill high-tech, high-wage jobs and close the skills gap in Utah. (Please see the Program of Instruction section for more detail).

Additionally, like USU-CSF, the Board is focused on ensuring equity of student learning outcomes. CAU's innovative virtual model will allow for equitable education access for all students in Utah. Any student – regardless of geographic location or socioeconomic status – will be afforded the opportunity to partake in CAU's career learning offerings. The School's collaboration with statewide industry partners will further ensure that students from all over the state can benefit from workplace-based learning and professional development experiences including internships and/or pre-apprenticeship experiences where available.

2d. Describe the academic learning goals of the proposed school.

The Board has spent substantial time drafting academic learning goals that are challenging yet attainable based on anticipated student demographics. The Board is committed to serving all students at CAU, regardless of whether they enter the School at grade level or are working to catch up to their peers. Schooling online is often a short-term solution for families, resulting in high mobility rates. Research shows that there is a strong negative correlation between graduation rate and mobility rate – the higher the mobility rate, the lower the graduation rate.[3] Often, students enter online schools behind in grade level skills and credit deficient.

We have drafted goals that take this reality into account by allowing for extra time to move students from their baseline to proficient. The paramount academic learning goal of CAU will be to foster 100% learner proficiency as measured by RISE annual assessments. Our goal is for all CAU students to demonstrate proficiency on the annual RISE assessment within three years of continuous enrollment.

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[3] EdNote. "How Mobility Impacts School Graduation Rates: What the data tell us". August 2017. https://ednote.ecs.org/how-mobility-impacts-school-graduation-rates-what-the-data-tells-us/#:~:text=In%20fact%2C%20the%20bottom%2025,on%20student%20achievement%20and%20success.

We have also set the following academic performance goals:
- CAU students will demonstrate proficiency on the annual RISE assessment within three years of continuous enrollment.
- By its third graduation cohort, CAU's graduation rate, as measured by the state, will meet the state average.
- CAU's RISE growth scores for students who have been enrolled at least three continuous years will rank in the top quarter of schools with similar demographics and program delivery methods.

2e. Describe other goals of the proposed school.
The Board believes that all students should have access to high-quality career-learning focused education and the support, encouragement, and expert guidance to succeed in their postsecondary academic and professional pursuits. As such, a key goal of the proposed program is to provide students with the resources they need to acquire workforce readiness skills. Specifically:
- Every CAU middle school student will enroll in career exploration coursework.
- Every CAU high school junior or senior who has been enrolled continuously for three or more years will meet or exceed 3.0 credits in a single pathway, meeting the definition of a pathway completer.
- Every student will partake in career exploration activities via workplace-based learning, Nepris virtual sessions (a networking platform which connects educators and learners with industry professionals), and/or internships.

2f. State the legislative purpose(s) outlined in UCA 53G-5-104 which the proposed school addresses.
CAU will satisfy many of the purposes outlined in UCA 53G-5-104. Most importantly, CAU will: continue to improve student learning; increase the choice of learning opportunities for students including those with disabilities, English Learners, and others; and create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the School. Career and Technical Education (CTE) programs have a demonstrated history of improving student outcomes and CAU expects to be no exception.[4,5]

Traditionally, CTE programs have been tied to physical locations which have left geographic gaps in choice of learning opportunities for students who live in rural areas and/or do not have access to a CTE center or courses at their local schools. As an online school, these geographic barriers will be removed and students will be able to work remotely to learn skills that align with Utah's high demand job forecasts. The School will pair its students with relevant internships to gain hands-on experience in the pathway(s) of their choice in a geographically appropriate area.

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[4] Dougherty, Shaun (2016). Career and Technical Education in High School: Does it Improve Student Outcomes? The Thomas B. Fordham Foundation. Retrieved on November 5th, 2020 from: https://fordhaminstitute.org/national/research/career-and-technical-education-high-school-does-it-improve-student-outcomes.
[5] CTE Policy Watch, ACTE. "Research Points to Benefits of High School CTE" (August 15, 2019). Retrieved on November 5th, 2020 from: https://ctepolicywatch.acteonline.org/2019/08/research-points-to-benefits-of-high-school-cte-.html

In order to encourage the use of innovative teaching methods, the online school will provide foundational learning via an online curriculum and interactive hands-on experiences, which will include PBL methods, internships, Career Technical Student Organizations (CTSOs), and various online platforms such as [Nepris.](#)

Program of Instruction

3a. Describe the educational philosophy to be espoused to in the proposed school that will support student learning.

The CAU educational philosophy is based on three tenets which will support student learning:

1) The education program will be grounded in learning science and personalized to each student's learning needs. The School's research-based curriculum, built around essential knowledge, skills, standards, and academic rigor, will include built-in cognitive science-based learning strategies and will be delivered in a systematic way. For example, K-5 students will develop early literacy skills by progressing through research-based core, comprehensive, systematic reading instruction in phonics and spelling using Orton-Gillingham methodology as well as developmental reading comprehension, fluency, and vocabulary instruction. Using authentic texts, students will engage with high quality literature and integrate this learning with clear instruction in the learning process.

2) Skilled teachers will be key to student learning success. Professional development will be a year-long pursuit focused on providing experienced and new teachers with the skills and competencies required to meet the needs of students and their families including data-driven instruction, instructional practices, and instructional leadership. Each teacher will have an Individual Development Plan that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator and other optional offerings particular to their areas of interest.

3) Successful completion of CAU's career readiness program with a diploma will signify not just completion of past coursework but a true readiness to tackle what comes next, giving students a jumpstart on life after high school. Foundational teachings in general education coursework and specific career and interpersonal skills coursework will be delivered through PBL which will also provide students with opportunities to engage in experiences that reflect both life and work. CAU will prepare students for their future by teaching professional skills to succeed in traditional and online environments, digital proficiency, and collaboration through PBL and CTSO participation. Students will have the chance to embark on a future career path while still in school with the wraparound services they need to achieve their goals.

3b. Provide a description of the intended educational programs that may be selected to support student learning.

CAU will be different from a "typical" school. The PBL instructional delivery model will begin in sixth grade and run through both foundation and career readiness coursework. PBL projects are built from the intersection of learning standards and real-world challenges. Students develop and practice professional skills while learning academic content and professional competencies. Many projects, like the authentic challenges they incorporate or simulate, exist across content areas and are best built through an interdisciplinary approach. Hallmarks of the quality of PBL that will be required include student engagement through

relevance; alignment to standards; authenticity; opportunities for sustained inquiry; student voice and choice; critique, revision, and reflection; collaboration; and public exhibition of knowledge and skills.

During elementary school, students will begin to explore careers and develop professional skills (e.g. communication, organization, presentation). The School's career readiness director will work with teachers to introduce students to the concepts of careers and will design lessons, activities, and field trips that provide opportunities for students to experience various careers. Career kits - similar to science kits – will be sent to families for students and parents to explore together. The anticipated ESP has partnered with the *Inventors Hall of Fame* to create these quarterly career exploration experiences in a variety of career clusters.

Starting in grade 6, students will engage in a yearlong course with the purpose of exploring various career options and opportunities that are available in the digital, service, and innovation economy that is currently driving employment in Utah. The goal of the 6th grade career readiness experience is exposure and awareness that provide a foundation to select a career readiness course in each of grades 7 and 8 that drills down to an exploration experience at the cluster level. This aligns with the Utah State Board of Education's vision that middle school students will be college and career aware (General Core Requirement in R277-700-5(4)(h)).

There are two stages to the middle school career readiness approach: Career Awareness and Career Exploration. During the Career Awareness phase, students will take part in awareness coursework, including introduction to career clusters, PBL, and professional skills development. They will also be exposed to virtual work-based learning via Nepris sessions. Students in grades 7-8, as appropriate, will begin to take part in CTSOs. The Career Exploration phase of the middle school career readiness program allows students to focus their experience by selecting a career readiness exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. In the second semester of grade 8, students will be introduced to Tallo[6], a platform that allows students to showcase their skills, abilities, and credentials to businesses and colleges allowing them to begin building their personal portfolios and developing their network.

Throughout high school, our students will be part of a cohesive career readiness experience blending PBL courses; career exploration tools; CTSOs; career counselors; National Career Readiness Certificate/Test Prep; work-based experiences; industry partnerships; college credit; dedicated, licensed staff; and a statewide General Advisory Council. Upon graduation, students will be prepared to pursue a specific career and/or postsecondary education. All of this will be grounded in a sound foundational education utilizing Stride's research-based curriculum. Students and teachers will interact online in whole group, small group, and one-on-one scheduled sessions utilizing a web-conferencing tool (e.g., Newrow). They will also communicate via telephone, email, Zoom, instant messaging, and in person. Utah licensed teachers will be assigned to each course, trained in PBL, and will be directly responsible for the

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[6]Tallo use is limited to students ages 13 and older. If a student does not meet the age requirement, other avenues will be pursued.

engagement, instruction, and learning of their students.

Every student at each grade level will have a Learning Coach (usually a parent or other responsible adult) who will support the student in their learning process. Teachers and career counselors will work with Learning Coaches and students to ensure student success. Please see Section 3. Program of Instruction for additional detail.

3c. Provide a description of how the Utah Core Standards will be achieved in the proposed school.
The Board anticipates it will contract with Stride to use their proprietary and third-party curriculum including curriculum customized to the workforce development needs of Utah business and industries. Courses within this curriculum are aligned to Utah Core Standards as well as to the Common Core State Standards, Next Generation Science Standards, and Virtual Learning Leadership Alliance (VLLA)/Quality Matters' National Standards for Quality Online Courses. For each standard at each grade level, Stride alignment specialists identify where in the curriculum the concepts are addressed and note specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the Utah Core Standards. In addition, Stride's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from more than 60 national and international subject area organizations. Career readiness courses are all written to align with state standards as well as national and industry standards. Additionally, they are aligned to certifications where appropriate so students can prepare for certification exams while working through their career readiness courses.

Stride will actively monitor Utah's review, adoption, and implementation of standards and commits to staying current if Utah should change or replace its Core Standards or statewide assessments. To ensure PBL course alignment, projects are built from the standards up. Career-based projects will integrate standards from multiple subject matters and licensed teachers will collaborate with one another to ensure standards are being met within the career readiness courses. Core courses will use a series of projects, direct whole class instruction, online curriculum, and small group instruction to ensure state standards are being met and students are learning in an applied real-world environment.

School leaders and teachers from the proposed new school will be involved in a review of curriculum, assessments, and supplemental materials each year or upon a change in Utah Core Standards and/or assessments. Modifications will be made throughout the year by school leaders and teachers as necessary. Please see Section 3. Program of Instruction for additional detail.

3d. Describe how the school will meet the needs of all students, including students with disabilities, students with advanced abilities and skills, students who are educationally disadvantaged, English language learners, etc.
The founding Board believes strongly that all students have unique strengths and needs that must be recognized and accommodated in order to reach their full potential as contributing members of society. A significant component of CAU's mission is to serve students lacking access to a high-quality, innovative virtual education option as stated in our mission. CAU will adhere to all federal, state and local regulations regarding the education of students with special needs.

Students with special needs will be supported by their general education teacher in the least restrictive environment and will receive the supportive services of a special education teacher as well as related services as defined in each student's IEP. EL students will be provided high-quality and culturally-integrated language instructional programs that are evidence-based. Advanced learners will be offered opportunities for enrichment including AP courses and concurrent enrollment. The School's mission lends itself well to diverse learning styles; the online curriculum, PBL methods, and workplace experience together will provide differentiated instruction to accommodate our students.

The ESP will be a key partner with the Board as they serve diverse students. Stride's Product Development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs, and third-party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Media Standards (NIMAS). Assistive technology tools such as screen readers, speech to text, level reading tools, and visual math calculators can be accessed by all students based on their individual needs and accommodations will be provided as required by a student's IEP. A dedicated career readiness staff will ensure every student will have access to workplace experiences and hands-on PBL and CTSO projects.

3e. If any 9-12 grades will be served, describe the proposed graduation requirements.
CAU's academic program will be aligned with Utah's graduation requirements. To earn a diploma, students will need to successfully complete the 24 Core Curriculum credit requirements pursuant to state rule R277-700-6, though students may elect to earn more than the state's required 24 credits. Career readiness coursework will be integrated utilizing Utah State Board's directive coursework requirements and elective requirements. CAU will adopt any new high school graduation requirements as required.

3f. Describe your preliminary plan and capacity for implementation of continuation of your educational program in the face of natural or a health-related disaster.
Natural and/or health related disasters will not require CAU to close. This is one of the reasons the Board intends to work with its preferred ESP, Stride. During the entirety of the ongoing COVID-19 pandemic, no school that Stride has provided management services to has experienced an interruption in student learning except where the state required the school to temporarily close. CAU intends to use Stride's LMS, which is available for students and parents to log in 7 days a week, 24 hours a day, 365 days a year, and exceeds 99.99% uptime.

Stride has a mixture of applications in on-premise data centers and in the cloud. Stride vigilantly monitors their physical and cloud infrastructure for security, availability, and performance issues. Should a catastrophic natural or man-made event impact system operations at Stride's primary data center or in the cloud, operations can be quickly routed to secondary areas that are geographically separated. All LMS data is replicated in near real time to minimize any data loss or system outage should an event occur. Daily data backups are completed each evening to protect against data loss.

Waivers

List any waiver requests here (i.e., rule numbers and titles).
There are no waiver requests anticipated at this time.

Governance Structure

5a. Describe the proposed operational infrastructure elements and processes to support high levels of student learning.
The Board's focus on promoting student proficiency and authentic career exploration will permeate all levels of CAU's operational infrastructure. The culture will start at the top – every Board member is wholly committed to supporting student learning at every level of school operations. Three tiers of operational infrastructure will be in place to support student learning: a site-based team, regional team, and national level team. They will focus on both direct student learning support and operational infrastructure to support student learning:

- Student learning support will be provided by the School's academic services team and encompasses the following areas: academic services, teacher effectiveness, leadership, operations, curriculum management, data analytics, and student support.
- Operational infrastructure will manage: administrative services, teacher professional development, public relations, enrollment, operations, state and federal program compliance, assessments, school community, human resources, information technology, finance, and legal.

Please see Section 5. Governance and Section 6. Staffing for more detailed information.

5b. Describe the governing structures to be employed and how they will work in an interdependent fashion with operational processes to support high levels of student learning.
The CAU Board is comprised of CEOs and Association Leaders with extensive experience running large and complex enterprises. We intend to manage CAU like an enterprise – one engaged in the "business" of fostering 100% student learning proficiency and preparing students to pursue postsecondary education and/or enter the workforce. We will endeavor to build an organization that is steeped in CAU's mission and vision, where every member of the organization has bought into the School's ideals and feel empowered to carry them out with fidelity.

Through an in-depth vetting and hiring process in partnership with the anticipated ESP, the Board will ensure School leadership is in place to manage day-to-day administrative challenges. The Board will provide oversight of School administrators and ensure the operation of the School is in line with its mission and vision. Like any enterprise, the Board expects this to be a dynamic process; we intend to collect and monitor student and staff performance data and pivot as necessary. Please see Section 6. Staffing for more detailed information.

5c. List the names, positions, expertise (education, legal, finance, parent) and previous charter affiliations of all Board Members for the proposed school. If needed, add rows.

Name	Position	Area of Expertise	Previous Charter Affiliations
Todd Bingham	Board Chair	Government and public relations; non-profit trade association management and leadership; strategic planning development and implementation; government and industry boards and commissions; charter school founder and board member.	Board Member, Athlos Academy
Brian Somers	Vice-Chair	Executive leadership and enterprise-wide strategic planning; government and public relations; policy advocacy; PR, marketing, and strategic communications; trade association management.	None
Kelvyn Cullimore	Treasurer	Executive leadership; fiscal management; capital fundraising and acquisitions; board governance, operations, and management including public education foundations; public service and elected government leadership; trade association management and leadership.	None
Rikki Hrenko-Browning	Secretary	Nonprofit trade association leadership; business management and operations; project development; fiscal and legal management; PR and media relations; international relations; government affairs and policy; non-profit board governance; advisor for Utah public schools "Mining Ambassador" program.	None
Ethan Deceuster	Member	Digital learning; instructional technology; learning science and theory; education practitioner--8 years public school teacher; professional development trainer; instructional design; STEM instruction; web development.	None

Market Analysis

6a. Describe the characteristics of an appropriate site that supports your overall proposal and attainment of the proposed school's purpose and mission.

CAU will be a statewide virtual school with leased administrative offices located in the greater Salt Lake City area. The CAU School facility site will be used for school administration, board meetings, teacher and administrative professional development, and student and family meetings with teachers, as needed. The facility will comply with applicable health, safety, and occupancy codes, laws, and regulations for students, parents, and community members including the federal

Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA). The budget for the School will comply with the required lease adjusted debt ratio.

6b. If school site has been identified, describe it. If the school site has not been identified, describe the processes the governing board will use to find and acquire the school property.
The specific school site has not yet been identified. The Board plans to hire a local, licensed commercial real estate agent to assist in securing leased administrative offices. Utilizing an initial market analysis of available space, the Board has narrowed the location to the Canyons School District area.

6c. Justify why the proposed school's educational program, and achievement of the school's purpose and mission, are needed in the selected location.
In the twelve months between November 8, 2019, and November 8, 2020, the anticipated ESP received inquiries about online learning from 13,231 Utah families representing all twenty-nine counties in the state. Assuming just one student per family, the inquiries represent almost 2 percent of all K-12 students reported in the October 1, 2020, Utah State Board of Education head count. Of the 13,231 families who made inquiries, 2,768 (21%) were families with high school students whose inquiries were specifically about career readiness online schools. It should be noted that the USBE October 2020 head count also reported a 0.23 percent overall decline in students enrolled in Utah this year. It is the first decline in student enrollment since 2000. USBE noted that the pandemic has affected public school enrollments, bolstering the need for a school like CAU.

6d. Provide demographic information for the selected location and interpret this information to demonstrate how it justifies siting the school within this demographic.
CAU intends to enroll students statewide providing equal access to valuable career preparation curriculum, internship opportunities, and job-shadowing experiences to students throughout the state, especially those in rural areas who may not be afforded such opportunities by their local schools. A number of brick-and-mortar schools offer career preparation and career pathways, but none of them are able to do so statewide. As a statewide school, CAU expects its demographics to reflect the state. The School is prepared to serve all students and expects approximately 12% of its students to have disabilities, 30% to be economically disadvantaged, and 8% to require EL services. Like most of Utah, CAU expects the majority (>73%) to be white and approximately 18% of our students to be Hispanic.[7]

6e. Describe the characteristics of the proposed charter school that set it apart from existing schools near the target location.
CAU will be a statewide virtual charter school enrolling students in grades K-12 including grades K-5 when foundational learning proficiency is developed, unlike four existing Utah virtual charter schools that only enroll students in middle and high school.

Importantly, CAU will be solely focused on providing a comprehensive career learning education. CAU will build partnerships with industry, higher education, and student organizations to help students become college and career ready. The program will deliver

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[7] Utah State Board of Education Data and Statistics. Fall Enrollment by Demographics and Grade Levels SY2020-2021. https://www.schools.utah.gov/data/reports?mid=1424&tid=4

pathway instruction, workplace experiences, professional skills development, concurrent credit opportunities (including those available via USU satellite campuses), and career counseling services to prepare its students for life beyond high school. It will lay the foundation for a range of careers and provide its students with opportunities to earn industry-recognized credentials.

The School will continuously build partnerships with industry leaders throughout the state to provide students with internships, job shadowing, and networking opportunities. Utilizing PBL methods, CAU will provide students the collaborative environment needed to prepare them for the modern workplace. Career counseling will be individualized to each student's pathway and will include their academic and career interests. Wraparound services will be provided by a dedicated career readiness staff to provide necessary support to students in the career readiness program. CAU will use a variety of software platforms such as Nepris, Career Cruising, and Utah Futures for career exploration, and Tallo, allowing students to showcase their skills and get discovered.

The Board intends to contract with Stride as the education services provider and the curriculum provider, although it has not committed to any agreement so far and its selection will be subject to state procurement law as outlined in 63G-6a. Stride's experience in the management of online schools is unmatched and the company has developed a high-quality comprehensive career readiness education framework and curriculum not found with any other online provider.

Enrollment

7a. Year school will start: 2022-2023

7b. Grade levels served: K-12

7c. Does the proposed grade configuration match the resident district grade configuration?
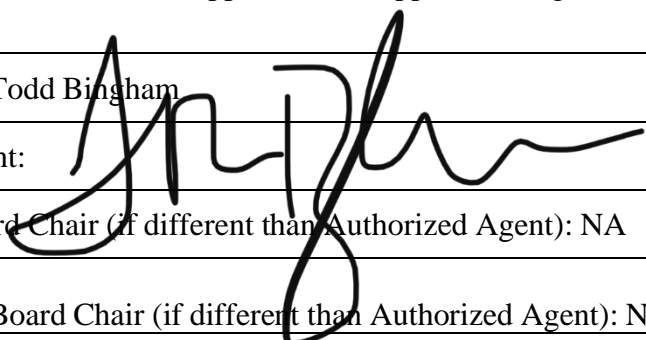
⊠ Yes

☐ No: *Describe the difference.*

7d.	Grades and Specific Number of Students to be Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	67	24	40	28	54	47	61	124	157	148	0	0	0	750
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	76	64	58	54	77	83	96	174	247	254	217	0	0	1,400
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY	63	68	76	61	83	91	108	170	244	275	253	208	0	1,700

Signatures

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data and the information in this application are true and correct. This charter school application is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent: Todd Bingham
Signature of Authorized Agent:
Name of Charter School Board Chair (if different than Authorized Agent): NA
Signature of Charter School Board Chair (if different than Authorized Agent): NA

Body of the Application

1. Executive Summary

Mission

Career Academy of Utah (CAU)'s mission is to empower students in kindergarten through twelfth grade throughout Utah to break through the constraints of limited opportunity by fostering academic mastery and providing focused career readiness education to close the skills gap, prepare students for high paying careers within their communities, and achieve success beyond high school. CAU will accomplish our mission as a career-focused virtual school that delivers instruction using Project Based Learning (PBL) working directly with industry partners throughout Utah, including in rural and transitional areas.

Vision

Foundational learning proficiency will be the focus of early grades, equipping students with the skills they need to develop deep content knowledge in upper grade levels. Career and interpersonal skills will be delivered through PBL and will allow students to engage in learning experiences that are relevant to their futures.

CAU's vision for student learning is to provide access to a rigorous career-learning education that promotes 100% student proficiency – as measured by annual Readiness Improvement, Success Empowerment (RISE) assessments currently designated by the charter authorizer – and provides for authentic career exploration opportunities in collaboration with industry partners. The virtual aspect of the School removes the geographic barriers that prevent many students from accessing career-readiness education. Workforce partnerships throughout Utah, facilitated by the industry leaders that make up the CAU Board and the School's General Advisory Council will ensure that pathways and skills training are aligned to Utah's workforce needs. CAU will take advantage of USU's resources to provide dual credit and educational enrichment.

School Description
CAU will be a statewide virtual school with administrative offices proposed in the Canyons School District. The facility will be used for school administration, board meetings, teacher and administrative professional development, and student/family meetings with teachers, as needed.

Traditionally, CTE programs have been tied to physical locations which have left geographic gaps in choice of learning opportunities for students who live in rural areas and/or do not have access to a CTE center or courses at their local schools. As an online school, these geographic barriers will be removed and students will be able to work remotely to learn skills that align with Utah's high demand job forecasts. The School will pair its students with relevant internships to gain hands-on experience in the pathway(s) of their choice in a geographically appropriate area.

As a statewide school, CAU expects its demographics to reflect the state. The School is prepared to serve all students and expects approximately 12% of its students to have disabilities, 30% to be economically disadvantaged, and 8% to require EL services. Like most of Utah, CAU expects the majority (>73%) to be white and approximately 18% of our students to be Hispanic.[8]

CAU has two defining characteristics: a focus on personalized education through its virtual model and comprehensive career-readiness education offerings. The curriculum products and materials that CAU proposes to offer have a range of content rigor, flexibility in content sequencing, and features that engage and motivate students. We understand that each student CAU serves will be different in how they want to learn, choose to learn, and what they need to learn; therefore, we believe it is important that every course and every supplemental product or tool support that individual personalized learning need.

Our goal is to maximize the effectiveness of direct instruction that teachers provide by surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction. Many students will benefit from both direct instruction and online independent learning tools. Some will rely heavily on teachers and, to a lesser extent, Learning Coaches, while others will be more independent and self-directed. By supporting all these learning preferences, CAU will meet the needs of the range of students it serves. Connecting all these learning support sources is alignment to state content standards, a range of rigor, and a diversity of content to maximize student engagement.

The learning experiences offered by CAU through courses, supplemental materials, diagnostic tools, and learning reinforcement tools are each designed to engage students. It is important to recognize that effective teaching and learning is about meeting the student where s/he is on a continuum of learning within each content area, utilizing technology and teacher expertise. Effective teachers adapt curriculum and instruction to meet the needs of individual students. Personalized learning must be available to every student through each content experience.

Consider a continuum of content, ranging from teacher-led instruction to a completely technology-driven experience. CAU will offer teachers for every subject/course and every student. Class sessions may be delivered in small group or personalized individual sessions.

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[8] Utah State Board of Education Data and Statistics. Fall Enrollment by Demographics and Grade Levels SY2020-2021. https://www.schools.utah.gov/data/reports?mid=1424&tid=4

Regardless of the technology level, the important feature of these personalized experiences is that each one provides learning experiences that meet the specific and unique learning needs of individual students.

The second defining characteristic of CAU is its career-readiness education (CRE) program. Our Board is made up of industry professionals – CEOs and Association leaders of some of Utah's largest industries. As a governing body, we are committed to ensuring students graduate with the skills they need to confidently pursue postsecondary education or step directly into high-demand, high-wage jobs in Utah. Our anticipated ESP is capable of creating customized curriculum in partnership with businesses and industries to ensure that students develop workforce-ready skills and competencies. We know there is a skills gap in Utah because we see it every day in our professional lives. It is also well-documented; the U.S. Chamber of Commerce reports that there are fewer than three workers for every four jobs in Utah, the fifth-lowest ratio in the nation.[9] It is our mission to empower all students to contribute positively to the communities in which they live by preparing them for careers that are relevant in Utah. The flexibility and reach we will have as an online school will ensure our students have access to a variety of career pathways. CAU's career-focused program will provide instruction, workplace experience, professional skills development, dual-credit opportunities, mentoring, and counseling services. It will lay the foundation for a range of careers and provide its students with opportunities to earn industry-recognized credentials.

Key attributes of CAU's CRE program include:
- Continuously building relationships with industry leaders throughout the state to provide students with work-based experiences including job shadowing, mentoring, and networking opportunities and in person or virtual internships.
- Utilizing Project Based Learning where students can develop and practice professional skills including collaboration, problem solving, communication and leadership to prepare them for the modern workplace.
- Career counseling and an Academic Plan individualized to each student's needs and academic and career pathway interests.
- Industry-recognized certifications that open doors for postsecondary job opportunities.
- Dedicated Career Readiness staff to provide the necessary support to students in the CRE program.
- Utilizing networking platforms such as Tallo and Nepris to connect students with industry professionals, potential employers, and postsecondary institutions and opportunities across Utah and the nation.

Governing Board
Career Pathways Education Solutions is a Utah nonprofit corporation organized and existing pursuant to the *Utah Revised Nonprofit Corporation Act* created solely for the purpose of establishing a Utah public charter school, Career Academy of Utah. Current board members are:
- Todd Bingham, President (President/CEO of the Utah Manufacturers Association)

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[9] UtahPolicy.com. "Utah facing 5th greatest workforce shortage in America, U.S. Chamber study finds". (January 14, 2020). Retrieved on November 5th, 2020 from: https://utahpolicy.com/index.php/features/today-at-utah-policy/22660-utah-facing-5th-greatest-workforce-shortage-in-america-u-s-chamber-study-finds

- Brian Somers, Vice-Chair (President, Utah Mining Association)
- Kelvyn Cullimore, Treasurer (President/CEO Bio/Utah)
- Rikki Hrenko-Browning, Secretary (President, Utah Petroleum Association)
- Ethan Deceuster, Board Member (Course Development Project Manager, Online Instructor, and Digital Learning Designer, Dixie State University)

All members of the nonprofit corporation board are committed to continuing their service as the Governing Board should the School be granted a charter. The Board will continue to recruit new members with diverse experience to ensure sustainable governance as identifiable needs arise. In addition, the Board will form a General Advisory Council that will consist of business and industry experts and leaders with extensive knowledge of the workforce development needs of the state. The GAC will serve a complementary role to the dedicated CRE staff by providing market-based expertise, guidance, and assistance around the development, structure, and implementation of the career pathway programs, especially in the area of developing work-based learning experiences and community partnerships.

Rationale for the School
The corporation board consists of business and industry association leaders and an educator who are focused on establishing innovative public school options that align career readiness education for students with the workforce development needs of the state of Utah. CAU will prepare its students to fill that talent pipeline. In doing so, we will democratize access to high-quality career readiness education. Many students in rural and transitional counties do not have access to the kind of program CAU proposes although employers in those areas have available jobs. Rural and transitional counties in Utah accounted for approximately 25% of the state's population in 2016 and their unemployment rates are significantly higher (5.9%) – more than double--the rate in urban communities (2.9%).[10] The School's flexible model and innovative approach will prepare those students for technical, high-paying jobs, especially in the fields where CAU's board members have expertise.

The most compelling reason to provide a statewide virtual career readiness school is that studies show CRE programs effectively engage students, lead to long-term positive outcomes for students and the economy, and are highly valued by students and parents. Nationwide, the graduation rate for students who concentrate in a career readiness pathway is about 95 percent, roughly 10 percentage points higher than the national average for all high school graduates.[11] The estimated impact of achieving a 90 percent graduation rate nationwide is a $5.7 billion increase in economic growth and $664 million in additional federal, state, and local taxes.[12]

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[10] State of Utah's Rural Planning Group. (2017). State of Rural Health: Current Analysis and Long Term Trends. Retrieved on November 5th, 2020 from http://www.ruralplanning.org/assets/soru-report.pdf

[11] "Career and Technical Education & Student Achievement", AdvanceCTE. https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE_Student_Achievement_2018.pdf. Accessed 1/6/2020.

[12] Based on class of 2015. "The Graduation Effect: Every Student's Potential to Impact a Community". Alliance for Excellent Education. November 2017. http://graduationeffect.org/US-GradEffect-Infographic.pdf. Accessed 1/6/2020.

Students who participate in career readiness programs may also be less likely to be displaced by automation. Per a report by the McKinsey Global Institute, within 60 percent of jobs, at least 30 percent of activities could be automated. Automation will affect some of the largest occupational categories in the U.S., including office support, food service, production work, and customer service and retail sales. Individuals with a high school degree or less are four times more likely to be in a highly automatable role than individuals with a bachelor's degree or higher.[13] A high-quality CRE program will help students develop skills that will serve them even in the age of automation, and the professional skills and self-reliance students will learn during the program will help them adapt to the changing nature of work as they move through their careers.

In terms of how parents and students value career readiness education opportunities, a study by Advance CTE with support from the Siemens Foundation found that 93 percent of parents and students say, "finding a career that I/my child feels passionate about is important", and 82 percent of CRE students are satisfied with their ability to learn real-world skills in school, compared to only 51 percent of non-CRE students.[14]

School Alignment with USU Mission and Vision
CAU's mission and vision include four key attributes that align with the USU-CSF mission, vision, and values: proficiency, innovation, access and collaboration. The Board shares USU-CSF's passion for fostering 100% student learning proficiency. We strongly agree that students should be able to make postsecondary decisions based on what they can do, not on what their deficits allow. We anticipate contracting with an ESP whose curriculum is deeply rooted in cognitive science research and who has a team dedicated to constantly improving its instructional program based on data-driven insights and learning sciences.

We also believe that innovative career-readiness education makes learning authentic for students and empowers them to identify and pursue their passions. Our focus on authenticity resonates with USU-CSF's core value of setting the context for learning proficiency within the broader interests of society.

Additionally, like USU-CSF, the Board is focused on ensuring equity of student learning outcomes. CAU's innovative virtual model will allow for equitable education access for all students in Utah. Any student – regardless of geographic location or socioeconomic status – will be afforded the opportunity to partake in CAU's career learning offerings. The School's collaboration with statewide industry partners will further ensure that students from all over the state can benefit from workplace-based learning and professional development experiences including internships and/or pre-apprenticeship experiences where available.

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[13] "The Future of Work in America". McKinsey Global Institute. https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-in-america-people-and-places-today-and-tomorrow. Accessed 1/6/2020.

[14] " The Value and Promise of Career Technical Education: Results from a National Survey of Parents and Students". AdvanceCTE.
https://cte.careertech.org/sites/default/files/files/resources/The_Value_Promise_Career_Technical_Education_20
17.pdf. Access 1/6/2020.

School Differentiators
CAU, a virtual charter school, will be unique in the state of Utah because it will:
- be solely focused on providing a comprehensive career readiness education;
- enroll students in grades K-12 including grades K-5 when foundational learning proficiency is developed, unlike four existing Utah virtual charter schools that only enroll students in middle and high school;
- remove barriers that have traditionally existed to Utah CTE programs for students in rural areas or those without access to a CTE center or courses at their local school;
- use innovative teaching methods (e.g., PBL) to prepare students for the modern workplace;
- build partnerships with industry, higher education, and student organizations; and
- provide its students with opportunities to earn industry-recognized credentials.

2. Charter Agreement – Exhibit A

Purposes the School will Meet
CAU will meet four purposes outlined in the Utah Charter Schools Act:
Increase choice of learning opportunities for students: many brick-and-mortar schools in Utah have exceptional career and technical education programs, but not all students have access to those opportunities. Even those who live in proximity to a school with one or more CTE programs may not have the opportunity to participate in programs with as much breadth or depth as those proposed by CAU. There is no existing statewide option that offers the breadth of CRE that is proposed at CAU. The virtual model of the School allows for all students – whatever their zip code – to enroll and participate in the School's offerings. It also allows for greater opportunity to partake in workplace-based learning, internships, and shadowing experiences as students are afforded greater control over their schedules.

Create new professional learning opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the School: professional development will be an ongoing pursuit focused on providing teachers with the skills and competencies required to meet the needs of students and their families including data-driven instruction, instructional practices, and instructional leadership. Each teacher will have an Individual Development Plan that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed and other optional offerings particular to their areas of interest. CAU's school-based professional development program will address the needs of experienced as well as new teachers and administrators.

The anticipated ESP will provide a robust professional development program as it pertains to virtual learning and associated best practices. Since 2017, Stride has partnered with Southern New Hampshire University (SNHU) to develop competency-based learning modules, specializations, and a Master of Education (M.Ed.) in Online Instruction degree and six related specializations (see Professional Development section in Section 6. Staffing for more information).

Continue to improve student learning: the paramount goal of CAU will be to foster 100% student learner proficiency. The design, development, and delivery of the School's curriculum is

grounded in a set of guiding principles that promote critical thinking and problem-solving skills to prepare students for the demands of the 21st Century. While maintaining a strong alignment to Utah state standards, teachers will use "big ideas" in every subject area to organize the explicit learning objectives for each course. This approach enables teachers to easily connect their instruction to both content standards and to Utah state standards. It also helps students understand how skills and standards are connected, providing a coherence to the teaching/learning process often missed when content standards are taught as independent, unrelated ideas.

The anticipated ESP's content experts have developed a clear understanding of those subjects, concepts, and skills (as determined by experience and research on learning and teaching) that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts and on the most challenging concepts and skills. Existing research, feedback from parents and students, and experienced teacher judgments are used to determine these priorities and to modify the learning systems to guide the allocation of each student's time and effort. It is important to emphasize that this personalized approach to instruction ensures that every student will receive the instructional support needed to master Utah content standards.

Encourage the use of different and innovative teaching methods: CAU will offer a personalized learning program, including project-based and hands-on learning, that is markedly different than a traditional "sit and get" curriculum. The curriculum provides an interactive framework designed to enable students to fully reap the benefits of the personalized online learning environment. Many digital curriculum courses created by other curriculum providers are simply online textbooks and lack robustness and implementation support. The anticipated ESP's course experience is designed expressly for a digital learning environment that follows careful instructional design principles and is packed with rigorous content so that the learning experience creates a full story arc. Courses follow a framework of interactivity that is peppered with engaging media and video and interactivity, fully using technology to enhance learning and engage students. Courses match interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, feedback from the students in the schools and programs served by the ESP, as well as feedback from parents and teachers.

CAU's Defining Characteristics
CAU has two defining characteristics: a focus on personalized education through its virtual model, and comprehensive career-readiness education offerings.

The curriculum products and materials that CAU proposes to offer have a range of content rigor, flexibility in content sequencing, and features that engage and motivate students. We understand that each student CAU serves will be different in how they want to learn, choose to learn, and what they need to learn; therefore, we believe it is important that every course and every supplemental product or tool support that individual personalized learning need.

Our goal is to maximize the effectiveness of direct instruction that teachers provide by surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction. Many students will benefit from both direct instruction and online independent learning tools. Some will rely heavily on teachers and, to a lesser extent, Learning Coaches, while others will be more independent and self-directed. By supporting all these

learning preferences, CAU will meet the needs of the range of students it serves. Connecting all these learning support sources is alignment to state content standards, a range of rigor, and a diversity of content to maximize student engagement.

The learning experiences offered by CAU through courses, supplemental materials, diagnostic tools, and learning reinforcement tools are each designed to engage students. It is important to recognize that effective teaching and learning is about meeting the student where s/he is on a continuum of learning within each content area, utilizing technology and teacher expertise. Effective teachers adapt curriculum and instruction to meet the needs of individual students. Products like Stride, a personalized digital rewards-based learning system, do this through algorithms, but the end result remains the same—meeting the needs of individual students. Personalized learning must be available to every student through each content experience.

Consider a continuum of content, ranging from teacher-led instruction to a completely technology-driven experience. CAU will offer teachers for every subject/course and every student. Class sessions may be delivered in small group or personalized individual sessions. Regardless of the technology level, the important feature of these personalized experiences is that each one provides learning experiences that meet the specific and unique learning needs of individual students.

The second defining characteristic of CAU is its career-readiness education (CRE) program. Our Board is made up of industry professionals – CEOs and Association leaders of some of Utah's largest industries. As a governing body, we are committed to ensuring students graduate with the skills they need to confidently pursue postsecondary education or step directly into high-demand, high-wage jobs in Utah. Our anticipated ESP is capable of creating customized curriculum in partnership with businesses and industries to ensure that students develop workforce-ready skills and competencies. We know there is a skills gap in Utah because we see it every day in our professional lives. It is also well-documented; the U.S. Chamber of Commerce reports that there are fewer than three workers for every four jobs in Utah, the fifth-lowest ratio in the nation.[1] It is our mission to empower all students to contribute positively to the communities in which they live by preparing them for careers that are relevant in Utah. The flexibility and reach we will have as an online school will ensure our students have access to a variety of career pathways to explore and pursue.

CAU's career-focused program will provide instruction, workplace experience, professional skills development, dual credit opportunities, mentoring, and counseling services. It will lay the foundation for a range of careers and provide its students with opportunities to earn industry-recognized credentials.

Key attributes of CAU's CRE program include:
- Continuously building relationships with industry leaders throughout the state to provide students with work-based experiences including job shadowing, mentoring, and networking opportunities and in person or virtual internships.
- Utilizing Project Based Learning where students can develop and practice professional skills including collaboration, problem solving, communication and leadership to prepare them for the modern workplace.

- Career counseling and an Academic Plan individualized to each student's needs and academic and career pathway interests.
- Industry-recognized certifications that open doors for postsecondary job opportunities.
- Dedicated Career Readiness staff to provide the necessary support to students in the CRE program.
- Utilizing networking platforms such as Tallo and Nepris to connect students with industry professionals, potential employers, and postsecondary institutions and opportunities across Utah and the nation.

We believe this model is particularly compelling as a virtual program that has the ability to reach students in all parts of the state. Too often, rural students do not have access to high-quality CRE pathways. CAU's student-centered online learning component coupled with a focus on career readiness education brings far reaching opportunities to students in both rural and urban settings. Through this innovative approach, CAU will elevate learning by bringing relevance through hands-on experiences and real-world training. This will prepare students for high-paying, high-skilled jobs in their communities and throughout Utah.

Enrollment Preferences
CAU will not provide enrollment preferences.

SMART Goals

SMART Goal	Measure	Goal Performance Levels			
		Exceeds	**Meets**	**Does Not Meet**	**Falls Far Below**
Mission Specific Goal: Foster 100% learner proficiency	CAU students will demonstrate proficiency on the annual RISE assessment within three years of continuous enrollment.	Requisite proficiency is achieved for students who have been enrolled at least two years	Goal is met as defined	Requisite proficiency is achieved for students who have been enrolled at least four years	Requisite proficiency is not achieved for students enrolled at least four years
Mission Specific Goal: graduate students with workforce-ready skills	• Every CAU middle school student will enroll in career explore coursework. • Every CAU high school junior or senior who has been enrolled continuously for three or more years will meet or exceed 3.0 credits in a single pathway, meeting the definition of a pathway completer. • Every student will partake in career exploration activities via workplace-based learning, Nepris virtual sessions (a	All bullet point goals are achieved and greater than 50% of graduates earn more than 3.0 credits in a single pathway	Goal is met as defined	At least two bullet point goals are achieved	Less than two bullet point goals are achieved

	networking platform which connects educators and learners with industry professionals), and/or internships.				
Relative Academic Performance Goal: meet the state's average graduation rate	By its third graduation cohort, CAU's graduation rate, as measured by the state, will meet the state average.	By its third graduation cohort, CAU's graduation rate exceeds the state average	Goal is met as defined	By its third graduation cohort, CAU's graduation rate is below the state average	By its third graduation cohort, CAU's graduation rate is in the bottom quartile of the state
Student Academic Gain Goal: rank in the top quarter of comparison schools in terms of RISE growth scores	CAU's RISE growth scores for students who have been enrolled at least three continuous years will rank in the top quarter of schools with similar demographics and program delivery methods.	CAU's RISE growth scores for students who have been enrolled at least three years rank in the top three of comparison schools	Goal is met as defined	CAU's RISE growth scores for students who have been enrolled at least three years rank in the top half of comparison schools	CAU's RISE growth scores for students who have been enrolled at least three years rank in the bottom half of comparison schools

3. Program of Instruction

3a. Program of Instruction

CAU will be a full-time, public virtual charter school that delivers a sequential program of synchronous and asynchronous instruction built around Career Readiness Education (CRE) and exploration using a Project Based Learning (PBL) model.

Instruction will be delivered primarily through the use of technology via the Internet in a virtual or remote setting. Students will access their courses and lessons, take assessments, and submit assignments and materials through the School's Learning Management System (LMS).

Students and teachers will interact online in whole group, small group, and one-on-one scheduled sessions. They will also communicate via web conferencing tools, telephone, email, instant messaging, and in person. In person meetings referenced throughout the charter application will conform with state and local guidance related to COVID-19. Utah licensed and endorsed teachers will be assigned to each course, trained in Project Based Learning, and will be directly responsible for the engagement, instruction, and learning of their students To accommodate both struggling and advanced learners, teachers will be expected to modify and adjust curriculum to meet both group and individual learning needs. Teachers will work in conjunction with Learning Coaches (usually parents or guardians but can be any caring adult that the parent or guardian selects) to ensure student success.

CAU's students can participate in real-world learning experiences, like in person or virtual internships, externships (short, practical experiences provided by employers), summer jobs, and apprenticeships, that allow them to apply the technical skills they've learned in school and develop professional skills like teamwork and critical thinking that drive long-term career success. Most real-world experiences will take place during our students' junior and senior years or during summer breaks, and industry partnerships will be built by dedicated ESP staff members and members of the General Advisory Council (for details, please see response to question 3c.). Career counselors will be charged with matching students to real-world learning opportunities.

The CRE approach is more comprehensive than the vocational training of the past and much broader than what's traditionally referred to as Career Technical Education (CTE):
1. Students complete core academic subjects alongside applied learning experiences that provide the skills needed to thrive in high-growth industries.
2. Coursework is combined with real-world experience working with industry partners such as Nepris to provide work-based experiences and/or project based learning opportunities conforming with state and local guidance related to COVID-19.
3. Graduates enter the next phase of their lives with more than just a diploma, whether they're off to college, entering the workforce – or both.

As documented in Section 8 Contracts, the Board, through its due diligence, determined that this CRE model implemented in several other schools served by our anticipated ESP, Stride, has resulted in positive student outcomes and the attainment of academic goals.

Educational Philosophy
The CAU educational philosophy is based on three tenets which will support student learning:
1. The education program will be grounded in learning science and personalized to each student's learning needs. The School's research-based curriculum, built around essential knowledge, skills, standards, and academic rigor, will include built-in cognitive science-based learning strategies and will be delivered in a systematic way. For example, K-5 students will develop early literacy skills by progressing through research-based core, comprehensive, systematic reading instruction in phonics and spelling using Orton-Gillingham methodology as well as developmental reading comprehension, fluency, and vocabulary instruction. Using authentic texts, students will engage with high quality literature and integrate this learning with clear instruction in the learning process.
2. Skilled teachers will be key to student learning success. Professional development will be a year-long pursuit focused on providing experienced and new teachers with the skills and competencies required to meet the needs of students and their families including data-driven instruction, instructional practices, and instructional leadership. Each teacher will have an Individual Development Plan that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator and other optional offerings particular to their areas of interest.
3. Successful completion of CAU's career readiness program with a diploma will signify not just completion of past coursework but a true readiness to tackle what comes next, giving students a jumpstart on life after high school. Foundational teachings in general education coursework and specific career and interpersonal skills coursework will be delivered through Project Based Learning (PBL) which will also provide students with

opportunities to engage in experiences that reflect both life and work. CAU will prepare students for their future by teaching professional skills to succeed in traditional and online environments, digital proficiency, and collaboration through PBL and Career and Technical Student Organization (CTSO) participation. Students will have the chance to embark on a future career path while still in school with the wraparound services they need to achieve their goals.

Instructional Delivery Model

CAU will be different from a "typical" school. The PBL instructional delivery model will begin in sixth grade and run through both foundation and career readiness coursework. PBL projects are built from the intersection of learning standards and real-world challenges. Students develop and practice professional skills while learning academic content and skills. Many projects, like the authentic challenges they incorporate or simulate, exist across content areas and are best built through an interdisciplinary approach. Hallmarks of the quality of PBL that will be required include student engagement through relevance; alignment to standards; authenticity; opportunities for sustained inquiry; student voice and choice; critique, revision, and reflection; collaboration; and public exhibition of knowledge and skills.

During elementary school, students will begin to explore careers and develop professional skills (e.g. communication, organization, presentation). The School's career readiness director will work with teachers to introduce students to the concepts of careers and design lessons, activities and field trips that provide opportunities for students to experience various careers. Career kits - similar to science kits – will be sent to K – 5 families for students and parents to explore together. The anticipated ESP has partnered with the Inventors Hall of Fame to create these quarterly career exploration experiences in a variety of career clusters.

Starting in grade 6, students will engage in a yearlong course with the purpose of exploring various career options and opportunities that are available in the digital, service, and innovation economy that is currently driving employment in Utah. The goal of the 6th grade career readiness experience is exposure and awareness that provide a foundation to select a career readiness course in each of grades 7 and 8 that drills down to an exploration experience at the cluster level. This aligns with the Utah State Board of Education's vision that middle school students will be college and career aware (General Core Requirement in R277-700-5(4)(h)).

There are two stages to the middle school career readiness approach: Career Awareness and Career Exploration. During the Career Awareness phase, students will take part in awareness coursework, including introduction to career clusters, PBL, and professional skills development. They will also be exposed to virtual work-based learning via Nepris sessions. Students in grades 7-8, as appropriate, will begin to take part in CTSOs. The Career Exploration phase of the middle school career readiness program allows students to focus their experience by selecting a career readiness exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. In the second semester of grade 8, students will be introduced to Tallo, a platform that allows students to showcase their skills, abilities, and credentials to businesses and colleges allowing them to begin building their personal portfolios and developing their network.

Throughout high school, our students will be part of a cohesive career readiness experience blending PBL courses; career exploration tools; CTSOs; career counselors; National Career Readiness Certificate/Test Prep; work-based experiences; industry partnerships; college credit; dedicated, licensed and endorsed staff; and a statewide General Advisory Council. Upon graduation, students will be prepared to pursue a specific career and/or postsecondary education. All of this will be grounded in a sound foundational education utilizing Stride's research-based curriculum. Students and teachers will interact online in whole group, small group, and one-on-one scheduled sessions utilizing a web-conferencing tool (e.g., Newrow). They will also communicate via telephone, email, Zoom, instant messaging, and in person. Utah licensed and endorsed teachers will be assigned to each course, trained in PBL, and will be directly responsible for the engagement, instruction, and learning of their students.

Every student at each grade level will have a Learning Coach who will support the student in their learning process. Teachers and career counselors will work with Learning Coaches and students to ensure student success through extensive support features such as lesson guides, tools, videos, and opportunities to talk with other parents of current students through Learning Coach University (interactive workshops specific to the role of the Learning Coach also providing opportunities for Learning Coaches to connect), and Coach to Coach programming (weekly conversation and support community for the sharing of best practices by Learning Coaches).

Project Based Learning

To hone their developing social and professional skills (e.g. communication, collaboration, teamwork, problem solving, etc.), CAU students will participate in PBL, an experiential approach to education in which students learn principles of math, science, English, business, social studies and other subjects through relevant and authentic applications that mimic the real-world environment of a workplace.

Today's fast-paced work environment requires employees to learn new material via traditional methods such as reading a book or manual and much learning also occurs online. Many employees work remotely on teams from multiple physical locations. Online training, computer-based, and multi-location work groups are a major part of today's work environment. PBL in an online environment mirrors this real-life experience.

CAU will weave PBL and professional skills development into all aspects of each student's education – core and career-based courses alike, and at all grade levels. The School's PBL courses incorporate best practices and research-based approaches into designing the student experience. The PBL courses do not simply add projects to existing curriculum; rather, learning takes place through the projects themselves. One project may encompass concepts from many course topics. Furthermore, every PBL course is designed to integrate professional skills development to ensure our students are ready to work in professional environments.

Career-based projects will integrate standards from multiple subject matters and licensed and endorsed teachers will collaborate with one another to ensure standards are being met within the CRE courses. Core courses will use a series of projects, direct whole class instruction, online curriculum, and small group instruction to ensure state standards are being met and students are

learning in an applied real-world environment. A "Day in the Life" of a CAU high school student is included below to capture this in an illustrative format.

Each career project will last from 4 – 6 weeks, while projects related to specific core curriculum may differ in duration. In either case, students will be assigned to different teams to work on discrete projects in order to mimic the real-world work environment of today. All projects will be grade level appropriate with the proper instructional guidance for each age group.

Classes and projects will be delivered via a teacher-led web conferencing platform like Newrow, which allows whole group, teacher-led classes and interaction as well as small group breakout sessions so students can work together in live sessions with teacher oversight.

Students will collaborate with each other to complete these projects. Students will work with their teams using current industry standard collaboration software such as Microsoft Teams. This will ensure that our students are trained to use the most recent technologies and software systems.

Students will connect with outside experts to provide greater authenticity and mentorship throughout projects. Such authenticity will be facilitated by state-based industry partners that the School will continuously develop and online resources such as Nepris which virtually connects educators and learners with a network of industry professionals, bringing real-world relevance and career exposure to all students.

Two best practices of PBL are:
1. Students presenting their work to an authentic audience of professionals in the field they are studying; and
2. Students reflecting on their experience once projects are completed.

Most final projects will be presented virtually, and, in some cases, industry professionals will provide input. The School also intends to create face-to-face opportunities each semester for students to present to an audience and reflect on provided feedback. In person meetings will conform with state and local guidance related to COVID-19.

A Day in the Life of a High School Student - - Web and Digital Design Pathway Example
While the example below is characteristic of the *type* of day a high school student may have, there will be no such thing as a "typical day" as the structure and framework of CAU will be intentionally fluid to mimic a realistic work environment.

 8:00 am – Digital Design: Sarah's Tuesday starts with a web-conferencing meeting in Newrow where a new project is being implemented in her Digital Design course. The project is being introduced by the Chair of the 25th annual Red Rock Springs Earth Day Festival, a four-day event with live music, art installments, food trucks, and environmental education activities that attracts thousands of visitors from all over the country. Prior to presenting this to the class, Sarah's teachers collaborated on the project design to ensure specific Utah Core Standards would be met (e.g., English Language Arts, Earth Science, and Social Studies).

The Festival Chair presents the class with the following project:
We want to market the event in a way that builds anticipation, excitement, and momentum for the festival, and we want your team to develop the art and promotional materials for the festival. Specifically, we need designs for t-shirts, posters, flyers, and web banner advertisements. Designs should capture the heart of the festival and compel people to visit the festival and our city while inspiring them to act in support of the global environmental movement. Designs for each product should not be identical but should have continuity. Designs will be presented at our next board meeting

Sarah and her classmates are divided up into project groups of four to five students each to complete the design. With the board meeting presentations 5 weeks away, they will need to get started immediately (most career projects last 4 – 6 weeks). Today, after discussing the project description, Sarah and her team spend 45 minutes in a Newrow breakout group setting up a Microsoft Teams account and planning how they will work through the research tasks. Microsoft Teams will let her team collaborate and share their work both inside and outside of live Newrow class sessions.

Sarah and her team start by defining the challenge. From the live presentation and the accompanying document, they create a list of what they already know about the challenge and what they will still need to know to be successful. From there, they decide what the best next steps are to research where most participants are visiting from; the history of Earth Day; common words and imagery associated with Earth Day; and what makes Red Rock Springs a special town that could attract visitors.

Looking at the project calendar, the team decides they want to get this research done prior to Wednesday. On Wednesday, the entire class will spend an hour interviewing the city's mayor about the event via the Nepris platform, a virtual network that connects business, industry, and government to classrooms bringing real-world relevance and career exploration to students.

9:30 am - Algebra: After the Digital Design team meeting, Sarah attends a small group Class Connect session. Sarah's Algebra teacher has noticed via online assessments that Sarah and a handful of other students are struggling with graphing algebraic equations. The class is synchronous and Sarah's teacher leads the small group to make sure each student walks away with an understanding of algebraic graphing concepts. Sarah has an "aha" moment and really gets it. A post-class assessment is given to ensure all students have grasped the material.

10:30 am - Break: Sarah has an hour break and she grabs a snack, talks to her father about her progress and new project, and spends a half hour reading *The House on Mango Street* by Sandra Cisneros before her next class, American Literature, which will also be live.

11:30 am – American Literature: Sarah logs in to a live Class Connect session where her American Literature teacher leads a discussion on *The House on Mango Street*. Afterwards, her teacher assigns a new project: explore the culture of Mexico. Sarah is assigned to a project team tasked with creating a presentation using Microsoft tools that discusses three famous Mexican scientists or mathematicians; includes regional details about the people, customs, courtesies, and lifestyle of the people of Mexico; presents an unusual regional recipe; and discusses how this

new knowledge about Mexico has changed or reinforced their understanding of Esperanza and the other characters in *The House on Mango Street*.

12:30 pm – Independent Study: After American Literature, Sarah logs in to the Learning Management System and checks her dashboard. She sees she has to catch up in her Chemistry class. There is a synchronous session tomorrow and she is a chapter behind. She completes the chapter and learns about chemical bonding and reactions and works through an online lab about precipitation reactions with salt.

1:30 pm – Group Project Work: Sarah has a late lunch and checks in with her project teams in Microsoft Teams. She sees one group member from her Digital Design course has already started researching the history of Earth Day. Sarah is surprised the holiday only dates back to 1970 so she follows up with her own research and finds and watches a short 1970 CBS news special about the first Earth Day. She jots down in her group chat an idea about using the colors from the icon from the broadcast in their design work. Another teammate who happens to be in Teams at the same time responds with excitement and adds a few more ideas from his own research.

2:30 pm – Manufacturing Explorations: Finally, Sarah wraps up her day by completing a project she started four weeks ago in her Manufacturing Explorations class: to design an enclosure that will ensure cables stay stabilized and connected to an imaging sensor during testing cycles. The company posing this project has had issues with the link between the sensor and the cables breaking regularly and needs a solution to this problem. Sarah's team was charged with creating a 3-D model; developing a whitepaper; and creating a PowerPoint presentation. Today they are presenting the final project to their teacher, classmates, and the Surface Mount Director at the company who helped develop the project. During the presentation, Sarah's team displays images of their model in a shared PowerPoint slide show. Each member takes a turn on camera presenting and defending their design choices. Sarah is excited because when the Surface Mount Director asked her a question about her part of the presentation, she is able to answer confidently.

By asking students to work on multiple projects at once, the School will reflect real-life work environments and teach our students how to manage time and balance resources. Sarah's teachers explicitly teach student collaboration, communication, and project management skills right along with course content. Student collaboration is taught, modeled, assessed, and practiced in a safe and secure environment. The teacher monitors and can step in when there are challenges in peer-to-peer interactions and use them as learning opportunities.

CAU students will have scheduled meeting times for various classes which will usually take place on the Newrow platform in which teams can work together with teachers present. Students will also be expected to meet independently with their team members using Microsoft Teams while teachers are monitoring. Students will be taught – and have ample opportunity to practice – proper online etiquette and communication skills.

This project-based approach will be used in all grade levels and content areas where it is appropriate. All projects are designed from state, national, and/or industry (for career education

courses) standards and with the age and readiness of the learners in mind. Oftentimes the youngest students are some of the best project-based learners as they are unaware of limitations.

Personalized Learning
CAU will customize the learning experience for all students by addressing each student's unique strengths, weaknesses, and aptitudes by developing the following plans:

- A communication plan to inform students and their families about the required elements of the instructional program as they apply to personalizing the learning for students:
  - o welcome call to each student and her/his Learning Coach within the first two weeks of enrollment;
  - o online orientation with each student and Learning Coach within the first two weeks of enrollment to learn about synchronous instruction via Class Connect sessions, the Learning Management Systems, how to navigate the curriculum, requesting help, first week of school activities (including readiness assessments), and school specific requirements;
  - o testing requirements (readiness, formative, and/or summative); and
  - o synchronous and asynchronous instructional cycle requirements which are individualized based on student academic needs.
- Creation of an individual student synopsis at the end of the school year including:
  - o a description of the support the student received in each instructional cycle;
  - o the student's successes; and
  - o recommendations for further improvement to be carried over to the next school year if appropriate.
- Development of an Individual Graduation Plan for each student in grades 8-12 which complies with state requirements including:
  - o a 4 year high school course plan;
  - o credit and graduation requirement checks;
  - o postsecondary planning;
  - o prior test score data; and
  - o any additional elements, as required.

Role of a Learning Coach
Learning Coaches are usually the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. A Learning Coach supports the student in the learning process while they are enrolled in the School. They are responsible for ensuring their student is on track with assignments and coursework as well as communicating with teachers throughout the school year. Learning Coaches play an active role, especially in the earlier grades.

The typical time commitment for a Learning Coach varies depending on a variety of factors but in general a Learning Coach should anticipate the following commitments:

- Grades K-5: 3 to 6 hours/day
- Grades 6–8: 2 to 4 hours/day
- Grades 9–12: 1 to 2 hours/day

Advisor Support
In order to ensure that each student has at least one staff member in addition to their teachers who has developed a strong relationship with the student and to strengthen the student's bond to the School, the School will assign groups of students to one staff member in an advisor and advisee relationship.

In all grades, the Advisor will be assigned a caseload of students to support throughout the school year. A content teacher will be assigned a small group of students and serve as their homeroom teacher. The Advisor will support students as needed in collaboration with the homeroom teacher, providing an additional layer of support.

The Advisor will serve as the student and Learning Coach's first point of contact for holistic oversight, engagement support, general issues, and communication, and will help guide the student through the digital experience. One tool Advisors employ to support students is the Student Success Plan, a plan created with the student and Learning Coach to help a student get back on track in school, if necessary. Advisors will be responsible for welcoming new students to the School, building community through live sessions, monitoring student engagement data and attendance data, and working with the student and family to create effective Student Success plans. Students are assigned to homeroom or advisor groups in a way that best meets the needs of the student (e.g., grade level, multi-grade level with family groupings, looping, cohort, etc.).

Guided Outreach (GO) Engagement Strategy
The GO engagement strategy begins with an assessment of a student based on two related dimensions – Academics (percent of courses passing) and Engagement (days logged in previous week) – and then sets out four levels of support for that student based on the assessment:
Green: connections primarily with teachers
- o   Supportive strategies to reinforce success
- o   Encouragement and contact through Student Recognition Program
Yellow: targeted intervention from Advisor
- o   Weekly connections and development of Student Success plans
- o   Targeted engagement and student success strategies
Orange: high level of Advisor intervention and support
- o   Holistic support to remove engagement and log in obstacles
Red: intervention involving absenteeism prevention programming and school attendance policy to engage students
- o   Daily login and course activity monitoring
- o   Holistic support to remove obstacles to engagement
- o   Once engagement and login challenges are resolved, students receive Advisor support

Assessment
All CAU students will be assessed as required by Utah state statutes including Section 53E-4-301 and regulations including R277-404 as they apply to charter school students. The paramount academic learning goal of CAU will be to foster 100% learner proficiency as measured by RISE annual assessments. Our goal is for all CAU students to demonstrate proficiency on the annual RISE assessment within three years of continuous enrollment.

We have set the following academic performance goals:

- CAU students will demonstrate proficiency on the annual RISE assessment within three years of continuous enrollment.
- By its third graduation cohort, CAU's graduation rate, as measured by the state, will meet the state average.
- CAU's RISE growth scores for students who have been enrolled continuously for at least three years will rank in the top quarter of schools with similar demographics and program delivery methods.

The School's ability to track growth is essential in demonstrating that students are benefiting from instruction and experiences. Therefore, an independent, norm-referenced assessment will be administered to each student three times per year to measure growth. The Board expects to utilize the NWEA MAP Growth assessment tool to track student growth and progress towards proficiency. It is aligned with the mission of the School and provides a variety of reports to guide instruction and personalize learning, including Student Growth Analysis and Projected Proficiency Reporting that provides projected proficiency data and probability for passing the annual RISE assessments.

CAU will establish successive instructional cycles throughout the school year. Each instructional cycle is a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Formative assessments will be given during the instructional cycle. Throughout the instructional cycle, teachers and academic leaders will collaborate to analyze student performance data in core content areas. Based on this analysis, students will be assigned to appropriate synchronous Class Connect sessions to include targeted instruction for all students. The frequency and duration of required synchronous instructional sessions are dependent on each students' academic needs. The entire instructional cycle (instruction, assessment, data analysis/student grouping, and student/parent communication) generally lasts 6-8 weeks with one week between cycles for teachers and academic leaders to do an even deeper dive into data. Strategically scheduled formative assessments, administered from the USATestprep platform, will provide data to drive high-quality instruction in small, targeted group sessions.

Teachers/administrators will participate in weekly data meetings to review student-level performance data, as well as class trends, allowing for fluid student groupings based on individual and small group needs. These assessments are administered frequently to guide learning throughout the instructional cycle by evaluating where students are in their progress and track towards positive performance and proficiency of standards. Formative data is used for instructional, predictive, and evaluative purposes, including:

1. instructional needs of individual students
2. instructional practices' and initiatives' effectiveness
3. projection of whether a student, class, or school is on track to achieve proficiency benchmarks
4. aggregated data at critical points in the year
5. individual and collective student growth

CAU's curriculum assessments employ a variety of formats, allowing students to demonstrate what they have learned using multi-modal assignments. CAU's curriculum includes a dashboard that provides visibility to teachers on how students are performing on particular learning objectives and aligned standards. The dashboard allows teachers to respond in real-time to students' instructional needs.

NOCTI, CompTIA, and Certiport organizations will provide our students with industry-approved tests for certifications and other assessments.

Administering State Assessments
CAU will inform parents and students that state assessment participation is mandatory. Parents will be asked to sign an enrollment acceptance form acknowledging enrollment includes participation in state testing. A testing schedule will be made available to parents and students as part of the school calendar. The Parent/Student Handbook will also include a section on state assessments and student participation in them. Finally, teachers and staff will be in contact with parents and students about upcoming assessments, their participation, and information on where students will take the assessments.

CAU teachers, administrators, and other school staff as needed will administer and proctor state assessments at facilities with classroom style settings (local libraries, local schools, and public meeting rooms) within reasonable driving distance of students' homes, maximizing student accessibility to sites. For online tests, CAU will secure the use of computer labs at sites like community colleges or will bring in mobile computer labs with Wi-Fi hotspots to the regional test locations. These mobile labs will have laptops designated for testing purposes set up and secured to meet test security guidelines. The site locations will depend on the residence and number of students at CAU who are subject to testing. Parents will be responsible for getting students to and from testing sites and they will have ample advance notice of when/where state tests will be administered. CAU will ensure transportation options (Uber, taxi, voucher reimbursement, ride share arrangements, etc.) based on individual situations. The School Administrator will work with parents to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students' Individualized Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable state and federal laws. Transportation costs are accounted for in the Special Education Related Services and Testing Line items in the budget.

CAU will follow the guidelines established by the Utah State Board of Education for proper test administration and security. Testing site coordinators, proctors, and other involved staff will receive training in proper test handling procedures so that test security is not compromised. CAU will ensure that all appropriate staff have knowledge of ethical testing practices and procedures and understand how to secure, administer, and handle the state required tests.

Resources are budgeted under the student assessment account in the charter application budget for assessment costs, facilities, information technology, computers and applicable software, proctors, travel, and other state/sponsor specific testing requirements.

3b. Curriculum

Announce whether charter school personnel will use pre-prepared curricula or if personnel intend to develop their own curriculum. This announcement will determine if you use evaluation criteria A or B for this section.).

☒ We intend to use pre-prepared curricula—u*se evaluation criteria A.*

☐ We intend to develop curriculum—u*se evaluation criteria B.*

The Board anticipates it will contract with Stride to provide Stride's proprietary and third-party curriculum including curriculum customized to the workforce development needs of Utah businesses and industries such as manufacturing, mining, trades, energy, and agriculture. Courses within this curriculum are aligned to Utah Core Standards as well as to the Common Core State Standards, Next Generation Science Standards, and Virtual Learning Leadership Alliance (VLLA)/Quality Matters' National Standards for Quality Online Courses. For each standard at each grade level, Stride alignment specialists identify where in the curriculum the concepts are addressed and note specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the Utah Core Standards. In addition, Stride's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from more than 60 national and international subject area organizations. Career readiness courses are all written to align with state standards as well as national and industry standards. Additionally, they are aligned to certifications where appropriate so students can prepare for certification exams while working through their career readiness courses.

Stride will actively monitor Utah's review, adoption, and implementation of standards and commits to staying current if Utah should change or replace its Core Standards or statewide assessments. To ensure PBL course alignment, projects are built from the standards up. Career-based projects will integrate standards from multiple subject matters and licensed and endorsed teachers will collaborate with one another to ensure standards are being met within the career readiness courses. Core courses will use a series of projects, direct whole class instruction, online curriculum, and small group instruction to ensure state standards are being met and students are learning in an applied real-world environment.

School leaders and teachers from the proposed new school will be involved in a review of curriculum, assessments, and supplemental materials each year or upon a change in Utah Core Standards and/or assessments. Modifications will be made throughout the year by school leaders and teachers as necessary.

The design, development, and delivery of Stride's curriculum is grounded in a set of guiding principles that promote critical thinking and problem solving skills to prepare students for the demands of the 21st Century. While maintaining a strong alignment to Utah state standards, Stride uses "big ideas" in every subject area to organize the explicit learning objectives for each course. This approach enables teachers to easily connect their instruction to both content standards and to Utah state standards. It also helps students understand how skills and standards

are connected, providing a coherence to the teaching/learning process often missed when content standards are taught as independent, unrelated ideas.

Stride content experts have developed a clear understanding of those subjects, concepts, and skills (as determined by experience and research on learning and teaching) that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts and on the most challenging concepts and skills. Stride uses existing research, feedback from parents and students, and experienced teacher judgments to determine these priorities and to modify Stride's learning systems to guide the allocation of each student's time and effort. It is important to emphasize that this personalized approach to instruction ensures that every student will receive the instructional support needed to master Utah content standards.

Several types of multimedia are standard in the Stride curriculum and used strategically to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods:

- *Audio*: maximize the learner's ability to process information without being overwhelmed by visuals
- *Photographs/illustrations*: help represent, organize, and interpret the content
- *Interactive activities*: used to segment content, personalize learning, promote agency in learning, and offer the opportunity to engage in activities incrementally increasing in cognitive difficulty (see Interactive Framework, below)
- *Technology-Enhanced Item (TEI) types:* offer students the opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and bring instruction to life

As an example of interactive activities, many Stride Science courses include virtual labs (vLabs). The vLabs offer highly engaging online experiments that enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

Additionally, many Stride Science courses include simulated environments, called sandboxes, that present the learner with the simplest case appropriate for their knowledge development and then provide the means to reshape the environment using increasingly more sophisticated tools or ideas. These sandboxes engage the learner, give them a framework for understanding and then provide an environment to model, test, and design, based on their conceptual knowledge.

Interactive Framework
The Stride curriculum provides an interactive framework designed to enable students to fully reap the benefits of the personalized online learning environment. Many digital curriculum courses created by other curriculum providers are simply online textbooks and lack robustness and implementation support. The Stride course experience is designed expressly for a digital learning environment that follows careful instructional design principles and is packed with rigorous content so that the learning experience creates a full story arc. Stride courses follow a framework of interactivity that is peppered with engaging media and video and interactivity, fully using

technology to enhance learning and engage students. Courses match interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, feedback from the students in the schools and programs served by Stride, as well as feedback from parents and teachers.

Summit Curriculum
The Stride Summit courses are built on a consistent, predictable instructional model to ground students in what to expect and are packed with rigorous content, interactivity, and engaging media and video. The courses personalize learning in a variety of ways, from offering more scaffolded learner paths for students needing extra support, to matching readers to appropriately leveled texts. Summit courses are designed expressly for a digital learning environment, using technology and instructional design principles to enhance instruction and engagement, not just to deliver print-based instruction online. The result is a comprehensive online learning experience. Currently, all Stride grades K-8 ELA, Math, Science, History/Social Sciences, Art, and Health and Physical Education curriculum are Summit courses. The majority of Stride grades 9-12 ELA, Math, Science, History/Social Sciences, and electives are Summit courses.

K-8 Interactive Curriculum
The Stride K-8 curriculum is engaging and includes a variety of innovative game-like experiences embedded in the instructional content. For example, the "Space Coaster" game is integrated into some Math and ELA courses. In the example below, students work to improve fluency with math facts, selecting an exciting piece of coaster track with each correct answer to build a personalized animation that shows their roller coaster when they complete the game.

The adaptive game-based learning system, Stride, is both a Stride supplemental software program for English Language Arts, Math, Reading, and Science in grades K to 8 and is also being integrated for practice opportunities aligned to what students have learned in Stride Summit ELA and Math curriculum based on students' needs. Stride integrates gaming components and a reward system to engage students while helping below or above grade level students expand their knowledge. Stride provides adaptive algorithms that put students on a learning pathway based on the questions they answer correctly or incorrectly so students spend less time on skills they have mastered and more time practicing skills with which they are not yet proficient. Stride is tailored to each student's needs, keeps students motivated, and is built directly into many lessons. Reteaching and practice cycles are delivered right at point of use within the most challenging lessons to ensure students who need extra support receive remediation before misunderstandings form misconceptions.

In addition to the online curriculum, the Stride curriculum provides students with interactive offline learning in a number of ways:
- Multiple ways to complete questions, self-assessments, and study guides
- A variety of hands-on materials and supplies sent to students to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for 1:1 and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

Elementary and Middle School Curriculum
Families with students enrolled in elementary grades begin the school year with a Welcome to Online Learning course. New middle school students attend "Online Learning: Middle School", which introduces them to the online learning platform. Returning students attend "Welcome Back: Middle School". These introductory courses provide an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their respective introductory courses, students will be fully prepared to begin their lessons in the online school.

From Kindergarten through 8th grade, Stride courses are categorized into eight major subject areas – math; science; English/language arts (ELA); history and social sciences; art; music; world languages; and health and physical education – plus adaptive supplemental courses. The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes assessments (whether formative or summative) built into nearly every lesson to ensure mastery and provide for remediation or enrichment where necessary.

High School Curriculum
The "Online Learning" course is an introduction to the virtual learning environment for high school students with information for Learning Coaches. Topics include an orientation to people and parts of an online school, the online school platform, opportunities for socializing, sample assessments, and tips about how to create an effective learning environment, manage time, and be successful. Each lesson has video tutorials, printable guides, and practices activities such as sending email or creating schedules and backup plans. Veteran students and Learning Coaches share personal experiences and advice.

Whether targeting a four year university; a technical college; a community college; or an immediate career, high school students can choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

Stride courses will meet all state graduation requirements, and the diversity of electives is designed both to help students earn their high school diploma and find their own path to post-high school success.

Math, English, Science, and History courses are offered in a range of levels (including Honors and Advanced Placement; see details below). Unlike other programs, where a student must be on a particular "academic path," the Stride curriculum allows students to chart their own course, choosing from a variety of levels of courses designed to match various aptitudes and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects while choosing from Comprehensive versions of English and History courses. These multiple course levels prevent students from being "locked in" to one level of a particular subject and

reflect and support the personal, natural progress and growth of each student. Foundational and credit recovery courses are offered to meet the needs of diverse learners.

Stride continuously invests and develops techniques and features in the high school curriculum to improve accessibility and interoperability with mobile devices. Most Stride-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. New content is developed following mobile-first development practices and support responsive design.

The Stride high school curriculum will provide students at CAU the opportunity to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

> **Comprehensive courses:** Students work on extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also require independent thinking and self-discipline.
>
> **Honors courses:** Students are expected to take more responsibility for their progress in the course and are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects—emphasizing duration over time, group and collaborative work, and communication skills—are inspired by the principles embodied in the 21st Century Skills Initiative.
>
> **Advanced Placement (AP) Courses:** The Stride curriculum offers an AP array that is far larger than that in most conventional brick-and-mortar schools. Stride re-evaluates its AP catalog of courses in accordance with changing College Board guidelines and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation's colleges and universities.

Elective Curriculum: Stride's curriculum is enhanced by a wide array of electives that enriches students' education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. Stride's elective curriculum includes courses in World Languages, Science, Social Science, Fine Arts, Technology and Computer Science, Business, Health and Physical Education, Communications, and Finding Your Path (guiding students through high school).

Career Readiness Education: Stride currently has over 150 Career Readiness Education (CRE) courses ranging from career exploration courses to in-depth content in 26 of the Career Pathways™ in six of the sixteen National Career Clusters™. Stride is continuing to develop additional exploration courses and in-depth courses based on other pathways identified in the National Career Cluster Framework.

Of the CRE courses, more than 20 are fully integrated Project Based Learning (PBL) courses. All PBL courses are organized around 3-4 projects which contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the "need to know" for students to learn the targeted content of the course. They are built to meet the industry metric HQPBL Framework with input from both PBL experts and content experts. Stride continues to build PBL courses under the various clusters.

Credit Recovery: Stride and its curriculum experts are prepared to meet all students where they are. The Stride curriculum provides credit recovery courses for students who have not successfully completed courses required for graduation and are "at risk". Credit recovery courses include diagnostic tests assessing students' understanding of fundamental content and direct them to review or move ahead accordingly. Social emotional activities encourage students throughout the course. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment teacher-graded assignments and assessments, as appropriate.

Specific Research and Best Practice used in Design
Stride provides a rich, research-based curriculum that has been proven to deliver strong student achievement and growth. The program is designed to meet the needs of a diverse student population by integrating multiple assessment tools, cognitive learning strategies, and instructional supports. The pedagogical approach incorporates development of a research-based curriculum with built-in cognitive science-based learning strategies and a design that anticipates and assesses for common misconceptions that interfere with student learning and progress. Stride provides a full-service product unique in the virtual learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers designed to leverage best practices from brick-and-mortar classrooms that are adapted to the virtual learning environment.

A Research-based Pedagogical Basis
Extensive and ongoing research ensures that the Stride curriculum is based on sound principles of instructional design and delivery. The research base includes:

- **Cognitive Science Research on How Students Learn**
- **Research on the Structure of Expert Knowledge**: (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area
- **Research on General Instructional Principles**: empirically-tested principles of online instruction using multimedia resources
- **Research on Teaching Specific Topics and Addressing Possible Misconceptions**: helping students overcome misconceptions related to complex instructional objectives
- **Virtual Learning Leadership Alliance (VLLA)/Quality Matters' National Standards for Quality Online Courses (formerly iNACOL National Standards for Quality Online Courses)**: including online course guidelines for content, instructional design, student assessment, technology, and course evaluation and support

- **Proven Strong Student Achievement and Outcomes**: performance evaluations based on a variety of assessment administered throughout the school year to inform and evaluate the teaching and learning cycle
- **A Curriculum Designed to Meet Diverse Needs**: providing unit-level and lesson-level goals and objectives, online and offline activities, and other attributes to meet diverse student needs
- **Multiple Assessment Tools and Strategies**: assessment tools and strategies linked to learning objectives allowing students to demonstrate what they have learned in a variety of ways

Please see Appendix H to this charter application "Stride Curriculum Research Basis" which provides additional detailed information.

Meeting the Needs of all Learners
The founding Board believes strongly that all students have unique strengths and needs that must be recognized and accommodated in order to reach their full potential as contributing members of society. A significant component of CAU's mission is to serve students lacking access to a high-quality, innovative virtual education option as stated in our mission. CAU will adhere to all federal, state and local regulations regarding the education of students with special needs. Students with special needs will be supported by their general education teacher in the least restrictive environment and will receive the supportive services of a special education teacher as well as related services as defined in each student's IEP. EL students will be provided high-quality and culturally-integrated language instructional programs that are evidence-based. Advanced learners will be offered opportunities for enrichment including AP courses and concurrent enrollment. The School's mission lends itself well to diverse learning styles; the online curriculum, PBL methods, and workplace experience together will provide differentiated instruction to accommodate our students.

The ESP will be a key partner with the Board as they serve diverse students. Stride's Product Development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs, and third-party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Media Standards (NIMAS). Assistive technology tools such as screen readers, speech to text, level reading tools, and visual math calculators can be accessed by all students based on their individual needs and accommodations will be provided as required by a student's IEP. A dedicated career readiness staff will ensure every student will have access to workplace experiences and hands-on PBL and CTSO projects.

Child Find
The School enrollment application, a conference call with a placement counselor, and conference calls with a general education teacher will all provide a query for the parent to indicate a disability or special education or gifted education student. In addition, a careful review of previous school records, after enrollment approval, by CAU's special education department will be undertaken upon receipt of such records to identify any students enrolling who have

previously been identified as a student with a disability or exceptionality. CAU's general education teachers will be provided professional development prior to and during the school year about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the School website and will be sent via electronic and/or U.S. postal service mail to all enrolled families.

Evaluation

When screening (Child Find) indicates that a student may be eligible for special education services, CAU will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a student has a disability and the nature and extent of the special education/related services that the student requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the student, and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. CAU uses a research-based approach that ensures all students will be served appropriately based on their placement within MTSS tiers.

Parents may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the Special Programs Manager. Parents have the right to request an independent educational evaluation if they disagree with the results of the School conducted evaluation. When requested by parents, CAU will provide them with information about where an independent evaluation may be obtained.

The Board has determined that our proposed ESP has demonstrated experience within all areas of compliance in serving students with disabilities across all disability categories while serving virtual schools across the country which exceed the national percentage of school-aged students with disabilities. They will support the Board and Board employees (including the Special Programs Manager) in all areas of IDEA and state specific special education regulations. The dependency on the type of evaluation/s will be the need of the student. Whether the student has moved through the MTSS tiers, a legal guardian has requested an evaluation or there was an outside request for evaluation – all testing protocols will be aligned with the data that exists that defines the area/s of suspected disability. All evaluations (initial or re-evaluation) will be completed in alignment with IDEA, the state regulations regarding evaluations, within the state required timelines and will include all required team members.

Students with disabilities will participate in the general education program to the greatest extent possible offered by CAU and as determined by the IEP team. The School's special programs teachers will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through web-conferencing tools. With web conferencing, the special programs teacher/general education teacher can provide real-time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students with disabilities will fully participate in all general education classroom activities with their classmates as determined by their IEP. . If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team. CAU will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at any time, the student receiving special education services or programs within the general education classroom will not miss any general education instruction. Possible exceptions to this would be related services at a contractor's office or students who may be better served through a functional or life skills curriculum outside of the general education classroom.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly-qualified general education teacher as well as file review and monitoring of timelines by the Special Programs Manager.

Based on the ESP's experience serving special needs students in statewide programs across the United States, CAU projects that the School will provide special education services across all disability categories.

 CAU believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails, and web conferencing tools.

Compliance with State and Federal Laws and Regulations
The anticipated ESP's special programs enrollment team will work with school leaders to create an effective enrollment plan for students with special needs and/or families who have concerns about their child's possible needs for special education services. The main goal of the special programs enrollment team is to connect with families early in the enrollment process to ensure their questions, concerns, and needs are being met early so students can transition into their classrooms, ready and prepared to reach their maximum learning potential.

Accommodations
In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students have access to grade level curriculum in their educational environment. Accommodations are provided in order to allow access, not to lower or reduce learning expectations. The following section provides examples of guiding questions or needs and sample accommodations that may be considered to address those needs. These examples are not exhaustive; accommodations will be evaluated on an individual basis. Examples of instructional and assessment accommodations are outlined below:

Reading difficulty:
1. Text to speech technology
2. Tracking support
3. Highlighter

    4. Online Graphic organizer

Difficulty sustaining attention; easily distracted:
1. Simplify directions
2. Reminders to stay on task
3. Allow for breaks
4. Extended deadlines
5. Small group or individual support

Fine motor deficit:
1. Allow type or oral response
2. Adapted keyboard or writing instrument
3. Fillable notes

Deaf/hard of hearing:
1. Closed captioning
2. Sign language interpreting
3. Audio amplification device

Blind, low vision, partial sight:
1. Large print/font
2. Magnification devices
3. Braille
4. Screen reader
5. Text to speech
6. Descriptive video

Mathematics difficulty:
1. Calculator
2. Visual supports

Health-related concerns:
1. Flexible scheduling
2. Extended deadlines
3. Class recordings
4. Copies of notes

Related Services

Special services required in a student's IEP (examples listed below) will be provided by a licensed therapist. Therapy may be delivered in-home, virtually or face-to-face. The Board recognizes that transportation is a form of related services and, as such, any student that requires transportation for any IEP team agreed upon decision, will receive that transportation. Related services may include:
1. Orientation and Mobility training
2. Assistive technology evaluations
3. Counseling services
4. Psychological services
5. Speech and language services
6. Occupational therapy
7. Physical therapy
8. Transportation (when required)
9. Interpreter services for deaf or hard of hearing students

ESP Related Services Team
The anticipated ESP's Related Services Team will provide support to the School upon request by locating therapists, tracking service delivery, provider contract management, therapist credential tracking, invoice verification and development of effective processes surrounding the provision of related services to eligible students. The main goal of the Related Services Team is to ensure that students are receiving their therapy services as assigned and that the School is compliant in the provision of these services.

The ESP also offers a proprietary online database called the Related Service Manager that tracks all aspects of related service delivery. This system allows for the tracking of service delivery, therapist credentials, contracts, invoicing, and much more. Reports are available from this system that allow the School to see how many students receive services, what types of service, how many sessions were delivered, how many sessions are still owed, the total cost of each service by student and vendor, and timeframe of service delivery. Logins are controlled and allow access to assigned students at the School, teacher, provider, and therapist levels.

IEP Meetings
All identified students with a disability will have an IEP meeting upon enrollment with the appropriate team members in attendance. The notices/invitations will be issued addressing the virtual nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification(s), and support necessary for the student to be involved in the general education coursework within the new virtual learning environment, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Utah Core Standards. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, the School's staff will conduct a Functional Behavioral Assessment (FBA) and create a Behavioral Intervention Plan (BIP) as appropriate. The IEP team will consider strategies including positive behavioral interventions and support to address behavioral needs through the IEP process.

Students with special needs will be supported by their general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special programs teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP.

CAU believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Universal Design for Learning
Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a process for creating instructional goals, methods, materials, and assessments that are flexible and work for everyone. This approach provides more than a single, one-size-fits-all solution; instead, it supports flexible approaches that can be customized and adjusted for individual needs.

The principles of UDL have been integrated into the Every Student Succeeds Act (ESSA) and into the design and implementation practices in a number of ways:

1. Planning and design of curriculum, instruction, and assessment are promoted in a proactive manner, considering flexibility in presentation, response, and motivation for students in the front end of product development.
2. Throughout their educational materials and services, the ESP's professional development and training, implementation, and evaluation are responsive to students' tiered needs of supports.

UDL principles are also compatible with and facilitate the accessibility compliance of the ESP's materials and services. Design practices consider students' needs, preferences, and abilities to interact with curriculum. These design practices have positively influenced efforts to meet web content accessibility guidelines and also support individual needs for accommodations and the use of assistive technologies.

UDL has influenced the planning, development, authoring, editing and production of new course development and efforts to improve the access flexibility of existing curriculum assets within the ESP's products and services. Considerable training and professional development and other resources have been deployed to maximize this type of proactive development strategy and make on-going school services support more effective.

Section 504 Accommodations

Using the Child Find strategy previously described, CAU will first identify students with an active Section 504 referral, or those students in need of a new Section 504 referral as part of the enrollment process. When the decision is made to initiate a Section 504 referral, the parent(s) (or guardian(s), if applicable) will be notified. When a student is identified after enrollment, a Section 504 Referral Form will be completed by the student's teacher(s) with input from others who work with the student, including the parent. There are no specific evaluation requirements for Section 504; however, the evaluation must be sufficient to accurately and completely assess the nature and extent of the disability and the impact of the disability on a specific major life activity. This includes ensuring that the evaluation methods and materials are (a) in the native language of the student; (b) nondiscriminatory; and (c) empirically appropriate to test for the suspected disabilities.

If the committee determines that a student is disabled as defined by section 504, the committee will determine what services or accommodations are required to enable the student to receive an appropriate education and to provide the student an equal opportunity.

Special Programs Audits

CAU will be in compliance with federal and state special education regulations (including those related to the ESSA). As a key support mechanism, the anticipated ESP will complete an annual audit which is in alignment with the state audit tools and state compliance requirements. The

results of this audit will be provided to the Board and Board employees which will include the Special Programs Manager. The results of the audit will include suggested remediation and action items, which will be implemented by the Board employees including the Special Programs Manager and applicable team members with support from the ESP as needed such as professional development with applicable staff.

The ESP will support CAU by building sustainable systems and procedures. Annually, all English Learner manuals and English Learner procedural manuals will be reviewed using a critical component check sheet. Each manual check sheet is aligned to the Office of Civil Rights, U.S. Department of Education (including ESSA), Department of Justice, and/or research-based evidence (as appropriate). The goal of each manual review is to identify program strength and weaknesses, and identify targeted supports, training, and resources needed to create stronger and compliant programs.

As determined appropriate and necessary, desk audits of English Learner programs and federal Title programs aligned to the ESSA requirements will occur. The intent of a desk audit is to ensure schools have and implement compliant and educationally sound programs. Much like the critical component check sheet, the intention of the desk audit is to identify program strengths and weaknesses, and identify targeted supports, training, and resources needed to create stronger and compliant programs. All desk audit rubrics are aligned to the Office of Civil Rights, U.S. Department of Education, Department of Justice, individual state departments of education, and/or research based evidence (as appropriate).

Special Programs Reporting Compliancy
State reporting and review of funding submissions are critical to special programs; submissions must be timely and accurate. Based on the level of support outlined in the final EPSA, at least twice a year, the School's leadership team will meet with the ESP's Internal Review team to evaluate funding submission due dates as well as internal documentation of requirements. State requirements for special programs will be heavily researched to ensure guidelines are understood for successful submissions in order to yield appropriate funding for students enrolled at the School who meet the submission requirements. The ESP's Internal Review team will aim to review identified special program submissions prior to submission to the authority to verify special programs status, participation, and compliance, as well as student demographics are reflected accurately. As reviews are completed, findings will be shared with the School's administrative and instructional leadership, as necessary, to ensure that inaccuracies are rectified prior to submission to the authority. Compliance reporting changes will be made as needed should processes need refinement.

Additionally, the ESP's Public Schools Data Analytics team will work with regional and school leadership to produce management reviews of key special program data points to help monitor and ensure compliance. The related service metric sent to CAU on a regular basis will provide a view of the number of students receiving special program services as well as the timeline for those services to be set up and provided.

ADA and Rehabilitation Act Standards for Accessibility to Web-Based Curricula
CAU will provide differentiated learning support through assistive technology tools and a tiered system of instruction based on UDL Principles. Assistive technology will be fluidly integrated

into daily lessons based on student needs. Through a tiered system of instruction (MTSS), teachers will implement strategies based on UDL principles and work proactively to design lessons to meet all learner needs through differentiated strategies.

The anticipated ESP's Product Development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs, and third-party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Media Standards (NIMAS). Any ESP resources that may result in user challenges due to disability may be reported for investigation and remediation, as appropriate, via www.k12.com/accessibility.

Through the use of the curriculum, CAU will have access to a unique approach to educating all students by having the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and through targeted interventions and supports.

Within the online learning platform, lessons are created with multiple learning styles in mind. Content is rich with visual, auditory, and other student learning supports and the curriculum is able to customize student experiences by using adaptive learning pathways based on student diagnostic assessment data. All lessons provide opportunities for students to engage in remediation or accelerated activities, based on the student's performance data.

Assistive Technology
Due to the unique online nature of the curriculum, assistive technology tools can be accessed by all students based on their individual needs. With the support of the ESP's Assistive Technology Resource Guide, all staff members will have tools and strategies at their disposal upon identification of student need. A sampling of differentiation support tools includes but is not limited to, text to speech software, speech to text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, screen magnification, visual dictionary, word prediction software, and visual graphs and web support.

Serving English Learners (ELs)
CAU will serve English Learners through a comprehensive program, including the following components:
- Identification
- Program entrance
- Parent notification
- Service and assessment
- Program exit and monitoring
- Annual program evaluation
- Professional Development

Once students are identified as English Learners (EL), CAU will increase English proficiency and academic achievement of EL students by providing high-quality language instructional

programs that are evidence-based. The School will employ a licensed EL Teacher to support the EL identified students and to teach the WIDA English Language Development (ELD) Standards for English language acquisition in conjunction with the Utah Core Standards to facilitate academic achievement.

The EL teacher will provide additional support to the students within the School by:
- relating background information and experiences to the students to better grasp a concept;
- scaffolding instruction to aid the students in comprehension;
- adjusting speech or content; and
- providing Project Based Learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers.

Programs of instruction for ELs shall include formal instruction in English language development; and instruction in academic subjects which is designed to provide ELs with access to the standards-based curriculum. Instruction of EL students will be determined by the individual students and address their individual needs.

English Learners will participate in synchronous and asynchronous instruction designed to accommodate their needs. Synchronous instruction will consist of online, live interactions with licensed teachers for both core content instruction and EL support, as applicable. The amount of live instructional support with ESOL licensed teachers is determined by the student's proficiency level and individual needs.

Accommodations and asynchronous supports are also determined by individual needs. Students may be provided with additional time to complete assignments or additional resources to support their offline work, as determined on an individual basis. Many supports are built into the virtual environment, such as assistive technology tools and accessibility. All students are able to access online translation tools and screen readers for use during online assignments.

Professional development will be provided to all staff on the following: knowledge and use of effective pedagogy in instructing English Learners, methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible, and UDL principles. School personnel will be trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

The Board is committed to meeting the federal and state LEA obligations regarding English Learners. As the population and needs of the EL population vary greatly, the details in direct service and support to EL students will vary based on students' individual needs.

3c. Select Programs
Report if the proposed school will offer any of the following programs. This will determine if you utilize evaluation criteria C, D, or E for this section.

☒ We propose a career education focus—u*se at standard criteria D.*

☒ We propose to offer distance and/or online education—u*se at standard criteria E.*

☒ We propose to partner with a four-year college or university and offer early college options—*use at standard criteria F*.

Career Education
CRE helps ensure students enter their post-high school period with a plan that is both informed and well-formed, where going to college can be the right choice, but not the only choice. CAU's students can participate in real-world learning experiences, like in person or virtual internships, externships (short, practical experiences provided by employers), summer jobs, and apprenticeships, that allow them to apply the technical skills they've learned in school and develop professional skills like teamwork and critical thinking that drive long-term career success. Most real-world experiences will take place during our students' junior and senior years or during summer breaks and industry partnerships will be built by dedicated ESP staff members and members of the General Advisory Council. Career counselors will be charged with matching students to real-world learning opportunities.

CAU believes that high school should no longer be a choice between college or career but preparation for both. The curriculum will be 100 percent aligned to the Utah Core Standards and is designed to meet all the Utah CTE requirements. It will provide for a Project Based and collaborative environment with virtual and hands-on experiences for students at every developmental stage. When our students graduate, they will be prepared with industry certifications and badges in specific career pathways while at the same time obtaining college credits in those career pathways, if they choose. Our students will be prepared to enter the workforce in Utah and/or attend a technical or community college or a university depending on their postsecondary path. Please see the Market Analysis in Section 4 of this application that supports the rationale for CAU based on business and industry needs and student and family interest for a CRE school in the state.

CAU's academic program will be aligned with Utah's graduation requirements. To earn a diploma, students will need to successfully complete the 24 Core Curriculum credit requirements pursuant to state rule R277-700-6, though students may elect to earn more than the state's required 24 credits. Career readiness coursework will be integrated utilizing Utah State Board's directive coursework requirements and elective requirements. CAU will adopt any new high school graduation requirements as required.

The CRE approach is more comprehensive than the vocational training of the past and much broader than what's traditionally referred to as Career Technical Education (CTE):
1. Students complete core academic subjects alongside applied learning experiences that provide the skills needed to thrive in high-growth industries.
2. Coursework is combined with real-world experience working with industry partners such as Nepris to provide work-based experiences and/or project based learning opportunities conforming with state and local guidance related to COVID-19.
3. Graduates enter the next phase of their lives with more than just a diploma, whether they're off to college, entering the workforce – or both.

Career Readiness Education Framework
While PBL with integrated professional skills development will be the framework that the CRE

program is built around, CAU will provide components that fit within this framework that make the instructional program robust, engaging, and effective. The CRE Framework components are:

Career Pathways and Exploratory Courses: In addition to their core education courses, students at CAU will be expected to complete a sequence of elective courses designed to provide foundational and advanced learning in specific career pathways. A course of study will be created for each available pathway as part of the student's Individual Graduation Plan. Each pathway has one or more foundation courses as well as various pathway electives. Generally, students must complete 3 or 4 courses within a specific pathway to earn an endorsement. Where applicable, students can take concurrent enrollment courses through a postsecondary institution to fulfill a pathway course requirement. Eligibility for enrollment in these courses will be determined by CAU administration based on a student's grade level and academic performance and agreement with a postsecondary institution.

Utah's economic growth relies on the state's ability to provide a literate, skilled workforce to meet demand in key sectors. The Clusters and associated pathways will expand as the School's high school enrollment grows and demand for pathways widens. CAU intends to be part of the solution by providing the following pathways within the National Career Clusters with curriculum provided by Stride, our anticipated ESP. The Board anticipates partnering with Stride as the ESP in large part due to their position as the leader in online CRE and their focus on continuing to grow in this area.

CLUSTER	PATHWAYS
TECHNOLOGY	Programming Game Design Network Systems Cybersecurity
HEALTH & HUMAN SERVICES	Therapeutics Health Informatics Diagnostics Support Services
BUSINESS ADMINISTRATION	General Management Administrative Support Business Finance Entrepreneurship Marketing Hospitality: Food & Beverage
ADVANCED MANUFACTURING AND THE TRADES	Engineer/Technology Advanced Manufacturing Heavy Machine Operations PA
AGRICULTURE, FOOD & NATURAL RESOURCES	Technical Services Agribusiness Food Production
ARTS, AV TECH & COMMUNICATIONS	Web & Digital Communication Digital Design Digital Journalism

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY	*Law Enforcement* *Legal Services* *Security & Protective Services*
EDUCATION & TRAINING	*Teaching/Training* *Professional Support*
*Italics indicates under discussion to further develop offering	

Stride has the ability to build customized CRE curriculum in partnership with businesses and industries based on market demand. The Board along with the School's CRE General Advisory Council will work with Stride to identify workforce development needs based on available data from a variety of sources including the US Chamber of Commerce, US Bureau of Labor Statistics, and Utah Department of Workforce Services, to determine the initial clusters and pathways offered when CAU opens in SY2022-2023 enrolling students in grades K-9 and to identify additional clusters and pathways to be developed and offered in subsequent years as grades 10-12 are added.

Counseling: Every student will have access to a school counselor to assist with necessities such as social and emotional learning, individual and small group counseling, and community resources and referrals. CAU's counselors will have experience and/or education in career counseling. Counselors will work with students to help build career awareness and interest, develop Individual Graduation Plans to ensure on-time graduation and career pathway course completion, partner students with internships, and assist with the coordination of dual credit opportunities.

Industry Certification: Depending on the pathways a student chooses with the help of his/her counselor, students will have opportunities to earn industry certifications. The following clusters and associated pathways are aligned with appropriate certification exams as follows:

Business, Management & Administration: General Certification in Microsoft Office Specialist - Excel
- Entrepreneurship: Certiport Entrepreneurship & Small Business Management Certificate

Finance: General Certification in Microsoft Office Specialist - Excel
- Advanced Accounting: NOCTI Accounting Basic; and/or NOCTI Accounting Advanced

Information Technology (IT) – General certifications under IT clusters are available through the ACT National Career Readiness Certification (NCRC)
- Cybersecurity: NOCTI Computer Networking Fundamentals
- Networking: NOCTI Computer Networking Fundamentals
- Programming: Certiport – Python; and Certiport - JAVA, C++, HTML5, CSS3
- Web and Digital Design: Adobe ACA - Web Authoring Using Adobe Dreamweaver; and Adobe ACA - Graphic Design & Illustration Using Adobe Illustrator
- Game Design (add in year 2): Certiport - Game Design

Health Science: ACT National Career Readiness Certifications (NCRC)
- Therapeutic Services/Pharmacy: Pharmacy Technician Certification Exam (PTCE)
- Health Informatics/Health Information Management/Medical Office: Certified Coding Associate (CCA) American Health Information Management Association (AHIMA)

- Therapeutic Services/Patient Care (add in year 2): Certified Nursing Assistant – CNA; and/or American Medical Certification Association (AMCA); Nursing Assistant Certification – NAC

Digital Badges: Digital badges are visual symbols of accomplishment awarded to students who demonstrate the competencies of their knowledge in specific pathways. Throughout their coursework, digital badges will provide learners with an illustrative guide to see where they are in a learning pathway as well as what they need to do next. More importantly, learners can see all pathways in which their accomplishments have been recognized. Potential future employers and postsecondary institutions will also be able to view digital badges on the students' Tallo profiles. Badges are awarded for achievements of all kinds, such as interest and engagement, knowledge or dispositions, formal certification, and proficiency, competency or skill.

Career and Technical Student Organizations (CTSOs): CTSOs allow students to network with peers and potential future employers; develop professional skills; and participate in local, state, national, and virtual events and competitions relevant to their futures. CTSOs also provide staff with mentoring and professional development opportunities. CAU will host a chapter of the CTSO that aligns with our pathway offerings, likely a DECA or FBLA chapter for the business cluster and SkillsUSA or HOSA for the Health Sciences clusters. SkillsUSA is frequently offered because as a CTSO it often hosts other CTSOs. SkillsUSA is a broad-based CTSO serving students enrolled in trade, industrial, technical, and health education programs. SkillsUSA bases its framework and curriculum on 79 business and industry-driven competencies that have been identified as critical in the National Career Clusters Framework. Examples of other potential CTSOs include FFA and Future Business Leaders of America (FBLA)-Phi Beta Lambda which CAU will also consider hosting based on teacher and student interest.

Work-Based Learning: Students attending CAU will have the opportunity to pursue in person or virtual internships, apprenticeships, and other work-related experiences, such as job shadowing or summer camps, and ultimately develop an authentic view of various careers. In- person work-related experiences will conform with state and local guidance related to COVID-19. Several of the pathways, such as those in the Health Science cluster, conclude with credentialing experiences in real industry work environments such as hospitals, nursing homes, and medical offices, etc. which are imperative for health field related student experiences. These experiences will be arranged with third parties who offer such work-based credentialing programs.

Although CAU will be a virtual school, the Board understands that students need hands-on work-based experiences to practice and demonstrate key career skills (e.g., clinicals for a CNA). The School's dedicated CRE staff, specifically the CRE Academic Administrator and the CRE Program Coordinator, will be tasked with building and maintaining relationships with industry partners and facilitating internships between students and those partners. With the CRE staff driving industry partnerships and assistance from the General Advisory Council, CAU will continuously identify and build those partnerships throughout the geographic regions of Utah. This type of access may include collaboration with community and technical colleges, related industry groups, and potentially local schools with CTE centers, if needed.

These types of programs have been developed in other schools that the anticipated ESP serves. At Alabama Destinations Career Academy (ALDCA), students are provided a welding program

under the Manufacturing and Trades cluster. ALDCA works with almost every community college in Alabama to provide hands-on experience in welding where students are guided by instructors. In Wisconsin, at the Destinations Career Academy of Wisconsin (WIDCA), students enrolled in the Heavy Machine Operations Pre-Apprenticeship program work directly with the Operating Engineers' Union who provides locations, machinery, and instruction to WIDCA's students. In this case, students go directly to a physical location to practice their skills. In both cases, if transportation cannot be provided by the parent or the student, the school helps to arrange safe transportation options for its students.

All schools face challenges when it comes to transporting students to and from internships. At CAU, students partake in internships in their senior year or the summer between junior and senior year, so we expect many students will be able to provide their own transportation. However, one aspect of CAU's program that isn't readily available to most students is that our students will be trained to work remotely and the connections our School will have with Tallo, Nepris, and the General Advisory Council will all help provide our students in the most rural areas of Utah with opportunities to build their skills in virtual internships which represent today's real approach to work. For students who must have clinicals to receive certificates, CAU will ensure transportation isn't a barrier to their success and will provide transportation options (Uber, taxi, voucher reimbursement, ride share arrangements, etc.) based on individual situations.

Exploration of Industries and Colleges: CAU students will have the opportunity, through several platforms, to research careers, experience a "day in the life" of various professions, and showcase their talents. Through available software platforms such as Career Cruising and Utah Futures students in grades 6-12 will be able to explore careers and occupations; identify individual skills and interests; and research various colleges and universities. Platforms such as Nepris will provide students the opportunity to virtually explore careers through live interviews and workshops from industry professionals who will use live streaming tools to respond to questions, network with our students, and share their day-in-the-life experiences with students in virtual classrooms. Students will be encouraged to use these exploration and exposure opportunities as tools to develop and complete projects within their coursework, ensuring integration into the instructional program.

Portfolios: Students, with the help of their teachers and counselor, will be expected to maintain a portfolio to highlight their accomplishments and position themselves for internships, college acceptance, and careers. It is anticipated that our students will use the Tallo platform to house this portfolio. The Tallo platform allows students to showcase their skills, abilities, and credentials to businesses and colleges. Tallo's talent base of students numbers over 735,000 individuals representing over 23,000 high schools and 3,000 colleges. Tallo partners with 400 nationally recognized college and corporate talent seekers – including Boeing, Cummins, and Toyota, among many others. Students' skills and abilities will be seen by industry professionals and colleges which, in turn, will allow students to research and apply for scholarships and find job and internship opportunities that match their interests. Students will also be able to build a digital resume and share their online profile with industry professionals.

General Advisory Council: The CAU Board is comprised of CEOs, Association Leaders, and an educator who are focused on establishing innovative public school options that align career readiness education for students with the workforce development needs of the state of Utah. The

Board, with the assistance of other leaders in the state, the CRE staff at CAU, and sources such as Tallo and Nepris, will establish a General Advisory Council (GAC) which will be comprised of community leaders from industry, business, government, education, and Chambers of Commerce from around the state. The GAC will serve a complementary role to the dedicated CRE staff by providing market-based expertise, guidance, and assistance around the development, structure, and implementation of the career pathway programs, especially in the area of developing work-based learning experiences and community partnerships. The members and areas of expertise of the GAC will reflect the pathways to be offered by the School.

Distance or Online Education
As described above in Section 3a., CAU will be a full-time, public virtual charter school that delivers a sequential program of synchronous and asynchronous instruction built around Career Readiness Education (CRE) and exploration using a Project Based Learning (PBL) model. Online technology will be combined with traditional instruction and materials. The Board believes this model is particularly compelling as a virtual program that has the ability to reach students in *all* parts of the state. Too often, rural students do not have access to high-quality CRE pathways. CAU will be focused on career development aligned to Utah's high demand careers and Utah Core Standards. This focus will offer clear pathways for students while providing a pipeline of trained and talented youth for Utah's workforce.

Instruction will be delivered primarily through the use of technology via the Internet in a virtual or remote setting. Students will access their courses and lessons, take assessments, and submit assignments and materials through the School's Learning Management System (LMS).

Based on the definitions above, CAU will be a combination of distance education ("*majority of the instruction (interaction between students and teachers and among students) in a course occurs when students and teachers are in separate physical locations*") and online education (*"courses accessed from a computer, tablet or other internet connected device"*) provided in a full-time virtual format.

Elementary School
Each elementary school student will be instructed by licensed teachers. A healthy working relationship between the student and the assigned teacher(s) and between the Learning Coach and the teacher will be essential. A licensed teacher(s) will be assigned to each elementary school student and will communicate with the parent through email, telephone, and online web meetings. It is the teacher's personal responsibility to ensure the academic success of each individual student in his/her class. Teachers engage students in the coursework and continually motivate them through frequent live interaction. Teachers also validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual strengths and weaknesses. Students learn from this feedback and then revise their efforts for future assignments. Teachers help set the pace of the course by setting due dates and supporting students through the use of synchronous and asynchronous methods. As noted above, each elementary student will also have a homeroom teacher or advisor who addresses noncurricular questions.

Middle and High School
Middle and high school students will have one subject-specific teacher for each subject studied. The teacher will be responsible for conducting online sessions and discussions, providing individualized support, validating student attendance and course activity, curricular mastery, setting and grading assignments, and providing instructional feedback. This approach will allow the parent to focus on serving as a Learning Coach and guide to her/his student to help them achieve academic excellence.

Synchronous Instruction
Synchronous instruction is an essential component of the School's instructional model. Teachers provide direct instruction and support in "Class Connect" sessions using, a web-based conferencing platform. Students will attend Class Connect sessions by logging on to the Learning Management System, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and engage in lesson topics synchronously with teachers and fellow students.

Instructional Cycles
CAU will establish an instructional cycle: a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Prior to each instructional cycle, teachers and academic leaders will collaborate to analyze student performance data in core content areas. Based on this analysis, students will be assigned to the appropriate synchronous Class Connect sessions on a web conferencing platform to include targeted instruction for all students. The frequency and duration of required synchronous instructional sessions is dependent on each student's academic needs.

Teachers will continuously monitor student progress through the Learning Management System and work actively with students and parents to advance each student's learning in all coursework. Students in CAU will be regularly assessed in all core courses to ensure they are proficient in state standards. Students in career-based courses will be graded based on project completion.

Formative assessments will be given throughout the instructional cycle. In the week following an instructional cycle, teachers and academic leaders work collaboratively to analyze data and regroup students for the next instructional cycle. The entire instructional cycle (instruction, assessment, data analysis/student grouping, and student/parent communication of requirements) generally lasts 6-8 weeks with one week between cycles set aside for teachers and academic leaders to evaluate data and regroup students.

As part of a comprehensive instructional model, the School will establish a UMTSS (Utah Multi-Tiered System of Supports) multi-tier approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the UMTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are

based on individual student response to instruction and integrated as part of the instructional cycles.

Synchronous instruction is an essential component of CAU's instructional model. Teachers will be able to interact and build relationships with students, assess skill level and provide personalized instruction to meet the academic needs of each student. Below is a list of some of the uses of synchronous instruction:

- Synchronous instruction based on state-assessed standards
- Synchronous instruction using the Stride curriculum lessons
- Remediation for small groups based on assessment data
- Support/Remediation for individual students based on assessment data
- Enrichment for accelerated learners
- Providing individualized instruction and drop-in tutoring
- Skill assessments
- Test taking skills and practice questions for state testing
- Classroom/community building activities
- Science experiments
- Student and/or group projects
- Book clubs
- Literature circles
- Writing workshops

Asynchronous Instruction
Stride courses meet a wide variety of student learning preferences and follow well-researched and proven instructional methods. Learning Coaches monitor student performance and progress in courses. Teachers, students, and Learning Coaches collaborate and meet to ensure the success of every student. In grades K through 5, Learning Coaches play an essential role in working with students offline on hands-on activities such as handwriting and other manipulative exercises.

In the Stride Online Middle and High School platform, teachers can provide asynchronous instructional and assessment materials directly inside the online course itself. Teachers have a significant level of control over the delivery of and access to online course activities. Teachers can assign release conditions to course content and activities to control when and if a student is exposed to content or an activity. Release conditions can be customized to be triggered by specific student behaviors and performance in the course which provides a powerful tool for the differentiation of asynchronous instruction. Teachers can also employ audio and video to create a sense of teacher presence in courses and utilize online discussions to develop communities of learning within their courses.

Stride courses provide enhanced features to further support students and teachers. Students are automatically assigned differentiated content based on the results of a readiness assessment at the start of each semester. Built-in formative assessments allow teachers to employ data-driven instruction through the use of enhanced Summit assessment reporting based on state standards. The result is a course that makes it easier than ever to differentiate instruction for students while increasing visibility into student readiness for high-stakes state testing.

Four-Year College and/or University Affiliation

The Board would like to believe it has taken its first steps toward affiliating our School with Utah State University by requesting that USU consider serving as our School's charter authorizer. Should the charter be approved, we would begin conversations around exploring available opportunities. We would like to see our School be an integrated partner with the USU network. As a land-grant institution, the multiple campuses in communities throughout Utah would provide wide accessibility to our student population statewide, including rural communities. Many of USU's associate programs align well with the clusters and pathways CAU intends to provide its students and we see a multitude of benefits to our students to take Concurrent Enrollment (CU) career courses through USU and expand upon their education after graduation at USU.

We plan to provide additional challenging college-level experiences through CU course offerings to our students in all geographic areas where they reside. CU courses will be made available by year three when enrollment has expanded to include grade 11. CAU will establish CU offerings and partnerships in accordance with *Utah Code Ann. §* 53E-10-3 and related Utah Administrative Code R277-713-1-9.

Because CAU intends to enroll students statewide, we understand that some of our students will want to physically attend postsecondary institutions. CAU will also work to develop partnerships with Utah's System of Higher Education (USHE) statewide network, including its eight public colleges and eight technical colleges to provide CAU students with opportunities for "stackable credentials" as described by USHE.[15] According to USHE's initiative, students who start these programs while still in high school are likely more able to complete a meaningful credential by the time of high school graduation or shortly thereafter. CAU is especially interested in partnering with the technical colleges due to their direct alignment to the School's mission and goals. Secondary students may attend these colleges tuition free in accordance with *Utah Code Ann. §* 53B-2a-106(1)(b) and, therefore, provide an additional opportunity for students to earn career certifications.

We expect partnership development to be ongoing and fluid over the years due to the demand of our students, their geographic locations, the pathways CAU is providing, and the progression of those pathways into postsecondary institutions. We believe that building partnerships based on our students' needs will be the approach to best serve our students and support the School's mission.

4. Market Analysis

Statewide Virtual School/Proposed Office Location

CAU will be a statewide virtual school with administrative offices located in the greater Salt Lake City area. Informed by a Jones Lang LaSalle real estate brokers' January 2021 market survey, the Board has determined that there will be many viable options in the Canyons School

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[15] Jessica Gilmore and Kim Ziebarth, "Technical education vs. Career & Technical Education within the Utah System of Higher Education" *Issue Brief,* Utah System of Higher Education, September 2020, p.4, https://www.schools.utah.gov/file/0c44d684-d5ff-4da0-997e-26d37d0328a7 , (accessed 1.11.21).

District. Due to the School's statewide attendance area, CAU is not applying for priority consideration under [53G-6-504](#).

The realtor's January 2021 market survey of Canyons School District identified numerous viable options for CAU administrative facilities. Upon charter approval, the Board will request an updated market survey and will evaluate the options then available considering factors such as accessibility and requirements of school and ESP staff; projected student home locations; market rates/financial viability; and historical trends with an estimated growth rate of 3%. The Board will negotiate with the landlord to provide a turnkey space and renovate the space to provide any needed modifications. Buildout/renovations to the space may include the following based on projected enrollments and staff requirements:

- Offices
- Workstations
- Teaming area
- Server room
- File storage rooms
- Reception area
- Small breakroom
- Board room

The facility will comply with applicable building codes, fire prevention codes, and local zoning codes as well as health and safety codes, laws, and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA). Any other facility options will likely require the needs/renovations listed above.

Traditionally, CTE programs have been tied to physical locations which have left geographic gaps in choice of learning opportunities for students who live in rural areas and/or do not have access to a CTE center or courses at their local schools. As an online school, these geographic barriers will be removed and students will be able to work remotely to learn skills that align with Utah's high demand job forecasts. The School will pair its students with relevant internships to gain hands-on experience in the pathway(s) of their choice in a geographically appropriate area.

Challenges posed to brick and mortar school locations will not be challenges to CAU's virtual school. Natural and/or health related disasters will not require CAU to close. This is one of the reasons the Board has chosen to work with its anticipated ESP, Stride. During the entirety of the ongoing COVID-19 pandemic, no school that Stride has provided management services to has experienced an interruption in student learning except where the state required the school to temporarily close. CAU will use Stride's LMS, which is available for students and parents to log in 7 days a week, 24 hours a day, 365 days a year, and exceeds 99.99% uptime.

Stride has a mixture of applications in on-premise data centers and in the cloud. Stride vigilantly monitors their physical and cloud infrastructure for security, availability, and performance issues. Should a catastrophic natural or man-made event impact system operations at Stride's primary data center or in the cloud, operations can be quickly routed to secondary areas that are geographically separated. All LMS data is replicated in near real time to minimize any data loss

or system outage should an event occur. Daily data backups are completed each evening to protect against data loss.

Statewide Community

CAU's "community" is the state of Utah. The School's anticipated ESP, Stride, has years of experience providing in-demand career learning opportunities in Utah in many career fields.   As noted previously, Stride has the ability to build customized CRE curriculum in partnership with businesses and industries based on the labor need in Utah for trained workers and the untapped rural population in Utah who do not have access to that training. The Board along with the School's CRE General Advisory Council will work with Stride to identify workforce development needs based on available data from a variety of sources including the US Chamber of Commerce, US Bureau of Labor Statistics, and Utah Department of Workforce Services, to determine the clusters and pathways to be offered to CAU students.

Extensive research about the Utah labor trends strongly points to the need for the CRE program CAU can offer tuition-free. Utah is in need of skilled workers in Healthcare, Finance, Public Administration, Office and Administrative Support, Sales and Marketing, Manufacturing, and additional sectors. The projected statewide change in employment through 2026 for many skilled labor fields forecasts considerable growth and job opportunities. For example, in Mining and Oil, the top five occupation titles have an average projected statewide increase of 29% from 2016 actuals to the 2026 forecast. Carpentry Occupations in Utah have seen 10% YOY growth and are forecasted to grow by 43% by 2026. Broadcast Technician positions in Utah have seen 22% growth YOY and are forecasted to grow by 25% by 2026. The top five occupations within the Construction Industry and the Education Industry show an average 34% projected statewide increase in employment in 2026. The Protective Service industry's top five occupations have an average 18% projected statewide growth in employment by 2026. These in-demand fields are in Stride's career learning areas of expertise.[16]

Target Student Population

In order to encourage the use of innovative teaching methods, the online school will provide foundational learning via an online curriculum and interactive hands-on experiences, which will include PBL methods, internships, Career Technical Student Organizations (CTSOs), and various online platforms such as Nepris.

CAU will be focused on students successfully "completing" CTE programs of study and earning associated certifications. Utah CTE SY2019-2020 student data cited on the Utah State Board of Education website shows a decline from SY2018-2019 in both the percent of students who concentrated in a CTE Career Pathway (from 52% to 45.4%) as well as a decline in the percent of students who completed a CTE Career Pathway (from 21% to 5.5%.)[17,18] A concentrator is a student who has completed specific requirements in a single CTE program of study. A completer

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[16] Based on data from Burning Glass – Labor Insight showing BLS Projected Statewide Change in Employment 2016-2026

[17] Utah State Board of Education, "Utah Career and Technical Education, 2018-2019 At-A-Glance". Retrieved November 2020 from https://www.schools.utah.gov/cte.

[11] Utah State Board of Education. "Utah Career and Technical Education, 2019-2020 At-A-Glance". Retrieved on January 20, 2021 from https://www.schools.utah.gov/cte .

is a student who has completed specific course requirements and earned 3.0 credits in a single CTE program of study. The declines were explained on the USBE website as attributable to the Perkins V funding program "strengthening the requirements for a student to become a concentrator and completer". On the same website, an apparent decrease in the number of certifications earned by CTE students in 2019-2020 was explained by the impact of COVID-19. CAU will maintain the goal that every CAU high school junior or senior who has been continuously enrolled for three or more years will meet or exceed 3.0 credits in a single pathway, meeting Utah's definition of a pathway completer.

Characteristics of CAU Setting it Apart from other Charter Schools
CAU will be a statewide virtual charter school enrolling students in grades K-12 including grades K-5 when foundational learning proficiency is developed, unlike four existing Utah virtual charter schools that only enroll students in middle and high school.

CAU will satisfy many of the purposes of Utah charter schools as stated in Utah statute 53G-5-104. Most importantly, CAU will: increase the choice of learning opportunities for students including those with disabilities, English Learners, and others; create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the School; and continue to improve student learning. CTE programs have a demonstrated history of improving student outcomes and CAU expects to be no exception.[19,20]

Importantly, CAU will be solely focused on providing a comprehensive career readiness education. CAU will build partnerships with industry, higher education, and student organizations to help students become college and career ready. The program will deliver pathway instruction, workplace experiences, professional skills development, dual credit opportunities (including those available via USU), and career counseling services to prepare its students for life beyond high school. It will lay the foundation for a range of careers and provide its students with opportunities to earn industry-recognized credentials.

The School will continuously build partnerships with industry leaders throughout the state to provide students with internships, job shadowing, and networking opportunities. Utilizing PBL methods, CAU will provide students the collaborative environment needed to prepare them for the modern workplace. Career counseling will be individualized to each student's pathway and will include their academic and career interests. Wraparound services will be provided by a dedicated career readiness staff to provide necessary support to students in the career readiness program. CAU will use a variety of software platforms such as Nepris, Career Cruising, and Utah Futures for career exploration, and Tallo, allowing students to showcase their skills and get discovered.

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[19] Dougherty, Shaun (2016). Career and Technical Education in High School: Does it Improve Student Outcomes? The Thomas B. Fordham Foundation. Retrieved on November 5th, 2020 from: https://fordhaminstitute.org/national/research/career-and-technical-education-high-school-does-it-improve-student-outcomes.

[20] CTE Policy Watch, ACTE. "Research Points to Benefits of High School CTE" (August 15, 2019). Retrieved on November 5th, 2020 from: https://ctepolicywatch.acteonline.org/2019/08/research-points-to-benefits-of-high-school-cte-.html

The Board anticipates contracting with Stride as the education services provider and the curriculum provider. Stride's experience in the management of online schools is unmatched and the company has developed a high quality comprehensive career readiness education framework and curriculum not found with any other online provider.

Evidence of Demand Driving Enrollment Projections
In the twelve months between November 8, 2019, and November 8, 2020, the ESP received inquiries about online learning from 13,231 Utah families representing all twenty-nine counties in the state. Assuming just one student per family, the inquiries represent almost 2 percent of all K-12 students reported in the October 1, 2020, Utah State Board of Education head count. Of the 13,231 families who made inquiries, 2,768 (21%) were families with high school students whose inquiries were specifically about career readiness online schools. It should be noted that the USBE October 2020 head count also reported a 0.23 percent overall decline in students enrolled in Utah this year. It is the first decline in student enrollment since 2000. USBE noted that the pandemic has affected public school enrollments, bolstering the need for a school like CAU.

In addition to the previously cited inquiries received by our proposed ESP, Stride, Stride has also documented the significant growth in enrollments in Utah which support the five-year CAU enrollment projections below:

Year-over-Year Utah Inquiries and Enrollments Approved

	7/2020 – 1/2021	7/2019 – 1/2020	YOY Growth
Inquiries	8,591	5,333	61%
Enrollments Approved	3,044	1,381	120%

CAU Five-Year Enrollment Projections

Career Academy of Utah - Enrollment Projection													
YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1	67	24	40	28	54	47	61	124	157	148	0	0	0	750
2	76	64	58	54	77	83	96	174	247	254	217	0	0	1,400
3	63	68	76	61	83	91	108	170	244	275	253	208	0	1,700
4	67	63	82	75	92	99	118	183	251	284	272	233	181	2,000
5	75	70	86	85	109	113	133	203	277	303	290	254	202	2,200

Meeting Target Population Needs
The founding Board believes strongly that all students have unique strengths and needs that must be recognized and accommodated in order to reach their full potential as contributing members of society. A significant component of CAU's mission is to serve students lacking access to a high-quality, innovative virtual education option as stated in our mission. CAU will adhere to all federal, state and local regulations regarding the education of students with special needs. Students with special needs will be supported by their general education teacher in the least restrictive environment and will receive the supportive services of a special education teacher as well as related services as defined in each student's IEP. EL students will be provided high-

quality and culturally-integrated language instructional programs that are evidence-based. Advanced learners will be offered opportunities for enrichment including AP courses and concurrent enrollment. The School's mission lends itself well to diverse learning styles; the online curriculum, PBL methods, and workplace experience together will provide differentiated instruction to accommodate our students.

Stride's Product Development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs, and third-party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Media Standards (NIMAS). Assistive technology tools such as screen readers, speech to text, level reading tools, and visual math calculators can be accessed by all students based on their individual needs and accommodations will be provided as required by a student's IEP. A dedicated career readiness staff will ensure every student will have access to workplace experiences and hands-on PBL and CTSO projects.

Students' Choice of CAU
Aside from the high demand for a program like this, cited above, there are factors that point to the need for Utah to have a school like CAU as a choice for students to attend. First is the labor need in Utah for trained workers and the untapped rural population in Utah who do not have access to that training; and second are the documented positive outcomes of successful career readiness schools and programs which many students in both rural and urban settings do not currently have access to.

An analysis of Utah's workforce by the US Chamber of Commerce shows that there are fewer than three available workers for every four open jobs in Utah, the 5th lowest ratio in the country.[21] CAU will prepare its students to fill that talent pipeline. In doing so, we will democratize access to high-quality career readiness education. Many students in rural and transitional counties do not have access to the kind of program CAU proposes although employers in those areas have available jobs. Rural and transitional counties in Utah accounted for approximately 25% of the state's population in 2016 and their unemployment rates are significantly higher (5.9%) – more than double--the rate in urban communities (2.9%).[22] The School's flexible model and innovative approach will prepare those students for technical, high-paying jobs, especially in the fields where CAU's board members have expertise.

The most compelling reason to provide a statewide virtual career readiness school is that studies show CRE programs effectively engage students, lead to long-term positive outcomes for students and the economy, and are highly valued by students and parents.

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[21] UtahPolicy.com. "Utah facing 5th greatest workforce shortage in America, U.S. Chamber study finds". (January 14, 2020). Retrieved on November 5th, 2020 from: https://utahpolicy.com/index.php/features/today-at-utah-policy/22660-utah-facing-5th-greatest-workforce-shortage-in-america-u-s-chamber-study-finds

[22] State of Utah's Rural Planning Group. (2017). State of Rural Health: Current Analysis and Long Term Trends. Retrieved on November 5th, 2020 from http://www.ruralplanning.org/assets/soru-report.pdf

Nationwide, the graduation rate for students who concentrate in a career readiness pathway is about 95 percent, roughly 10 percentage points higher than the national average for all high school graduates.[23] The estimated impact of achieving a 90 percent graduation rate nationwide is $5.7 billion increase in economic growth and $664 million in additional federal, state, and local taxes.[24]

Students who participate in career readiness programs may also be less likely to be displaced by automation. Per a report by the McKinsey Global Institute, within 60 percent of jobs, at least 30 percent of activities could be automated. Automation will affect some of the largest occupational categories in the U.S., including office support, food service, production work, and customer service and retail sales. Individuals with a high school degree or less are four times more likely to be in a highly automatable role than individuals with a bachelor's degree or higher.[25] A high-quality CRE program will help students develop skills that will serve them even in the age of automation, and the professional skills and self-reliance students will learn during the program will help them adapt to the changing nature of work as they move through their careers.

In terms of how parents and students value career readiness education opportunities, a study by Advance CTE with support from the Siemens Foundation found that 93 percent of parents and students say, "finding a career that I/my child feels passionate about is important", and 82 percent of CRE students are satisfied with their ability to learn real-world skills in school, compared to only 51 percent of non-CRE students.[26]

CAU Recruitment Plan
CAU will be open to all students across the state of Utah regardless of race, religion, disability, or academic ability, beginning with grades K-9 in year one growing to grades K-12 in year four. Students will be admitted without discrimination on the same basis as other public schools.

If the number of students applying to enroll in CAU exceeds the capacity of a program, class, grade level or the School, students will be selected for enrollment on a random basis in accordance with *Utah Code Ann. §* 53G-6-502. The Board shall approve a written policy detailing how the random selection process is to be conducted.

CAU's admission procedures will be conducted in accordance with *Utah Code Ann. §* 53G-6-503. No tests of any sort will be given to determine whether admission will be granted; however, after students are enrolled, tests may be administered to help determine appropriate group placement. Enrollment applications for CAU will be available online as well as at the CAU

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[23] "Career and Technical Education & Student Achievement", AdvanceCTE. https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE_Student_Achievement_2018.pdf. Accessed 1/6/2020.

[24] Based on class of 2015. "The Graduation Effect: Every Student's Potential to Impact a Community". Alliance for Excellent Education. November 2017. http://graduationeffect.org/US-GradEffect-Infographic.pdf. Accessed 1/6/2020.

[25] "The Future of Work in America". McKinsey Global Institute. https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-in-america-people-and-places-today-and-tomorrow. Accessed 1/6/2020.

[26] " The Value and Promise of Career Technical Education: Results from a National Survey of Parents and Students". AdvanceCTE. https://cte.careertech.org/sites/default/files/files/resources/The_Value_Promise_Career_Technical_Education_2017.pdf. Access 1/6/2020.

administrative office. Upon acceptance, parents of students will be notified by CAU personnel to confirm their intent to enroll their child(ren) and complete the application process.

Formation of an Effective Recruitment Plan
CAU's recruitment plan will be designed to reach students and families that are interested in a CRE online school program. Potential students could be seeking more academic challenges and able to work independently as well as students who may require additional one-on-one support. Parents interested in greater involvement with their child may also be good candidates for the School.

While CAU intends to enroll students from throughout the state, student recruitment will specifically target rural students with limited choice options and urban students who may require a more individualized education than a brick-and-mortar school can provide. We will provide information about the benefits of CAU and how those benefits meet the needs of the community and prospective families and students.

Following is a representative summary of activities that may be part of CAU's recruitment plan:
Offline Advertising: including television, radio, and/or direct mail.
Online Advertising: display ads, email, and social media, may be used to complement and coordinate with offline advertising.
Public Relations: The Board and school staff will generate news and distribute news about CAU such as enrollment opening events, back-to-school announcements, etc. and respond to media inquiries.
Events & Local Outreach: The School will develop a local engagement plan which may include:
- *Strategizing, scheduling, and promoting in-person and online information sessions for interested families and the public:* During these sessions, prospective families and students will have the opportunity to learn about the curriculum, including lessons and materials, and have questions answered.
- *Partnering with third-party event organizers to make the public aware of the online school program:* These events may involve interactive lessons and product demonstrations designed to differentiate the online career learning school model from other models, encourage trial/engagement, deepen interactions with prospective families, link families directly to the School, and create a lasting impression.
- *Developing outreach campaigns* including meetings with CAU representatives focused on organizations, community leaders, groups, and other educational influencers within a targeted area (including minority and low-income areas both urban and rural) in order to develop mutually beneficial opportunities to promote the School.
Other Information and nurture channels: Several additional non-advertising channels may be used to educate and interest students and parents about the School:
- *Call Center:* The School will have a call center to support the enrollment process and provide information to prospective applicants.
- *Internet:*
  o *CAU's Website:* Will serve as the primary resource for families seeking to learn more about the School and may include information about policies, instructional approach, curriculum, and FAQs. The site may also include enrollment information, application, procedures, event schedules, a direct login to the Online School, and other tools for

prospective and current families. Enrollment applications may also be available upon request from the School's administrative office.

- o *Landing pages:* Will provide key information sought by prospective families who respond to the School's Online, Offline, and Public Relations recruiting activities described above by providing an overview of the education program, addressing FAQs, and providing an easy way to start enrollment.

Social Media: CAU will have a social media presence (e.g., Facebook) to build awareness of the School and School-related events such as student registration.

Email: Email campaigns will be designed to:

- Explain the enrollment process such as steps on demonstrating how to enroll and key program features and benefits as well as sharing student stories and posting key details in FAQs.
- Engage prospective families with timely and relevant articles, invitations to view webinars, links to "how to" videos, detailed information about specific education programs, and student success stories.
- Facilitate re-registration by announcing registration opening, explaining the process, sending reminders, and providing other helpful assistance to currently enrolled families to ensure they re-register for the next school year.
- Notify prospective or enrolled families of important school news and information.

Enrollment Plan Evaluation

- The Board and school leadership will evaluate the School's enrollment plan and the results of it throughout each school year to determine what works and what doesn't and to make the necessary corrections to it.

Reaching Diverse Population

A variety of marketing tactics, such as national TV, Search Engine Marketing (SEM), and Search Engine Optimization (SEO) will support widespread reach across the state. Social, influencer, and grassroots efforts enable direct reach into various cultural and socioeconomic groups. Language capabilities on the School website, as well as language accommodations within the enrollment process, allow non-native speakers to translate and access school information.

5. Governance

Career Pathways Education Solutions is a Utah nonprofit corporation organized and existing pursuant to the *Utah Revised Nonprofit Corporation Act* (please see Appendix B: Articles of Incorporation) created solely for the purpose of establishing a Utah public charter school, Career Academy of Utah and, if approved, will hold the charter and bear ultimate responsibility for the financial and operational management of the School. The Board consists largely of business and industry association leaders who are focused on establishing innovative public school options that align career readiness education for students with the workforce development needs of the state of Utah. The Board initially submitted a proposal to the Utah State Charter School Board which was subsequently denied. Undeterred, the Board was motivated to learn from the experience. They regrouped, adding a Director with a strong professional background in public education and revising the proposal to further strengthen the plans for the School. All members of the Founding Board are committed to continuing their service as the Governing Board should the School be granted a charter. The Board will continue to recruit new members with diverse

experience to ensure sustainable governance as identifiable needs arise. In addition, the Board will form a CRE General Advisory Council that will consist of business and industry experts and leaders with extensive knowledge of the workforce development needs of the state.

The Career Academy of Utah shall comply with the provisions of *Utah Code Ann. §* 53G-5-302 which requires background checks for each board member within 30 days of authorization consistent with *Utah Code Ann. §* 53G-5-408. CAU shall comply with the provisions of *Utah Code Ann. §* 53G-5-408 regarding employee background checks. In order to protect the health and safety of all students and protect the property of the School, the School will require (a) all Board members, (b) all potential employees and (c) any volunteers who will be given significant unsupervised access to a student in connection with the volunteer's assignment to submit to a criminal background check and ongoing monitoring as a condition for employment or appointment. The LEA Director shall establish administrative procedures consistent with this policy and applicable law.

All corporate powers of the School are exercised under the direction of the Board, as visualized in its organizational chart (see below).

Organizational Chart
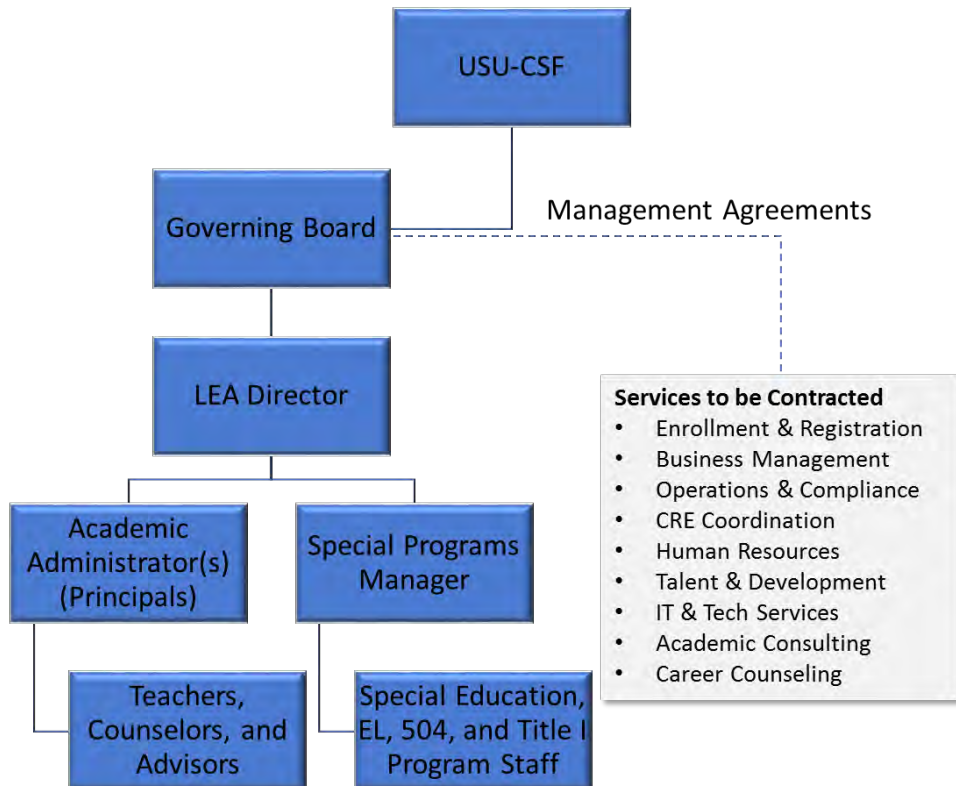
Some positions noted in the organizational chart above may not be filled in the virtual school's first year. The actual positions hired will depend on the enrollment.

Board Member Terms, Vacancies, and Meetings
The number of members of the Board of Directors of the Corporation, excluding ex officio members, shall be no less than three and no more than nine. There are currently five members on the Board whose initial terms will be staggered to provide for leadership continuity. Each member shall hold office for a three year term, unless elected to serve the remaining term of a previously elected member, and until his or her successor shall have been elected and qualified, unless he or she is removed or resigns in accordance with the provisions of the Bylaws.

The Board shall constitute itself by appointing individuals to serve as Directors. If the Board determines an additional seat should be filled or if a vacancy on the Board exists, the Board of Directors will request applications from the school community, members of their respective professional networks, and members of the community at large. The Board of Directors may then elect an approved applicant, by the vote of a majority of the remaining members, to fill the vacancy. Any new member will complete a background check within 30 days of appointment, as required by *Utah Code Ann. §* 53G-5-302.

The Board of Directors shall hold at least 10 meetings annually, once per month, with additional special meetings as needed. The Board acknowledges that the School will be subject to Title 52, Chapter 4, Open and Public Meetings Act; and Title 63G, Chapter 2, Government Records Access and Management Act. The Board will comply with any ongoing and required training requirements contained in these laws.

Governing Board Members
The founding Board members have substantial experience successfully managing complex endeavors with tasks, challenges, and required expertise similar to what they will have to undertake to successfully manage start-up, launch, and on-going governance of CAU. The Board includes a former teacher with expertise in instructional design and digital learning; Presidents and CEOs with expertise in personnel management, financial management, and complex project management; and Presidents and Vice Presidents with extensive business, association, and non-profit management experience, including experience serving on School Boards in Utah. The Board will also employ legal counsel as necessary to ensure it complies with all state and federal requirements and to help guide it through the procurement process and contract negotiations with the ESP(s).

Todd Bingham serves as President of the Board of Directors. He is the President/CEO of the Utah Manufacturers Association, an organization consisting of 1100 member companies, where he has served since 2012. His past employment history includes other large trade associations such as Utah Mining, Utah Farm Bureau, and Associated Builders and Contractors. His experience has equipped him with a deep understanding of the importance of having educational opportunities and workforce needs closely interwoven. He has served on multiple non-profit boards and task forces for government and industry, many as an appointee of the Governor, focused specifically on workforce issues and is keenly attuned to the needs surrounding career readiness education. His work experience and service on committees and boards has also expanded his understanding of the education-specific needs of rural communities.

Todd brings hands-on experience to this Board as a former charter school board member. He served on both the founding and governing board for Athlos Academy, taking it from start-up phase into operations. Todd has strong experience in the areas of leadership and management, strategic planning, and development and implementation. Todd possesses a unique and valuable background that will benefit the mission of this School and the Board throughout the planning, implementation and operational phases of the School.

Brian Somers serves as the Vice-Chair of the Board of Directors. Brian is the current President of the Utah Mining Association, which represents one of Utah's largest industrial sectors. Previously, he was Managing Director for the Utah Science and Technology Research Initiative (USTAR) and Deputy Director for the Utah Department of Heritage and Arts where he oversaw million-dollar budgets. Brian's non-profit experience includes working with over a dozen boards. Brian has tested experience in executive leadership and enterprise-wide strategic planning, performance, and oversight. His skills include strategic communications, public relations, and marketing. Brian's qualifications are an asset for establishing a well-rounded charter school board.

Brian has first-hand knowledge of the skills gaps in Utah that make it difficult for industry to find qualified employees. Conversely, he understands the shortfall of coordinated CRE opportunities for students to develop the skills required for these high paying careers. Brian has a strong commitment and passion for finding solutions that address the needs of career readiness education and workforce development. He is uniquely qualified to bring education and industry together in partnership with a vision to better serve students, industry, and Utah's economy.

Kelvyn Cullimore serves as Treasurer for the Board of Directors. His expertise is primarily in business and political subdivisions with an emphasis on executive leadership and financial management. Kelvyn is the President & CEO of BioUtah, a trade association representing the Life Sciences Industry. He is the co-founder, former President/CEO, and Board Chairman at Dynatronics, a publicly traded company that manufactures and distributes medical equipment. Kelvyn studied Financial Planning and Estate Management at Brigham Young University and subsequently his career included several positions in finance. His experience with non-profits and governing boards is extensive and he has served as the financial expert for many of them.

Kelvyn became the first Mayor of Cottonwood Heights where he served for 14 years. In his capacity as Mayor he held positions on multiple government related boards and agencies. This included serving as Chair of the Interlocal Committee of Mayors that formed the Canyons School District. As a mayor, and public steward over his community, education was of paramount importance and an issue that required his attention and involvement. Kelvyn understood this and donated his time and energy to improving education opportunities for students. This also included serving on the Jordan and Canyons Education Foundation Boards for a total of 11 years.

Kelvyn believes strongly that the innovative concept of CAU is timely and needed. He is committed to the mission and brings many skills to the Board. Among them, his leadership, finance experience, and breadth and depth of experience with board governance and political subdivisions.

Rikki Hrenko-Browning serves as Secretary for the Board of Directors. Rikki is President of the Utah Petroleum Association. Previously she was CEO of Enefit American Oil for eight years, where she set up the European parent's first US business. Rikki's background includes leadership, business management and operations, project development, fiscal and legal management, PR and media relations, international relations, government affairs, as well as non-profit governance serving on numerous boards. She has managed large projects, overseeing development budgets of nearly $30M. Rikki is very accomplished, and her portfolio of experience makes her a valued member of this Board.

As with the other association leaders on the Board, Rikki's direct involvement with Utah industry has given her a working knowledge of the needs surrounding industry skills gaps and alignment with the educational opportunities afforded to students. She sees the need for these opportunities in the rural areas to be even more amplified. She is a strong believer in the CAU model where CRE is interwoven throughout the entire K-12 student experience. Rikki's commitment to the success of CAU is both professionally and personally driven.

Ethan Deceuster is the newest member of the Board of Directors and adds a fresh perspective to the team. He has a strong background in public education as a classroom teacher for eight years for grades 3 through 5 in Utah schools. During that time, he also served as a professional development trainer. Ethan's current employment experience aligns closely with the CAU model of online learning. He is a Course Development Project Manager at Dixie State University where he is also an Online Instructor and Digital Learning Designer for Digital and Extended Learning. Ethan received his Master of Education in Instructional Technology and Learning Sciences from Utah State University.

Ethan brings a balance of experience to the Board as a professional educator. Combined with his experience in digital learning, he provides an expertise critical to the Board's decision making as it pertains directly to teaching and learning and learning science. Ethan's perspective on the learning process of children and the strategies and processes for facilitating online learning comes directly from a personal place of understanding. Ethan is wholly committed to the CAU charter model and the successful achievement of 100% student proficiency.

The Governing Board will continuously seek to strengthen and enhance the expertise of the Board to address the needs of the School and to better serve our student population. The Board will consider parents, industry experts, as well as members who bring exceptional knowledge and experiences in areas including, but not limited to: education, business, finance, public relations, organizational management, and public policy. In addition, the Board will help CAU staff identify stakeholders for the CRE General Advisory Council that will consist of business and industry experts and leaders with extensive knowledge of the workforce development needs of the state.

Please see Appendix A for completed Background Information Sheets for each Board member.

Board Professional Development and Evaluations
Board member development will be a priority of the School's Board and will focus on developing skills in the areas of academic, administrative, fiscal, and operational accountability

as they apply to the School. Board members will attend, as appropriate, mandatory and other training for charter school board members. Trainings may include school board and charter school conferences; curriculum training; school funding training; team-building sessions; school mission and vision reviews; review of Board and officer job descriptions; leadership training; new Board member orientation; and committee and task force assignments. Board skills will be developed continuously and comprehensively according to the Board training requirements. Each governing board member will complete all required training.

In addition, CAU may contract with, join an association, or provide a trainer who delivers governance training consistent with the School's governance training plan. For example, the Utah Association of Public Charter Schools offers events, trainings, and resources for members.

Board Self-Evaluation
The following self-evaluation tool will be the basis for setting yearly measurable goals for the Board's performance against its mission and goals.

Sample Charter School Board Self-Evaluation
20XX – 20XX School Year
4 = Exceeded expected performance levels; completed responsibilities at high levels of proficiency and/or had participation levels of 100% in said responsibility
3 = Met expected performance levels; completed responsibilities at an acceptable level of proficiency and/or had participation levels of 75% in said responsibility
2 = Partially Met expected performance levels; completed responsibilities at a moderate level of performance or possibly violated Board Policies and/or had participation levels of 50% in said responsibility
1 = Did Not Meet expected performance levels; did not complete some responsibilities at all or clearly violated Board Policies and/or had participation levels of below 50% in said responsibility
Insert an 'x' under the number that best describes then board's performance in each specific area below.

		1	2	3	4
1	The Board has remained focused on the mission and vision.				
2	The Board as a whole has maintained a commitment to [insert educational model/approach/philosophy].				
3	Each individual Director has actively participated in the overall direction of [insert name of school] including committee work and involvement in pressing situations that require work be done outside of the board meetings.				
4	Directors have demonstrated a clear understanding of their role and have not tried to become unduly involved in the day-to-day management of the school.				
5	The Board has effectively used the strategic plan to guide its activities and priorities throughout the year.				
6	The Board has met the deadlines and goals as outlined in the Strategic Plan.				
7	All meetings have adhered to the open meetings (sunshine) law.				
	Board Meetings have:				
8	Started on time				
9	Had all Directors present				

10	Remained focused on the agenda				
11	Not included discussions which were not pertinent to the agenda				
12	Equitably represented the opinions and questions of all Directors				
13	Ended in a timely fashion				
	Throughout this year, the Board of Directors has:				
14	Been a driving force in the continued development of [insert name of school]				
15	Dealt effectively with crisis situations when they arose				
16	Developed a positive relationship with the Administration				
17	Represented the school as a whole instead of individual interests				
	Throughout this year, Directors have:				
18	Divided responsibilities equitably between all Directors as much as possible				
19	Submitted reports for board meetings in a timely fashion				
20	Supported and encouraged one another				
21	Stepped in to help accomplish tasks without having to be asked				
22	Come to board meetings well prepared				
23	Demonstrated a professional demeanor at all board meetings				
24	How would you rate the Board's effectiveness at following its own policies and procedures?				
25	How would you rate the overall performance of the Board of Directors this year?				
	Total number of x's in each column				
	Multiply total x's in each column by 4				
Add your totals to calculate your Board Performance Rating /100					

Board Evaluation of School Management

The Board will monitor the LEA Director and administrative staff through a variety of tools, including, among other things: administrator evaluations; frequent direct reporting from the LEA Director and Academic Administrators; suggestions from the school community; parent surveys; and multiple data collecting/reporting tools which will be built into the School's technological frameworks.

The LEA Director will deliver a report at each board meeting that provides information regarding finance, academics, and enrollment. Establishing a strong line of communication and partnership among the Board, the LEA Director, the ESP(s), the authorizer, and other parties associated with the operations of the School will be vital to the success of the School.

The Board intends to use the anticipated ESP's Leadership Excellence Framework to evaluate School leadership. The Framework and standards within have been developed as a basis by which the anticipated ESP recruits, develops, retains, promotes, and leverages school leaders in service of all stakeholders including students, parents, teachers, and staff. Specifically, these standards will:
- Guide the professional development and continuing professional development for new and existing school leaders.

- Serve as a tool in developing, coaching, and mentoring supports for school leaders.
- Focus the goals and objectives of partner boards in supporting, monitoring, and evaluating leadership performance.

The specific standards and practices that make up the Leadership Excellence Framework are derived from research-based practices of high performing school leaders across various models, as well as the anticipated ESP's internal analysis of the organization-specific skills of its highest performing leaders. These standards are rooted in the following beliefs regarding school leadership:

- The primary goal of school leadership is to build and transform schools so that sustainable continuous improvement drives all aspects of the school and the people within.
- Schools must have proactive leaders who possess a great sense of urgency to ensure that the schools consistently perform at high levels and that students are placed first in all decision-making.
- Leadership is not about position but rather a collection of practices that must be embedded and shared throughout all levels of the school on behalf of students.
- Leadership must be diligent in ensuring alignment within the entire school operation.
- The work of School Leadership is with, for, and through people. Leadership is a process of social influence and a medium for change.

6. Staffing

Overview of Organizational Structure
It will be the goal of the virtual school to employ the most capable teachers and administrators available. All administrative and teaching staff will be overseen by the Board. The ESP will provide staff as necessary to carry out its contracted services as defined in a services contract, which will be negotiated and executed following a procurement process after charter approval. All key management and staffing decisions will be determined by the Board.

School leaders will be administrators with demonstrated leadership experience and skill. Staff will be expected to demonstrate expertise in curriculum, instruction (including PBL), assessment, finance, business management, and administration based on their positions. Administrative staff will meet state requirements related to certification pursuant to each position when applicable.

Teachers will possess online teaching competencies and qualities identified by research on effective online teaching. Teachers will have a bachelor's degree or higher, required state certification, and demonstrate competency in either elementary education or in a secondary subject area, depending on the grade level or subject they will teach. Teachers and other staff with English as a Second Language (ESL) endorsements will be recruited and hired as necessary to meet student and school needs. The faculty will include general and special education teachers at all appropriate grade levels to meet the needs of the student population. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment may necessitate hiring throughout the year.

The Board expects that the anticipated ESP will provide a number of business management services, as contemplated in the list below, to allow the School's administrative staff to focus as wholly as possible on supporting students academically. The ESP will hire staff necessary to carry out its to-be-contracted functions, which may include:

- Enrollment & Registration
- Business Management
- Operations & Compliance
- CRE Coordination
- Human Resources
- Talent & Development
- IT & Tech Services
- Academic Consulting
- Career Counseling

When team members are hired and which team members are hired will be based on the enrollment of the School, the grade levels served, and demographics of the students. The outline below lists key positions and their associated descriptions that will be hired as part of a comprehensive staffing plan to serve students.

LEA Director: Acts as chief administrator for the School, implements the School's strategies and budget, and oversees the implementation of School marketing and enrollment initiatives. The role acts as an ambassador with the community and civic groups; ensures compliance with the requirements of federal, state and local agencies; and selects, develops and retains highly qualified and effective staff.

The position uses data to drive academic decision-making and ensures instruction is targeted to meet students' individual needs. S/he will develop plans and policies for the educational program and submit them to the Board of Directors for approval. This position will serve as the School's instructional leader and ensures data is being used to drive all academic decisions. Further, s/he will ensure teaching staff utilizes the curriculum, effective assessments, and targeted instruction to meet the individual needs of each student.

This individual, at a minimum, will be have a master's degree in education or school administration and ten years of experience in the educational industry, including three years of school administration experience.

Academic Administrator/Principal: Directs and coordinates educational, administrative and counseling activities of students in grades K-12, ensuring conformance of educational programs to state and local standards through evaluation, development and coordination activities, including researching and implementing curriculum resources that meet state standards. This position is responsible for teacher oversight and professional development and will, at a minimum, have previous supervisory experience and five years of educational experience.

Academic administrators will help articulate the School's mission and vision with the aim of ensuring all stakeholders have a common understanding and are positioned to work cooperatively in order to achieve desired results. S/he will rely heavily upon communication

technologies and practices that most effectively support a predominantly virtual/remote work environment and ensures that the School is meeting the needs of students while complying with local, state, and federal laws regarding special education and other categorical programs (such as Title I, LAP, CTE);

This position will also confer with teachers, students, and parents concerning educational and behavioral problems and coordinate with teachers and the enrollment team regarding expulsions and withdrawals.

The position will help the LEA Director supervise and evaluate teaching staff, manage teacher performance, and develop and provide necessary training to support their professional development.

Special Programs Manager: Develops and implements policies and procedures and oversees all matters related to special programs for the School including Federal and State Programs, Special Education, English Learners (EL), Response to Intervention (RtI) and 504, and other student support programs. This position will coordinate state and federal programs and provide guidance and oversight of personnel and programs to ensure compliance with funding guidelines and the school plan. The role will also assist with developing and implementing general academic policies and procedures leading to the success of all students.

The Special Programs manager will support the School's administration and teachers in providing training on and implementation of special education program and services. S/he will create and maintain appropriate contacts with the authorizer, the Board of Directors, and state special education leaders in order to ensure continued compliance of special education programs and represent the School throughout the state in meetings and trainings related to the implementation of special education programs.

This individual will develop contracts with service providers to provide related services to students and supports full implementation of the related services database to track related services in order to ensure all eligible students are receiving services and that the cost of those services is reported correctly. S/he will also ensure fiscal compliance for special programs including IDEA Part B funds and compliance with all school, local, state, and federal reporting related to special education.

The Manager will work directly with parents and students (both regular and special education) where necessary and ensure that that special education students are integrated in all school activities and that general education and special education teachers and administrative staff work collaboratively to ensure academic success for all students. A bachelor's degree and three years of special education teaching experience are the required minimum qualifications.

Teachers: The Teacher is a highly effective, state licensed educator responsible for delivering specific course content in an online environment. This role will provide an exemplary individualized and engaging educational experience for students by incorporating school and community/family partnerships coupled with a rigorous curriculum along with a data-driven and student-centered instructional model. Teachers and other staff with bilingual skills will be hired

as necessary. The faculty will include general, CRE, and special programs teachers at appropriate grade levels to meet special education population needs. The number and types of teachers recruited will depend on student needs. Ongoing enrollment may necessitate hiring throughout the year.

Instructional responsibilities will include implementing strategies that stimulate learning and increase student engagement, creating instructional resources to meet the varying needs of students, and taking ownership for students' academic progress and attendance. The teacher will communicate high expectations and show active interest in students' achievement.

S/he will analyze student data to prescribe remediation and enrichment as needed and participate in data analysis meetings to monitor student growth. S/he will be available to be coached on a regular basis with administrators and will adapt course content according to ongoing feedback and development of new synchronous and asynchronous teaching tools.

Apart from instruction, the teacher will also be responsible for relationship building. S/he will collaborate with parents and colleagues to manage coarse goals, curriculum, and materials that enhance the learning experience, host live synchronous sessions that promote a positive learning environment and establish and maintain positive rapport with families. The teacher will be expected to understand how both diverse and unique characteristics of students and their families impact required support and work collaboratively with other teachers to ensure that all students are successfully progressing through the program.

Counselors: Utilizing leadership, advocacy and collaboration, the School Counselor promotes student success by providing preventive services and responding to identified needs through implementation of a comprehensive school counseling program that helps guide all learners in their academic success, personal and social development, and career and college planning and readiness. This individual will deliver individual and group guidance curriculum supporting student development, assist students in course placement and course scheduling, and work collaboratively with teaching staff to develop personalized learning plans.

A large focus of the counselor's job will be preparing students for college and career. S/he will provide academic counseling, including recommendations on career pathways and workplace-based learning opportunities to enrich the student's experience and prepare them for life after high school.

Advisors: The Advisor is the primary point of contact for assigned students/families for non-instructional matters. The role helps foster a high touch approach to educational support and exhibits a commitment and desire to provide the best experience possible for students and families. The role will empower families to increase their involvement and assist in their student's education, facilitate engagement in school activities, and provide clear and consistent communication regarding school expectations and activities.

The Advisor will oversee a caseload of students assigned to him/her as the primary point of contact at the School. S/he will monitor student participation and progress, to ensure a strong start to the school year and identify students showing signs of academic decline as determined by

course grades, log-ins, course activity, and missing assignments. The advisor, in many cases, may serve as a mentor to the student and help the student remove any barriers to his/her success. The Advisor will be one of several individuals responsible for initiating appropriate student support interventions including scheduling one on one sessions, helping the student to build a schedule and prioritize assignments, and provide encouragement and guidance to support the students' success. The advisor role will serve as a liaison between the student, parent/guardian, and teachers to ensure that all school personnel understand how to contact and communicate with the student in a manner that builds ties between the student and the School. Families will be able to reach out to the Advisor for support identifying school programs, resources, and assistance to help each family make the most of what the School has to offer.

Title I Programs Coordinator: CAU will apply for federal Title funds at the appropriate time and will hire a coordinator to support the requirements of a Title funding school. The Title I Programs Coordinator will manage all federal Title I programs and provides guidance and oversight of personnel and programs to ensure compliance with funding guidelines and the school plan. This individual will facilitate necessary meetings among stakeholders to ensure decision-making represents collective needs and goals of the School.

The Coordinator will oversee development of parent training programs related to Title I and ensure that student academic performance, progress, and attendance is compliant with federal and state program guidelines and the school plan. S/he will also work with the LEA Director to prepare reports, perform monitoring and audits, and monitor budget compliance for Title I programs. The position will be expected to research and implement curriculum resources to meet state standards and student needs.

EL Compliance Coordinator: The EL Compliance Coordinator coordinates all aspects of the school's English Learner program. The position will help develop and deliver training, mentoring and professional development to teachers, staff and Learning Coaches/parents, and advise school administration on all EL policy and testing updates to help ensure legal compliance. S/he will ensure effective implementation of the EL program including monitoring the screening, referral, and placement process for EL services.

The position will be instrumental in analyzing the most current information regarding EL programs and making recommendations accordingly, in helping to shape the School's vision for its EL Program, and in projecting a positive image to the community about the School's EL Program.

504 Coordinator: The 504 Coordinator is responsible for coordinating policies and procedures relating to students with disabilities, tracking progress related to Section 504 policies and procedures, maintaining all data required for Section 504, and providing consultative services to school staff regarding Section 504. This position will develop and maintain all Section 504 records, including 504 plans and list of eligible students. S/he will serve as a daily resource to school administrator and other stakeholders regarding Section 504 issues.

Education Services Provider(s): It is the Board's desire that administrative and teaching staff will be empowered to focus the vast majority of their attention on fostering 100% student learner

proficiency. One or more ESPs will be contracted to provide services that support the scaffolding of student learning, including issues related to finance, human resources, marketing, real estate development, special education, IT and technical support, etc. The Board will negotiate the scope of the ESP's services after charter approval and following the procurement process.

Teacher and Administrator Recruitment
The process to advertise for, select, and employ instructional and administrative staff will begin well in advance of fall 2022. The LEA Director will be hired first, followed by administrative staff including the Special Programs Manager. Instructional staff hiring will take place in the spring of 2022. The Board will draw on the resources of the selected ESP to assist in recruiting the highest quality teachers based on research in effective online teaching. The anticipated ESP has developed a teacher recruitment and retention process that nurtures a talent pipeline and structures a robust and consistent hiring process, including early hiring practices to attract the best teacher candidates. The application process is designed to draw out the unique set of skills that online teaching requires.

In today's technology-rich education world it is common to find teachers versed in virtual teaching as well as teachers with PBL experience. However, it is rare to find teachers who have taught using PBL methods in a virtual environment. Fortunately, both skillsets can be taught. CAU will seek qualified, excellent teachers who meet all requirements of applicable law. Those teachers with experience teaching in a virtual environment or using PBL methods will rise to the top of the selection. Because of the uniqueness of the online environment, the School will provide robust training focused on online instruction and engagement and PBL teaching methods, including observations, mentors, and administrative support.

The Board intends to draw upon the contemplated ESP's recruiting staff with support from talent sourcing specialists. This would include sourcing specialists dedicated to sourcing diversity candidates to conduct the recruitment and hiring process, all subject to Board oversight and approval. Jobs will be posted on various media, including Indeed.com, *Education Week*, state-specific and diversity job boards (ex. National Association of Black Male Educators) and through social media channels (diverse LinkedIn and Facebook) groups The ESP cultivates relationships with universities and will draw upon a database of potential employees from a variety of institutions in Utah and nationwide (Historically Black Colleges, Hispanic Institutions and Tribal Universities) to bring a diverse slate of talented individuals. CAU branding, social media, and "talent communities" – virtual environments where like-minded professionals can interact with recruiting professionals – will provide additional avenues through which qualified employees will be sourced.

Retention
The Board will invest in the School's staff at all levels including targeted professional development programs, teacher/leader trainers for teachers and administrators, internal mobility and growth/advancement opportunities, robust benefits, online training resources, annual bonus eligibility, and generous tuition, certification, and professional membership reimbursements. Because managers play a key role in driving employee retention, managers can participate in the potential ESP's manager development program that provides tools and resources for greater self-

knowledge and best practices. Administrators also participate in professional development and the LEA Director will receive leadership development and coaching.

Teacher Pulse Checks and Satisfaction Surveys
Teacher quality is a key driver in academic achievement. The Board intends to work with Stride as its ESP for many reasons, among them is their commitment to recruiting, employing, and retaining high-quality teachers. The Talent Development and Community Team (TDC Team) is a Stride initiative that develops a culture of excellence around teachers with the intention of enhancing each teacher's experience and practice. The TDC Team homes in on the five stages of a teacher lifecycle – starting with the recruitment and hiring of teachers and continuing with the goal of retaining teachers; designing a career-ladder progression ramp; establishing a desirable pay structure; fostering a culture of excellence; and providing strong leadership and teacher support through coaching, mentoring and teacher evaluations. The TDC Team also gives a voice to teachers by creating opportunities for teachers to offer regular feedback to both the School and the ESP.

Two critical tools that will be utilized to understand teacher experiences and provide direction to the initiatives intended to improve teacher recruitment and retention are the in-year Teacher Pulse Checks (TPC) and annual Teacher Satisfaction Survey.

Teacher Pulse Checks are short, periodic surveys which will be answered by teachers and include key questions about satisfaction, morale, and engagement to glean insight into our teachers' experiences. These surveys are intended to identify and help address teacher issues and concerns during the school year as well as provide invaluable information and data intended to drive priorities and programmatic changes. Four pulse check surveys will be strategically administered throughout the school year. The first TPC will take place within the first two weeks of the school year and the rest of the TPCs are scheduled based on the school calendar. Questions asked on the first two TPCs will be the same and will focus on satisfaction, morale, materials, training, and student/Learning Coach readiness. The remaining TPCs continue to ask questions relative to satisfaction, morale, and teacher engagement. These "pulse checks" will be part of ongoing efforts to address teacher satisfaction and effectiveness.

The *Teacher Satisfaction Survey* is a questionnaire that will be administered annually in May of each school year to better understand teacher experience, culture, and satisfaction. The survey will collect demographic information from the teachers, including position details such as serving as a lead or special programs teacher, grade and subject levels taught, and years of teaching experience. Additionally, several open-ended questions will be asked so teachers can offer detailed feedback alongside the Likert-scaled questions. The bulk of the survey will seek responses related to the teacher experience in the areas of teacher training and support, culture, retention, challenges, and barriers. Occasionally, special topics will be included in the survey on an as needed basis.

Results and analysis of the survey will be completed by the ESP's Marketing research group in early summer. Results will be shared with the Board, school leaders and, if requested, the authorizer. The School will use the results in setting goals and making improvements in the School.

School Academic Leadership Pulse Checks

Given the vital role of school leaders in schools achieving positive outcomes for students, quarterly pulse checks will be sent to the academic leaders. Leadership Pulse Checks are short, periodic surveys which will be answered by these school leaders throughout the school year including responses to key questions about satisfaction, regional and national ESP support, professional collaboration with peers, and professional development offerings. These surveys provide insight into academic leaders' experiences and are intended to identify and help address leadership issues and concerns during the school year as well as provide invaluable information and data intended to drive priorities and programmatic changes. Four pulse check surveys will be strategically administered throughout the school year.

Following the close of each academic leader Pulse Check survey, results will be shared with the ESP's regional and national school services staff. Strategic analysis of the data will drive discussions and changes where needed to enhance and elevate the school academic leadership experience.

Employee/Employer Relationship

Employment with the School will be entered into voluntarily, and employees will be free to terminate their employment at-will at any time, with or without cause or notice. Similarly, the School may terminate the employment relationship at-will at any time, with or without cause or notice, so long as there is no violation of applicable federal or state law.

Evaluations

Teacher Evaluation

Teacher effectiveness at the School will be measured using a combination of informal observations, formal observations, and a final annual summative evaluation.

The School's teacher evaluation model will incorporate the anticipated ESP's Instructional Rubric, which is based on the National Institute for Excellence in Teaching's (NIET) long-standing research and previous teacher evaluation systems used for brick and mortar teachers. The model will be further informed by and aligned to Utah Effective Teaching Standards and Indicators. Informal observations will be conducted once a month and are separate from the observations conducted by Talent Development Specialists. Each informal observation, conducted by a member of the School administrative team, will focus on live or recorded sessions for the purposes of observing, rating, and providing feedback to teachers on their effectiveness across select priority standards and indicators from the Coaching Rubric, an abridged version of the full Instructional Rubric, as well as the most up-to-date version of the Utah Teaching Observation Tool. Feedback from these informal observations will be provided to teachers within a couple of business days following the observation.

Formal observations will occur twice yearly via scheduled live observations that will include a review of teachers' synchronous and asynchronous instructional duties. The ESP's Instructional Rubric will be used for the observations and include a review and rating in the areas of synchronous instruction, planning, and environment. A pre-conference and post-conference with detailed feedback will be included in each formal observation.

In the final quarter of the school year, a yearly summative final evaluation will be completed for each teacher by a member of the administrative team. This full evaluation utilizes the entire Instructional Rubric Handbook and includes reviews and ratings in the areas of synchronous and asynchronous instruction, professionalism, planning, and environment.

LEA Director Evaluation
The LEA Director will be evaluated twice a year against the standards and practices within the anticipated ESP's *School Leadership Excellence Framework* as well as the Utah State Standards for Educational Leadership Standards. The evaluation process is designed to assess LEA Director leadership effectiveness and offer targeted professional development and coaching support in areas of need. The LEA Director evaluation process is noted below.

Baseline Rating and Goal Setting
The LEA Director will complete a self-rating against the *School Leadership Excellence Framework* and Utah Model Principal Evaluation System rubrics at the beginning of the year. Members of the Board will also conduct a rating of LEA Director performance in each of the standards and practices within the rubrics.. Together they will identify one growth area in which the LEA Director would like to sharpen her/his practice as well as an area of strength that the LEA Director would like to build upon further.

Monthly Coaching and Ongoing Support
The *School Leadership Excellence Framework* and Utah Model Principal Evaluation System will be used as guides to enhance and inform regular check-ins with the LEA Director and the Board. Members of the Board can use this time with their LEA Director to check on progress against goal attainment, professional development completion, as well as school performance and outcomes. This also allows regional leaders to identify needs and supports and provide timely intervention.

Quarterly Reviews
The LEA Director will have quarterly check-ins with the Board to receive feedback on performance and explore areas of need, coaching, and support. The quarterly reviews provide an opportunity to target any professional development needs for the LEA Director as well as highlight successes.

End of Year Assessment
Similar to the beginning of year assessment, the LEA Director will collaborate with the Board at the end of the year to assess their performance against the *School Leadership Excellence Framework* and Utah Model Principal Evaluation System standards and practices. This end of year assessment provides direction in charting areas of support for the upcoming year.

Professional Development
The Board fully appreciates the benefits of and supports the need for ongoing professional development for all teachers and other staff, particularly in the areas of curriculum and instruction. All professional development programs and offerings will be determined by the

Board and established in contract negotiations with the ESP following the procurement process, which will take place following charter approval and a procurement process.

The ESP that the Board has contemplated contracting with, Stride, has the capability to provide a robust professional development program as it pertains to virtual learning and associated best practices. Since 2017, the ESP has partnered with Southern New Hampshire University to develop competency-based learning modules, specializations, and an online instruction Master of Education degree (see below).

Instructional Staff Professional Development
The School will provide professional development based on the School's mission, culture, student data analysis, and state required annual professional development for all teachers and other staff. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies required to meet the needs of students and their families. Each teacher will have an Individual Development Plan that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest.

During a teacher's first year, the potential ESP, with input from the Board and CAU staff, will provide a year-long induction program, giving teachers the tools needed for each stage of development throughout each season of the school year. This includes training in both synchronous and asynchronous teaching models, as well as a focus on targeted instruction. New teachers are partnered with a Talent Development Specialist (provided by the anticipated ESP) for ongoing collaboration and partnership. Additionally, teachers will have the opportunity to participate in virtual and face-to-face national, regional, and school level professional development opportunities.

Teachers at CAU will also participate in a training cycle to ensure they have the tools they need to integrate PBL learning into their instruction. This training cycle will include a weeklong virtual workshop that provides PBL coaching from Instructional Coaches (provided by the anticipated ESP) that will be assigned to every PBL teacher and a Micro Credentialing system for teachers as they improve in their craft.

Administrator Professional Development
School academic leaders and administrators including the LEA Director, the Special Programs Manager, and Academic Administrators/Principals will have access to both formal and informal leadership professional development opportunities at the regional and national levels provided by the contemplated ESP. This professional development program is based on the ESP's School Leadership Excellence Framework with the goal that academic leaders will demonstrate excellence in the following leadership standards: Strategic Leadership, Instructional Leadership, Communications and Community, Human Resources Leadership, Organizational Management, and Personal Leadership. Each standard includes specific practices that demonstrate administrator effectiveness at achieving the goals of the standard. The specific standards and practices that make up the School Leadership Excellence Framework are derived from research-based practices of high performing academic leaders across various school models, as well as the ESP's internal analysis of the organization-specific skills of highest performing school leaders.

In addition to the required training assignments, all staff will be trained to identify and serve English Learner students. Professional development will focus on research-based bilingual/ multicultural programs and implications for instruction, best practices of ESL, English Language Development, and/or language revitalization programs and the principles of language acquisition.

Competency-Based Learning Modules (New and Returning Staff Members)
The ESP has worked with Southern New Hampshire University to conduct a research project about the efficacy of online professional development for instructors. It was concluded that competency-based learning was most effective when training staff online. Training modules have been developed to reflect the competency-based approach for online professional development.

The following competency-based Professional Learning Modules (PLMs) are available for all teachers and leaders:

- SNHU-Created PLMs
  - Building and Maintaining Learning Coach Relationships
  - Using Data to Differentiate Instruction
- Stride-Created PLMs
  - Creating and Engaging Learning Culture
  - Planning Intentional Instruction
  - Student Connections and Learning Readiness
  - Classroom Presence and Management
  - Intentional Instruction I
  - Intentional Leadership I (for leaders)
  - Intentional Leadership II (for leaders)
  - Design for Online Learning
  - Intentional Instruction II
  - Synchronous Instruction
  - Culturally Responsive Teaching
  - Instructional Support for Teachers
  - Stride-Powered Schools
  - Strategic Leadership (for leaders)
  - Trauma Informed Schools

6a. Required Employment Policies
The Board will adopt the following required employment policies:

Criminal Background Checks
To protect the safety, health, and security of Career Academy of Utah students, employees, and property, the School will comply with the provisions of *Utah Code Ann. §* 53G-11-402 and *Utah Admin. Code* R277-516 regarding employee background checks.

The School requires a) all Board members, b) all employees, and c) any volunteers who will be given significant unsupervised access to a student in connection with the volunteer's assignment

to submit to a criminal background check and ongoing monitoring as a condition for employment or appointment.

The LEA Director shall establish administrative procedures consistent with this policy and applicable law.

Employment of Relatives
The Career Academy of Utah wishes to avoid the perception of preferential treatment that can arise from employment of relatives; however, the School is committed to recruiting and retaining highly-qualified staff.

Therefore, the School permits the employment of qualified relatives of employees so long as such employment does not, in the opinion of the School, create actual or perceived conflicts of interest. For purposes of this policy, "relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or "step" relation. The School will exercise sound business judgment in the placement of related employees in accordance with the following guidelines:
- Individuals who are related by blood or marriage are permitted to work in the same School facility provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the "chain of command" of a relative such that one relative's work responsibilities, salary or career progress could be influenced by the other relative.
- Applicants must disclose the names of relatives currently employed by the School during the application process.
- No relatives are permitted to work in the same department or in any other positions in which the School believes an inherent conflict of interest may exist.
- An employee will not participate in any part of the employee evaluation process for their relative.

This policy applies to all categories of employment at the School, including regular, temporary and part-time classifications.

Employee Evaluations
The Career Academy of Utah's goal is to foster 100% student learner proficiency through a process of employee evaluation and professional development that will improve and support qualified and effective teaching practices.

Employees will be evaluated with respect to the specific job that they are performing. As employees demonstrate the ability to take on additional responsibilities, their talents will be utilized in the manner deemed most suitable to their demonstrated ability and the needs of the School.

A written performance evaluation of each employee may be performed periodically. The evaluation will be conducted by their supervisor and will be reviewed with the employee. Any areas of specific achievement or in need of improvement will be noted and discussed with the employee.

A positive performance review does not guarantee either an increase in compensation or continuing employment. Raises, if given, may be based on a number of factors, such as school performance and profitability, department or group performance and individual performance.

Human Resource Management
The Career Academy of Utah seeks to create a workplace that exhibits high-quality human resource management.

In compliance with *Utah Code Ann. § 53G-5-302(2)(f)(iv),* the School will assign at least one person to oversee human resource management duties as defined in 17B-1-805, including:
- Complying with federal and state employment law;
- Administering compensation and benefits; and
- Ensuring employee safety

The assigned individual can receive human resource management training and information about their duties either from on-the-job training from their employer of record, education, experience, certifications, or any combination of these factors.

7. Business and Operations Plan

7a. Budget

Please see Appendix J for reference to the accompanying cash flow analysis for the preoperational year and first two years of operation. Note that the Board and School do not plan to incur any debt.

The Budget Narrative below includes an explanation and discussion of key financial assumptions. The response to 7B. Finances includes an explanation of how fiscal controls and priorities align with and support implementation of the educational program.

CAU Budget Narrative - Administrative, Instructional, and ESP Responsibilities
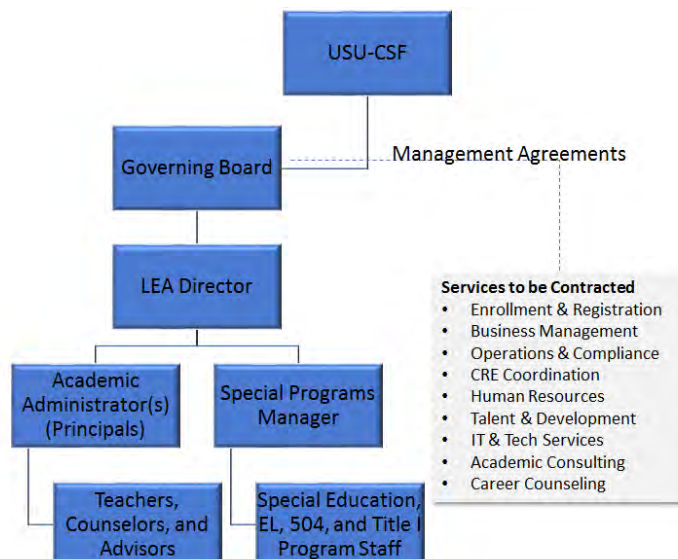
I.   Budget Narrative Overview

A. Planning Year

The Board will seek financing opportunities for the Planning Year, including:

- The School plans to apply for the Utah State Charter School Start Up and Implementation Grant. The School has budgeted $175,000 for its Planning Year allocation based on the anticipated student enrollment and the formula listed in the grant application. In addition, the School plans to apply for the full Grant opportunity of $350,000, including for $125,000 and $50,000, in Operational Years 1 and 2, respectively. It is expected that the School will be eligible for the full amounts, which are included in the proposed Budgets and Cashflow calculations for those all three years.

- Under Utah Admin. Code R277-480-04, a school may request the lesser of $1,000 per "pupil based on approved enrollment capacity of the first year" or $300,000. The School intends to petition the Charter School Revolving Account Committee for the full $300,000 of funding but has not included this amount in the Planning Year Budget, or future year Cashflow.

The Planning Year budget is intended to support lease negotiation and deposits, legal fees, insurance, information technology infrastructure and services (office/staff computers, Internet, and phones), other utilities, furniture, and other equipment. In addition, key staff are expected to be hired prior to, but no later than April of the Planning Year, including the LEA Director, Academic Administrator and Special Education Manager.

B. Operational Years 1, 2

It is the goal of the Board to maintain balanced budgets.

Budget and forecast preparation processes include a detailed, bottom-up approach using budget input assumptions for Funding and Expenses. In collaboration with the Board, the ESP's School Financial Services (ESP Finance) staff will prepare the annual budget proposal, as well as monthly forecasts against actual results throughout the fiscal year, taking into consideration any changes to budget input assumptions and drivers based on the most current information available. ESP Finance will communicate regularly with the Board Treasurer and LEA Director, the ESP Academic/Operations Liaison and the Board and present business drivers and changes, financial results, and risks/opportunities. Key budget/forecast inputs include:

- School Funding: expected student enrollments given approved authorizer caps and withdrawals; state/local and federal funding formulas and associated funds expected to be available to the School from USBE.

- School Expenses: Instructional and non-Instructional staff requirements based on student-teacher ratios and other needs including special education compliance requirements; travel; professional development; student testing; curriculum, materials and student computers; administrative computers; support & technology services; facilities, utilities, insurance, information technology, and infrastructure.

A balanced budget will be achieved each year. The format of the Budget Template is as follows:

REVENUES	
1000	Total Local
3000	Total State
4000	Total Federal
TOTAL REVENUES	
EXPENDITURES	
100	Salaries
200	Employee Benefits
300	Purchased Professional and Technical Services
400	Purchased Property Services
500	Other Purchased Services
600	Supplies
700	Property
800	Other Objects
TOTAL EXPENDITURES	

III. Revenue

Funding projected for CAU is estimated based on the current State Per Pupil WPU funding rate of $3,596 and Charter School Local Replacement rate of $2,562.

Generally, and initially, CAU will rely on this as its primary source of funding. Except for applying for the Charter School Startup and Implementation Grant and Charter School Revolving Account Loan described above, plus estimated federal IDEA funding of $100,000 in Years 1 and 2 of operations, the School budget does not contemplate any other variable income (e.g., grants, donations, fundraising). While CAU will establish banking relationships, there are, and have been, no resources expected to be available through banks, lending institutions, corporations, or foundations.

While the budget projections currently do not include incremental grant funding opportunities, the Board intends to apply for available state, federal, CTE Add-on and other grants appropriate for the School. In collaboration with the ESP, the School and Board will explore and optimize the School's access to appropriate federal Title funds and other available grant funding, as well as to coordinate services to students and families.

IV. Expenses

Expense projections are based on realistic cost estimates and the anticipated ESP's experience and historical trends.

All Expenses are presented in a summary of the USU FY21 Application Budget Template format, and then with more detailed explanations below, except for when the template description is self-explanatory.

A. **Salaries & Employee Benefits**

Instructional Staff Compensation - salaries, benefits, and bonus: Staffing for CAU for the Planning Year and Years 1 and 2 of operations is based on historical trends of similarly structured schools, classroom sizes, and course specific requirements in Utah.

A. **100 & 200: Salaries & Benefits**

10.131	Salaries – Teachers	23 Gen Ed Teachers and 5 Special Ed Teachers
21.142	Salaries - Guidance Personnel	3 Counselors
21.100	Salaries - Other 2100-Student Support	3 Advisors
24.121	Salaries - Principals and Assistants	1 LEA Director and 1 Academic Administrator
24.100	Salaries - Other 2400-School Administration	1 Special Education Manager
10/22/24.210	Retirement – Instruction	2% market benchmark
10/22/24.220	Social Security/FICA/Unemployment/Workers Comp – Instruction	10% template guideline
10/22/24.240	Insurance (Health/Dental/Life) - Instruction	18% market benchmark

Average annual Teacher staff salaries are budgeted at $50,000 depending on experience and certifications. In addition to annual cost of living increases of 2.5% in all Instructional Staff salaries.

Due to the unique nature of the instructional model with a strong emphasis on small group instruction and personalized learning, student teacher ratios rarely reflect the number of students who would be served during the same class period. Teachers in this model leverage instructional technology for large group instruction via video or podcast and daily work with students in small groups, ideally less than 15 students at any given time and often smaller for targeted instruction. Each teacher, on average, is responsible for six class periods with an overall student teacher ratio of 30:1 per class or 180 total students served per teacher. CRE ratios may be lower due to the nature of the courses in each pathway and the PBL emphasis.

B. **300: Purchased Professional and Technical Services**

10.300	Instruction	ESP-provided Teacher & Student Curriculum, Materials; Student Recruiting and Enrollment Services; Assessment/Testing Services
21.300	Student Support	Special Education Related Services for Students with Disabilities required by their IEP (Individual Education Plan)
22.300	Instructional Staff Support	Teacher Professional Development
24.300	School Administration	ESP-provided Administrative Support & Technology Services
26.300	Operation & Maintenance of Facilities	Payroll, Audit, and Legal Services

10.300 Instruction
ESP-provided Teacher Curriculum and Materials:
Teachers will receive the complete set of ESP-provided curriculum and materials that students receive. Teachers also have online accounts within the ESP-provided Learning Management System (LMS) to access a complete set of curricula, student information system data, test preparation tools, and all other reporting tools.

ESP-provided Student Curriculum & Delivery, Instructional Materials, and Computers, Peripherals, & Software: ESP sends every student curriculum and materials associated with his/her courses. Every student will be provided a full set of curriculum and access to the applicable Online School account. ESP offers innovative curriculum and corresponding materials to support academic performance. In addition, ESP provides instructional tools, including textbooks and supplies, to students to help ensure they have the materials needed for success.

ESP-provided Student Recruitment & Enrollment Services: Includes student lifecycle care and supports schools, students, and families throughout their education experience, including recruiting, the application process, admission, enrollment, and onboarding.

ESP-provided Assessments, Proctored Exams and Test Administration:
Includes NWEA growth testing fall, winter, spring; ongoing formative assessments; unit tests; end of course testing; and state testing.

Resources are budgeted for student testing, including ESP-provided information technology infrastructure requirements, and testing computers, and applicable software and any other state/ sponsor-specific testing requirements. See 400.26.411 for Testing facility rentals and travel for proctors/staff.

21.300 Student Support
Special Education Contracted Services & Other Related Expenses: The budget was developed based on historical trends of special education services that would be required for CAU students and is based on a 12% projected special education population.

Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Specific student related service needs are defined as part of the annual student Individualized Education Program (IEP) team meeting.

Related Services required in a student's IEP will either be provided by a licensed therapist or individual employed by or contracted by the School, ensuring that appropriate licensure and background checks are completed. Therapy may be delivered in-home, virtually, or face-to-face. Examples of services would include but not be limited to physical therapy, speech, and occupational therapy.

22.300 Instructional Staff Support
Professional Development: Includes Teacher and Board Professional Development; Costs of Sites, Meals, Travel/Mileage, and Lodging. The budget provides resources for conferences, teacher training, and professional development. Board development and training, as well as travel expenses for the Board and Instructional Staff, are also included on this line.

24.300 School Administration
ESP-provided Support & Technology Services: Support and Technology Services Fees are fees that will be charged via terms of the CAU Board services agreement with ESP to provide administrative support services including all business aspects and day-to-day management of the School, including budgeting and financial reporting.

ESP-provided School Solutions & Operations Support Services include:
   Academic Support: Provides educational program consulting, teacher effectiveness support and intervention support services.
   Special Education and Programs: Offer programs that provide direct support to students with disabilities, ELs, 504 and Federal Title funding. Help ensure policies and procedures are followed.
   Compliance Support: Support School with state/district/authorizer reporting, enrollment reporting/funding capture and teacher compliance tracking.
   Teacher Training and Effectiveness: Develop new teacher training and ongoing professional development tools for instructional staff.

ESP-provided Technology & Reporting Support Services includes:
   Educational Systems: Provides the Learning Management System, Student Information System and Course Content Management System to help create a virtual classroom experience.
   School Analytics and Monitoring: Maintains the backend services that provide School and student performance insights and analytics. Schools receive access to insights through customized Student Academic Trackers and School Dashboards.
   Technology Support: Provide students, staff, and teachers with technology support (e.g., through phone, messaging, or web-based support), as well as onsite support for administration.
   Reporting and Records: Supports maintenance and reporting of student and School records, including annual sponsor reports, School reports, and state funding reports, as well as student academic performance, attendance, and progress reports. Data security, confidentiality, and compliance is applied to reporting and record maintenance.
   Backend Intelligence: Host Schools' data centers and provide 24/7 monitoring and security.

ESP-provided Other Administrative Support Services include:
   Human Resources and Personnel Support: Recruit staff for administrative and instructional positions, coordinate background checks, ensure compliance, and provide payroll and employee benefit solutions.

Business Administration: Support grant and funding opportunities, assist with Federal Entitlement Programs, provide legal assistance and contract on the Board's behalf, as needed.
Budgeting and Financial Reporting: Assist with annual budget proposals, planning, forecasting, financial reports, working capital financing, treasury services, non-profit filings, and audits.
Compliance and Record Retention: Support the design of the program's financial accounting system and maintain accurate student records on behalf of the Board. Help ensure accessibility of program records to Board, auditors, and state.
Website Support: Develop, design, publish, and maintain School website and web services such as social media.

School-specific Support Services:
Includes the costs of the ESP-employed non-Instructional support staff at CAU, including salaries, benefits, and bonus.

26.300 Operation & Maintenance of Facilities
Other administrative/operation expenses included in the budget are payroll and benefits processing; auditing including the annual financial audit and preparation of IRS 990 Annual Report; legal services.

C. 400: Purchased Property Services

26.400	Purchased Property Services	ESP-provided Student Computers, Peripherals & Software
26.441	Rental of Land & Buildings	Administrative Offices Facilities Lease and Testing Site Rentals
26.450	Construction and Remodeling	Improvements/Buildout of Administrative Office Lease

26.400 Purchased Property Services
ESP-provided Student Computers, Peripherals & Software: Accommodations will be made for students in need of computers, via eligibility for Free and Reduced Price Meals or otherwise. Those students will be issued a computer and a printer. ESP-provided Student Computer Services include:
- Hardware and software management, including licensing, testing, imaging, and web filtering software.
- Equipment logistics, including shipping and handling charges.
- Family technical support, including toll-free call center support for any technical issues, as well as free replacement services when issues are not able to be resolved.

26.441 Rental of Land & Buildings
Includes administrative office facilities lease, plus testing facility site rentals and travel for proctors/staff.

26.450 Construction and Remodeling
Improvements/buildout of administrative office lease.

Rent and maintenance costs are based on estimated market rates and the anticipated ESP's experience and historical trends with a growth rate of 3% per year.

D. 500: Other Purchased Services

45.522	Liability Insurance	Insurance: General Liability, Property and Directors/Officers
10.530	Communication	Student Internet Service Reimbursements
21.530	Communication	Teacher Internet Service Reimbursements
26.530	Communication	School Facilities IT Services: Internet, Telephone, Conferencing Services
24.550	Printing and Binding	Postage, Copier/Fax Lease, Outside Copying, Teacher Printing
21.580	Travel	Teacher Travel not covered under Testing, Professional Development
24.580	Travel	Administrative Travel not covered under Testing, Professional Development

45.522 Board and School Insurance: Directors & Officers (D&O), General, Employment Practices, Property, Cyber Liability, Worker's Compensation, Crime, and Student Accident.

10.530 Student Internet Service Provider (ISP) Reimbursements: Projections include Internet service reimbursement for students eligible for Free and Reduced-Price Meals, or otherwise. Reimbursements are based on a set rate per month outlined in the Parent/Student Handbook. For students residing in rural areas where Internet access is not available or not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students with available technology.

24.550 Printing and Binding: Copier and fax leases, printing, postage, and shipping.

E. 600: Supplies

10.600	Instructional Supplies	See 300.10.300 above (ESP-provided Curriculum, Materials, Student Computers)
10.641	Textbooks	See 300.10.300 above (ESP-provided Curriculum, Materials, Student Computers)
21.600	Supplies - Student Support Services	Teacher Instructional Supplies (non-ESP-provided)
26.600	Supplies - Operation & Maintenance of Facilities	Furniture, Office Supplies

10.600 Instructional Supplies
See 300.10.300 above (ESP-provided Curriculum, Materials, Student Computers).

10.641 Textbooks
See 300.10.300 above (ESP-provided Curriculum, Materials, Student Computers).

21.600 Supplies – Student Support Services

Teacher Instructional Supplies (non-ESP-provided): Teachers are provided resources for the purchase of classroom instructional supplies - (paper, pens, printer ink, other general office supplies and instructional materials).

26.600 Supplies – Operations & Maintenance of Facilities
Outfitting of new school administrative offices with furniture and supplies.

F. 700: Property

10.700	Property (Instructional Equipment) - Instruction	Teacher Computer, Peripherals, & Software
24.700	Property - School Administration	Admin Computer, Peripherals, & Software
24.734	Technology Equipment - School Administration	Computer equip. & installation

10.700 Property (Instructional Equipment) – Instruction
Instructional Staff Laptops: Each teacher, counselor, and advisor are provided a laptop computer and printer.

24.700 Property – School Administration

Administrative Staff Laptops: Each administrative staff member is provided a laptop computer and printer.

24.734 Technology Equipment – School Administration

Outfitting of new school administrative offices with Internet/phone and information technology infrastructure.

G. 800: Other Objects

21.800	Other Objects- Student Support	Field Trips and School Events
24.810	Dues and Fees - School Administration	Oversight/Sponsor Fee
26.810	Dues and Fees - Operation & Maintenance of Facilities	Admin - Other (UAPCS dues, bank fees, misc. other fees)

21.800 Other Object – Student Support

Field Trips/School Events: CAU will provide various School events throughout each school year. The amounts budgeted for expenses related to these events are based on projected costs.

24.700 Dues and Fees – School Administration

Oversight Fee: UT charter school statute (below) as it applies to charter schools authorized by a higher education institution:

53G-5-306 (5) (a) The school's charter agreement may include a provision that the charter school pay an annual fee for the board of trustees' costs in providing oversight of, and technical support to, the charter school in accordance with Section 53G-5-205. (b) In the first two years that a charter school is in operation, an annual fee described in Subsection (5)(a) may not exceed the product of 3% of the revenue the charter school receives from the state in the current fiscal year. (c) Beginning with the third year that a charter school is in operation, an annual fee described in Subsection (5)(a) may not exceed the product of 1% of the revenue a charter school receives from the state in the current fiscal year. (d) An annual fee described in Subsection (5)(a) shall be: (i) paid to the board of trustees' higher education institution; and (ii) expended as directed by the board of trustees. Ach administrative staff member is provided a laptop computer and printer.

24.734 Technology Equipment – School Administration

Outfitting of new school administrative offices with Internet/phone and information technology infrastructure.

26.810 Dues and Fees - Operation & Maintenance of Facilities

Miscellaneous dues, small expenses.

H. Balanced Budget
The Budget projections for Planning Year, and Operation Years 1 and 2 yield a surplus in each year, subject to unknown risks in enrollment, legislative or USBE or USU changes to funding formulas and other unforeseen business drivers.

I. Cash Flow Analysis
Cash flow is a critical element of financial oversight for charter schools, especially in their opening operational years. With so many demands on cash at the beginning of the year, especially for staff salaries and benefits, the Board must carefully manage the School's cash balances closely to ensure it can meet its obligations. The Board, in collaboration with ESP Finance, understands that it may need to as part of the Planning Year Budget described above, purchase some furniture, supplies and teacher/administrative computers near the end of its planning year. However, this will not be an issue with student/family-facing ESP-provided Student Curriculum & Delivery, Instructional Materials, and Student Computers as these would be covered by the services agreement with the ESP.

Also as described above regarding the Planning Year Budget, the School plans to apply for a $175,000 Utah State Charter School Implementation and Start Up Grant (included in the Cashflow analysis) and a $300,000 Charter School Revolving Account Loan (not included in the Cashflow analysis).

The School has completed a cash flow analysis for the first three years of operation. Revenues and expenses are included in the month in which the cash inflow or outflow will likely occur. A copy of the Cashflow analysis is in Appendix J and a summary included below as reference.

J. CAU 3 Year Cashflow Summary

Account		Planning Year 0	Operational Year 1		Operational Year 2	
	Enrollment		750		1,400	
	Beginning Cash	$ -	$ 21,969		$ 102,655	
	Funding					
	WPU		$ 3,596			
	Local Replacement (LRF)		$ 2,562			
	Revenues					
1000	Local			b)		b)
3000	State		$ 5,460,802	$ 7,281	$ 10,329,762	$ 7,378
	Implementation Grant	$ 175,000	$ 125,000		$ 50,000	
4000	Federal	$ -	$ 100,000		$ 125,000	
	Total Revenues	$ 175,000	$ 5,685,802		$ 10,504,762	
	Total Cash	$ 175,000	$ 5,707,771		$ 10,607,417	
	Expenses					
100	Salaries	$ 55,281	$ 1,822,000		$ 2,710,100	
200	Benefits	$ 16,446	$ 542,045		$ 806,255	
a) 300/400/500	Purchased Services	$ 60,204	$ 2,937,272		$ 6,481,308	
600	Supplies	$ 10,000	$ 46,500		$ 30,000	
700	Property	$ 11,100	$ 64,569		$ 32,615	
800	Other	$ -	$ 192,730		$ 342,516	
	Total Expenses	$ 153,031	$ 5,605,116		$ 10,402,794	
	Ending Cash	$ 21,969	$ 102,655		$ 204,623	

Notes:
a)
   300 Purchased Professional and Technical Services
   400 Purchased Property Services
   500 Other Purchased Services

b) Average State per pupil funding rate

K. Lower Enrollment & Breakeven Budget

The Board carefully reviewed its budget projections to ensure that CAU can operate at below projected enrollment. The School has prepared an alternative budget to show that at 70% of anticipated first year enrollment, the School can operate and deliver its academic program. The low enrollment budget reflects the Board's understanding that some costs, such as the

facility lease, would remain unchanged, even if enrollment were to decrease. As such, the 70% budget reflects the entire amount of the estimated lease payment being paid.

Other variables kept constant include average salaries and benefits rates. However, the School acknowledges that it would have to operate with fewer teachers but would work to maintain appropriate teacher-student ratios.

Other variable costs include ESP-provided Student Curriculum & Delivery, Instructional Materials, Student Computers, and Administrative Support and Technology fees, special education, and contract related services expenses, as well as teacher/administrative laptops and student/teacher Internet services reimbursements.

While the Board has modeled the 70% Breakeven enrollment scenario described above, it believes that because the virtual model has less fixed costs, (e.g., larger facilities, transportation) than traditional brick and mortar schools, enrollment below 70% could be sustained short-term, but is certainly not optimal, nor the plan.

7b. Finances

The Board will have fiduciary responsibilities to provide financial oversight of the School. This will include oversight of the budget, holding the school staff and ESP accountable for budget management, and ensuring financial controls and policies are in place. The Board will maintain ultimate responsibility for the School including the School's finances and will be responsible for adopting the School's annual operating budget.

The Board will ensure that the School complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to financial reporting requirements, including, but not limited to, complete and on-time submission of its annual and revised operating budgets and any applicable program budgets, annual financial audits, and IRS filings. The Board explicitly acknowledges that fiscal procedures will be consistent with Utah specific financial management standards and guidelines. Further, the Board commits to securing required and recommended liability insurance to indemnify the School, its Board, staff, and teachers against tort claims.

With its background in school governance, financial management, and non-profit accounting, the Board is well-equipped to lead this effort. Accurate and timely reporting will be key to supporting the programs that will enable the Board to achieve its mission of fostering 100% student learner proficiency and graduating students with workforce-ready skills. CAU will maintain enrollment and attendance records for all students, including students with disabilities, English Learners, and those eligible for free and reduced price lunch. All records will be maintained in the strictest confidentiality as required by law and in accordance with the Family Education Rights and Privacy Act (FERPA).

Financial decision making will be, for the most part, the responsibility of the LEA Director, as long as the budgeted expense target is not exceeded. The ESP will not make any financial decisions without the consent of a senior member of the leadership team of the School, and the School's policies will reflect this. All non-personnel expenditures will be made via a purchasing protocol as outlined in the Utah State Procurement Code.

Financial Management

The Board has planned for the financial management of CAU and intends to engage the anticipated ESP in a services agreement that will support the School's financial management. The Treasurer (or the Board's designee, in conformance with state statutes and rules) will oversee and collaborate with the anticipated ESP's Finance and Accounting Team ("ESP Finance") who will assist with financial management and perform finance-related administrative duties for the School, including assistance with budget planning, accounting, cash flow management, payroll/benefits processing, and financial reporting/compliance services, and will comply with the Board's policies as they pertain to financial and internal controls, policies, and procedures. The anticipated ESP has extensive experience with the financial management and fund accounting for over 70 public and private schools across the country.

ESP Finance's planning and operational skills include establishing the School's chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, facilitating/coordinating insurance requirements, financial reporting, and day-to-day business operations. Under the leadership of the Treasurer (or the Board's designee, in conformance with state statutes and rules), ESP Finance will provide CAU with the financial expertise, personnel, and support necessary to deliver the budgeting, financial reporting, funding capture, revenue assurance, and finance and accounting management services that will be described in the contract between the Board and ESP.

To keep the Board apprised of the financial operations of the School, ESP Finance will attend and report at Board meetings and prepare and distribute reports as needed and as requested.

As part of its financial services support, ESP Finance will provide finance, accounting, and payroll support services and staffing support to ensure segregation of duties to align with Board policies regarding proper internal controls. The Treasurer (or the Board's designee, in conformance with state statutes and rules), will provide oversight of ESP Finance and will make recommendations to the Board to assess and communicate the adequacy and risks of the internal controls ultimately chosen and mutually agreed upon.

Financial controls are further reviewed by ESP Finance's internal audit processes.

Internal Controls

Internal controls are methods and procedures placed at various points in processes to provide reasonable assurance that guidelines are followed and that there is accountability for use of public funds, including:

- Safeguarding of assets
- Ensuring validity of financial reports and records
- Promoting adherence to policies, procedures, regulations and laws
- Promoting effectiveness and efficiency of operations
- Ensuring financial systems are secure and backed up as needed
- Ensuring separations of duties are properly maintained

Control Objectives
- Establish accountability at all points along the accountability chain
- Segregation of duties exist within the revenue/expense approval, data entry, and receipt/disbursement functions
- Transactions and events are properly authorized and recorded
- Responsible staff understand their duties, responsibilities, and accountabilities

Segregation of Duties

Segregation of duties is one of the most important features of an internal control plan. The fundamental premise of segregated duties is that an individual or small group of individuals should not be in a position to initiate, approve, undertake, and review the same action.

At a minimum, the following standards will be upheld:
- A minimum of two ESP Finance employees will be involved in each and every process and/or transaction.
- The employee issuing accounts payable checks cannot sign checks.
- Credit card expenditures will be kept at a minimum and will require prior approval or compliance with stated policy.
- The person receiving cash cannot be the person to reconcile cash.

The Treasurer (or the Board's designee, in conformance with state statutes and rules) will work closely with the ESP, the Board, and the authorizer to navigate requirements for end-to-end finance and accounting business processes and to establish and ensure compliance with the law and the Board's policies. Financial controls and associated processes and procedures will be developed along the following key dimensions:

- Financial Reporting
  - Provide internal reports for school leadership and the Board
  - Manage external reporting to USU-CSF, state, and federal agencies
  - Prepare custom reports as necessary
- Financial Compliance
  - Support charter agreement requirements
  - Monitor the execution of the services agreement between the Board and the ESP
  - Implement internal controls procedures
- Accounting and Bookkeeping
  - Maintain financial records
  - Safeguard assets
  - Support financial audits
- Financial Planning and Analysis
  - Prepare annual budget and revisions
  - Provide forecasting and financial analysis
  - Manage cash flow and support of Treasury functions
- Finance and Accounting Operations
  - Support funding cycle
  - Support grant fund disbursement and expenditures
  - Ensure timely payments to vendors

The Treasurer (or the Board's designee, in conformance with state statutes and rules), with assistance from ESP Finance, will establish an accounting/bookkeeping software application approach for the School.

Reporting and Budget Process
The Treasurer (or the Board's designee, in conformance with state statutes and rules), will work with ESP Finance to develop annual operating budgets, including revenue and expense input assumptions. Before June 1st of each year, a budget will be prepared and submitted to the Board for review. The budget will be made available for public inspection at least 15 days before the date of adoption. The Board will approve the annual operating budget prior to June 30th of the current fiscal year, in accordance with state law.

ESP Finance will regularly review budgets and forecasts against actual financial results and continuously assess and communicate risks to the LEA Director and to the Treasurer (or Board's designee) and other Board members. ESP Finance will monitor and ensure financial compliance with the authorizer and Utah State Board of Education (USBE) requirements. In addition to the annual budget, the Board will work with the ESP to complete timely submission of October and December student counts, Annual Program Report (APR), Annual Financial Report (AFR), and any other regular enrollment and financial reports required by the authorizer or USBE.

Annual Audit
With input from ESP Finance, the Board shall select and engage an independent financial auditor, a Certified Public Accountant authorized to do business in Utah, in accordance with *Utah Code Ann. §* 51-2a-201. Once the Board has engaged the auditor, the Treasurer (or Board's designee), in collaboration with ESP Finance, will coordinate an independent audit of the School's financial statements. The annual audit will be conducted in adherence with state requirements, Generally Accepted Accounting Principles (GAAP) for governmental entities, and the accounting and financial reporting standards established by the Governmental Accounting Standards Board (GASB) that follow GAAP. In collaboration with the Treasurer (or the Board's designee, in conformance with state statutes and rules), ESP Finance will assist in coordinating the audit process and liaise with the auditor to ensure timely completion of the required annual financial audit, including communication to the Board. ESP Finance, in coordination with the Treasurer (or the Board's designee, in conformance with state statutes and rules), will also ensure that all necessary School support financial records, documentation, and data required to complete the financial audit are prepared in a timely and accurate manner to ensure on-time submission of the audit to USBE.

Federal programs and Grant Management
CAU plans on receiving the Utah Start-Up and Implementation Grant. The LEA Director, with assistance from ESP Finance, will ensure the all state and federal guidelines regarding awards the School receives are followed. The School also plans to receive Federal awards for Title I and IDEA funds. The Special Programs Manager, with assistance from the Title I Coordinator and other staff, will ensure the School complies with all state and federal guidelines regarding such awards. These individuals will be responsible for ensuring the funds are used to serve eligible students, tracking and reporting on student achievement, attending required trainings related to

such programs, and contributing to required sections of the APR, among other requirements as specified in the programs.

7c. Facilities

The Board has engaged Jones Lang LaSalle (JLL) real estate brokers to assist in the facility selection process. As a statewide virtual school, CAU will only need leased administrative offices. Informed by a JLL January 2021 market survey, the Board has determined that there will be many viable options in the Canyons School District.

The facility will be used for school administration, board meetings, teacher and administrative professional development, and student and family meetings with teachers, as needed. The facility will comply with applicable building codes, fire prevention codes, and local zoning codes as well as health and safety codes, laws, and regulations including the Federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA).

Because the School will open after charter approval, a lease agreement cannot be provided at this time, however the Board plans to follow this process to finalize a lease agreement at the appropriate time. The School's real estate broker will send an RFP to the landlord for standard lease terms (i.e., rental rate, term length, tenant improvements). In addition, the Board will request the landlord to confirm the School's intended use of the property is permitted with the existing certificate of occupancy. Lastly, the Board will request landlord agreement that the lease will be contingent upon site/charter approval.

Based on the RFP response, the Board, through its real estate broker, will negotiate the terms of the proposal and request a floor plan design of the space. The Board will negotiate with the landlord to provide a turnkey space and renovate the existing space to provide the following modifications:
- Buildout/renovate the space to include the following based on current projected enrollments and staff requirements:
  - Offices
  - Workstations
  - Teaming area
  - Server room
  - File storage rooms
  - Reception area
  - Small breakroom
  - Board room

Once terms and floor plans are agreed upon, a non-binding letter of intent will be sent to the landlord to initiate the lease review and negotiation process. The negotiated lease will result in an adjusted debt burden ratio of under 30%. After the lease for the property is executed, the Board will proceed with any necessary construction and procurement of needed fixtures, furniture, and equipment. The Board will ensure all inspections are passed and the required Certificate of Occupancy is in place prior to occupancy.

7d. Pre-Opening Plan

Assuming a charter agreement is approved and signed by the end of April 2021 and USU-CSF certifies to the USBE Superintendent by the end of June 2021 that CAU meets the requirements for funding, the CAU Board will duly commence the implementation of a comprehensive pre-opening plan. The Board will ensure that all members of the pre-opening team are well-versed in all applicable federal, state, and local health, safety and civil rights requirements, laws, rules/codes, and required policies for public schools. The Board will monitor progress of all tasks monthly and will recommend adjustments as needed. The Pre-Opening Checklist will be available for review upon request, and the pre-opening school team will meet weekly to assess progress and completion of tasks. The Board acknowledges that the opening of school is a monumental task and the following checklist will be revised as needed during the pre-opening phase. Monthly progress updates and assessment of additional needs will be provided to the Board and the USU-CSF authorizer point of contact.

Career Academy of Utah Pre-Opening Checklist*

Month(s)	Task	Deliverable	Owner	Status
CSB=Charter School Board; ESP=Educational Service Provider; LEAD=LEA Director; USU-CSF=Utah State University Center for the School of the Future				
Upon Approval	Charter school agreement signed	Upon approval, agreement will be signed as soon as possible.	USU-CSF/CSB	
	Board Member Background Checks	Criminal Background checks will be complete within 90 days of charter approval; 14 days prior to appointment for all new board members. Register with Bureau of Criminal Investigation.	CSB	
	Facility and ESP Procurement	Commence office space search: Outline specs for office space needs and contract with a broker to locate available space for the school office. Procurement for ESP.	USU-CSF (contract review)/CSB	
	Follow all open meeting laws subject to title 52 Chap 4 and the Open and Public Meetings Act	All meetings will be open to the public unless closed under Sections 52-4-204, 52-4-205, and 52-4-20; and all meetings will be properly noticed with Agenda, Date, Time, and Place. developed under 52-4-203 / Set up with Utah Public Notice website. Secure a trainer for Open Meetings Act training if needed.	CSB	
May 2021	Board Meeting Calendar/ Board member roles and terms approval, and committees	Develop a board meeting calendar with policy approvals and report deadlines included. Set up with the Utah Public Notice Website. Following the By-laws, the Board will vote on roles and terms of members. Identify board members' areas of expertise to serve on board committees.	CSB	

May 2021	501c3 Status	Submit public charity 501c3 Application to the IRS -1023.	CSB upon Legal Review	
June 2021	Approve 2021-2022 Budget	Budget committee/Treasurer will present 21-22 Budget for consideration and approval	CSB	
June 2021	Finalize agreement with ESP	Interview, negotiate and finalize agreement with ESP.	USU-CSF (contract review)/CSB Attorney/CSB	
June 2021	Start-up Funding	Apply for start-up funding based on Rule R277-552-3. The Board will provide USU-CSF the required financial documents, board member background checks, and signed charter agreement.	CSB/ESP/USU-CSF	
July 2021	Strategic Plan Development	Determine strategies of how the charter school goals will be attained	CSB/ESP	
August 2021	Website and Enrollment Portal and Development	Develop enrollment plan; develop website and enrollment portal according to state rules (R277-482) including enrollment applications, student registration and transfer procedures.	ESP	
August 2021	Recruiting and Hiring Plan/Timeline	Determine market salaries for Admin & Teaching staff	ESP/CSB	
		Develop recruitment plan. Job requisitions routed/posted.	ESP	
		Create interview questions, non-negotiables and interviewer script.	ESP	
		Identify/create tool to organize candidates for interviews	ESP	
		Confirm Staff Hiring Timeline prioritizing LEA Director as the number one priority to be in April. Develop screening procedures for hiring faculty and volunteers; employment agreement created.	CSB	
August/September 2021	Website and Enrollment Portal and Development	Develop enrollment plan; develop website and enrollment portal according to state rules (R277-482) including enrollment applications, student registration and transfer procedures.	ESP	
August 2021-March 2022	Develop Board Policies	Begin to develop board policies according to applicable law.	CSB	
October 2021	Board Retreat/Training	Focus on Governance Training and Utah State Board of Education Special Education Rules and other pertinent applicable law.	CSB	

		Plan development to ensure implementation of all codes.		
October 2021	Submit ACH Form	Apply for Vendor/LEA School Number.	ESP	
October 2021	Fall Finance Training	Attend USBE finance training as available.	CSB	
November 2021	IRS ENTITY NUMBER	Apply for IRS Entity Number (FEIN)-SS4.	ESP	
December 2021	Procurement for IT services	Identify VOIP and IT services for school offices.	ESP/USU-CSF (contract review)	
December 2021	Finalize Financial Policies and Procedures	Complete and board approve Financial Policies Manual according to GAAP, LEA reporting and accounting policies.	ESP/CSB for review and approval	
December 2021	Sales Tax Exemption	Apply for Utah Sales Tax Exemption.	ESP	
December 2021- February 2022	Special Education Policy Manual	Develop Special Education Policy Manual according to IDEA, Special Ed Reporting and Annual Activity Calendar. This manual would include local special education rules in alignment with Special Education Rules https://schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507	ESP/CSB for review and approval/Evidence of approval will be submitted to USU-CSF	
February-March 2022	Records Management and FERPA	Develop and adopt Records Management Policy and FERPA policies that apply to all school employees.	ESP/CSB	
March 2022	Enrollment Portal Opens	Families can use the online portal to enroll students, connect with enrollment liaisons to ensure that all families understand the mission and vision of CAU including all requirements of parents and students and course selection; upon approval student materials and computers will be ordered and placed in the queue for shipment.	ESP	
April, 2022	Hire LEA Director	Review all candidates, interview and hire the most qualified LEA Director.	CSB	
April-June 2022	Academic Planning	Fine tune the Academic Framework including establishing Assessment plan based on ESSA requirements and including baseline growth benchmarks for all grades, Culture and Communication Plan, Graduation requirements, grading scale, Instructional Leadership and Observation Plan, UMTSS, 504 plan, and Professional Development plan including all mandated training (FERPA, Mandated Reporting, etc.)		

May 2022	Hire School Leaders	Recruit and hire all academic leaders including special education manager and coordinator, and ESP Operations/HR Team	ESP	
May-June 2022	Recruit and Hire Teaching staff	Implement staffing plan including hiring ensuring all positions are posted by March, with plans to interview and hire in April, May, and June	LEAD/CSB	
May- June 2022	Student Onboarding Plan	To ensure all students have a successful start to the new school year, establish an onboarding plan for all new students including opportunities in the summer to meet other new families. Ensure that all students who have a 504, IEP, ELL plan and/or qualify under McKinney Vento meet the applicable law and are served according to their individual needs.	LEAD/ESP	
May-June 2022	Handbooks	Develop Teacher Handbook including Safe Schools Policies, Crisis Management, Appropriate Use of Technology, Educator Standards, Required Conduct and Reporting (R277-217) and Parent Student Handbook that includes Student Code of Conduct, Grading Scales, Course Progressions, Graduation Requirements, Attendance/Truancy Policies, Bullying (Cyber included), Safe School policies, etc.	LEAD/CSB review and approval	
May 2022	Procure Health Insurance Provider	Identify the best benefits package for all staff and develop Benefits Handbook for new staff	LEAD/CSB review and approve/USU-CSF (contract review)	
May 2022	Procure Insurance provider	Identify the School Insurance Provider.	LEAD/CSB review and approve/USU-CSF (contact review)	
March 2022	School Calendar	Develop and approve School Academic Calendar to include a minimum of 180 days/990 hours of instruction.	ESP/CSB for review and approval	
April 2022	Procure Auditor Services	Identify an auditor.	ESP/LEAD/CSB review and approve/USU-CSF (contract review)	
April 2022	Testing Plan	Develop state testing plan and schedule including staffing, site logistics, attendance, and analysis plan.	ESP/LEAD	
April 2022	Funding and Compliance Reporting Calendar	Build out funding and reporting calendar and identify reporting framework according to state code and rules.	ESP/LEAD	
May 2022	Spring Trainings	Attend USBE Special Education/504 training. Attend USBE Spring Finance Training.	LEAD/ESP	

May 2022	School Compliance Preparation	Build calendar of reporting requirements, certification requirements, record keeping laws, etc. according to state laws. Begin communicating enrollment reports to districts for enrolled students and request records.	ESP/LEAD	
May-August 2022	Related Services Providers	Develop contracts with statewide related services providers for Speech, OT, PT, School Psychologist, etc. (Ensure appropriate background checks.)	ESP/LEAD/CSB/USU (For contract review and approval)/USU-CSF (contract review)	
May 2022	IEP Management System	Set up management system for IEPs, 504s and ELL plans.	ESP/LEAD	
June 2022	Universal Screeners/ELL Screener	Ensure that a screener has been put into place for child find, dyslexia, baseline and or ELL eligibility.	LEAD/ESP	
June 2022	Budget approval	Finalize and submit 2022-2023 Budget for approval.	CSB	
June-July 2022	Office Set UP	Install ISP and Phone system, Office furniture and set up.	ESP/LEAD	
July, 2022	Parent/Student "Open Houses"	Provide families an opportunity to meet the school leadership and understand what the first weeks of school will look like.	LEAD/ESP	
July-August 2022	Teacher Training and Professional Development	Follow Professional Development to ensure that all staff are prepared to serve students on the first day of school	LEAD/ESP	
August 2022	FIRST DAY OF SCHOOL	Welcome students to the CAREER ACADEMY OF UTAH and begin their journey to academic achievement, social and emotional growth, and development.	LEAD /ALL STAFF	

7e. Closure Plan

In the event that the School's charter is terminated by USU-CSF or the Utah State Board of Education or voluntarily surrendered by the School, a clear and purposeful closure plan will be initiated. As defined by *Utah Code Ann. § Utah Code Ann. §* 53G-5-504, no later than 10 days after the day on which a decision to close the School is made, CAU will provide written notice of the decision to the following, as appropriate; authorizer, the State Charter School Board, the state board, school staff, parents of students enrolled at the School, the School's creditors, the School's leaseholders, the School's bond issuers, and other entities which may have claim to the School's assets. Further, CAU will notify the school district where the office is located, as well as other charter schools located within the school district.

To comply with *Utah Code Ann. §* 63F-1-701, CAU will post the notice of the closing within 10 days of the decision to close the School on the Utah Public Notice Website, which is administered by the Division of Archives and Records Service. The notice will include the

proposed date of closure, the defined plan to assist students to identify and transition into a new school, and the primary contact information for the School during the transition.

CAU will assist students and families in the identification of locating a new school for each student by providing a comprehensive list of all schools and contact information within the state and their local community. The list will be inclusive of both public and public charter schools within the state. Also, a staff member within the School's administrative office will be identified as the primary contact for questions. A specific record request email will be created and disseminated to families and schools to request student records. In addition, the record request process and email address will be prominently posted on the School's website homepage. FERPA regulations will be adhered to and followed and only guardians, schools with verified enrollment, or parties identified on a guardian signed release of records will have records delivered. Finally, all CAU students will be monitored to their next school of enrollment through the end of the closure term, as determined by the School Board.

Further, within the first 10 days of the decision to close the School, CAU will identify a custodian for the maintenance, protection, and proper retention of student files and school business records. In addition, operations will continue throughout the closing, including standard hours of office operations, standard hours of telephone service, telephone voice messaging containing the hours of operation, and a designated staff member to address questions during business hours.

CAU and the Board will maintain insurance coverage before, during, and for 60 days following the closure to minimize risk. Further, the School will complete all fiscal requirements, including financial audits, for the funds received and expended by the School, as well as any other state board procedure defined by state rule. Full transparency of all closure activities and items will be shared with the authorizer who will ultimately oversee the closing of the School, including a detailed and defined budget, which will be explained within the business plan.

Staff members will be provided a list of open job opportunities within the state and across various school districts and charter schools where they reside. Further, staff members will be given a detailed plan including the end of the year expectations to address student needs, as well as a detailed timeline for their last day of employment. A human resource contact will be identified to address any questions through the closure and for an extended period following closure.

Upon closing, the School will return all assets remaining and clearly label these reserves in the budget, following all liabilities and obligations are met and closed. Further, the School will comply with all state and federal reporting requirements, as well as submit all reports, both state and federal, as required by the authorizer or state board.

8. Contracts

The Board intends to contract with an ESP following approval of its charter. CAU has not entered into any contractual relationships or agreements for the provision of services to School, but it has approached Stride to provide feedback and direction on the development of this application. The Board has also conducted due diligence – described below – to further vet Stride

as a potential ESP. No obligation has been incurred by either party. The Board will procure ESP services in accordance with the requirements contained in the Utah Procurement Code (*Utah Code Ann. § 63G-6a*), as further described in the following section.

Any agreements executed for the provision of ESP services will clearly identify the Board's financial and operational authority over the School. The executed contract will establish a specific scope of responsibilities of the ESP as well as clear performance expectations. Further, the contract will include language regarding termination of ESP services. Upon termination or expiration of the ESP agreement, the Board will evaluate the School's needs and determine whether to seek ESP services again or hire additional staff to fulfill those responsibilities.

Please see Section 6. Staffing for a description of key administrative roles and responsibilities. The Board recognizes that there are a host of functions that an ESP can provide that will allow the LEA Director and other School staff to focus wholly on implementing a high-quality educational program. The Board has considered contracting with an ESP to carry out a number of operational and business management functions, including those listed below that align with the organizational chart:

- Enrollment & Registration
- Business Management
- Operations & Compliance
- CRE Coordination
- Human Resources
- Talent & Development
- IT & Tech Services
- Academic Consulting
- Career Counseling

There are myriad administrative burdens that come with managing a successful charter school. By contracting with an ESP for select services, the LEA Director and other school leaders will be able to focus more of their attention on fostering 100% student learner proficiency and preparing students for success in postsecondary and professional careers.

ESP Selection Process
The Board's ESP solicitation process will take place after charter approval in accordance with state law for procurement as outlined in *Utah Code Ann. § 63G-6a.* The Board will work closely with its legal counsel to ensure that its procurement process follows state law, is publicly transparent, and secure.

The Board will consider using either a bidding process (in accordance with *Utah Code Ann.§ 63G-6a-6)* or a sole source procurement (in accordance with *Utah Code Ann. § 63G-6a-802).* If the Board conducts a bidding process, it will publish a request for proposals (RFP) and evaluate proposal in accordance with *Utah Code Ann.§ 63G-6a-7.* Should the Board decide to do a sole source procurement, it will make that determination in writing per the requirements of *Utah Code Ann.§ 63G-6a-802(1)* and provide public notice in accordance with *Utah Code Ann.§ 63G-6a-112(3).*

In either case, the Board will negotiate with the ESP to ensure that the terms of the contract, including price and delivery, are in the best interests of the School.

Due Diligence on the Potential ESP
As stated above, the Board has not entered into (or committed to entering into) any contractual agreements with Stride. However, it has developed a relationship with Stride over the course of the past 18 months and has spent considerable time performing due diligence and discussing its vision with Stride's leadership team.

Stride takes a personalized approach to education by removing barriers to learning, reaching students where they are, and providing innovative, high-quality online and blended education solutions, curriculum, and programs to charter schools, public school districts, private schools, and families. In total, this work serves more than 70 public and private schools, more than 2,000 school districts, and students in all 50 states and more than 100 countries. As a publicly traded company, Stride is required to comply with all financial reporting requirements of the Securities and Exchange Commission (SEC). Stride's SEC filings can be viewed on the SEC's website as well as Stride's Investor Relations website:
https://investors.stridelearning.com/investors/default.aspx

Stride's ability to implement and support high-quality CRE programs fits the Board's goals and objectives for starting a charter school; indeed, it is the only ESP in the country that the Board has identified that is capable of providing the kind of comprehensive CRE program the Board seeks in a virtual environment. The Board has found Stride's leadership team to be responsive, professional, and supportive.

Apart from researching Stride's curriculum and services, the Board has engaged in the following due diligence:
- Multiple meetings with Stride leadership, including a virtual tour of Stride and Q&A sessions with regional support staff and national leadership
- Ethan Deceuster, a Board member with teaching experience and professional experience in instructional technology and design, undertook an in-depth review of Stride curriculum from both a teacher and student perspective and found the curriculum and to be high-quality and aligned with CAU's mission and goals
- Kelvyn Cullimore, a Board member with extensive experience in fiscal management, undertook a review of Stride's financials and reported confidence in Stride's financial practices and ability to support the Board through start-up and launch phases, as well as provide ongoing support and services
- The Board jointly reviewed student learning outcomes at a host of schools around the country who contract with Stride, including Utah Virtual Academy. The Board was impressed by Stride's ability to service a diverse population of students and dynamically adjust its academic programming to respond to student needs. See below for more detailed information.

The contact information for the anticipated ESP is below:
- Randall Greenway, Senior Vice President School Development
- rgreenway@k12.com

- (479) 295-2023

Please note that the potential ESP has been provided with a release of information allowing USU-CSF leadership to speak with representatives regarding the potential contract.

Stride Experience in Utah
Stride contracts with one other school in Utah: Utah Virtual Academy (UTVA). The Board spent a substantial amount of time reviewing student performance at UTVA and the scope of Stride's services to the school. CAU's organizational structure – in which all administrative and teaching staff will be employees of the Board and the ESP will be contracted to provide business management-related support services – sets it apart from UTVA. Additionally, CAU's comprehensive CRE program, which will begin as early as Kindergarten, will create a school culture that is substantially different from that of UTVA.

Despite the fact the two schools will have fundamentally different focuses and organizational structures, the Board requested an in-depth review of Stride's work with UTVA to better understand its history in Utah. Overall, the Board was impressed by Stride's response to student achievement concerns at UTVA. In September 2020, UTVA high school exited the School Turnaround Program based on its increasing academic performance in the state's accountability rankings. The school also successfully closed the gap or moved toward closing the gap for 69% of their credit deficient students. Given the fact that 84% of UTVA's students start the school year working below grade level in math and/or reading, this progress is significant.

UTVA's K-8 program has also seen significant improvement in recent years. A leadership change was made mid-year in 2019-2020 to quickly address a two-year decline in achievement, and the University of Utah was brought in to complete a Comprehensive Needs Analysis and turnaround plan. The plan called out the following strengths in the program:

- Head of School leadership, vision, and direction
- Retaining talent
- Teacher reinforcement of student social skills, self-respect, relationships, and responsibility
- Positive and encouraging classroom culture

As stated above, the Board intends to use an ESP's products and services as long as they are effective at helping the Board, administrative staff, and instructional staff of the School promote 100% student learning proficiency and graduate students with workforce-ready skills. We believe there is little overlap between UTVA's educational program and the educational program we intend to create at CAU. In assessing Stride's relationship with CAU, we were most interested in whether the contractor was responsive to concerns and willing to adapt to improve student outcomes; we were satisfied with these criteria and the overall responsiveness of Stride leadership.

Contract information for the Head of School at UTVA is below:
- Meghan Merideth, Head of School
- mmerideth@utahvirtual.org
- 801-262-4922

Other Stride Experience

The Board reviewed the academic performance of several schools outside of Utah who contract with Stride, including state report card performance, graduation rates, certifications earned, and CTE pathways completed. These metrics align with CAU's mission as a high-performing career readiness school.

Particular attention was paid to Colorado Destinations Career Academy (CODCA), as it is one of the longest running career-focused schools with which Stride contracts. It serves students in grades 6-12 statewide and has an enrollment of 897 students. CODCA experienced significant improvement in academic ratings since transitioning to a career-focused model from a virtual academy in SY2016-2017. Their state report card has improved year-over-year for four straight years. For the last three years the rating has been "Improvement Status". Currently, CODCA is 1.2 percentage points away from "Performance Status", which is the highest rating a school can earn in Colorado. CODCA's graduation rate has also steadily increased since moving to a career-focused school. The 2019 four-year graduation rate was 79.6%, an improvement of about 28 percentage points since SY2016-2017. Additionally, since the introduction of the career-focused model, the dropout rate has decreased 14 percentage points (currently 1.3%).[27] The number of students that earn certifications and complete a CTE pathway have both increased in the last three years; the number of students earning a certification has doubled year-over-year since SY2016-2017. For 2020 graduates, 100% of the students graduated with either CTE completer or concentrator status as identified by the state.[28]

Several other schools with structures similar to that contemplated at CAU were also analyzed and their performance data is summarized below.

Pikes Peak Online School (Colorado)
- In 2019, the school scored "Performance" rating (highest rating) on the Colorado Alternative Education Campus framework.
- In 2019, the school received "Meets" ratings on Math, Evidence-Based Reading & Writing, and Science measures under Academic Achievement.
- In 2019, the school's Median Growth Percentile of 52 on Star Enterprise Math outperformed the state.
- In 2019, the school's Median Growth Percentile of 61 on Star Enterprise Reading outperformed the state.

Friendship Public Charter School Online School (Washington DC)
- In 2019, the FPCS middle school received a 68.96% (4 Stars out of 5) on the DC framework.
- In 2019, the FPCS elementary received a 40.26% (3 Stars out of 5) on the DC framework.
- In 2019, 46.77% of school scored "Meeting" or "Exceeding Expectations" in ELA (compared to state average of 37.15%).
- In 2019, 58.53% of school scored "Approaching", "Meeting", or "Exceeding Expectations" in Math (compared to state average of 55.17%.

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[27] Colorado Department of Education. *School Dashboard – Achievement – CODCA*. https://www.cde.state.co.us/code/schooldashboard
[28] Destinations Career Academy data about certifications and CTE pathways comes from individual schools.

- In 2019, 55.61% of school showed "Growth to Proficiency" in ELA compared to state average of 54.95%.
- In 2019, 99% of student population has over 90% attendance compared to state average of 70.57%.

Nevada Virtual Academy (Nevada)
- In 2020, NVVA high school had a graduation rate of 88.70% compared to state average of 82.57%.
- In 2019, NVVA middle school has a Math Median Growth Percentile of 59.5 in Math and 50 in ELA (State average is 50).
- In 2019, 36.1% of NVVA high school students scored "Proficient" in Science compared to state average of 29%.
- Both NVVA middle and high school had a greater proficient ELL population than the state average.
- In 2019, NVVA middle school had a Chronic Absenteeism rate of .5% compared to the state average of 7.9%.

Texas Online Preparatory School (Texas)
- In 2019, Texas Online Preparatory Academy had a graduation rate of 89.8% compared to state average of 90%.
- In 2019, 61% of population scored "Meets Grade Level" or Above in All Subjects compared to state average of 50%.
- In 2019, 67% of population scored "Meets Grade Level" or Above in Math compared to state average of 48%.
- In 2019, 61% of population scored "Meets Grade Level" or Above in Science compared to state average of 54%.
- In 2018, the school's average SAT score was 1093 compared to the state average of 1036. The school's average ACT score was 24.2 compared to state average of 20.6.

ESP Oversight, Performance Expectations, and Evaluation
The Board will employ all administrative and instructional staff and have ultimate control over the academic program of the School. The Board will also be responsible for all financial decision-making and business operations of the School. The ESP may provide support and technical services in accordance with the management agreement that will be developed between the Board and the ESP. Such services may include provision of the online curriculum (including assessments), the learning management system (LMS), technology and technical support, financial management assistance, and coordination of aspects of the CRE program, among other services. The Board and the LEA Director will maintain oversight of the ESP's support services. A written monitoring plan will be developed after charter approval and ESP procurement that will align with the scope of contracted management services and comply with the requirements of Utah Administrative Code R277-115.

Curricular and Instructional Management Services Oversight
The LEA Director will provide regular reports to the Board on student attendance and engagement, student performance on formative and summative assessments, and student participation rates and achievement in various career education programs, including CTSO

participation, workplace-learning experiences, and virtual networking and career exploration activities. Through clear and consistent reporting, the Board will remain apprised of student performance at all times and provide regular feedback to the ESP regarding areas needing improvement related to curriculum and services provided by the ESP. Should the ESP's performance fall below Board standards, the Board is prepared to pivot to other service provider(s) to accomplish the School's mission.

Financial Management Services Oversight
The Board will have fiduciary responsibilities to provide financial oversight of the School, which will include oversight of the budget, holding the School staff and ESP accountable for financial compliance, budget management, accounting, and ensuring financial policies are in place.

The Treasurer (or the Board's designee, in conformance with state statutes and rules), will oversee and collaborate with the ESP's finance and accounting team according to the terms of the management agreement that will be negotiated between the Board and the ESP. The Board anticipates that the potential ESP will assist with financial management and perform finance-related administrative duties for CAU, including assistance with budget planning, accounting, cash flow management, payroll/benefits processing, and financial reporting/compliance services, as well as associated internal controls, policies, and procedures. The anticipated ESP has extensive experience with the financial management and fund accounting for over 70 public and private schools across the country.

Annual ESP Evaluation Survey
In order to provide an additional avenue for feedback and oversight, the ESP will provide the Board with an annual evaluation survey that will cover four sections related to how well the ESP has met its responsibilities to the Board:
1. Supporting the Board
2. Providing Leadership
3. Meeting ESP Commitments
4. Growth and Stewardship

Each section provides multiple areas for Board comment and feedback. Areas that are covered include ESP respect of the roles and responsibilities of the Board, effective communication and response to critique, accessibility and responsiveness to Board members, adherence to School mission and goals, fulfillment of contractual and regulatory commitments, provision of student and family support and services, quality of staff training and support, and adherence to budget and long-term program sustainability, among others. The survey will provide insights into how the ESP can serve the Board more effectively, as well as point out areas of concern before they become substantiated problems. A sample of the ESP evaluation survey can be viewed here: https://app.smartsheet.com/b/form/ca6f1941900942ab840b27ec0b513d1a

Appendix A – Background Information Sheet

Name: Todd R. Bingham

Role with application: Board Chair

Expertise: I served as a previous Board member for the Athlos Academy Charter School. This school as brought from concept to the construction of a building to approval in the process. I served as Vice Chair of the board of or several years and ultimately resigned to allow other parents to participate on the board of the school. Former member (three times) of the Utah State Board of Education Nominating and Recruiting Committee. President and CEO of the Utah Manufacturers Association. Former President and CEO of the Utah Mining Association. Vice President of Public Policy for the Utah Farm Bureau Federation representing the needs of the agricultural and farming and ranching communities.

Select the statements that are applicable and, if applicable, proceed as directed:

❏ I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

❏ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: as the board chair of the Career Academy of Utah Charter School I believe I bring tremendous expertise in the areas of administration, manufacturing, mining and general industry. I have served previously for three years on another charter school from its inception to building its facilities, to ultimately resigning from the board to allow parents and others to be involved with the school by serving on the board.

Not-for-Profit History: I was a founding board member for the Athlos Academy Charter School in Herriman, Utah. From inception of idea to the construction of the building to approval thru the state charter school board process and the approval of the state board of education. We ultimately brought the school to opening and exceeded goals on the enrollment front.

I have spent some 26 years working in the not for profit world representing business and industry. I have extensive business expertise in working with boards and councils and in addressing budgeting issues relative to not for profits.

Employment History:

- President/CEO Utah Manufacturers Association 2012 – Present
- President/CEO Utah Mining Association 2009 – 2012
- Vice President Public Policy and Governmental Affairs Utah Farm Bureau Federation 2004 – 2009
- President/CEO Associated Builders and Contractors – Utah Chapter 2000 – 2004
- Regional Manager Associated General Contractors of America – Utah Chapter 1995 – 2000
- Director of Membership Services Associated General Contractors of America – Utah

Through my experience and employment, I have been appointed by several of Utah's Governors to serve on a wide array of committees, advisory boards, and task forces. Please see resume for details.
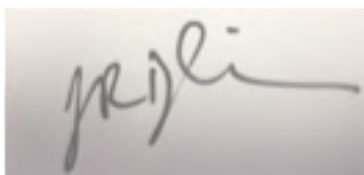
Education History:

- University of Utah, Salt Lake City, Utah – Business Administration
- Dixie College, St. George, Utah – Business and Marketing
- Salt Lake Community College, Salt Lake City, Utah – General Education

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by 53G-5-302. A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO USU-CSF STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

_____

Applicant's signature

Name: Kelvyn Cullimore
Role with application: Board of Directors
Expertise: Business Management

Select the statements that are applicable and, if applicable, proceed as directed:

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☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: Provide a personal statement regarding your role with the proposed school (i.e. governing board, administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I have served on the board of directors of Career Academy of Utah (CAU) since its inception. I will continue to serve on the board for the foreseeable future. The concept of CAU is timely and needed. Technology improvements continue to make online learning not only a viable option but a needed one. In addition, industry is in need of better and more specific educational parameters in secondary and elementary schools. CAU provides a path forward that addresses these needs and utilizes advanced technology to accomplish its goals. This is a concept I support and believe will fill a very important gap in current educational offerings.

My expertise is primarily in business and political subdivisions with an emphasis on executive leadership and financial management. I have served on numerous boards of directors and have been the financial expert on many of those boards. I also have a working understanding of educational organizations having served in the following capacities:

- School Community Group Chairperson – Bella Vista Elementary – 4 years
- Jordan Education Foundation Board – 9 years
- Chairman, Committee of Mayors that formed the Canyons School District
- Canyons Education Foundation Board – 2 years

For more details on my personal executive management, board and financial management skills see my employment history below.

Not-for-Profit History: Provide your nonprofit history that supports your being sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

For over 2 years I have been the CEO and President of BioUtah, a 501(c)6 non-profit corporation. An affiliate organization, BioUtah Institute, is a 501(c)3 non-profit organization. As mentioned in the prior section, I have also served on the board of directors of the Jordan Education Foundation and the Canyons Education Foundation. Both of

these Foundations are 501(c)3 entities. Also served on the Board and Executive Board of the Medical Device Manufacturers Association, a national level non-profit trade association.

Experience with governing boards is extensive. A sampling of those experiences are as follows:
- Member of the Board of Directors of Dynatronics Corporation, a publicly traded medical device manufacturer from 1979-2019
- Chairman of the Board of Directors of Dynatronics Corporation from 2005-2015
- Board of Directors, Medical Device Manufacturers Association, 2002-2015
    - Five years on the Executive Board
- Board of Directors, International Tourist Entertainment Corporation, 1993- 2015
    - Served as the financial expert on the board as required by NASDAQ
- Board of Directors, Unified Fire Authority, largest fire agency in the state of Utah, 2005-2018
    - Served as chair of the Finance Committee overseeing all budgetary and financial functions
- Chairman of the Salt Lake County Tourist Recreational Cultural and Convention Advisory Board, 2008- 2018
- Member of the Board of Directors of World Trade Center Utah, 2018-2021
- Board of Directors, Career Academy of Utah, 2019-2021
- Jordan Education Foundation, Board of Directors – 1999- 2008
- Canyons Education Foundation Board of Directors – 2009-2018 (honorary)
- Utah Technology Council, Board of Trustees 2007-2014
- Numerous boards as Mayor of Cottonwood Heights

Employment History: Provide your employment history that supports your being considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

BioUtah, President & CEO
2018 – Present
BioUtah is a trade association representing the Life Sciences industry in Utah. I assumed the position of President and CEO in October 2018. BioUtah advocates for the Life Science industry in legislative, policy and economic development matters. It also hosts events to enhance participation in the life sciences industry and represents the state with national affiliates representing the industry. The objective is to provide a unified voice for the industry in various forums, including raising the profile of the industry with the public.

Dynatronics Corporation, Chairman/ President/CEO & Director
1979 – 2019: Director
1979 – 1988:   Secretary/Treasurer
1988 – 1992: Administrative Vice President
1992 – 2018: President/CEO
2005 – 2018: Chairman/President/CEO

Dynatronics Corporation manufactures and distributes advanced technology medical devices, orthopedic soft goods and supplies, treatment tables, and rehabilitation equipment for the

physical therapy, pain management, sports medicine and other related medical markets. Products are sold domestically and internationally, principally to physical therapists, hospitals, orthopedists, chiropractors, and professional and college sports programs. I co-founded the company in 1979, and we began commercializing products in 1987. Dynatronics has been a public company since 1984 with its stock traded on the NASDAQ Small Cap market under the symbol DYNT. I will be stepping down as chairman/president/CEO in June 2018, although I will remain as a member of the board of directors. During my tenure, the company has grown to include significant manufacturing operations in Utah, Tennessee, Minnesota and New Jersey, with small warehouses in Michigan and Texas. Sales for fiscal year 2018 are expected to reach a $70 Million run rate. In the last three years, I have been instrumental in raising approximately $20 Million to finance an aggressive acquisition model that doubled the company's size from Fiscal year 2017 to Fiscal year 2018.

American Consolidated Industries
1979 – 1992: Secretary/Treasurer & Director
1983 – 1992: Executive VP and Chief Operating Officer

American Consolidated Industries was a holding company for multiple subsidiaries primarily focused on food manufacturing. Subsidiaries included Ike's Candy Company, Dunford Bakery and Mix Plant, Salt Lake Donut Company and Dynatronics Corporation. In 1984, Dynatronics became a separate public company with ACI as the primary shareholder. By 1992 all operating subsidiaries had been sold and ACI was merged into Dynatronics Corporation

Related Business & Industry Activities
1986 - 2019: Director/ Board Advisor and Board Financial Expert , ITEC Attractions (Branson, MO)
1981 - 1982: Financial Manager, Color Craft Press (High Speed Printing Operation)
1986 - 1990: Treasurer, Cook Lumber Company (Wholesale and Retail Building Materials)
1999: Finalist for Ernst and Young Entrepreneur of the Year Award
2002 - 2015: Board of Directors, Medical Device Manufacturers Association, Washington, D.C., and member of the Association's Executive Committee from 2006 to 2013
2014 - 2018: Trustee of the Utah Technology Council

COMMUNITY SERVICE

2004 – 2018: **Mayor**, Cottonwood Heights, Utah, a city of 34,000 residents formed in Salt Lake County, UT in 2005. Related service includes:
- Board Member and Finance Committee Chairman of the Unified Fire Authority, the largest fire services agency in Utah (2005-2017)
- Vice-President (2009) & Treasurer (2008), Salt Lake County Council of Governments
- Chairman, Salt Lake County Conference of Mayors (2008)
- Board Member of Wasatch Front Regional Council, a metropolitan planning organization for transportation planning (2004-2018)

- Member of the Salt Lake County Zoo, Arts and Parks (ZAP) Advisory Board (2006)
- Chair, Interlocal Committee of Mayors that formed the Canyons School District (2007 - 2008)
- Chairman, Salt Lake County Tourist, Recreational, Cultural and Convention (TRCC) Advisory Board (2008-2017)
- Founding Board Member of the Central Wasatch Commission (2017-2018)

Education History: Provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your being considered sufficiently qualified to operate a charter school.

Brigham Young University, 1980
B. S. Degree in Financial/Estate Planning; Minor in French
Graduated Cum Laude, Awarded Phi Kappa Phi, and Outstanding Senior Graduate Award
Student Body Vice President, 1979-80

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by 53G-5-302. A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

_____
Applicant's signature

Name: Rikki Hrenko-Browning
Role with application: Board Member
Expertise: Business management; non-profit management; international relations; government affairs.

Select the statements that are applicable and, if applicable, proceed as directed:

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Statement of Intent: Provide a personal statement regarding your role with the proposed school (i.e. governing board, administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

One of the common threads that I often hear is the challenge in hiring a trained and qualified work force. While the state does have a number of technical colleges and supplementary programs geared towards workforce training, I am not aware of any resources similar to those that Career Academy of Utah (CAU) would offer. My expertise on this board is in overall strategic direction and management of this educational organization (similar to my experience in top leadership positions in both private and nonprofit endeavors), including ensuring accountability towards the defined goals and in aligning the career focus being offered with the needs of our state's future workforce. When planning for long-term sustainable growth we need to find a way to excite and educate even our youngest students towards career ready pathways. The types of careers and skillsets needed to support the energy industry are varied and broad and will continue to evolve at a brisk pace. The workforce needs to be filled by technical education are and will continue to be significantly greater than the number of workforce needs filled by college degrees in traditional fields of geology, engineering, and similar – and these skillsets are in constant evolution. The need to develop this pipeline is a long-term strategic priority for the industry and through my role on the governing board I'm committed to ensuring that CAU plays an important role in helping to fill this gap. Having the opportunity to help guide CAU's overarching goals of both student proficiency and ensuring that the programming and curriculum is well aligned to not only the energy industry but other key sectors that drive Utah's economic success is a unique and exciting opportunity – both professionally and personally.

Further, in my current role and in my previous role as CEO of Enefit American Oil, I have spent a considerable amount of time in rural Utah. There is a very real difference in the educational resource available to our rural students as compared to those along the Wasatch Front, for example. Coming from a small rustbelt town of 5,000 with only one public school educational option, I'm also personally familiar with how limiting and challenging a lack of high quality and specialized education can be. I was lucky to have parents that had the resources and drive to ensure that I was educationally challenged through numerous supplemental activities and early college classes, but for most of my peers, the public education

system failed to equip them for successful careers. This has perpetuated a longstanding cycle of locally low paying jobs, brain drain, and further strains on the public education available in my hometown. As a mother myself, I want nothing more than to be able to provide the very best educational opportunities for my child, but also to ensure that those resources are positioning her towards a successful future career. As our society continues to evolve more and more to a digital presence, students that develop an early comfort level and success in the digital learning environment stand primed to excel. Certainly, there are many other families that are also looking for unique educational opportunities, such as those articulated in this application, that I am confident CAU can provide. The Academy stands to particularly benefit rural communities and provide them with tools and resources that aren't currently available. Rural Utah also happens to be home to much of the state's energy industry. My commitment to the success of the Academy is both professionally and personally driven.

Not-for-Profit History: Provide your nonprofit history that supports your being sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I have been President of the Utah Petroleum Association, a 501c6 nonprofit, since January 2019. In this role I am accountable for all of the organization's strategic direction and oversight, including all finances, reporting, membership engagement and growth, government affairs, regulatory engagement, media and community relations and programming implementation. I am also responsible for strategic planning and serve as Secretary/Treasurer to the UPA Political Action Committee to oversee all contributions, expenditures, and reporting. I have had the opportunity to serve on numerous boards, ranging from serving as an officer on the Utah Mining Association's Executive Committee, to the Salt Lake Chamber's Natural Resources Business Council, to the Utah Department of Natural Resources Endangered Species Mitigation Fund Advisory Committee, to the Utah School and Institutional Trust Lands Administration Nominating Committee, to the Kem C Gardner University of Utah Energy Policy Advisory Committee.

Employment History: Provide your employment history that supports your being considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I have hands on experience operating a small business through my 8-year tenure as CEO of Enefit American Oil. I was responsible for all aspects of one of Central Eastern Europe's largest energy company's US shale oil projects, including overseeing a nearly $30M development budget and managing all of the project planning, engineering, permitting, lobbying and PR. I set up the European parent's first US business, including all legal, financial, office setup and team recruitment and created and oversaw the company budget, finances and project schedule.

Education History: Provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your being considered sufficiently qualified to operate a charter school.

Stanford University, Graduate School of Business   Stanford, CA

Executive Program for Women Leaders   2013

Carnegie Mellon University   Pittsburgh, PA
Master of Science in Environmental Policy and Management   *2005-2006*
Graduated with distinction

Miami University   Oxford, OH
Bachelor of Science in Botany and Environmental Science   2001-2004

Graduated cum laude

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by 53G-5-302. A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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Applicant's signature

Name: Ethan Deceuster
Role with application: Board Member
Expertise: Teaching and learning, instructional technology, learning science, elementary education, learning management systems, online course design, online learning

Select the statements that are applicable and, if applicable, proceed as directed:

☐ I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships*.

Statement of Intent: Provide a personal statement regarding your role with the proposed school (i.e. governing board, administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I intend to contribute as a member of the governing board with my expertise in teaching and digital learning to ensure that the school has high quality instruction and learning experiences for students. I intend to use my experience working with students of all ages to help govern and assess the performance of the school. Ultimately, I hope to be an advocate for high levels of student learning and will work hard to ensure this is achieved. My expertise lies in the learning process of children as well as the best strategies and processes for facilitating online learning. I am committed to the contents of this application as it has been written.

Not-for-Profit History: Provide your nonprofit history that supports your being sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

My not-for-Profit history includes:
- Joined Career Pathways Education Solutions Board, 2020
- Faculty Canvas training for Vista Charter School, 2019
- CS4Utah representative for Washington County, 2018
- Volunteer church service to direct the local men's organization, 2013 – 2015
- Volunteering with AIR to do range finding for newly implemented SAGE state tests, 2013
- 4H Youth Mentor service, 2009 - 2010
- Missionary service in Cincinnati, Ohio for the Church of Jesus Christ of Latter Day Saints, 2005 - 2007

Employment History: Provide your employment history that supports your being considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

In summary, my most relevant history includes being a classroom teacher in Utah elementary schools grades 3 through 5 for eight years and doing instructional design for online courses in higher education for the past 4 years. My complete employment history includes:

- Interim Director of Learning Design and Development, Dixie State (8/2020 to 11/2020)
- Course Development Project Manager, Dixie State (12/2019 to present)
- Online Instructor, Education Department, Dixie State (1/2019 to present)
- Learning Designer, Digital and Extended Learning, Dixie State (9/2018 to 12/2019)
- Curriculum Designer Internship, CodeChangers (5/2017 to 8/2017)
- Online Instructor, Distance and Digital Learning, Dixie State (4/2018 to 4/2019)
- Contract Instructional Design, Dixie State (9/2017 to 9/2018)
- Professional Development Trainer, Utah Valley University (1/2018 to 5/2018)
- Classroom Teacher, Red Mountain Elementary, Ivins (8/2017 to 8/2018)
- Freelance Web Design (2015 to 2017)
- Professional Development Trainer, Washington County District (7/2015 to 7/2016)
- Private Guitar Instructor, The Music Store (1/2013 to 8/2017)
- Classroom Teacher, Diamond Valley Elementary, St. George (8/2012 to 8/2017)
- Classroom Teacher, Rees Elementary, Spanish Fork (8/2011 to 8/2012)
- Private Guitar Instructor, Mountain Rock Music (4/2011 to 7/2012)
- Classroom Teacher, Barnett Elementary, Payson (8/2010 to 8/2011)
- Classified Advertising Manager, The Daily Universe at BYU (9/2007 to 9/2010)

Education History: Provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your being considered sufficiently qualified to operate a charter school.

My education history includes:

- Master of Education in Instructional Technology and Learning Sciences, Utah State University 2017
- Bachelor of Science in Elementary Education, Brigham Young University 2011
- Minor in Teaching English to Speakers of Other Languages (TESOL), Brigham Young University 2011
- Endorsement in Gifted and Talented Education, Southern Utah University 2013

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Applicant's signature

Name: Brian Somers
Role with application: Board Member
Expertise: Not-for-Profit, government, industry representation, policy, economic/community development

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☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: *Provide a personal statement regarding your role with the proposed school (i.e. governing board, administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

I believe strongly in the career readiness education mission of Career Academy of Utah. As a board member, I will use my skills and experience to provide direction and oversight to the school, and to ensure that its mission is aligned with the educational and workforce development needs of the State of Utah.

I am the president of the Utah Mining Association (UMA), which has represented Utah's mining industry since 1915. We advocate for Utah's mineral producers and related companies who support those producers. One of the major issues facing UMA's member companies is a shortage of qualified workers, and a misalignment of Utah's current educational and workforce development programs to meet those needs. There is also a general perception amongst UMA's members that there is a lack of understanding on the part of Utah students as to the numerous and varied career opportunities that are available in the mining industry and other industrial sectors in the state. I believe the Career Academy of Utah can play an important role in solving both of those problems, not only benefitting industries such as UMA but also having a positive impact on future graduates who can find important, well-paying careers in the many thriving industrial sectors in Utah.

I bring two decades of professional experience in government, executive management, business development, and communications.

I am committed to the application as written.

Not-for-Profit History: *Provide your nonprofit history that supports your being sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.*

I have no specific experience operating a charter school. However, I am currently the president of a non-profit industry association which represents one of Utah's largest industrial sectors

which has a multi-billion dollar annual economic impact.

I have extensive executive management experience as the former managing director of the Utah Science Technology and Research Initiative (USTAR), a state agency with a $25 million budget and 20 employees, and the deputy director of the Utah Department of Heritage & Arts, a state agency with a nearly $40 million budget and 150 employees. In both roles, I was responsible for overseeing all operational, budgetary, human capital, policy, legislative affairs, communications, and other issues.

The Utah Mining Association has a board of directors and executive committee which provides direction and oversight to our organization. As president, I am an officer of the board, member of the executive committee, and both work with and am accountable to the board. In my previous roles in state government, I worked with 12 different governor-appointed boards which all had oversight responsibilities, and some had budget, rulemaking, grant-making, and/or policy responsibilities.

Employment History: *Provide your employment history that supports your being considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

I am currently the president of the Utah Mining Association and am responsible for overseeing all operational and financial aspects of this 106-year-old non-profit industry association, including budgeting, membership development, management of reserves, and more.

I have extensive executive management experience as the former managing director of the Utah Science Technology and Research Initiative (USTAR), a state agency with a $25 million budget and 20 employees, and the deputy director of the Utah Department of Heritage & Arts, a state agency with a nearly $40 million budget and 150 employees. In both roles, I was responsible for overseeing all operational, budgetary, human capital, policy, legislative affairs, communications, and other issues.

In previous employment, I managed my own private strategic communications consultancy business, managed divisional budgets, was responsible for business/revenue development, supervised/hired employees, and more.

In short, I bring two decades of professional experience in all aspects of small business, non-profit, and government agency management.

Education History: *Provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your being considered sufficiently qualified to operate a charter school.*

I have a Bachelor of Science degree in Business Management, with a minor in History, from George Mason University in Fairfax, Virginia. I also spent a year as a visiting student at the University of Oxford in Oxford, England, where I completed comprehensive studies in business strategy, marketing, and history.

Assurance of Background Check: *Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by* 53G-5-302. *A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.*

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO USU-CSF STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's signature:

Appendix B – Articles of Incorporation

06/12/2019

Number 7877449

Amount Paid:

$30.00 Articles of Incorporation

RECEIVED

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Utah Div. of Corp. & Comm. Code

ARTICLES OF INCORPORATION OF
CAREER PATHWAYS EDUCATION SOLUTIONS

A Utah Nonprofit Corporation

The undersigned natural person of the age of eighteen (18) years or more, acting as incorporator under the provisions of the Utah Revised Nonprofit Corporation Act (the "Act"), adopts the following Articles of Incorporation:

ARTICLE I

<u>Name</u>

The name of the corporation is "Career Pathways Education Solutions" (the "Corporation").

ARTICLE II

Duration

The duration of the Corporation is to be perpetual.

ARTICLE III

Purposes

The Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of § 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The Corporation may, consistent with the foregoing, engage in all lawful purposes, activities, and pursuits presently or hereafter allowed to be carried on by a corporation which qualifies under § 501(c)(3) of the Code.

ARTICLE IV

Powers

In furtherance of the Corporation's purposes set forth in Article III hereof, the Corporation may receive property by gift, devise, or bequest, invest or reinvest the same, and apply the income and principal thereof as the Board of Directors may from time to time determine, and shall likewise, in furtherance of its corporate purposes and as long as not in contravention with any other provision herein, have all the general powers enumerated in § 16- 6a-302 of the Act or any successor law or regulation, together with the power to solicit grants and contributions for such purposes. By way of clarification, but in no way intended to limit the Corporation's general powers as heretofore stated, the Corporation is empowered to borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be reasonable and appropriate for the Corporation to further its purposes as set forth in Article III hereof.

ARTICLE V

Members

The Corporation shall not have voting members.

ARTICLE VI

Shares

The Corporation shall issue no capital stock.

ARTICLE VII

Limitations

In all events and under all circumstances, and notwithstanding any other provisions of these Articles of Incorporation or any merger, consolidation, reorganization, termination, dissolution, or winding up of the Corporation, voluntarily, or by operation of law, or upon amendment of the Articles of Incorporation, the Corporation's operations and activities shall be strictly of a non-profit nature and:

(a)   The Corporation shall not have nor exercise any power or authority either expressly, by interpretation, or by operation of law, nor shall it directly or indirectly engage in any activity, that would prevent it from qualifying and continuing to qualify (i) as a corporation described in § 50l(c)(3) of the Code, and (ii) as a corporation contributions to which are deductible under §§ 170(c)(2), 642(c), 2055 or 2522 of the Code.

(b)   The property, assets, profits and net income of the Corporation are irrevocably dedicated to the purposes set forth in Article III hereof, and no part of the assets

or net earnings of the Corporation shall ever inure to the benefit of or be distributable to its incorporator, Directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make reimbursement in reasonable amounts for expenses actually incurred in carrying out the purposes set forth in Article III hereof. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

(c)   At no time shall the Corporation engage in any activities which are unlawful under the laws of the United States of America or under the laws of the State of Utah.

(d)   Neither the whole, nor any part or portion, of the assets or net earnings of the Corporation shall be used, nor shall the Corporation ever be operated, for objects or purposes other than those set forth in Article III hereof.

(f)   Upon dissolution of the Corporation or the winding up of its affairs, the assets of the Corporation shall be distributed for one or more exempt purposes within the meaning of § 501(c)(3) of the Code or the c0ITesponding section of a future federal tax code, or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is located, exclusively for such purposes or to such organization or organizations as such court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VIII

Directors

The affairs of the Corporation shall be managed by its Board of Directors. Except for the initial Board of Directors whose names are set forth below, the Board of Directors shall be elected or appointed as provided in the Bylaws. The number of Directors constituting the Board of Directors of the Corporation shall be fixed by the Bylaws, except that there shall not be less than three (3). The names and addresses of the persons who are to serve as Directors until the first annual meeting of the Board of Directors or until their successors are elected and qualified, are as follows:

Name	Address
Todd Bingham	11284 Slate View Drive South Jordan, UT 84095
Ryan Clark	592 N. 150 W. Kaysville, UT 84037
Kelvyn Cullimore	2143 Worchester Drive

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Cottonwood Heights, UT 84121

Brian Somers   296 Maxine
Circle Bountiful, UT 84010

The majority of the members of the Board of Directors shall constitute a quorum and are authorized to adopt Bylaws to govern the operation of the Corporation to transact the business and exercise the powers of the Board of Directors as herein provided.

ARTICLE IX

Incorporator

The name and address of the incorporator of the Corporation is:

<u>Name</u>   Address

Robyn Bagley   P.O. Box 901565
Sandy, UT 84090-1565

ARTICLE X

Registered Office

The location and street address of the Corporation's initial registered office is:

9046 S. Cobble Canyon Lane Sandy, UT 84093

P.O. Box 901565 Sandy, UT 84090-1565

ARTICLE XI

Registered Agent

The name of the Corporation's initial registered agent at the above address shall be Robyn Bagley.

ARTICLE XII

Elimination of Liability of Directors and Officers

To the fullest extent permitted under § 16-6a-901, <u>et. seq</u>. of the Act, as amended, or pursuant to any successor statute with similar effect, no Director, officer or incorporator of the Corporation shall be personally liable to the Corporation or its members for civil claims arising

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from acts or omissions made in the performance of his or her duties as a Director, officer or incorporator. Any repeal or modification of the foregoing paragraph by the Directors of the Corporation shall not adversely affect any right or protection of a Director, officer or incorporator of the Corporation existing at the time of such repeal or modification. Further, the private property of the Directors, officers, and the incorporator shall be forever exempt from the debts, obligations and liabilities of the Corporation.

ARTICLE XIII

Indemnification

The Corporation will indemnify and hold harmless any and all of its existing and former directors and officers to the fullest extent permitted by Utah law and the Corporation's Bylaws and any contract. If Utah law is amended to authorize corporate action broadening the Corporation's ability to indemnify its directors and officers, the Corporation will indemnify its existing and former directors and officers to the fullest extent permitted by Utah law, as amended, provided that any such indemnification is not inconsistent with the Corporation's status as an organization described in Section 50l(c)(3) of the Code. Any repeal or modification of this Article XIII will not adversely affect any right or protection of any existing or former director or officer of the Corporation existing hereunder with respect to any act or omission occurring prior to or at the time of such repeal or modification.

ARTICLE XIV

Limitation of Liability of Utah State Charter School Board and State of Utah

Neither the Charter School Authorizer (as defined in Utah Code Section 53G-5-102(3)) nor the state of Utah, including an agency of the state of Utah, is liable for the debts or financial obligations of any charter school established by the Corporation or persons or entities that operate any such charter school.

ARTICLE XV

Discrimination Not Permitted

In rendering its functions and in fulfilling its purposes, the Corporation shall not practice or permit unlawful discrimination on the basis of sex, age, race, national origin, religion, physical handicap or disability, or sexual orientation.

ARTICLE XVI

Meetings of Board of Directors

Regular meetings of the Board of Directors of the Corporation shall be held at the times and at the places specified in the Bylaws.

ARTICLE XVII

Bylaws

The Board of Directors shall have the power to make such Bylaws as it deems proper for the management of the affairs of the Corporation. Except as provided by applicable statutes of the State of Utah, the Bylaws may be altered and amended or repealed and new Bylaws may be adopted by the Board of Directors at any regular or special meeting.

ARTICLE XVIII

Amendment

These Articles of Incorporation may be amended by the vote of a majority of the directors of the Corporation; provided, however, that Articles III, IV, and VII may be amended only in a manner consistent with Code § 501(c)(3).

IN WITNESS WHEREOF, the undersigned, being the incorporator of the Corporation, executes these Articles of Incorporation and certifies to the truth of the facts herein stated this 11th day of June, 2019.

_____
Robyn Bagley

Appendix C – Governing Board Bylaws

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BYLAWS OF

CAREER PATHWAYS EDUCATION SOLUTIONS

Adopted Effective June 18, 2019

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BYLAWS OF

CAREER PATHWAYS EDUCATION SOLUTIONS

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BYLAWS OF CAREER PATHWAYS EDUCATION SOLUTIONS

ARTICLE I – ARTICLES OF INCORPORATION

Section 1.1   References to Articles

Any reference herein made to the Corporation's articles of incorporation will be deemed to refer to its articles of incorporation and all amendments thereto as at any given time on file with the Utah Department of Commerce, Division of Corporations and Commercial Code, together with any and all certificates filed by the Corporation with the Utah Department of Commerce, Division of Corporations and Commercial Code (or any successor to its functions), pursuant to applicable law.

Section 1.2   Seniority

The articles and the Utah Revised Nonprofit Corporation Act (the "Act") will in all respects be considered senior and superior to these bylaws, with any inconsistency to be resolved in favor of the articles and such law, and with these bylaws to be deemed automatically amended from time to time to eliminate any such inconsistency which may then exist.

ARTICLE II - NAME, PURPOSE, AND OFFICES

Section 2.1   Name and Purpose

Career Pathways Education Solutions (the "Corporation") has been organized, pursuant to the Act, as a non-profit corporation to operate exclusively as an educational and charitable organization which is exempt from income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The Corporation may, consistent with the foregoing, engage in all lawful purposes and activities presently or hereafter allowed to be carried on by a corporation which is qualifies under Section 501(c)(3) of the Code, including but not limited to managing, operating, guiding, directing and promoting a Utah Public Charter School.

Section 2.2   Offices

The Corporation may have such offices, whether within or without the State of Utah, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time. The Corporation shall have and continuously maintain in the State of Utah a registered office, and a registered agent, as required by the Act. The registered office may be, but need not be, identical with the principal office, and the Board of Directors may change the address of the registered office from time to time.

ARTICLE III - BOARD OF DIRECTORS

Section 3.1   General Powers

The affairs of the Corporation shall be administered by the Board of Directors. In this respect, the Board of Directors is responsible for overall policy and direction of the Corporation and delegates authority for day-to-day operations to the principal/head of the charter school appointed by the Board of Directors. More specifically, the Board of Directors shall have the following duties, powers and authority:

> (a)   appointing or electing the Chairman of the Board and the Vice-Chairman of the Board;

> (b)   removing the Chairman of the Board and the Vice-Chairman of the Board;

> (c)   amending the Articles of Incorporation;

> (d)   amending, altering or repealing these Bylaws;

> (e)   authorizing the sale, lease, exchange, mortgage or pledge of all or substantially all of the Corporation's property or assets;

> (f)   authorizing the voluntary dissolution of the Corporation or revoking proceedings therefore;

> (g)   adopting a plan for the distribution of the assets of the Corporation on dissolution; and

> (h)   appointing and removing members of the Board of Directors from office in accordance with these Bylaws.

Further, the Board of Directors may adopt such rules and regulations for the conduct of the business of the Corporation as shall be deemed advisable, and may, in the execution of the powers granted, appoint such agents as it may consider necessary.

Section 3.2   Number, Tenure and Qualification

The number of members of the Board of Directors of the Corporation, excluding ex officio members, shall be no less than three (3) and no more than nine (9). Except as provided below for initial Directors, each Director shall hold office for a three (3) year term, unless elected to serve the remaining term of a previously elected Director, and until his or her successor shall have been elected and qualified, unless he or she is removed or resigns in accordance with the provisions of these Bylaws.   The Board of Directors shall constitute itself by appointing individuals to serve as Directors, consistent with the provisions of these Bylaws. Nothing herein shall preclude members of the Board of Directors from being appointed to successive terms.

The terms of the Directors shall be staggered so that approximately one-third of the terms expire each year. At the first meeting of the Board of Directors after the adoption of the Articles of Incorporation and these Bylaws, the Board of Directors shall determine the terms for the initial four (4) Directors as follows: (i) two (2) of the initial Directors shall be elected for an original term of two (2) years; (ii) one (1) of the initial Directors shall serve an original term of three (3) years; and (iii) one (1) of the initial Directors shall serve an original term of four (4) years. After the first term of each respective initial Director, each subsequent Director shall be nominated and elected for a term of three (3) years.

The Board of Directors shall have the power to establish and appoint ex officio members of the Board of Directors or an Advisory Committee. The ex officio and Advisory Committee members of the Board of Directors shall be included among its members and shall in all respects hold the same privileges as elected Directors, except that the ex officio members shall not be voting members of the Board of Directors or of an Advisory Committee.

Section 3.3   Vacancies

A vacancy in the Board of Directors shall be deemed to exist in case of death, resignation, or removal of any Director, or if the authorized number of Directors is increased. The Board of Directors may fill any such vacancy for the balance of the term thereof at any regular or special meeting.

Section 3.4   Removal of Directors

Directors may be removed for "cause" at any time by vote of a majority of the remaining Directors at any meeting duly called for that purpose. Such vacancy may be filled by the Board of Directors at any regular or special meeting of the Board. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of his or her term of office.

For purposes of these Bylaws, "cause" for removal shall be an act or omission to act which: (1) would constitute a felony; (2) would constitute a crime involving moral turpitude; (3) would constitute fraud or a material misrepresentation threatening or bringing discredit upon the Corporation; (4) would materially violate a duty imposed by State law; or (5) would materially breach the Director's fiduciary duties, including any conflict of interest policy or code of ethics adopted by the Corporation.

Section 3.5   Resignations

A Director may resign at any time. Resignation shall become effective upon its receipt by the Board of Directors.

Section 3.6   Compensation

Directors shall not be paid or compensated for their service as Directors, except that they may be reimbursed for reasonable expenses incurred on behalf of the Corporation.

Section 3.7   Chairman of the Board and Vice-Chairman of the Board

(a)   Election or Appointment. The Board of Directors, upon an affirmative vote of a majority of votes cast thereon, shall appoint or elect a Chairman of the Board and Vice-Chairman of the Board.

(b)   Term. The Chairman of the Board and the Vice-Chairman of the Board shall be appointed or elected to serve in such respective roles for a two (2) year period, unless or until such individual resigns or is removed from such role in accordance with the rules set forth Sections 3.5 or 3.4, respectively. In the absence of a duly elected or appointed successive Chairman of the Board or Vice-Chairman of the Board, the then- current Chairman of the Board or Vice-Chairman of the Board shall continue to serve in such respective role until a new successor has been duly elected or appointed.

(c)   Chairman of the Board. The Chairman of the Board shall preside at all meetings of the Board of Directors. The Chairman of the Board shall, subject to the control of the Board of Directors, have general supervision of the affairs, business, and officers of the Corporation. He or she shall also perform such other duties and have such other powers as may be assigned to him or her from time to time by the Board of Directors.

(d)   Vice-Chairman of the Board. The Vice-Chairman of the Board shall perform the duties of the Chairman of the Board in the absence of the Chairman of the Board or in the event of his or her inability or refusal to act. The Vice-Chairman of the Board shall be first in line to perform the duties in the absence of the Chairman of the Board. When so acting, he or she shall have all of the powers of and be subject to all the restrictions upon the Chairman of the Board. In the absence of the Chairman of the Board, the Vice-Chairman of the Board shall preside at all meetings of the Board of Directors. The Vice Chairman shall perform other duties as may be assigned by the Chairman of the Board or the Board of Directors.

Section 3.8   Advisory Board Members

The Board of Directors may elect advisory members of the Board of Directors for indefinite terms with no privileges as Directors and without vote or compensation. Such members shall periodically meet with and lend their expertise and resources to the Board of Directors in order to further the purposes of the Corporation. The Board of Directors shall review the advisory board membership bi-annually and disassociate those members who have ceased to be active.

ARTICLE IV - OFFICERS

Section 4.1   Election of Officers

The Board of Directors shall appoint or elect the Chairman of the Board, Vice Chairman of the Board, Secretary, Treasurer and such other officers it deems appropriate. Each such officer shall hold office for such period and shall have such duties as may be prescribed in these Bylaws or as the

Board of Directors may determine.

Section 4.2   Resignations

Any officer may resign at any time by delivering a written resignation either to the Chairman of the Board or to the Chairman of the Board. Unless otherwise specified therein, such resignation shall take effect upon delivery.

Section 4.3   Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise or if a new office shall be created, may be filled by the Board of Directors for the unexpired portion of the term.

Section 4.4   Chairman of the Board

The Chairman of the Board shall be the Chief Executive Officer of the Corporation subject to the direction of the Board of Directors. The Chairman of the Board shall be a voting member of all committees. The Chairman of the Board may sign, execute and acknowledge, in the name of the Corporation, deeds, mortgages, bonds, contracts or other instruments authorized by the Board of Directors. Contracts in excess of $5,000 and not adopted, as parts of the Corporation's budget approved by the Board of Directors require the approval of the Board of Directors. The Chairman of the Board shall submit to the Board of Directors periodic reports of the operations and affairs of the Corporation. He or she shall also perform such other duties and have such other powers as may be assigned to him or her from time to time by the Board of Directors.

The Chairman of the Board, with the approval or upon the authorization of the Board of Directors, may appoint other such officers, not specifically provided for in these Bylaws, as may be deemed necessary including vice presidents, financial officers, or assistant secretaries, to hold office for such period as may be specified with respect to any such appointment.

Section 4.5   Treasurer

The Treasurer shall have or shall provide for the custody of all funds, securities and other property of the Corporation; shall collect and receive or provide for the collection or receipt of money earned by or in any manner due to or received by the Corporation; shall collect all member dues, as applicable; shall deposit or cause to be deposited all such moneys in such banks or other depositories as the Board of Directors may from time to time designate; shall make disbursements of Corporation funds upon appropriate vouchers; shall keep full and accurate accounts of transactions of his or her office in books belonging to the Corporation; shall have established proper accounting procedures for the handling of public and private funds; shall, whenever so required by the Board of Directors, render an accounting showing his or her financial transactions, and the financial condition of the Corporation; and in general, shall discharge any other duties as may from time to time be assigned to him or her by the Board of Directors.

Section 4.6   Secretary

The Secretary shall cause to be kept and shall sign the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law (including, without limitation, the Utah Open and Public Meetings Act); be the custodian of the corporate records and of the seal of the Corporation; keep a register of the address of each member of the Board of Directors; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board of Directors.

Section 4.7   Removal of Officers or Agents

Any officer or agent may be removed by a majority vote of the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create any contract rights.

Section 4.8   Salaries

The salary and other compensation of the Chairman of the Board shall be set by the Compensation Committee. The Chairman of the Board, with the advice of the Compensation Committee, shall determine the salaries of the employees of the Corporation.

Section 4.9   Surety Bond

The Board of Directors may require any officer, agent, or employee of the Corporation to execute to the Corporation a bond in such sums and with such surety or sureties as the Board of Directors may direct, conditioned upon the faithful performance of his or her duties to the Corporation, including responsibility for negligence and for the accounting of all property, monies or securities of the Corporation which may come into his or her hands.

ARTICLE V- MEETINGS

Section 5.1   Regular Meetings

(a)   The Board of Directors shall hold regular annual meetings, unless changed by resolution of the Board.

(b)   Subject to Section 5.8, the Board of Directors may provide, by resolution, the time and place for the holding of their regular meetings without notice other than such resolution.

Section 5.2   Special Meetings

(a)   Special meetings of the Board of Directors may be called by order of the Chairman of the Board, the Chairman of the Board, or by two (2) of the Directors.

(b)   The Secretary shall give notice of the time, place and purpose or purposes of each special meeting in accordance with the notice requirements in Section 5.4 and Section 5.8 of these Bylaws.

Section 5.3   Quorum

(a)   A majority of the members of the Board of Directors shall constitute a quorum for the transaction of business.

(b)   A majority of the members of a committee shall constitute a quorum for transaction of business.

Section 5.4   Notice

(a)   Amount of Notice. Written notice of any regular or special meeting of the Board of Directors shall be given to each Director at least seven (7) calendar days prior thereto.

(b)   Manner of Giving Notice. Written notice shall be given by delivered personally, or delivered by confirmed overnight courier, telegram, facsimile transmission ("fax"), e-mail or first class mail to each Director at his or her home or business address.

(c)   Effective Date of Notice. If sent by confirmed overnight courier or mail, such notice shall be deemed to be given when delivered to the courier service or deposited in a first-class postage-prepaid envelope in the United States mail addressed to such Director's home or business address. If given by e-mail or fax, such notice shall be deemed to be given upon the date it is actually received by the addressee.

(d)   Notice to Non-Voting Directors. Non-voting members of the Board of Directors shall be given notice of and may attend all meetings of the Board of Directors; however, failure to give notice to a non-voting member of the Board of Directors shall not affect the validity of the meeting or of any action taken at such meeting.

(e)   Contents of Notice. The notice of each regular and special meeting shall specify the business to be transacted at such meeting.

(f)   Waiver of Notice. Any Director member may, in writing, waive notice of a meeting. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 5.5   Voting

(a)   Board of Directors Meetings. At all meetings of the Board of Directors, each voting Director shall have one vote. Voting rights of a member of the Board of Directors shall not be delegated to another or exercised by proxy.

(b)   Committee Meetings. At all meetings of a committee, each voting member shall have one vote. Voting rights of a member of a committee shall not be delegated to another or exercised by proxy.

(c)   Equality of Votes. In the event of equality of votes at a meeting of the Board of Directors, the Chairman of the Board shall have an additional or deciding vote.

Section 5.6   Presumption of Assent

A Director or committee member who is present at a meeting at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his or her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before adjournment thereof or shall forward such written dissent to the   Secretary of the Corporation within 48 hours after the adjournment of the meeting.

Section 5.7   Meetings by Conference Telephone

Directors or committee members may participate in a meeting through the use of conference telephone or similar communications equipment, so long as: (a) any meeting subject to the Utah Open and Public Meetings Act, Utah Code Section 54-2-101 et seq. (the "OPMA") meets all applicable requirements of the OPMA; (b) any meeting not subject to the OPMA has at least one Director present; and (c) all members participating in, and all members of the press and public attending such meeting, can hear one another. Participation in a meeting through telephonic means shall constitute presence in person at such meeting.

Section 5.8   Open Meetings

The Board of Directors may, in its discretion, adopt and follow procedures under which their meetings shall be open to the public to the extent required by the OPMA. Where applicable, the Board of Directors shall adopt and follow the procedures of the OPMA. In the event that any provision of the OPMA conflicts with any provision of these Bylaws or requires additional action before a meeting to transact business or finalize decisions can be held, the conflicting OPMA provision shall control.

ARTICLE VI - COMMITTEES

Section 6.1   Standing Committee

The Board of Directors may organize one or more standing committees including a fundraising committee. If organized, standing committees shall be composed of at least two (2) members of the

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Board of Directors, the Chairman of the Board, and such additional individuals as the Board of Directors may select. The members of standing committees shall be appointed by and be subject to the direction of the Board of Directors. The chairperson of all standing committees shall be a member of the Board of Directors.

Section 6.2   Additional Committees

Additional committees may be established at any time as deemed necessary by a majority vote of the Board of Directors in order to carry out the objectives and purposes of the Corporation. Chairpersons and members of such committees shall be appointed by the Board of Directors. Such committees shall exist for the period required to accomplish their respective objectives, but in no case for longer than specified by the Board of Directors when such committees are created unless extended by the Board of Directors. At least two (2) members of each such committee must be members of the Board of Directors.

Section 6.3   Resignation and Removal

Any member of any committee may resign at any time by giving notice to the chairperson of the committee or the Board of Directors. Such resignation need not be accepted to be effective.

ARTICLE VII - CONTRACTS, LOANS, CHECKS AND DEPOSITS

Section 7.1   Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.

Section 7.2   Loans

No loan or advance shall be contracted on behalf of the Corporation, no negotiable paper or other evidence of its obligation under any loan or advance shall be issued in its name, and no property of the Corporation shall be mortgaged, pledged, hypothecated or transferred as security for the payment of any loan, advance, indebtedness or liability of the Corporation unless and except as authorized by the Board of Directors. Any such authorization may be general or confined to specific instances.

Section 7.3   Deposits

All funds of the Corporation not otherwise employed shall be invested or deposited from time to time to the credit of the Corporation in such instruments or securities, banks, trust companies or other depositories as the Board of Directors may select, or as may be selected by any officer or agent authorized to do so by the Board of Directors.

Section 7.4   Checks

All notes, drafts, acceptances, checks, endorsements and evidences of indebtedness of the

Corporation shall be signed by such officer or officers or such agent or agents of the Corporation and in such a manner as the Board of Directors from time to time may determine.

ARTICLE VIII - AMENDMENTS

These Bylaws may be altered, amended, repealed, or new Bylaws adopted by the affirmative vote of a majority of those present at any legally constituted meeting of the Board of Directors for which notice of intent to amend said Bylaws has been given.

ARTICLE IX - FISCAL YEAR

The fiscal year of the Corporation shall end on the last day of June, or on such other date as may be fixed from time to time by the Board of Directors.

ARTICLE X - CORPORATE SEAL

The Corporation may have an official seal which shall bear the name of the Corporation and the state and year of incorporation. The Board of Directors may alter, at will, the corporate seal.

ARTICLE XI - INDEMNIFICATION

Section 11.1   Indemnification

No officer or Director shall be personally liable for any obligations of the Corporation or for any duties or obligations arising out of any acts or conduct of said officer or Director performed for or on behalf of the Corporation. The Corporation shall and will indemnify and hold harmless each person and his or her heirs and administrators who shall serve at any time hereafter as an officer or Director of the Corporation from and against any and all claims, judgments and liabilities to which such persons shall become subject by reason of his or her having heretofore or hereafter been a Director or officer of the Corporation, or by reason of any action alleged to have been heretofore or hereafter taken or omitted to have been taken by him or her as such Director or officer, and shall reimburse each such person for all legal and other expenses reasonably incurred by him or her in connection with any such claim or liability; provided, however, that no such person shall be indemnified against or reimbursed for any judgment or expense incurred in connection with any claim or liability arising out of a criminal prosecution or willful misconduct which results in a monetary profit to him or her. The rights accruing to any person under the foregoing provisions of this section shall not exclude any other right to which he or she may lawfully be entitled, nor shall anything herein contained restrict the right of the Corporation to indemnify or reimburse such person in any proper case, even though not specifically herein provided for. The Corporation, its Directors, officers, employees and agents shall be fully protected in taking any action or making any payment or in refusing so to do in reliance upon the advice of counsel.

The indemnification herein provided shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any provision of these Bylaws, an agreement,

vote of members or disinterested Directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such person.
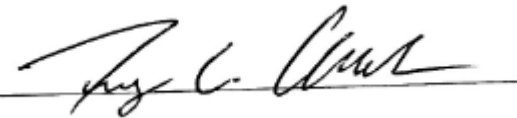
Section 11.2   Insurance

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, or employee of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another Corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against liability under the provisions of this section or of the Act.

CERTIFICATE OF ADOPTION

I, Ryan Clark, certify that I am the Secretary of Career Pathways Education Solutions, a Utah nonprofit corporation (the "Corporation"), and have been designated by the Board of Directors of the Corporation to act in that capacity. I also certify that the foregoing Bylaws were adopted as the Bylaws of the Corporation by its Board of Directors on the 18th day of June, 2019. I further certify that these Bylaws, as of the date of this Certificate, have not been repealed, altered, amended, restated, or superseded, and remain in full force and effect.

DATED this 18th day of June, 2019.
CAREER PATHWAYS EDUCATION
SOLUTIONS, a Utah nonprofit corporation

By: _____

Name: Ryan Clark, Secretary

Appendix D – Governing Board Meeting Minutes

Minutes from 6.18.19 Meeting Adopting Board Bylaws and Articles of Incorporation

BOARD MEETING MINUTES
CAREER PATHWAYS EDUCATION SOLUTIONS
Telephonic Board Meeting
Tuesday, June 18, 2019 - 4:00 pm
Conference Number: (888) 824-5783, 66847092#

I. Call to Order: 4:07pm
      Todd Bingham

      Roll Call:

      <u>Present</u>
      Todd Bingham, Board Member
      Ryan Clark, Board Member
      Kelvyn Cullimore, Board Member
      Brian Somers, Board Member

      <u>Absent</u>
      None

II. Voting Items:

      RESOLVED, that the Articles of Incorporation of the Corporation filed with the Utah Department of Commerce, Division of Corporations and Commercial Code on June 12, 2019, be placed in the Corporation's minute book as part of the permanent records of the Corporation.

      Motion: Todd Bingham Second: Brian Somers
      Ayes: Unanimous Nays: 0

      RESOLVED, that the Bylaws bearing the same date as this instrument be and hereby are adopted as the Bylaws of the Corporation, and that a copy of such Bylaws be placed in the Corporation's minute book as a part of the permanent records of the Corporation.

      Motion: Brian Somers Second: Ryan Clark
      Ayes: Unanimous Nays: 0

      RESOLVED, that the persons named below be, and they hereby are, appointed to the offices set forth opposite such persons' names, to serve until their resignation, removal or disqualification:

<u>Name Office</u>
Todd Bingham Chairman of the Board
Brian Somers Vice Chairman of the Board
Kelvyn Cullimore Treasurer
Ryan Clark Secretary

Motion: Ryan Clark Second: Todd Bingham
Ayes: Unanimous Nays: 0

RESOLVED, that the fiscal year of the Corporation shall be the fiscal year ending June 30.

Motion: Todd Bingham Second: Ryan Clark
Ayes: Unanimous Nays: 0

RESOLVED, that the Chairman of the Board of the Corporation be, and the same hereby is, authorized and directed to cause to be filed with the Internal Revenue Service an Application for Employer Identification Number and, when appropriate, an Application for Tax-Exempt Status.

Motion: Kelvyn Cullimore Second: Ryan Clark
Ayes: Unanimous Nays: 0

RESOLVED, that the Treasurer and Chairman of the Board be, and the same hereby are, authorized to select a bank or banks and designate such bank or banks as official depositories for the funds of the Corporation, and that the Chairman of the Board be, and the same hereby is, authorized and empowered to establish a checking account with such bank or banks, and to execute any and all forms required in connection therewith, including, but not limited to, any corporate bank resolution form and signature cards in the form required by such bank or banks, and further that any and all checks drawn on the Corporation's bank accounts shall be signed by one or more of the following officers: Chairman of the Board, Vice Chairman of the Board, Secretary or Treasurer as specified in the bank records.

Motion: Ryan Clark Second: Kelvyn Cullimore
Ayes: Unanimous Nays: 0

RESOLVED, that the Corporation engage the law firm of Jones Waldo to represent the Corporation in connection with the organization of the Corporation, including preparation and filing of organizational documents.

Motion: Kelvyn Cullimore Second: Ryan Clark
Ayes: Unanimous Nays: 0

RESOLVED, that the Corporation approves receipt of a grant from K-12 Inc. to cover the organizational and startup costs of the Corporation.

(Motion adopted with the addition of the language to the resolution, "in the amount of $10,000.")

Motion: Brian Somers Second: Ryan Clark
Ayes: Unanimous Nays: 0

RESOLVED, that Todd Bingham act as registered agent for purposes of the charter application to be submitted to the State Charter School Board.

Motion: Kelvyn Cullimore Second: Ryan Clark
Ayes: Unanimous Nays: 0

RESOLVED, that the Chairman of the Board of the Corporation be, and the same hereby is, authorized and directed to pay the expenses of the organization of the Corporation.

Motion: Brian Somers Second: Todd Bingham
Ayes: Unanimous Nays: 0

RESOLVED, that the Chairman of the Board of the Corporation be, and the same hereby is, authorized to execute all documents and to take all such actions as he may deem necessary or advisable in order to carry out and perform the purposes of the resolutions adopted herein.

Motion: Kelvyn Cullimore Second: Brian Somers
Ayes: Unanimous Nays: 0

RESOLVED, that the charter Proposal written according to the guidelines be approved for submission to the Utah State Charter School Board.

Motion: Ryan Clark Second: Kelvyn Cullimore
Ayes: Unanimous Nays: 0

RESOLVED, that any and all actions taken on behalf of the Corporation prior to the date of this instrument by the incorporator be and are hereby approved and ratified in all respects.

Motion: Brian Somers Second: Kelvyn Cullimore
Ayes: Unanimous Nays: 0

III. Other Items of Business
a.   Background Information Sheet & Resume due
b.   Letters of support

IV. Motion to Adjourn: 4:21pm

Motion: Ryan Clark Second: Kelvyn Cullimore

Ayes: Unanimous Nays: 0

Minutes from 11.20.20 Meeting Approving School Name and Submission of Charter Proposal

Career Pathways Education Solutions
Board Meeting Minutes

Date: Friday, November 20, 2020
Location: Via Zoom

Call to Order: 1:02pm
Todd Bingham, Chair

Roll Call
Board Members in Attendance: Todd Bingham, Chair; Brian Somers, Vice-Chair; Kelvyn Cullimore, Finance Chair; Rikki Hrenko-Browning, Secretary; Ethan Deceuster

Guests: Robyn Bagley; Randall Greenway, Austin Smith; Debby Reagan

Voting Items
1. Approval of Minutes: September 30, 2020
2. Approval of Charter School Name: Career Academy of Utah
3. Approval of Charter Proposal final draft for submission to USU-CSF
    a. Motion to approve items 1-3 simultaneously: Brian Somers
    b. Second to the motion: Kelvyn Cullimore
        i. In favor: Unanimous
        ii. Opposed: 0

Calendar Items
- Proposal Due Date: Thursday, November 26, 2020
- Proposal Interview by Invitation: Thursday, December 10, 2020 (also stated in the Stage 2 doc: *Your interview will be scheduled on a date and time set forth by USU-CSF leadership and agreeable to your board.*)

Adjournment: 1:16pm
- Motion to adjourn: Kelvyn Cullimore
- Second to the motion: Brian Somers
  - In Favor: Unanimous
  - Opposed: 0

Packet Items: Board Meeting Minutes September 30, 2020, Proposal Draft Final

Minutes from 02.10.21 Meeting Approving Submission of CAU Charter Application and Adopting Utah SPED Rules Resolution

Career Pathways Education Solutions
Board Meeting Minutes

Date: Wednesday, February 10, 2021
Location: Via Zoom

Call to Order 8:47am
Todd Bingham, Chair

Roll Call
<u>Board Members in Attendance:</u> Todd Bingham, Chair; Brian Somers, Vice-Chair; Kelvyn Cullimore, Finance Chair; Rikki Hrenko-Browning, Secretary; Ethan Deceuster

<u>Guests:</u> Robyn Bagley; Randall Greenway, Austin Smith; Debby Reagan

Voting Items
- Approval of Minutes: November 20, 2020
  - Motion to approve: Kelvyn Cullimore
  - Second to the motion: Rikki Hrenko-Browning
    - In favor: Unanimous
    - Opposed: 0
- Approval of CAU Charter Application/Budget final draft for submission to USU-CSF
  - Motion to approve: Brian Somers

- ○ Second to the motion: Kelvyn Cullimore
    - ■ In favor: Unanimous
    - ■ Opposed: 0
- Adoption of UT SpEd Rules Resolution
    - ○ Motion to approve: Rikki Hrenko-Browning
    - ○ Second to the motion: Ethan Deceuster
        - ■ In favor: Unanimous
        - ■ Opposed: 0

Calendar Items
- Application Due Date: Friday, February 12, 2021
- Application Strengths & Needs Meeting (Invitation Only): USU Timeline 3/10/21
    - ○ Review description here: https://www.csf.usu.edu/projects-services/files/charter_school_authorizing/Stage%204%20New%20Charter%20School%20Application%20Strengths%20and%20Needs%20Meeting%20-%20CSF%20-%207-20-2020.pdf

Adjournment: 9:06am
- Motion to adjourn: Kelvyn Cullimore
    - ○ All in Favor: Unanimous

Packet Items: Board Meeting Minutes November 20,2020; Application/Budget Final Draft; SpEd Resolution (see below)

Resolved, that the Corporation does hereby adopt the Utah State Board of Education Special Education Rules https://schools.utah.gov/file/db5d494b-4ed4-448f-995b-63fb4d35dd0e including all policies and procedures contained therein. Per those Rules, the Corporation shall submit the Career Academy of Utah school's special education policies and procedures manual after the charter is authorized to the Utah State Board of Education's special education staff for review.

Appendix E – List of Waiver Requests

Not applicable; no waivers are requested.

Appendix F – Executed Contracts or MOUs

Career Academy of Utah has not entered into any agreements, contracts, letters of intent, or memoranda of understanding for the provision of any goods or services to the School.

Appendix G – Startup-Implementation Grant Application

Grant Assurances

Grant funds may only be used for the following:

- *Post-award planning and design of the educational program;*
- *Research-based professional learning activities for teachers, staff, and board;*
- *Informing the community about the school;*
- *Acquiring necessary equipment and educational materials and supplies;*
- *Acquiring, developing or aligning curriculum, and;*
- *Other initial operational costs, such as:*
    - *Costs associated with creating and implementing office functions;*
    - *Costs associated with the installation of computers, data systems, networks, and telephones;*
    - *Personnel expenses incurred either before or after the school's opening; and*
    - *Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.*

The board understands that:

- Funding is based on projected authorized enrollment.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.
- A budget report on the expenditure of grant money is due to USU-CSF at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to USU-CSF.

_____   02.15.21
Board Chair Signature   Date

Grant Budget

If the total amount budgeted in each category is the same at the end of the fiscal year, USU-CSF approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by USU-CSF leadership.

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	$55,281	$	$	$55,281
Details	LEA Director, Academic Administrator, Special Programs Manager Salaries April - June			
Benefits (200)	$16,446	$	$	$16,446
Details	LEA Director, Academic Administrator, Special Programs Manager Benefits April - June			
P & T Services (300)	$30,000	$7,500	$	$37,500
Details	Legal services	Legal services		
Property Services (400)	$20,400	$62,500	$50,000	$132,900
Details	Cost to secure administrative office	Administrative office space	Administrative office space	

	(Lease deposit, rent April - June)			
Other Services (500)	$9,804		$	$9,804
Details	Liability Insurance, Administrative office phone, Office Copier Lease. (April - June)			
Travel (580)	$	$	$	$
Details				
Supplies and Materials (600)	$10,000	$30,000	$	$40,000
Details	Administrative office space set up	Administrative office furnishings, supplies		
Property (700)	$33,069	$25,000	$	$58,069
Details	Administrative office space build out/preparation	Technology infrastructure for Administrative office		
Total	$175,000	$125,000	$50,000	$350,000

Appendix H – Stride Curriculum Research Basis

STRIDE CURRICULUM RESEARCH BASIS

Stride has an Assessment and Research team dedicated to reviewing and synthesizing cognitive science research who work with course development teams to ensure that Stride course developers draw on methods shown by scientific research to be effective in improving learning. In addition to the cognitive science research that goes into Stride curriculum, the team also conducts evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, student performance measurement, and instructional strategies are targeted to ensure best practice and student accessibility to Stride curriculum.

Research on How Students Learn

Research has consistently shown that the most effective instruction is based on what is known about how students learn and how subject area knowledge develops. Stride uses research on learning that encompasses all major categories of research described in recent summaries by the National Research Council and major professional research and practice groups (e.g., the American Psychological Association, the National Reading Panel, the National Math Panel, the American Educational Research Association), as well as hundreds of papers, books, and articles by cognitive science researchers. Stride has longstanding experience in translating the large all-encompassing findings of major research initiatives into the particularities of course structure, individual units and lessons, and the structure, scaffolding, and sequence of individual interactive assets.

The National Research Council (2005) has organized two volumes of research on learning around three fundamental principles which Stride draws on as organizing principles for curriculum development:

- Instruction must engage students' prior knowledge because "new understandings are constructed on a foundation of existing understandings and experiences" (p. 4). This means it is important to assess what prior knowledge students have and either build on that knowledge or remediate as necessary before introducing new content. Further, it has been found that many students have serious misconceptions or partial understandings particularly in science and math that must be addressed during instruction. Consistent with these and other widely-replicated research findings, the Stride curriculum has adapted a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on prerequisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). Misconceptions are addressed through subject-specific methods.
- Both factual knowledge and conceptual understanding are necessary to support the kind of learning that provides a foundation for future learning and competence in novel situations. "Knowledge of facts and knowledge of important organizing ideas are mutually supportive" (p. 7) and both must be taught effectively. To address this challenge, Stride has developed

frameworks for teaching to achieve for the integration of conceptual understanding and factual knowledge across the curriculum.

- Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students' awareness of and ability to evaluate their own learning, Stride incorporates research-tested supports for metacognitive thinking into its courses and has also developed an academic skill course that explicitly teaches metacognitive skills. Some of the metacognitive strategies the Stride team relies on include:
    - Frequent assessments (usually at the end of each lesson, unit, and semester, and sometimes within or at the beginning of lessons) and self-assessments (Thorndike, 1913; Chi, 2009, Ericsson et al., 2003),
    - Modeling of self-monitoring behaviors (Palincsar & Brown, 1984),
    - Comprehension questions before, during, and after instruction (National Reading Panel, 2000; Paris & Stahl, 2005),
    - Prompts to think about whether one understands an explanation or is making progress in solving a problem (Whimbey & Whimbey, 1975),
    - Self-explanations (trying to explain a concept or how to solve a problem improves learning even if the explanation is not graded (Aleven & Koedinger, 2002; Chi, 2009). Strategies for remembering information, which younger and lower achieving students need to be taught (Keeney et al., 1967).

Research on the Structure of Expert Knowledge

One of the most important theories in cognitive science is also one of the least applied in education. This is the theory that expert knowledge is organized around big ideas. Memory and classification studies have repeatedly shown that human memory is not best conceived as a storehouse of a large number of discrete pieces of information unconnected to each other (Bransford, Brown & Cocking, 1999), but as an organized structure of interrelated pieces of information. Extensive research on differences between the knowledge of experts and novices in many different fields has further shown that the long-term memory of someone who has mastered a subject area appears to be highly organized around a relatively small number of core principles (Bransford, Brown & Cocking, 1999; Bereiter & Scardamalia, 1986; Hiebert & Carpenter, 1999; Glaser & Chi, 1988; Niemi, 1996). For someone who has advanced knowledge in a domain, every element of that knowledge is connected to other elements in a highly organized structure, with the core principles, or "big ideas," dominating and organizing the others.

Unfortunately, curricula and instruction do not always reflect what is known about subject area knowledge and how it develops. Too often, students are taught in a way that leads them to believe that learning means acquiring a huge number of unrelated and essentially meaningless facts and skills. Stride, however, has worked with subject area experts including mathematicians, scientists, historians, writers, and others, to identify big ideas and map the relationships among big ideas, facts, and skills in each subject area. These analyses are used to organize curriculum development and to help students to

see the "big picture," reflecting all the connections among different kinds of knowledge in a subject area. Big ideas are highlighted and explicitly taught using a variety of research-proven methods (e.g., Chi, 2009; Clark, 1998; Mayer, 2008; Merrill, 2000, 2008):

- Clearly state, explain, and exemplify the idea through illustrations, objects, situations, simulations, etc.
- Give students opportunities to demonstrate their understanding of the big idea in a variety of situations.
- Give examples and non-examples; show when the idea applies and when it doesn't.
- Show how to use the idea to understand and explain phenomena (e.g., how counting can be used to solve addition and subtraction problems; how the multiplicative identity can be used to find equivalent fractions).
- Demonstrate how the idea can be used to solve problems and justify solution procedures.
- Show how other ideas, facts, and skills connect to the big idea. Show "concepts maps" of the structure of knowledge as it develops and enable students to modify these maps or build their own.

Research on General Instructional Principles

For both online and offline instructional activities, Stride draws on empirically-tested general principles of instruction, including multimedia design principles. Stride's Assessment and Research and Instructional Design teams have created summaries of these principles, and the Course Development teams are trained on the principles and how to apply them before and during course production.

The respective team's research on general strategies is organized by types of knowledge, since different strategies are required to teach different types of knowledge. Major categories of knowledge include the following: conceptual understanding, memorized facts and skills, problem solving strategies, and metacognition. Stride uses empirically-validated techniques to build student motivation to learn.

Several research-based strategies are implemented to help students overcome misconceptions related to big ideas (e.g., Klahr, 2000; Minstrell & Kraus, 2005; White, 1994; Vosniadou et al., 2001; White & Frederickson, 1998):

- Introduce known examples and bridging analogies.
- Create cognitive conflict (e.g., Students predict what will happen in a situation and then see that the prediction is wrong). Then show students how to resolve this conflict.
- Present analogies and visual models.

Since many different researchers (e.g., Clark, Mayer, and Sweller) have demonstrated that worked examples are the best way to show students how to solve problems, Stride makes extensive use of worked examples to teach problem solving across grade levels and curricula. The basic components of a worked example are: (1) a problem, (2) an expert solution with each step shown, and (3) an

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explanation for each step. For more complex problems, Stride applies a research-inspired scaffolding approach: students review examples of expert problem solving, then try to solve partially worked examples, working up gradually to solving whole problems. Following the worked examples, students practice solving problems, moving from accuracy to speed (if necessary) and automaticity (in some cases).

Since learners of all ages are more motivated when they can see the usefulness of what they are learning (Cognition and Technology Group at Vanderbilt, 1998; McCombs, 1996; Pintrich and Schunck, 1996), Stride also reinforces throughout its curricula how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

Research on Teaching Specific Topics and Addressing Possible Misconceptions

In addition to synthesizing research on learning and instruction that applies across subject areas, the Assessment and Research team (or in some cases content specialists) compiles summaries of research on teaching strategies and misconceptions related to specific instructional objectives or topics, such as "Demonstrate that addition and subtraction are inverse operations" or "Identify the theme of a story." Design of the reading program, for instance, is consistent with key findings of the National Reading Panel (2000):

- Results of a meta-analysis show that "systematic phonics produces significant benefits for students in kindergarten through sixth grade and for children having reading difficulty" (p. 9). Accordingly, Stride's reading program has a strong and systematic phonics component, and it focuses as well on skills that low-achieving third through fifth graders often lack, according to literacy researchers such as Louisa Moats: that is, phonological awareness, syllabification, morphology, and reading fluency.
- "Guided repeated oral reading …had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (p.12). The Stride reading program provides frequent opportunities for students to read aloud from poetry, fiction, nonfiction, and dramatic texts.
- "Teaching a combination of reading comprehension techniques is the most effective" (p. 15). Stride's instructional methods include question generation, summarization and use of organizers, mirroring techniques recommended by the National Reading Panel.

In addition to being aligned to the Utah Core Standards and the Common Core State Standards, the Stride curriculum is also aligned to the mission and philosophy to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher, student, and parent involvement, and individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students.
- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise.

- Easy-to-navigate online content, with more time and effort spent on the hardest, most important topics and skills.
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match.
- Beautiful printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course.
- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances.
- Clear assessment tools to measure mastery of lesson objectives, using both online and offline tasks to carefully probe mastery.

EVIDENCE-BASED NATURE OF CURRICULUM

Curriculum developers have a responsibility to their customers to examine, in an objective fashion, the positive impact of their products. Stride takes this expectation very seriously. The company uses a range of research studies in the development process as one tool informing decisions about whether a product leads to student learning. Stride studied usage and impact of its products prior to the requirements in the Every Student Succeeds Act (ESSA) and continues to do so. These studies are both formative and summative in nature and are conducted both internally and by outside, objective researchers.

As an example, in the development stages of the Stride Summit curriculum, the end customers were involved in the review of prototypes. Independent researchers were contracted to run focus groups. Teachers and students were engaged in the focus groups for observation on usage and early try-outs. The independent matched pair study of the Stride product (a personalized digital rewards-based learning system developed by LTS Inc. and acquired by K12 Inc. in 2017 before K12 Inc. changed its name to Stride, Inc. in 2020) is another example of the deep research Stride (formerly K12 Inc.) undertakes prior to introducing new products. The study was commissioned by the Council for Leadership in Alabama Schools (CLAS) and serves as a model of how Stride plans to test the impact of its Summit curriculum. This research falls into the definition of Category One under ESSA: Correlational, Quasi-Experimental, and Randomized Control Trials. Stride anticipates conducting correlational and quasi-experimental research for all its curriculum products in core tested grades and subjects and plans to use state accountability scores as the outcome measures. For grades and subjects for which there are commercial norm-referenced assessments instead of state assessments, Stride plans to use those measures as outcomes (e.g., NWEA MAP, Star 360, iReady, etc.). For other subjects and grades, Stride will work with specific customers to identify credible measures of effectiveness. The goal of each is to be thorough and rigorous in the research but not disruptive to the basic function of schools as they help students learn and remain at or exceed grade level.

Stride will also continue to partner with credible external research entities so that Stride not only has internally designed and implemented research studies but also independent external research studies to inform and improve Stride regarding its products and services.

National Standards for Quality Online Courses

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outlined quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations used these standards as a rubric for evaluating the quality of any online courses they wished to offer. The iNACOL standards were revised in late summer 2011. Stride's courses have been so widely recognized for embodying best practices for online learning that Stride's curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—included reformulated standards that were more easily applicable and verifiable in the growing landscape of different online scenarios.

In 2018, Quality Matters (QM) and the Virtual Learning Leadership Alliance (VLLA), started a broad-based effort to revise and maintain the National Standards for Quality Online Learning, building upon the work started by iNACOL. The revised standards include 2019 National Standards for Quality Online Courses. Stride is committed to producing courses that meet or exceed these standards.

Proven to Deliver Strong Student Achievement and Outcomes

To assess the effectiveness of curriculum and instruction across public schools served by Stride (which, state by state, follow different standards and administer different assessments), Stride uses a variety of readiness, formative, summative, and state-required assessments at applicable grade levels. Readiness assessments offer an initial benchmark for student skill level in each core area, which allows teachers to differentiate instruction based on student needs. Formative assessments given during each instructional cycle provide detailed information which, through a variety of strategies, will improve instructional techniques and student learning while it's happening. Summative and state-required assessments are used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year. Student performance is evaluated to inform and evaluate the teaching and learning cycle.

A Curriculum Designed to Meet Diverse Needs

- Each Stride course follows a carefully organized scope and sequence articulating measurable lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives Stride creates and assembles a wide variety of learning components to satisfy the diverse needs of students in multiple learning environments.

- Stride lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.
- Online and offline activities within the Stride curriculum can be adapted in ways to accommodate student needs, and new tools allow teachers to add original content to courses.
- The Stride curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.
- Stride is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

A Curriculum with Multiple Assessment Tools and Strategies

- Stride assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- Stride's assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.
- Appropriate assessments are built into almost every lesson to evaluate mastery and point the way to remediation or enrichment.
Technology-enhanced item types provide powerful opportunities for students to gain practice and familiarity with items mimicking the format of those they may encounter in high-stakes testing scenarios today. These items allow students to demonstrate depth of knowledge and higher-order thinking ability. For this reason, a variety of item types, including drag and drop and fill in the blank, are used throughout the courses.

BASIS FOR AND FREQUENCY OF REVISION

Stride reviews course content on a regular basis to update and enhance course content, materials, instructions, and assessments. Every student and teacher benefits from courses including assessments that take advantage of the newest standards, proven instructional methods and the latest technology. Regardless of the reason, Stride is committed to maintain up-to-date, standards-based, fully aligned courses. Stride has an in-house product development team that stays in touch with changes and quickly acts to keep courses current.

Each year the content development group prepares a development plan for new courses and course enhancements based on emerging needs, client feedback, user testing, and input from teaching staff. In general, Stride courses are iteratively developed and continuously evolving.

User feedback is reviewed daily and minor changes, called "maintenance," are made throughout the year based on the feedback. Feedback is a crucial part of the course development process and maintenance of the course.

EFFECTIVENESS OF THE STRIDE CURRICULUM

Stride, using the Stride suite of services and instructional curriculum and courseware, has shown academic success and achievement in the schools it serves across the country.

In 2018, AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, renewed its five year quality assurance accreditation of K12 Inc. (now "Stride, Inc."). AdvancED was created through a 2006 merger of the PreK-12 divisions of the North Central Association (NCA) and the Southern Association of Colleges and Schools (SACS)—and expanded through the 2011 acquisition of the Northwest Accreditation Commission (NWAC).

AdvancED conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. AdvancED Education Service Agency (ESA) Accreditation is a systems approach to improving learner performance results over time. This Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the corporation – the leadership, schools, and classrooms served – work together to meet the needs of learners.

To earn and maintain Accreditation, Stride must:

- Meet quality standards set forth by AdvancED.
- Engage in a continuous process of improvement.
- Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).

In November 2018, AdvancED merged with Measured Progress and is now called "Cognia". Cognia is a global nonprofit working in over 80 countries. Cognia offers accreditation and certification, assessment, professional learning, and improvement services within a framework of continuous improvement. In 2007, Stride managed public schools graduated their first cohort of just 6 students. Since that time, 55,236 students have earned a high school diploma including 9,055 students who graduated in SY2019-2020 from online and blended schools using the Stride education program. Students graduating from Stride virtual schools have enrolled in hundreds of higher education institutions. They can be found attending selective universities, schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going

into careers--in the military, apprenticeship programs, on the job training, or directly into the workforce.

Stride's Suite of Curriculum Content and Assessment

School leaders and teachers will review curriculum, assessments, and supplemental materials each year or upon a change in state standards and/or assessments, to ensure standards alignment and ability to differentiate instruction and assessment. This includes instructional mapping, which is a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level. Modifications will be made throughout the year as determined by the school leaders and teachers as necessary.

Stride's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from more than 60 national and international subject area associations.
- AAAL—American Association for Applied Linguistics
- AAAS—American Association for the Advancement of Science
- AAPT – American Association of Physics Teachers
- AATF—American Association of Teachers of French
- AATG—American Association of Teachers of German
- AATSP—American Association of Teachers of Spanish and Portuguese
- Accessible Book Consortium
- ACL—American Classical League
- ACTE—Association for Career & Technical Education
- ACTFL—American Council on the Teaching of Foreign Languages
- ADA National Network
- ADP/Achieve.org—American Diploma Project from www.Achieve.org
- Advance CTE
- AERA—American Educational Research Association - http://www.aera.net
- APA—American Philological Association
- Assistive Technology Industry Association
- CCSSO—Council of Chief State School Officers – www.ccsso.org
- CEFR—Common European Framework of Reference for Languages
- Center for Civic Education
- Center on Online Learning and Students with Disabilities
- CLTA—Chinese Language Teachers' Association
- CRESST—National Center for Research on Evaluation, Standards, & Student Testing – www.cresst.org

- Final Report 2008: Foundations for Success
- Getty Education Institute for the Arts
- Head Start
- IAD—International Dyslexia Association
- ILR—International Language Roundtable
- ILTA—International Language Testing Association
- IRA—International Reading Association
- IUPAC—International Union of Pure and Applied Chemistry
- MCREL—Mid Continent Research for Education and Learning
- NAEA—National Art Education Association
- NAEP—National Assessment of Educational Progress – www.nces.ed.gov/nationsreportcard
- NAS—National Academy of Science
- NASPE—National Association for Sport and Physical Education
- National Art Education Association
- National Association for Gifted Children
- National Association for Music Education
- National Center on Accessible Education Materials
- National Center on Universal Design for Learning
- National Geographic
- National Mathematics Advisory Panel
- NCAA
- NCEE—National Council on Economic Education
- NCES – National Center for Education Statistics – www.nces.ed.gov
- NCHE—National Council for History Education
- NCHS—National Center for History in the Schools
- NCSA—National Conference on Student Assessment - http://www.ccsso.org/ncsa.html
- NCSS—National Social Studies Standards
- NCTE—National Council of Teachers of English
- NCTM—National Council of Teachers of Mathematics
- NETS/ISTE—National Educational Technology Standards from the International Society for Technology in Education
- NGSS—Next Generation Science Standards
- NICHD—National Institute of Child Health and Human Development
- NIFL—National Institute for Literacy
- NRP—National Reading Panel

- NSTA—National Science Teachers Association
- PARCC—Partnership for Assessment of Readiness for College and Careers
- Partnership for 21st Century Skills
- PISA—Programme for International Student Assessment – www.oecd.org/pisa/aboutpisa
- President's Council on Fitness, Sports, and Nutrition
- Quality Indicators for Assistive Technology
- Smarter Balanced Assessment Consortium
- Teachers of English to Speakers of Other Languages
- The College Board
- The President's Challenge
- Virtual Learning Leadership Alliance in partnership with Quality Matters (revised and maintaining former iNACOL National Standards for Quality Online Learning)
- W3C—World Wide Web Consortium
- WCAG—Web Content Accessibility Guidelines

EVIDENCE THAT CONTENT IS FREE OF BIAS AND ACCESSIBLE FOR STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY

Bias is prevented in both content and assessments by rigorous training of Content Specialists, Writers, Instructional Designers, Visual Designers, and Editors. The Stride Style Guidelines devote a section to how to guard against demographic, geographic, political, racial, and intellectual bias. Here is the Stride policy statement on the issue:

Multiculturalism and the Stride Curriculum Within the American and Global Contexts

The motto on the Great Seal of the United States—E pluribus unum ("out of many, one")—affirms the bold ambition of our country to forge a unified nation out of a wide diversity of backgrounds and beliefs. At Stride, Inc., we believe that students should understand and value both the pluribus and the unum—that they should learn about both the cultural diversity that distinguishes our nation and the common inheritance that unites us as Americans.

The vision for K12 Inc. announced in 2007 placed that unifying American inheritance, which remains at the core of our curriculum, within a more global context:

Our Vision: To provide any child access to exceptional and meaningful curriculum and tools that enables him or her to maximize his or her success in life regardless of geographic, financial, or demographic circumstance.

The ideals of the italicized words were realized in 2008 through the creation of the K12 Inc. International Academy (now "K12 Private Academy"), serving students around the world.

To help our students grasp the common American inheritance within its global context, Stride is committed to developing a curriculum that is multicultural, pluralistic, and inclusive—a curriculum that seeks to weave many and diverse strands into the educational tapestry. Through this curriculum, we seek not only to educate students who are academically well prepared but also to develop students who

- Understand the characteristics and contributions of American culture and cultures throughout the world.
- Understand that societies reflect contributions from many cultures.
- Develop attitudes of mutual acceptance and respect for others, regardless of heritage, background, gender, disability, or social status.

To achieve these goals, we feel it is important to broaden students' knowledge of the world beyond themselves; reach beyond the particularities of their immediate situation and singular heritage; and open their mind and imagination to a diverse range of people, cultures, ideas, and achievements. Mutual respect and understanding begin when one can transcend provincial limitations and see oneself as part of both an interdependent global community and a larger historical process.
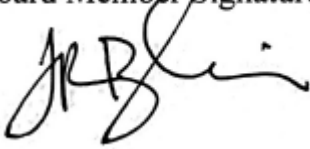
Appendix I – Board Member Acknowledgement of SPED Rules

Career Academy of Utah
Charter School Applicants
January 24, 2021

This notification is to provide evidence that board members have read the Utah State Board of Education Special Education Rules https://schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507.

Board Member Name: Todd Bingham

Board Member Signature:

Board Member Name: Kelvyn Cullimore

Board Member Signature:

Board Member Name: Rikki Hrenko-Browning

Board Member Signature:

Board Member Name: Ethan Deceuster

Board Member Signature:

Board Member Name: Brian Somers Board

Member Signature:

Appendix J – Cash Flow Analysis and Budget Excel

Please see accompanying excel document.

CHARTER SCHOOL WORKSHEET

******PROJECTION ONLY******

CAREER ACADEMY OF UTAH

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	67	0.55	36.85
Estimated enrollment (1-3)	92	0.9	82.8
Estimated enrollment (4-6)	162	0.9	145.8
Estimated enrollment (7-8)	281	0.99	278.19
Estimated enrollment (9-12)	148	1.2	177.6
Special Ed enrollment (K)	8		
Special Ed enrollment (1-12)	82		
Special Ed (Self-Contained)	9		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	0		
WPU Value	$3,596		
No. of Teachers (FTE) (CACTUS)	27		
School Administrators (CACTUS)	3		

(Except for CTE Add-on and Special Ed.)

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	721.2400	$2,593,579
Professional Staff	0.059507	42.9188	154,336
Restricted Basic School:			
Special Ed--Add-on	1.0000	95.3820	260,011
Spec. Ed. Self-Contained	1.0000	9.0000	32,364
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$261.97 per K-8 ADM		157,706
Total WPU Programs		868.5408	$3,197,996
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$24,580

Special Populations			
Enhancement for At-Risk Students	$26.38 per student		19,785
Enhancement for Accelerated Students	$5.00 per student		3,750
Other			
School Land Trust Program	$49.35 per student		37,013
Reading Achievement Program	$15.81 per student-Guarantee Program		2,514
Charter Administrative Costs	$100 per student		75,000
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		140,805
ESA-School Administrators	$3,104 per qualified administrator		9,312
Library Books and Resources	$0.960162 per student	759	729
Local Replacement Dollars	Average $2,562 per student		1,944,558
Total Non-WPU			$2,258,045
One Time			
Teacher Materials/Supplies[1, 2]	$176.33 per eligible F.T.E.	27	4,761
			-
Total One Time			$4,761
ESTIMATED Total All State Funding			**$5,460,802**

CHARTER SCHOOL WORKSHEET
******BREAK-EVEN PROJECTION ONLY******

CAREER ACADEMY OF UTAH

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	47	0.55	25.85
Estimated enrollment (1-3)	65	0.9	58.5
Estimated enrollment (4-6)	114	0.9	102.6
Estimated enrollment (7-8)	196	0.99	194.04
Estimated enrollment (9-12)	104	1.2	124.8
Special Ed enrollment (K)	5.64		
Special Ed enrollment (1-12)	57.48		
Special Ed (Self-Contained)	6.312		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	0		
		(Except for CTE Add-on and Special Ed.)	
WPU Value	$3,596		
No. of Teachers (FTE) (CACTUS)	18		
School Administrators (CACTUS)	3		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	505.7900	$1,818,821
Professional Staff	0.059507	30.0980	108,233
Restricted Basic School:			
Special Ed--Add-on	1.0000	66.8940	182,353
Spec. Ed. Self-Contained	1.0000	6.3120	22,698
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	$261.97 per K-8 ADM		110,551
Total WPU Programs		609.09	$2,242,656
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	$28.30 per WPU		$17,237

Special Populations			
Enhancement for At-Risk Students	$26.38 per student		13,876
Enhancement for Accelerated Students	$5.00 per student		2,630
Other			
School Land Trust Program	$49.35 per student		25,958
Reading Achievement Program	$15.81 per student-Guarantee Program		1,771
Charter Administrative Costs	$100 per student		52,600
Educator Salary Adjustment (ESA)	$5,215 per qualified educator plus benefits		93,870
ESA-School Administrators	$3,104 per qualified administrator		9,312
Library Books and Resources	$0.960162 per student	532.312	511
Local Replacement Dollars	Average $2,562 per student		1,363,783
Total Non-WPU			$1,581,549
One Time			
Teacher Materials/Supplies1, 2	$176.33 per eligible F.T.E.	18	3,174
			-
Total One Time			$3,174
ESTIMATED Total All State Funding			**$ 3,827,378**

CAREER ACADEMY OF UTAH		FY23		
First Operational Year	**100% Enrollment**		**Breakeven Enrollment**	
Number of Students:	750		526	
Grade Configuration:	Enter Grade Range		Enter Grade Range	
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales	750	$0	526	$0
Student Activities	$0		$0	
Other	$0		$0	
Total Revenue From Local Sources (1000)	**$0**		**$0**	
Estimated Total All State Funding	$	5,460,802.09	$	3,827,378.20
Charter School Revolving Loan				
Charter School Startup and Implementation Grant	$125,000		$125,000	
Total Revenue from State Sources (3000)	**$5,585,802**		**$3,952,378**	
Lunch and Breakfast Reimbursement	750	$0	526	$0
Restricted Federal Through State	$0		$0	
Programs for the Disabled (IDEA)	$100,000		$100,000	
Elementary and Secondary Education Act (ESEA)	$0		$0	
Total Revenue from Federal Sources (4000)	**$100,000**		**$100,000**	
Private Grants & Donations:	$0		$0	
Source(s) *(specify)*	$0		$0	
Loans:	$0		$0	
Commercial	$0		$0	
Other *(specify)*	$0		$0	
Pre-Operational Carryforward	$0		$0	
Total Revenue from Other Sources (5000)	**$0**		**$0**	
Total Revenue	**$5,685,802**		**$4,052,378**	
Expenditures	**Number**	**Salary/Cost**	**Total**	**Number**	**Salary/Cost**	**Total**

Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
	--- SALARIES ---						
10.131	Salaries - Teachers	27.00	$50,000	$1,350,000	18.00	$50,000	$900,000
10.132	Salaries - Substitute Teachers	0.00	$0	$0	0.00	$0	$0
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	$0	$0	0.00	$0	$0
10.100	Salaries - Other 1000-Instruction	0.00	$0	$0	0.00	$0	$0
	Total **10 (1000)-INSTRUCTION** Salaries (100)			**$1,350,000**			**$900,000**
21.141	Salaries - Attendance and Social Work Personnel	0.00	$0	$0	0.00	$0	$0
21.142	Salaries - Guidance Personnel	3.00	$49,000	$147,000	2.00	$49,000	$98,000
21.143	Salaries - Health Services Personnel	0.00	$0	$0	0.00	$0	$0
21.144	Salaries - Psychological Personnel	0.00	$0	$0	0.00	$0	$0
21.152	Salaries - Secretarial and Clerical	0.00	$0	$0	0.00	$0	$0
21.100	Salaries - Other 2100-Student Support	3.00	$36,000	$108,000	2.00	$36,000	$72,000
	Total - **STUDENT SUPPORT** Salaries (100)			**$255,000**			**$170,000**
22.145	Salaries - Media Personnel - Certified	0.00	$0	$0	0.00	$0	$0
22.162	Salaries - Media Personnel - Noncertified	0.00	$0	$0	0.00	$0	$0
22.100	Salaries - Other 2200-Instructional Staff Support	0.00	$0	$0	0.00	$0	$0
	Total - **INSTRUCTIONAL STAFF SUPPORT** Salaries (100)			**$0**			**$0**
24.121	Salaries - Principals and Assistants	2.00	$82,500	$165,000	2.00	$82,500	$165,000
24.152	Salaries - Secretarial and Clerical	0.00	$0	$0	0.00	$0	$0
24.100	Salaries - Other 2400-School Administration	1.00	$52,000	$52,000	1.00	$52,000	$52,000
	Total -**SCHOOL ADMINISTRATION** Salaries (100)			**$217,000**			**$217,000**
26.100	Salaries - Operation & Maintenance of Facilities	0.00	$0	$0	0.00	$0	$0
	Total -**OPERATION & MAINT OF FACILITIES** Salaries (100)			**$0**			**$0**
31.100	Salaries - Food Services	0.00	$0	$0	0.00	$0	$0
	Total -**FOOD SERVICES** Salaries (100)			**$0**			**$0**
	TOTAL - ALL SALARIES (100)			**$1,822,000**			**$1,287,000**

	--- BENEFITS ---						
10.210	Retirement - Instruction	2%	$1,350,000	$27,000	2%	$900,000	$18,000
21.210	Retirement - Student Support	2%	$255,000	$5,100	2%	$170,000	$3,400
22.210	Retirement - Instructional Staff Support	2%	$0	$0	2%	$0	$0
24.210	Retirement - School Administration	2%	$217,000	$4,340	2%	$217,000	$4,340
26.210	Retirement - Operation & Main of Facilities	2%	$0	$0	2%	$0	$0
31.210	Retirement - Food Services	2%	$0	$0	2%	$0	$0
	Total - All Retirement			**$36,440**			**$25,740**
10.220	Social Security/FICA/Unemployment/Workers Comp	10%	$1,350,000	$137,700	10%	$900,000	$91,800
21.220	Social Security/FICA/Unemployment/Workers Comp	10%	$255,000	$26,010	10%	$170,000	$17,340
24.220	Social Security/FICA/Unemployment/Workers Comp	10%	$217,000	$22,134	10%	$217,000	$22,134
26.220	Social Security/FICA/Unemployment/Workers Comp	10%	$0	$0	10%	$0	$0
31.220	Social Security/FICA/Unemployment/Workers Comp	10%	$0	$0	10%	$0	$0
	Total - Social Security/FICA/Unemployment/Workers Comp			**$185,844**			**$131,274**
10.240	Insurance (Health/Dental/Life) - Instruction	18%	$1,350,000	$236,925	18%	$900,000	$157,950
21.240	Insurance (Health/Dental/Life) - Student Support	18%	$255,000	$44,753	18%	$170,000	$29,835
24.240	Insurance (Health/Dental/Life) - School Administratic	18%	$217,000	$38,084	18%	$217,000	$38,084
26.240	Insurance (Health/Dental/Life) - Operation & Mainten	18%	$0	$0	0%	$0	$0
31.240	Insurance (Health/Dental/Life) - Food Services	18%	$0	$0	0%	$0	$0
	Total- All Insurance(Health/Dental/Life)			**$319,761**			**$225,869**
10.200	Other Benefits *(specify)* - Instruction	0%	$1,350,000	$0	0%	$900,000	$0
21.200	Other Benefits *(specify)* - Student Support	0%	$255,000	$0	0%	$170,000	$0
24.200	Other Benefits *(specify)* - School Administration	0%	$217,000	$0	0%	$217,000	$0
26.200	Other Benefits *(specify)* - Operation & Maintenance o	0%	$0	$0	0%	$0	$0
31.200	Other Benefits *(specify)* - Food Services	0%	$0	$0	0%	$0	$0
	Total - All Other Insurance			**$0**			**$0**
	TOTAL ALL BENEFITS (200)			**$542,045**			**$382,883**

**--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---**
10.300	Purchased Prof & Tech Services - Instruction			$1,544,480		$1,079,404
21.300	Purchased Prof & Tech Services - Student Support			$255,852		$179,096
22.300	Purchased Prof & Tech Services - Instructional Staff Support			$57,000		$40,500
24.300	Purchased Prof & Tech Services - School Administration			$454,864		$324,190
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			$77,440		$66,740
31.300	Purchased Prof & Tech Services - Food Services			$0		$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			**$2,389,636**		**$1,689,931**
**--- PURCHASED PROPERTY SERVICES ---**
26.400	Purchased Property Services			$246,162		$172,313
26.441	Rental of Land & Buildings			$143,350		$124,720
26.450	Construction and Remodeling			$20,000		$20,000
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			**$409,512**		**$317,033**
**--- OTHER PURCHASED SERVICES ---**
27.510	Student Transportation services			$0		$0
24.520	Insurance (other than employee benefits - e.g. D&O)			$0		$0
45.521	Property Insurance			$0		$0
45.522	Liability Insurance			$11,592		$8,114
10.530	Communication (telephone and other)			$59,616		$41,731
21.530	Communication (telephone and other)			$3,960		$2,640
24.530	Communication (telephone and other)			$0		$0
26.530	Communication (telephone and other)			$51,320		$50,880
24.540	Advertising			$0		$0
10.550	Printing and Binding			$0		$0
21.550	Printing and Binding			$0		$0
24.550	Printing and Binding			$5,666		$5,644
10.560	Tuition			$0		$0
21.570	Food Service Management			$0		$0
21.580	Travel/Per Diem			$2,970		$1,980
24.580	Travel/Per Diem			$3,000		$3,000
26.580	Travel/Per Diem			$0		$0
10.590	Inter-educational, Interagency Purchased Services			$0		$0
	TOTAL - OTHER PURCHASED SERVICES (50			**$138,124**		**$113,990**

		--- SUPPLIES ---					
10.600	Instructional Supplies	0	$0	$0	0	$0	$0
10.641	Textbooks	0	$0	$0	0	$0	$0
21.600	Supplies - Student Support Services	27	$611	$16,500	21	$625	$11,000
22.644	Library Books	0	$0	$0	0	$0	$0
22.650	Periodicals	0	$0	$0	0	$0	$0
24.600	Supplies - School Administration	0	$0	$0	0	$0	$0
26.600	Supplies - Operation & Maintenance of Facilities	1	$30,000	$30,000	1	$30,000	$30,000
31.600	Supplies - Food Service	0	$0	$0	0	$0	$0
31.630	Food - Food Service			$0			$0
	TOTAL - ALL SUPPLIES (600)			**$46,500**			**$41,000**
		--- PROPERTY ---					
10.700	Property (Instructional Equipment) - Instruction			$35,968			$22,932
21.700	Property - Student Support Services			$0			$0
24.700	Property - School Administration			$3,600			$3,600
26.700	Property - Operation & Maintenance of Facilities			$0			$0
31.700	Property - Food Services			$0			$0
31.780	Depreciation - Kitchen Equipment Depreciation	$ -	7	$0	$ -	7	$0
49.710	Land and Improvements			$0			$0
49.720	Buildings			$0			$0
27.732	School Buses			$0			$0
10.733	Furniture and Fixtures - Instruction			$0			$0
24.733	Furniture and Fixtures - School Administration			$0			$0
21.733	Furniture and Fixtures - Student Support Services			$0			$0
10.734	Technology Equipment - Instruction			$0			$0
24.734	Technology Equipment - School Administration			$25,000			$25,000
21.734	Technology Equipment - Student Support Services			$0			$0
27.735	Non-Bus Vehicles			$0			$0
10.739	Other Equipment - Instruction			$0			$0
21.739	Other Equipment - Student Support Services			$0			$0
24.739	Other Equipment - School Administration			$0			$0
	TOTAL - ALL PROPERTY (700)			**$64,568**			**$51,532**

	--- OTHER OBJECTS ---				
10.800	Other Objects- Instruction		$0		$0
21.800	Other Objects- Student Support		$10,000		$7,000
24.800	Other Objects- School Administration		$0		$0
26.800	Other Objects - Operation & Maintenance of Facilities		$0		$0
31.800	Other Objects - Food Services		$0		$0
45.800	Other Objects - Building Acquisition		$0		$0
	Total - All Other Objects		$0		$0
10.810	Dues and Fees - Instruction		$0		$0
21.810	Dues and Fees - Student Support		$0		$0
24.810	Dues and Fees -School Administration		$170,574		$121,571
26.810	Dues and Fees - Operation & Maintenance of Facilities		$12,156		$8,509
	Total - All Dues and Fees		$0		$0
	TOTAL - OTHER OBJECTS (800)		**$192,730**		**$137,081**
	Total Building Acquisition & Instruction (4500)				
45.830	Interest		$0		$0
45.840	Redemption of Principal		$0		$0
	Total other financing sources (uses) and other items		**$0**		**$0**
1000	Total Local		$0		$0
3000	Total State		$5,585,802		$3,952,378
4000	Total Federal		$100,000		$100,000
	TOTAL REVENUES		**$5,685,802**		**$4,052,378**
100	Salaries		$1,822,000		$1,287,000
200	Employee Benefits		$542,045		$382,883
300	Purchased Professional and Technical Services		$2,389,636		$1,689,931
400	Purchased Property Services		$409,512		$317,033
500	Other Purchased Services		$138,124		$113,990
600	Supplies		$46,500		$41,000
700	Property		$64,568		$51,532
800	Other Objects		$192,730		$137,081
	TOTAL EXPENDITURES		**$5,605,115**		**$4,020,449**
	Excess or Deficiency of Revenues over Expenditures		**$80,687**		**$31,929**
	Other Sources of Funding (5000)		**$0**		**$0**
	Net Asset Balance (Fund Balance)		**$80,687**		**$31,929**
	Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)		**1%**		**1%**
	Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)		**1%**		**1%**

3 Year Summary

Account		Planning Year 0	Operational Year 1		Operational Year 2	
	Enrollment		750		1,400	
	Beginning Cash	$ -	$21,969		$102,655	
	Funding					
	WPU		$3,596			
	Local Replacement (LRF)		$2,562			
Account	**Revenues**					
1000	Local			b)		b)
3000	State	$5,460,802	$7,281	$10,329,762	$7,378	
	Implementation Grant	$175,000	$125,000		$50,000	
4000	Federal	$ -	$100,000		$125,000	
	Total Revenues	$175,000	$5,685,802		$10,504,762	
	Total Cash	$175,000	$5,707,771		$10,607,417	

		Expenses			
100		Salaries	$55,281	$1,822,000	$2,710,100
200		Benefits	$16,446	$542,045	$806,255
a) 300/400/500		Purchased Services	$60,204	$2,937,272	$6,481,308
600		Supplies	$10,000	$46,500	$30,000
700		Property	$11,100	$64,569	$32,615
800		Other	$. -	$192,730	$342,516
		Total Expenses	**$153,031**	**$5,605,116**	**$10,402,794**
		Ending Cash	**$21,969**	**$102,655**	**$204,623**

Notes:

a) 300   Purchased Professional and Technical Services
     400   Purchased Property Services
     500   Other Purchased Services
b)   Average State per pupil funding rate

Planning Year 0

CASH FLOW		Total
Revenue		
Child Nutrition Program (CNP) and Lunchroom Sales		$0
Student Activities		
Other		$0
Total Revenue From Local Sources (1000)		**$0**
Estimated Total All State Funding	$	-
Charter School Revolving Loan		$0
Charter School Startup and Implementation Grant		$175,000
Total Revenue from State Sources (3000)		**$175,000**
Lunch and Breakfast Reimbursement		$0
Restricted Federal Through State		$0
Programs for the Disabled (IDEA)		$0
Elementary and Secondary Education Act (ESEA)		$0
Total Revenue from Federal Sources (4000)		**$0**
Private Grants & Donations:		$0
Source(s) (specify)		$0
Loans:		$0
Commercial		$0
Other (specify)		$0
Pre-Operational Carryforward		$0
Total Revenue from Other Sources (5000)		**$0**
Total Revenue		**$175,000**

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22
Beginning Cash	$ -	$85,200	$82,900	$80,600	$78,300	$76,000	$161,200	$158,900	$156,600	$154,300	$109,223	$74,346
Revenue												
Charter School Startup and Implementation Grant	$87,500					$87,500						
Total	87,500	0	0	0	0	87,500	0	0	0	0	0	0
Cash	87,500	85,200	82,900	80,600	78,300	163,500	161,200	158,900	156,600	154,300	109,223	74,346

Expenditures	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22
--- SALARIES ---												
10.131												
10.132												
10.161												
10.100												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.141												
21.142												
21.143												
21.144												
21.152												
21.100												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
22.145												
22.162												
22.100												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.121										$14,094	$14,094	$14,094
24.152												
24.100										$4,333	$4,333	$4,333
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$18,427	$18,427	$18,427
26.100												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.100												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$18,427	$18,427	$18,427

--- BENEFITS ---

10.210												
21.210												
22.210												
24.210											$369	$369	$369
26.210												
31.210												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$369**	**$369**	**$369**
10.220												
21.220												
24.220											$1,880	$1,880	$1,880
26.220												
31.220												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$1,880**	**$1,880**	**$1,880**
10.240												
21.240												
24.240											$3,234	$3,234	$3,234
26.240												
31.240												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$3,234**	**$3,234**	**$3,234**
10.200												
21.200												
24.200													
26.200												
31.200												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$5,482**	**$5,482**	**$5,482**

PURCHASED PROFESSIONAL & TECHNICAL SERVICES

--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---

10.300												
21.300												
22.300												
24.300												
26.300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$4,300	$2,500	$2,500
31.300												
	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$4,300	$2,500	$2,500

--- PURCHASED PROPERTY SERVICES ---

26.400												
26.441										$10,000	$5,200	$5,200
26.450												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,000	$5,200	$5,200
27.510												
24.520												
45.521												
45.522										$960	$960	$960
10.530												
21.530												
24.530												
26.530										$2,083	$2,083	$2,083
24.540												
10.550												
21.550												
24.550										$225	$225	$225
10.560												
21.570												
21.580												
24.580												
26.580												
10.590												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$3,268	$3,268	$3,268

--- SUPPLIES ---												
10.600												
10.641												
21.600												
22.644												
22.650												
24.600												
26.600												$10,000
31.600												
31.630												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,000
--- PROPERTY ---												
10.700										$3,600	$0	$0
21.700												
24.700												
26.700												
31.700												
31.780												
49.710												
49.720												
27.732												
10.733												
24.733												
21.733												
10.734												
24.734												$7,500
21.734												
27.735												
10.739												
21.739												
24.739												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$3,600	$0	$7,500

--- OTHER OBJECTS ---												
10.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
26.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
45.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.810	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.810	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.810	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
26.810												
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Building Acquisition & Instruction (4500)												
45.830												
45.840												
Total other financing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenditures	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$2,300	$45,077	$34,877	$52,377
Month End Cash	$85,200	$82,900	$80,600	$78,300	$76,000	$161,200	$158,900	$156,600	$154,300	$109,223	$74,346	$21,969

Planning Year 1

Revenue

Revenue Category	Amount
Child Nutrition Program (CNP) and Lunchroom Sales	0 $0
Student Activities	$0
Other	$0
Total Revenue From Local Sources (1000)	**$0**
Estimated Total All State Funding	$ 5,460,802.09
Charter School Revolving Loan	
Charter School Startup and Implementation Grant	$125,000
Total Revenue from State Sources (3000)	**$5,585,802**
Lunch and Breakfast Reimbursement	0 $0
Restricted Federal Through State	$0
Programs for the Disabled (IDEA)	$100,000
Elementary and Secondary Education Act (ESEA)	$0
Total Revenue from Federal Sources (4000)	**$100,000**
Private Grants & Donations:	$0
Source(s) *(specify)*	$0
Loans:	$0
Commercial	$0
Other *(specify)*	$0
Pre-Operational Carryforward	$0
Total Revenue from Other Sources (5000)	**$0**
Total Revenue	**5,685,802**

Beginning Cash	$ 21,969	$ 34,895	$ 26,282	$ 17,669	$ 9,057	$ 444	$ (8,168)	$ 62,385	$ 70,439	$ 78,493	$ 86,547	$ 94,601
Revenue	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23
Estimated Total All State Funding	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 455,067
Charter School Startup and Implementation Grant	$ 62,500						$ 62,500					
Programs for the Disabled (IDEA)							$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667
Total	$ 517,567	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 455,067	$ 534,233	$ 471,733	$ 471,733	$ 471,733	$ 471,734	$ 471,734
Cash	$ 539,536	$ 489,961	$ 481,349	$ 472,736	$ 464,124	$ 455,511	$ 526,065	$ 534,119	$ 542,173	$ 550,227	$ 558,281	$ 566,335

Expenditures	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23
--- SALARIES ---												
10.131	$112,500	$112,500	$112,500	$112,500	$112,500	$112,500	$112,500	$112,500	$112,500	$112,500	$112,500	$112,500
10.132	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.161	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.100	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$112,500	**$112,500**	**$112,500**	**$112,500**	**$112,500**	**$112,500**	**$112,500**	**$112,500**	**$112,500**	**$112,500**	**$112,500**	**$112,500**
21.141	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.142	$12,250	$12,250	$12,250	$12,250	$12,250	$12,250	$12,250	$12,250	$12,250	$12,250	$12,250	$12,250
21.143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.144	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.152	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.100	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000
	$21,250	**$21,250**	**$21,250**	**$21,250**	**$21,250**	**$21,250**	**$21,250**	**$21,250**	**$21,250**	**$21,250**	**$21,250**	**$21,250**
22.145	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
22.162	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
22.100	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
24.121	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750
24.152	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.100	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333
	$18,083	**$18,083**	**$18,083**	**$18,083**	**$18,083**	**$18,083**	**$18,083**	**$18,083**	**$18,083**	**$18,083**	**$18,083**	**$18,083**
26.100	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
31.100	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
	$151,833	**$151,833**	**$151,833**	**$151,833**	**$151,833**	**$151,833**	**$151,833**	**$151,833**	**$151,833**	**$151,833**	**$151,833**	**$151,833**

--- BENEFITS ---

10.210	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250	$2,250
21.210	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425
22.210	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.210	$362	$362	$362	$362	$362	$362	$362	$362	$362	$362	$362	$362
26.210	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.210	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$3,037	**$3,037**	**$3,037**	**$3,037**	**$3,037**	**$3,037**	**$3,037**	**$3,037**	**$3,037**	**$3,037**	**$3,037**	**$3,037**
10.220	$11,475	$11,475	$11,475	$11,475	$11,475	$11,475	$11,475	$11,475	$11,475	$11,475	$11,475	$11,475
21.220	$2,168	$2,168	$2,168	$2,168	$2,168	$2,168	$2,168	$2,168	$2,168	$2,168	$2,168	$2,168
24.220	$1,845	$1,845	$1,845	$1,845	$1,845	$1,845	$1,845	$1,845	$1,845	$1,845	$1,845	$1,845
26.220	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.220	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$15,487	**$15,487**	**$15,487**	**$15,487**	**$15,487**	**$15,487**	**$15,487**	**$15,487**	**$15,487**	**$15,487**	**$15,487**	**$15,487**
10.240	$19,744	$19,744	$19,744	$19,744	$19,744	$19,744	$19,744	$19,744	$19,744	$19,744	$19,744	$19,744
21.240	$3,729	$3,729	$3,729	$3,729	$3,729	$3,729	$3,729	$3,729	$3,729	$3,729	$3,729	$3,729
24.240	$3,174	$3,174	$3,174	$3,174	$3,174	$3,174	$3,174	$3,174	$3,174	$3,174	$3,174	$3,174
26.240	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.240	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$26,647	**$26,647**	**$26,647**	**$26,647**	**$26,647**	**$26,647**	**$26,647**	**$26,647**	**$26,647**	**$26,647**	**$26,647**	**$26,647**
10.200	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.200	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.200	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
26.200	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.200	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
	$45,170	**$45,170**	**$45,170**	**$45,170**	**$45,170**	**$45,170**	**$45,170**	**$45,170**	**$45,170**	**$45,170**	**$45,170**	**$45,170**

--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---

10.300	$128,707	$128,707	$128,707	$128,707	$128,707	$128,707	$128,707	$128,707	$128,707	$128,707	$128,707	$128,707
21.300	$21,321	$21,321	$21,321	$21,321	$21,321	$21,321	$21,321	$21,321	$21,321	$21,321	$21,321	$21,321
22.300	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750
24.300	$37,905	$37,905	$37,905	$37,905	$37,905	$37,905	$37,905	$37,905	$37,905	$37,905	$37,905	$37,905
26.300	$6,453	$6,453	$6,453	$6,453	$6,453	$6,453	$6,453	$6,453	$6,453	$6,453	$6,453	$6,453
31.300	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$199,136	**$199,136**	**$199,136**	**$199,136**	**$199,136**	**$199,136**	**$199,136**	**$199,136**	**$199,136**	**$199,136**	**$199,136**	**$199,136**

--- PURCHASED PROPERTY SERVICES ---

26.400	$20,513	$20,513	$20,513	$20,513	$20,513	$20,513	$20,513	$20,513	$20,513	$20,513	$20,513	$20,513
26.441	$11,946	$11,946	$11,946	$11,946	$11,946	$11,946	$11,946	$11,946	$11,946	$11,946	$11,946	$11,946
26.450	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667
	$34,126	**$34,126**	**$34,126**	**$34,126**	**$34,126**	**$34,126**	**$34,126**	**$34,126**	**$34,126**	**$34,126**	**$34,126**	**$34,126**
27.510	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.520	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
45.521	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
45.522	$966	$966	$966	$966	$966	$966	$966	$966	$966	$966	$966	$966
10.530	$4,968	$4,968	$4,968	$4,968	$4,968	$4,968	$4,968	$4,968	$4,968	$4,968	$4,968	$4,968
21.530	$330	$330	$330	$330	$330	$330	$330	$330	$330	$330	$330	$330
24.530	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
26.530	$4,277	$4,277	$4,277	$4,277	$4,277	$4,277	$4,277	$4,277	$4,277	$4,277	$4,277	$4,277
24.540	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.550	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.550	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.550	$472	$472	$472	$472	$472	$472	$472	$472	$472	$472	$472	$472
10.560	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.570	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.580	$248	$248	$248	$248	$248	$248	$248	$248	$248	$248	$248	$248
24.580	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250
26.580	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.590	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$11,510	**$11,510**	**$11,510**	**$11,510**	**$11,510**	**$11,510**	**$11,510**	**$11,510**	**$11,510**	**$11,510**	**$11,510**	**$11,510**

--- SUPPLIES ---												
10.600	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.641	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.600	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375	$1,375
22.644	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
22.650	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.600	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
26.600	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
31.600	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.630	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$3,875	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**	**$3,875**
--- PROPERTY ---												
10.700	$32,629	$304	$304	$304	$304	$304	$304	$304	$304	$304	$304	$304
21.700	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.700	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300
26.700	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.700	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.780	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
49.710	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
49.720	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
27.732	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.733	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.733	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.733	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.734	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.734	$10,000	$1,364	$1,364	$1,364	$1,364	$1,364	$1,364	$1,364	$1,364	$1,364	$1,364	$1,364
21.734	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
27.735	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.739	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.739	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.739	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$42,929	**$1,967**	**$1,967**	**$1,967**	**$1,967**	**$1,967**	**$1,967**	**$1,967**	**$1,967**	**$1,967**	**$1,967**	**$1,967**

--- OTHER OBJECTS ---												
10.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.800	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833
24.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
26.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
31.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
45.800	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10.810	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
21.810	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
24.810	$14,215	$14,215	$14,215	$14,215	$14,215	$14,215	$14,215	$14,215	$14,215	$14,215	$14,215	$14,215
26.810	$1,013	$1,013	$1,013	$1,013	$1,013	$1,013	$1,013	$1,013	$1,013	$1,013	$1,013	$1,013
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$16,061	$16,061	$16,061	$16,061	$16,061	$16,061	$16,061	$16,061	$16,061	$16,061	$16,061	$16,061
Total Building Acquisition & Instruction (4500)												
45.830	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
45.840	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenditures	$504,641	$463,679	$463,679	$463,679	$463,679	$463,679	$463,679	$463,679	$463,679	$463,679	$463,679	$463,679
Month End Cash	$34,895	$26,282	$17,669	$9,057	$444	-$8,168	$62,385	$70,439	$78,493	$86,547	$94,601	$102,655

For more information about courses visit
https://www.k12.com/elementary-school-courses.html.

ENGLISH/LANGUAGE ARTS (ELA)

Language Arts Blue (K) Summit

Language Arts Green (1) Summit

ELA 2 Summit Ⓝ

ELA 3 Summit

ELA 4 Summit

ELA 5 Summit

MATH

Math+ Blue Appendix Summit

Math+ Green Appendix Summit

Math+ Blue (K) Summit

Math+ Green (1) Summit

Math 2 Summit Ⓝ

Math 3 Summit

Math 4 Summit

Math 5 Summit

HEALTH AND PHYSICAL EDUCATION

Fitness and Health K Summit ED Ⓝ ⒟Ⓔ

Physical Activity K Summit ED Ⓝ ⒟Ⓔ

Fitness and Health 1 Summit ED Ⓝ ⒟Ⓔ

Physical Activity 1 Summit ED Ⓝ ⒟Ⓔ

Fitness and Health 2 Summit ED Ⓝ ⒟Ⓔ

Physical Activity 2 Summit ED Ⓝ ⒟Ⓔ

Physical Activity 3 Summit ED Ⓝ ⒟Ⓔ

Physical Education 3 Summit ED Ⓝ ⒟Ⓔ

Physical Activity 4 Summit ED Ⓝ ⒟Ⓔ

Physical Education 4 Summit ED Ⓝ ⒟Ⓔ

Physical Activity 5 Summit ED Ⓝ ⒟Ⓔ

Physical Education 5 Summit ED Ⓝ ⒟Ⓔ

Health 3 Summit ED Ⓝ ⒟Ⓔ

Health 4 Summit ED Ⓝ ⒟Ⓔ

Health 5 Summit ED Ⓝ ⒟Ⓔ

SCIENCE

Science K Summit

Science 1 Summit

Science 2 Summit

Science 3 Summit

Science 4 Summit

Science 5 Summit

Science 3 Summit NGE2** Ⓝ

Science 4 Summit NGE2** Ⓝ

Science 5 Summit NGE2** Ⓝ

HISTORY/SOCIAL SCIENCES

History K Summit

History 1 Summit

Early American History Summit

Social Studies K Summit

Social Studies 1 Summit

Social Studies Grade 2 Summit ED Ⓝ ⒟Ⓔ

Social Studies Grade 3 Summit ED Ⓝ ⒟Ⓔ

American Studies 4 Summit ED Ⓝ ⒟Ⓔ

WORLD LANGUAGES

Beginning Chinese I

Beginning French I

Beginning Spanish I

Beginning Spanish II

Intermediate Chinese I

Intermediate French I

Intermediate French II

Intermediate German I

Intermediate Spanish I

Intermedate Spanish II

ART

Art K Summit

Art 1 Summit

Art 2 Summit

Art 3 Summit

Art 4 Summit

Early American Art Summit

MUSIC

Spotlight on Music Grade K

Spotlight on Music Grade 1

Spotlight on Music G rade 2

Spotlight on Music Grade 3

Spotlight on Music Grade 4

Spotlight on Music Grade 5

ORIENTATION

Welcome to Online Learning K–5

Ⓝ = new course
** = NGSS
⒟Ⓔ = Digital Edition

Course materials will be available in various formats, including physical and/or digital.

Not all schools offer all courses. In addition, some courses may require families to provide materials beyond those supplied by K12. For more information, please contact your K12-powered school. If you're not a current K12 family, please call 866.968.7512 with any questions.

K12 6–8 Course List 2021–2022

For more information about courses visit
https://www.k12.com/middle-school-courses.html.

ENGLISH/LANGUAGE ARTS (ELA)

Summit Language Arts 6

Summit Language Arts 7

Summit Language Arts 8

MATH

Summit Math 6

Summit Math 7

Math 7: Pre-Algebra

Summit Math 8

HEALTH AND PHYSICAL EDUCATION

Summit Health 6

Summit Physical Education 6

Summit Physical Fitness 6*

Summit Health 7

Summit Physical Education 7

Summit Physical Fitness 7*

Summit Health 8

Summit Physical Education 8

Summit Physical Fitness 8*

SCIENCE

Summit Earth Science

Summit Life Science

Summit Physical Science

HISTORY/SOCIAL SCIENCES

Summit American History Before 1865

Summit American History Since 1865

Summit World History I

Summit World History II

Summit Intermediate Civics and Economics

Summit Intermediate Global Studies

Summit American History to the Late 1800s

WORLD LANGUAGES

WLG MS Spanish I

WLG MS Spanish II

WLG MS French I

WLG MS French II

WLG MS German I

WLG MS German II

WLG MS Chinese I

WLG MS Chinese II

WLG MS Latin I

WLG MS Latin II

ART

Summit Intermediate American Art I

Summit Intermediate American Art II

Summit Intermediate World Art I

Summit Intermediate World Art II

MUSIC

Spotlight on Music Grade 6

Spotlight on Music Grade 7

Spotlight on Music Grade 8

CAREER READINESS EDUCATION

Middle School Career Explorations 1 **PBL***

Middle School Career Explorations 2 **PBL***

Business and Marketing Explorations **PBL***

IT Explorations **PBL***

Healthcare Explorations **PBL***

Manufacturing Explorations **PBL***

Agriculture Explorations **PBL***

Arts, AV Tech, and Communications Explorations **PBL***

ELECTIVES

Web Design*

Introduction to the Internet*

World of Computing*

Middle School Coding 1

Middle School Coding 2

Middle School Photography*

Middle School Journalism*

ORIENTATION

Welcome Back: Middle School

Online Learning: Middle School

PBL = Project Based Learning
* = one-semester course

Course materials will be available in various formats, including physical and/or digital.

K12 High School Course List 2021–2022

For more information about courses visit
https://www.k12.com/high-school-courses.

ENGLISH

- English Foundations I
- English Foundations II
- Summit English 9 **H CR**
- Summit English 10 **H CR**
- Summit American Literature **H CR**
- Summit British and World Literature **H CR**
- AP® English Language and Composition
- AP® English Literature and Composition
- Journalism*
- Summit Public Speaking*
- Summit Creative Writing
- Gothic Literature*
- Summit Grammar and Composition

MATH

- Math Foundations I
- Math Foundations II
- Summit Consumer Math
- Summit Practical Math
- Summit Developmental Algebra
- Summit Continuing Algebra
- Pre-Algebra
- Summit Algebra 1 **H CR**
- Summit Algebra 2 **H CR**
- Summit Geometry **H CR**
- Summit Integrated Mathematics I **CR**
- Summit Integrated Mathematics II **CR**
- Summit Integrated Mathematics III **CR**
- Summit Pre-Calculus/Trigonometry
- Summit Probability and Statistics*
- Summit Calculus
- AP® Calculus AB
- AP® Statistics
- Summit Personal Finance*

SCIENCE

- Summit Physical Science **V CR**
- Summit Earth Science **V H CR**
- Summit Biology **V H CR**
- Summit Chemistry **V H CR**
- Summit Physics **V H**
- AP® Biology
- AP® Chemistry
- AP® Environmental Science
- Summit Environmental Science*
- Summit Forensic Science* **V**
- Astronomy 1
- Astronomy 2

HISTORY and SOCIAL SCIENCES

- Summit World History **H CR**
- Summit Modern World Studies **H CR**
- Summit Geography **CR**
- Summit U.S. History **H CR**
- Summit Modern U.S. History **H CR**
- Summit U.S. Government and Politics* **CR**

- Summit U.S. and Global Economics*
- AP® U.S. History
- AP® U.S. Government and Politics*
- AP® Macroeconomics*
- AP® Microeconomics*
- AP® Psychology*
- AP® World History
- Anthropology*
- Psychology*
- Summit Economics*
- Summit Civics*
- Family and Consumer Science*
- Contemporary World Issues
- Sociology I*
- Sociology II*
- Archaeology*

WORLD LANGUAGES

- Spanish I **CR**
- Spanish II
- Spanish III
- French I
- French II
- French III
- German I
- German II
- Latin I
- Latin II
- Chinese I
- Chinese II
- Sign Language

ADDITIONAL ELECTIVES

- Summit Fine Art
- AP® Art History
- Summit Art Appreciation
- Summit Music Appreciation
- Service Learning*
- Summit Introductory Finance
- Summit Health* **CR**
- Summit Skills for Health*
- Summit Nutrition and Wellness*
- Summit Life Skills*
- Summit Physical Education* **CR**
- Summit Personal Health*
- Summit Physical Education*
- Reaching Your Academic Potential*
- Achieving Your Career and College Goals*

H = honors course
V = includes vLabs (virtual labs)
CR = credit recovery
PBL = Project Based Learning
* = one-semester course

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

CAREER READINESS EDUCATION (CRE)

General Career Exploration

Agriculture Explorations*
Agriculture Explorations* **PBL**
Arts, AV Tech, Communications Explorations **PBL**
Business and IT Explorations*
Business and Marketing Explorations*
Business and Marketing Explorations* **PBL**
Engineering Explorations*
Healthcare Explorations*
Healthcare Explorations* **PBL**
Introduction to Military Careers*
IT and Construction Explorations*
IT Explorations*
IT Explorations* **PBL**
Manufacturing Explorations*
Manufacturing Explorations* **PBL**

Agriculture, Food & Natural Resources

Introduction to Forestry and Natural Resources*
Principles of Agriculture, Food, and Natural Resources*
Agribusiness* **PBL**
Agriscience*
Livestock and Poultry Production 1*
Livestock and Poultry Production 2*
Livestock and Poultry Production 3*
Food Production 1*
Food Production 1* **PBL**
Food Production 2*
Wildlife and Natural Resource Management*
Agricultural Mechanics 1*
Agricultural Mechanics 2*
Agricultural Mechanics 3*

Arts, A/V Technology, & Communications*

Animation 1*
Animation 2*
Digital Media: Introduction*
Digital Media: Producing for the Web*
Digital Arts 1*
Digital Arts 1* **PBL**
Digital Arts 2*
Digital Arts 2* **PBL**
Digital Photography 1*
Digital Photography 2*
3D Modeling 1* (Spring 2022)
3D Modeling 2* (Spring 2022)
Image Design and Editing*
Image Design and Editing* **PBL**
Interpersonal Communication* **PBL** (Spring 2022)
Adobe Illustrator*
Adobe Photoshop*
Fashion Design*
Interior Design*
Introduction to Journalism 1*
Journalism: Investigating the Truth 2*
Web Design
Web Design **PBL**

Business, Finance & Marketing

Principles of Business 1*
Principles of Business 2*
The Administrative Professional*
Business Communications*
Introduction to Business Info Management* **PBL**
Business Info Management: Data Essentials* **PBL**
Business Information Management I
Customer Service* **PBL** (Spring 2022)
Introduction to Management 1* **PBL**
Management: Insight and Oversight
Introduction to Business Law* **PBL**
Business Law: Legal Aspects of Business* **PBL**
Introduction to Office Administration* **PBL**
Introduction to Business Communications* **PBL**
Entrepreneurship 1*
Entrepreneurship 1* **PBL**
Entrepreneurship 2*
Entrepreneurship 2* **PBL**
Marketing 1*
Marketing 1* **PBL**
Marketing 2*
Marketing 2* **PBL**
Accounting 1*
Accounting 2*
Advertising and Sales Promotion*
Sports and Entertainment Marketing*
International Business*
Personal Financial Literacy*
Consumer Behavior*

Education & Training

Early Childhood Education 1*
Early Childhood Education 2*
Introduction to Teaching*
Understanding Child Development*

Law, Public Safety, and Security

Careers in Criminal Justice 1* **PBL**
Careers in Criminal Justice 2* **PBL**
Criminology*
Criminology* **PBL** (Spring 2022)
Forensic Science*
Forensic Science* **PBL** (Spring 2022)
Law and Order*
Law and Order* **PBL** (Spring 2022)
National Security* **PBL** (Spring 2022)
Principles of Public Service*
Sociology 1* **PBL**

H = honors course **PBL** = Project Based Learning
V = includes vLabs (virtual labs) * = one-semester course
CR = credit recovery

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

Health Science & Human Services
Anatomy and Physiology
Health Sciences 1*
Health Sciences 2*
Health Sciences* PBL
Medical Terminology
Introduction to Nursing Assistant* PBL
Nursing Assistant: Patient Care* PBL
Introduction to Pharmacology* PBL
Public Health* PBL
Human and Social Services* PBL
Phlebotomy*
Electrocardiography*
Dental Assistant 1*
Dental Assistant 2*
Dental Assistant 3*
Clinical Medical Assisting 1*
Clinical Medical Assisting 2*
Clinical Medical Assisting 3*
Pharmacy Technician 1*
Pharmacy Technician 2*
Medical Coding 1*
Medical Coding 2*
Essentials of Health Information Management*
Sports Medicine: Introduction*
Veterinary Science*

Hospitality & Tourism
Hospitality and Tourism 1*
Hospitality and Tourism 2*
Culinary Arts 1*
Culinary Arts 2*
Introduction to Restaurant Management*

Information Technology
A+ Computer Management with Exam Prep 1*
A+ Computer Management with Exam Prep 2*
Adobe InDesign*
Adobe Dreamweaver*
AP Computer Science A
AP Computer Science Principles
C++ Programming*
Coding Fundamentals
Computer Literacy* PBL
Computer Science I
Computer Science II
Computer Science Principles* PBL
Cybersecurity*
Game Design 1*
Game Design 2*
Green Design and Technology*
Introduction to Computer Science*
Introduction to Java 1*

Introduction to Java 2*
Introduction to Python Programming 1*
Introduction to Python Programming 2*
Microsoft Office 1* PBL
Microsoft Office 2* PBL
Mobile Apps*
Network+ Guide to Networks 1*
Network+ Guide to Networks 2*
Programming Logic and Design*
Security+ with Exam Prep 1*
Security+ with Exam Prep 2*
Video Game Design 1 PBL
Video Game Design 2 PBL
Virtual Reality*
Web Design
Web Design PBL
Web Development 1*
Web Development 2*

STEM, Manufacturing, Architecture, & Construction
Introduction to Advanced Manufacturing*
Introduction to Renewable Technologies*
Introduction to Mechanical Engineering*
Engineering Fundamentals 1*
Engineering Fundamentals 2*
Engineering Drawing and Design 1*
Engineering Drawing and Design 2*
Introduction to Biotechnology*
Biotechnology: Unlock Nature's Secrets*
Technician Safety and Fundamentals*
Manufacturing Tools and Processes*
Robotics*

ORIENTATION
Online Learning
Finding Your Path Series I–IV

High school student athletes can visit the NCAA website for information on NCAA eligibility and a list of courses. Please use your school code when looking for eligible courses offered by your school (or virtual academy). You can also access these courses by using your school name and state. Additional questions can be directed to your school counselor.

Many of the courses provided by California Virtual Academies meet both the University of California and the California State University systems' "a-g" requirements. However, due to the virtual nature of California Virtual Academies, the UC/CSU college systems do not recognize all the lab sciences or visual performing arts courses as a-g approved for all schools. Additional courses are currently pending approval through the UC/CSU college systems. Please check with your school for the current course status and alternative courses.

H = honors course   **PBL** = Project Based Learning
V = includes vLabs (virtual labs)   * = one-semester course
CR = credit recovery

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

K12 Curriculum Walkthrough Guide
Elementary & Middle/High School Student Demos

Log into the Online School by clicking: https://login-learn.k12.com/

To log into a teacher account use:
>   **Username:** CAUStrideTeacherDemo
>   **Password:** CAUStrideTeacherDemo

To log into a learning coach account use:
>   **Username:** CAUStrideLCDemo
>   **Password:** CAUStrideLCDemo

To log into a K-5 grade student account use:
>   **Username:** CAUStrideElemStudent
>   **Password:** CAUStrideElemStudentDemo

To log into a 6-12 grade student account use:
>   **Username:** CAUStrideMSHSStudent
>   **Password:** CAUStrideMSHSStudentDemo

Elementary School Demo

After logging in as CAUStrideElemStudent, you will be taken to the "Classic Online School" homepage view. Select the banner with the fox on the bottom right corner to enter the "New Online School" view.	
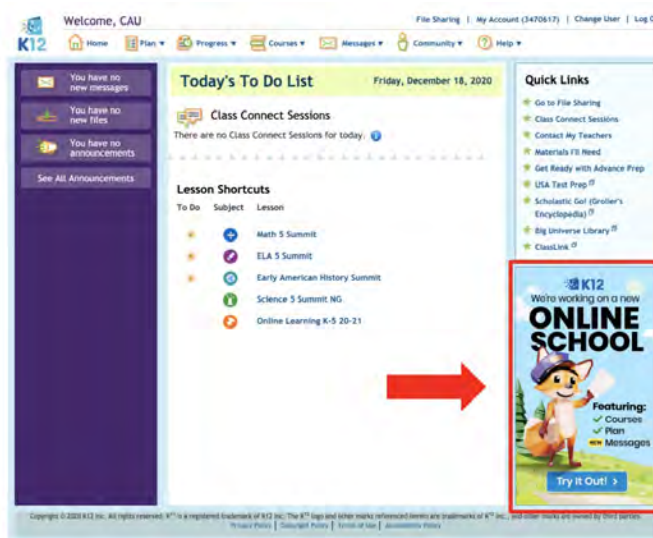
You will see the 'Courses' homepage, showing each course that this student is currently enrolled in. As an example, click 'ELA 5 Summit UT' to view this course.	
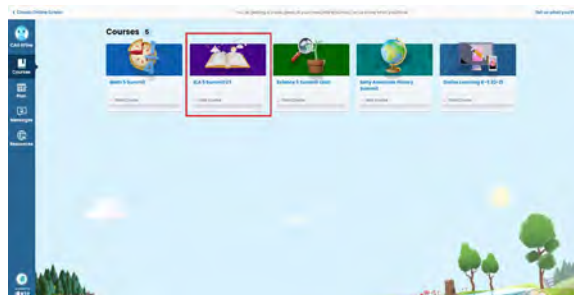
Inside the course you will see a list of units. Click the blue arrows to toggle open the full unit and view the lessons inside it.

Click on any lesson to open and view the content.
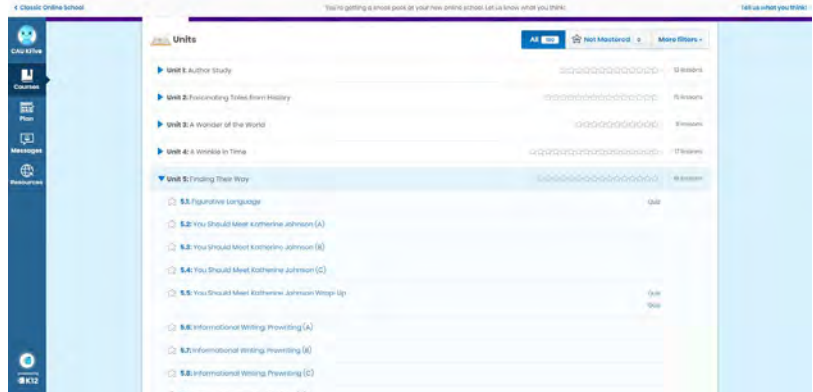
If the "Hang On!" prompt window pops up, click the white "Go Back" button to start at the beginning of the lesson.
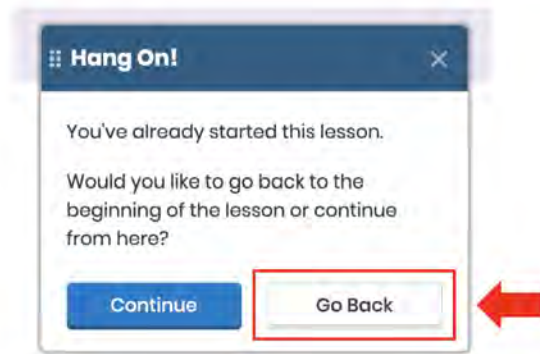
Once in the lesson you will use the arrows in the top right corner to navigate between screens.

To view the full lesson navigation click the "Menu" button in the top left corner of your browser window.

After logging in as CAUStrideMSHSStudent, you will be taken to the Online Middle & High School home page.

Click 'Classes' in the sidebar to see the courses that this student is enrolled in.

Courses that have 'PBL' in the title indicate a project-based learning course, part of a Career Prep pathway. Courses with 'A' or 'B' in the course prefix indicate semester A and B of a combined course.
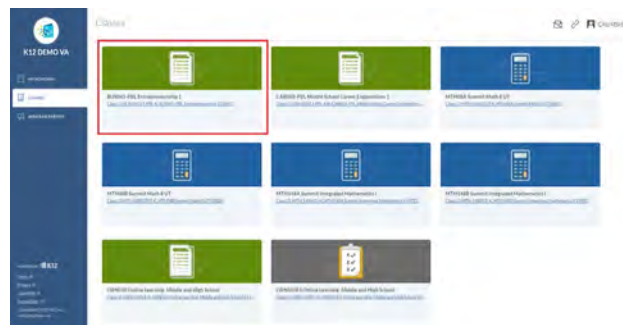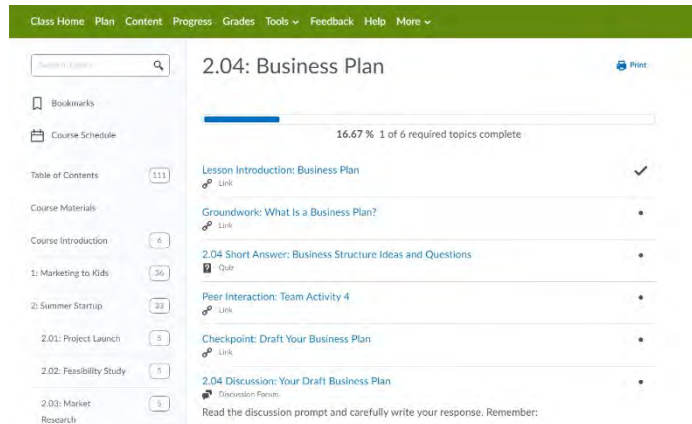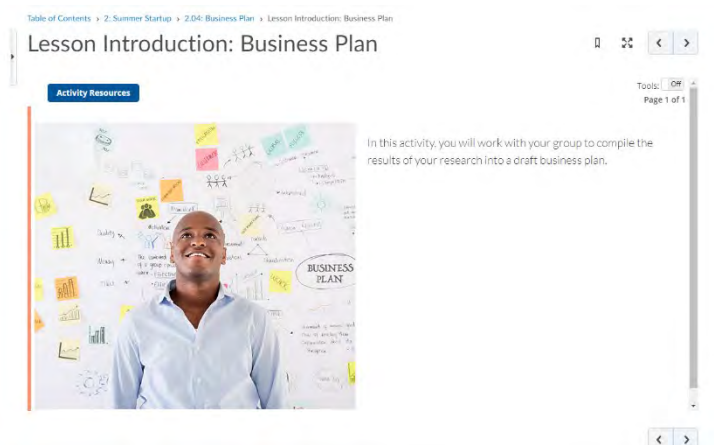
As an example, click the course 'PBL Entrepreneurship 1' to view this course.

You will be taken to a course home page. Click 'Content' in the top navigation bar to view all units and lessons within this course.
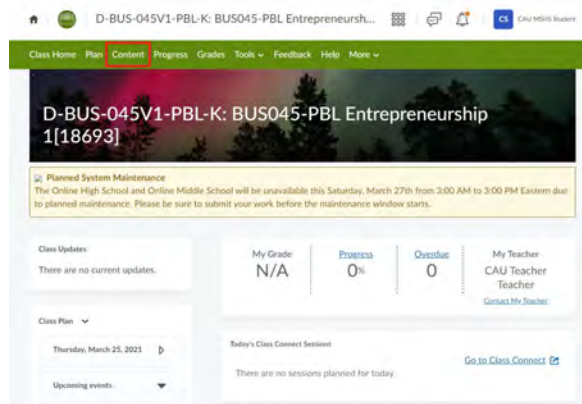
From the Content tab, you can open and explore the lessons and activity in this course:

K12 Managed Public Schools Price List

2020 - 2021

**K12 Managed Public Schools
Billing Terms and Price List
FY2020 - 2021**

Table of Contents

Contents

Welcome

Thank you for being a part of the K12 Managed Public School family.

We are pleased to announce that we were fortunate again to keep most of the pricing for our key services (curriculum, materials, teachers) the same as last year.

This year we've simplified the Materials and Course Price List that begins on page 16. The table now only includes middle school and high school courses and pricing that do not match the standard pricing found on page 5-6 of this document as well as materials pricing for high school courses.

Lastly, in the event that you need a course or service not outlined in this document, we'll be happy to work with your team to understand your needs and research alternatives on your behalf.

 Thanks again for all you do.

K12 School Services

**K12 Managed Public Schools
Billing Terms and Price List
FY2020 - 2021**

Overview

K12 Managed Public Schools pricing is organized by grade and divided into five broad areas:

- Courses / Curriculum
- Course Materials (physical and digital)
- Teachers
- Computer Equipment
- Additional Services

Courses / Curriculum

Curriculum is accessed through the Learning Management System (LMS) provided and maintained by K12. Each course assigned to a student contains an upfront, one-time Curriculum Fee to cover enrolling the student in the course and a monthly Curriculum Fee for each month the student is enrolled in the course.

Materials

Physical Course materials provided by K12 include an upfront, one-time charge and/or monthly charges, depending on the course.

Materials for K-8 courses are charged a one-time fee to reclaim the materials when the student is finished with the course.

Computers

K12 may provide, at the school's discretion, computer equipment for students. Charges for computer equipment vary depending on the configuration selected. They include an upfront charge, a monthly charge, a charge to recover the equipment once the student is finished using it, and a charge if the computer is not returned when requested, or if damaged beyond economic repair

Teachers

Teacher-related charges such as access to the LMS and teaching materials are charged a one-time, non-recurring charge per each school year.

Additional Services

Additional services provided by K12 such as Blackboard Connect are typically billed per student, per year. Please see the section titled *Other K12 Services* for a list of services we provide.

Elementary School (Grades K – 5)

Unless otherwise noted in the attached Course Price List, all pricing is per student per course.

Curriculum Fee

Upfront per Course	$60.00
Monthly per Course	$20.00

Materials

Upfront per Course	$75.00
Monthly per Course	$ 8.00
Reclamation per Course	$12.50

Teacher OLS (per teacher)

Account Activated Before December 31st
Usage Fee/School Year $2,195.00

Account Activated On/After January 1st
Usage Fee/School Year $1,100.00

Teacher Materials   (Upfront per Teacher per Course)   Billed per course per the student materials price list

K12 Teacher Services   Instructional Fee per Semester Course $210.00

Middle School (Grades 6 – 8)

Unless otherwise noted in the attached Course Price List, all courses are priced per student per course as follows:

Curriculum Fee

Upfront per Year Long Course	$60.00
Upfront per Semester Course	$30.00
Monthly per Course	$20.00

Materials

Upfront per Course	$75.00
Monthly per Course	$ 8.00
Reclamation per Course	$12.50

Teacher OLS (per teacher)

Account Activated Before December 31st Usage Fee/School Year	$2,195.00
Account Activated On/After January 1st Usage Fee/School Year	$1,100.00

Teacher Materials	(Upfront per Teacher per Course)	Billed per course per the student materials price list
K12 Teacher Services	Instructional Fee per Semester Course	$210.00

High School (Grades 9 – 12)

Unless otherwise noted in the attached Course Price List, all high school courses are priced per student per course as follows:

Curriculum Fee (per student per course)

Upfront per Student per Course	$42.00
Monthly per Student per Course	$16.50
Monthly Block per Student per Course	$11.00

Physical Materials Upfront per Student per Course See Itemized Course List

Teacher OLS (per teacher)

Account Activated Before December 31st
Usage Fee/School Year $2,195.00

Account Activated On/After January 1st
Usage Fee/School Year $1,100.00

Teacher Materials (Upfront per Teacher per Course) Billed per course per the student materials price list

K12 Teacher Services Instructional Fee per Semester Course $210.00

Summer School See Summer School price list available by March 31, 2021

Other Curriculum and Material Fees

Career Readiness
An extensive selection of Career Technical Education (CTE) courses are available this year.

Curriculum Fee
Unless otherwise noted in the attached Course Price List, all CTE courses are priced per student per course as follows:

Upfront per Student per Course	$42.00
Monthly per Student per Course	$16.50
Monthly Block per Student per Course	$11.00

Physical Materials   Upfront per Student per Course   See Itemized Course List

Destination Career Academy Fee
Destinations Career Academy (DCA) Access Fee (applies only to Destination Career Academies and Destination Career Programs - per student per year). Includes expanded CTE course catalog including access to project based learning courses, college and career platforms and CRE expertise in developing a Destinations Career Academy program.

Upfront per DCA Student per year $120.00

Project Based Learning Coaching

Monthly per Teacher $200.00

Project Based Learning Instructional Seminar
Project Based Learning instructional readiness and coaching seminar provided by the Project Based Learning instructional team to assist school staff in adopting best in class project based learning virtual instructional practices.

Per seminar $2,500.00+

** Coaching and Seminars are discretionary offerings for the purpose of project based learning instructional readiness**

Other Curriculum and Material Fees

Anywhere Learning System (A+)
Anywhere Learning System content is designed for students needing online remediation across multiple grade levels and can be used for credit recovery.

Courses / Curriculum (per Student per Course)	$ 43.50

Social Emotional Learning Curriculum
7 Mindsets Academy is a research-based Social Emotional Character Development program.

Annual Student Fee	$ 5.00

MindPlay
MindPlay is a supplemental reading program for students who need urgent intervention in reading.

Course/Curriculum per student per year	$ 45.00

Big Universe
Digital Library

Annual fee per Student per year	$ 2.00

Pre-Kindergarten/Transitional Kindergarten

Embark is an age-appropriate early learning program designed to prepare young children for kindergarten and offers high-quality learning experiences that include interactive offline and online activities. Embark includes courses in six core subjects and two additional support courses. Instruction is organized in eighteen themed units that are common across subjects. Materials are organized in a single kit and shipped with the Embark Language Arts course.

	Upfront	Monthly	Materials*
Embark Language Arts	$45.00	$12.00	$364.00 (with guides) $222.00 (without guides)
Embark Math	$45.00	$12.00	Included in kit attached to Embark Language Arts course
Embark Science	$32.00	$10.00	Included in kit attached to Embark Language Arts course
Embark Social Studies	$32.00	$10.00	Included in kit attached to Embark Language Arts course
Embark Art	$15.00	$5.00	Included in kit attached to Embark Language Arts course
Embark Music	$15.00	$5.00	Included in kit attached to Embark Language Arts course
Embark Tools Exploration	$8.00	$3.00	No materials
Embark Free Reading and Journal Writing	$8.00	$2.50	No materials
Embark Physical Education (attendance only)	$0.00	$0.00	No materials
Embark Circle Time (attendance only)	$0.00	$0.00	No materials

*Materials will only ship if the Embark Language Arts course is ordered for a student.

Computers

Laptop

	Upfront Fee	$ 75.00
	Monthly Fee	$ 45.00
	Reclamation Fee	$125.00

Desktop

	Upfront Fee	$ 75.00
	Monthly Fee	$ 32.50
	Reclamation Fee	$125.00

Non-Returned Computer Loss Fee $500.00

Substitutes: *K12 may, at its sole option, substitute a laptop for a desktop depending on availability unless otherwise stated in the Educational Products Services Agreement (EPSA). In the event that a laptop is substituted for a desktop, K12 will bill the laptop price and issue a credit for the difference.*

Other K12 Services

Related Services Manager (one service per school)

	RSM - per student per Year	$ 4.00
	RSM Plus – per Student per Year	$ 5.00

Records Request Manager Per Student $ 2.00

Assessment Solutions

	Renaissance STAR360 - per Student per Year	$ 11.00
	USA Test Prep - per School per Course	
	Up to 2,000 students per course	$400.00
	NWEA per student	$ 12.50

Blackboard Connect Blackboard Connect: per Student per Year $ 3.00

K12

State Testing Equipment Rental

Testing Nirvana	per Student per Year	$ 4.00

Laptops - Windows based laptop; includes peripherals – delivered

1 month per laptop	$ 75.00
Each additional month per laptop	$ 15.00

Small Mobile Network (Verizon Jetpack or equivalent) - recommended for up to 10 concurrent users; includes equipment and internet service up to 5 GB per month – delivered

1 month	$110.00
Each additional month	$ 30.00

Single Band Large Mobile Network (Cradlepoint or equivalent) - recommended for up to 40 concurrent users; includes equipment and internet service up to 5 GB per month – delivered

1 month	$225.00
Each additional month	$ 50.00

Dual Band Large Mobile Network (Cradlepoint or equivalent)- recommended for up to 40 concurrent users; includes equipment and Internet service up to 10GB per month – delivered

1 month	$275.00
Each additional month	$ 50.00

Data overage usage, per GB	$ 15.00
Additional Headphones in excess of 1 per laptop (per headphone):	$ 4.00

Other available support services

Site technical validation	individually determined based on school needs
Site Selection and contract negotiation	individually determined based on school needs
Site contract management	individually determined based on school needs
Remote technical support	individually determined based on school needs
Onsite technical support	individually determined based on school needs
Intra-state shipping and storage services	individually determined based on school needs
Site setup and teardown services	individually determined based on school needs

Damaged Or Lost Equipment - per laptop or Jetpack	$ 500.00
Damaged or Lost Equipment – per Cradlepoint	$1,000.00

Note: Failure to return the rented state testing equipment as scheduled could result in the school being charged the Damaged or Lost Equipment fee.

Billing & Credits

Curriculum Fees

K12 Inc. or its affiliates will invoice an upfront fee for each course enrollment in the month the course starts or the date the student is enrolled in the course, whichever is later. This includes course enrollments resulting from new courses, placement changes, transfers and promotions.

In addition to the upfront fee, the school will be billed a monthly fee for each course. Schools will be invoiced monthly for the total number of courses in which a student is enrolled. The monthly fee will be charged for a course through the month that one of the following events occurs: course completion, promotion, withdrawal, placement change or transfer. Schools will not be invoiced for more than ten (10) monthly fees for any one course within a school year. In the event a student is enrolled in a course after the monthly invoice is generated for that month, the subsequent monthly invoice will include the previous months billing and the current month billing for those students.

For incomplete courses that will resume in the following school year, the ten (10) month period will begin in July; a second upfront fee will not be charged for such course continuation.

For students withdrawing or swapping courses within thirty (30) days after a course's OLS/LMS course start date, the school will receive a 50% credit of the upfront fee for each applicable course. The withdrawal date is the date that the school submits the withdrawal to K12 via the withdrawal process.

Materials

Enrolled students will retain materials required for multiple grades/courses until the relevant course(s) are completed. K12 will notify the student when the materials need to be returned, and which materials need to be returned.

K12 Inc. or its affiliates will invoice for course materials as they are shipped or in the case of digital materials, as they are provisioned.

All non-consumable materials must be returned upon withdrawal, promotion or at the end-of-school year / semester or the school may be subject to an additional charge to cover the cost of the unreturned materials per terms of the school's service agreement with K12.

Should a student require a replacement component due to damage or loss by the student or family, the school may be invoiced for the component at the applicable rate per the Managed Virtual Academy Component Price List. Schools are not charged for materials that are lost or damaged in shipping.

Credit Policy: No credit will be issued for withdrawing students.

In addition to the upfront and monthly fee, schools will be charged a reclamation fee for each applicable K-8 course. The reclamation fee for course materials will be charged in the month of withdrawal, promotion, or transfer.

K12 Managed Public Schools
Billing Terms and Price List
FY2020 - 2021

Note: Schools are required to maintain detailed records on all withdrawals, placement changes and promotions to ensure all charges and credits are accurate.

Computers & Related Accessories

K12 Inc. or its affiliates will invoice schools for student computers and related accessories beginning the month the computer is shipped. Computer charges will include a one-time upfront fee and a monthly lease fee. For active students, schools will not be charged more than ten (10) monthly installments of the computer lease fee for any one student within a school year. Schools will be charged the upfront fee for any student ordering a computer for the first time. Schools may be charged a Non-Returned Computer Loss fee in cases where a computer is damaged beyond economic repair or cannot be returned. In the event a student in possession of a K12-supplied computer transfers from one K12 school to another and is still eligible under the new school's computer policy to use a K12 supplied computer, the student's new school will be charged an upfront fee in addition to the applicable monthly lease fee(s). For prior-year students who already have a computer, the ten (10)-month installment period will begin in July.

For withdrawing students, K12 Inc. or its affiliates will bill for the month the student withdraws plus one additional month after withdrawal to cover the period of reclamation. For students who have already been billed the 10 monthly installments and withdraw prior to the end of the school year, the school will be invoiced one additional month to cover the period of reclamation. Depending on the month of withdrawal this may result in "11" monthly installments within the fiscal year. For students who withdraw in June, schools will be charged the one additional month of the lease fee with the subsequent school year's August invoice. In the event that a student with a K12-supplied computer transfers to another K12 school and is eligible under the new schools computer policy to use a K12-supplied computer, the additional month charge noted above will not apply.

For prior-year students who withdraw in July of the current school year and for prior-year students who are automatically withdrawn via the K12 Mass Withdrawal process, schools will be charged only one additional month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will appear with the August invoice. Likewise for new students who enroll and withdraw in July of the current school year, but for whom a computer was shipped, schools will be charged only one month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will also appear with the August invoice.

Schools may be charged a fee for non-returned computers or for computers returned which are damaged beyond economic repair.

Schools will be charged a $125 reclamation fee for withdrawing students or returned computers.

Substitutes: K12 may, at its sole option, substitute a laptop for a desktop depending on availability unless otherwise stated in the Educational Products Services Agreement (EPSA). In the event that a laptop is substituted for a desktop, K12 will bill the laptop price and issue a credit for the difference.

Credit Policy: No credit will be issued for withdrawing students.

Teacher-Related Charges

K12 Inc. or its affiliates will invoice an annual OLS/LMS usage fee at the start of the school year for all teacher accounts to the online School. In the case of new teacher accounts created after the start of school, there is a charge on the month that the account is created. Should a teacher be replaced during the year, access is transferable and will not result in an incremental charge. For new teachers hired after January 1st who are not replacing teachers, there is a reduced fee for the Teacher LMS account.

K12 Inc. or its affiliates will invoice for materials when materials are shipped. Material invoices will be sent monthly, as appropriate. Teacher materials are owned by the school and can be reassigned among teachers at no additional cost.

Credit Policy: No credit will be issued for shipped teacher materials.

Invoicing Dates

Billing data will be pulled on the 10th of every month covering the 10th of the prior month through the 9th of the current month. For example, for the March invoice the billing data will cover February 10th through March 9th.

Periodically, there will be exceptions to the billing dates to account for holidays and closing schedules such as year-end. Notification will be sent to the schools prior to a date adjustment.

K12 Managed Public Schools
Billing Terms and Price List
FY2020 - 2021

Materials & Course Price List

The list below is subject to change. Unless otherwise noted below, high school courses are billed according to the high school billing schedule on page 6 of this document. Course customizations not listed in the table below are priced the same as the original "master" version.

Courses not included in the table below do not include physical materials.

Please Note that not all courses are available in all states.   Please consult your Regional General Manager and/or Regional Support Team for assistance selecting courses.

K12 Curriculum for High School

K12 Course Code	K12 Catalog Title	LMS Upfront	LMS Monthly	Materials Shipped Cost	Materials Optional Description	Materials Optional Costs
D-ART-010AV2-K	ART010A Summit Fine Art	$42.00	$16.50	$30.00	N/A	N/A
D-ART-010AV1OH-K	ART010A Summit Fine Art OH CR	$42.00	$16.50	$30.00	N/A	N/A
D-ART-010BV2-K	ART010B Summit Fine Art	$42.00	$16.50	$30.00	N/A	N/A
D-ART-010BV1OH-K	ART010B Summit Fine Art OH CR	$42.00	$16.50	$30.00	N/A	N/A
D-ART-010BV2TX-K	ART010B Summit Fine Art TX	$42.00	$16.50	$30.00	N/A	N/A
D-ENG-010V2-K	ENG010 Journalism	$42.00	$16.50	$47.00	N/A	N/A
D-ENG-106AV3-K	ENG106A Summit English 9	$42.00	$16.50	$41.00	N/A	N/A
D-ENG-106BV3-K	ENG106B Summit English 9	$42.00	$16.50	$41.00	N/A	N/A
D-ENG-108AV1-K	ENG108A Summit English 9	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-108AE2-K	ENG108AE2 Summit English 9	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-108BV1-K	ENG108B Summit English 9	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-108BE2-K	ENG108BE2 Summit English 9	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-109AV1-K	ENG109A Summit English 9 Honors	$42.00	$16.50	$99.00	N/A	N/A

K12 Course Code	K12 Catalog Title	LMS Upfront	LMS Monthly	Materials		
				Shipped Cost	Optional Description	Optional Costs
D-ENG-109AE2-K	ENG109AE2 Summit English 9 Honors	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-109BV1-K	ENG109B Summit English 9 Honors	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-109BV3TX-K	ENG109B Summit English I Honors TX	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-109BE2-K	ENG109BE2 Summit English 9 Honors	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-206AV3-K	ENG206A Summit English 10	$42.00	$16.50	$40.00	N/A	N/A
D-ENG-206BV3-K	ENG206B Summit English 10	$42.00	$16.50	$40.00	N/A	N/A
D-ENG-208AV1-K	ENG208A Summit English 10	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-208AV2TX-K	ENG208A Summit English II TX	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-208AE2-K	ENG208AE2 Summit English 10	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-208BV1-K	ENG208B Summit English 10	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-208BV2TX-K	ENG208B Summit English II TX	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-208BE2-K	ENG208BE2 Summit English 10	$42.00	$16.50	$90.00	N/A	N/A
D-ENG-209AV1-K	ENG209A Summit English 10 Honors	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-209AV2TX-K	ENG209A Summit English II Honors TX	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-209AE2-K	ENG209AE2 Summit English 10 Honors	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-209BV1-K	ENG209B Summit English 10 Honors	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-209BV2TX-K	ENG209B Summit English II Honors TX	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-209BE2-K	ENG209BE2 Summit English 10 Honors	$42.00	$16.50	$99.00	N/A	N/A
D-ENG-303AV2-K	ENG303A Summit American Literature	$42.00	$16.50	$55.00	N/A	N/A
D-ENG-303AV2TX-K	ENG303A Summit English III TX	$42.00	$16.50	$55.00	N/A	N/A

K12 Course Code	K12 Catalog Title	LMS Upfront	LMS Monthly	Materials		
				Shipped Cost	Optional Description	Optional Costs
D-ENG-303BV2-K	ENG303B Summit American Literature	$42.00	$16.50	$55.00	N/A	N/A
D-ENG-303BV2TX-K	ENG303B Summit English III TX	$42.00	$16.50	$55.00	N/A	N/A
D-ENG-304AV2-K	ENG304A Summit American Literature Honors	$42.00	$16.50	$55.00	N/A	N/A
D-ENG-304AV2TX-K	ENG304A Summit English III Honors TX	$42.00	$16.50	$55.00	N/A	N/A
D-ENG-304BV2-K	ENG304B Summit American Literature Honors	$42.00	$16.50	$55.00	N/A	N/A
D-ENG-304BV2TX-K	ENG304B Summit English III Honors TX	$42.00	$16.50	$55.00	N/A	N/A
D-ENG-306AV1-K	ENG306A Summit American Literature	$42.00	$16.50	$55.00	N/A	N/A
D-ENG-306BV1-K	ENG306B Summit American Literature	$42.00	$16.50	$55.00	N/A	N/A
D-ENG-403AV2-K	ENG403A Summit British and World Literature	$42.00	$16.50	$127.00	N/A	N/A
D-ENG-403AV2TX-K	ENG403A Summit English IV TX	$42.00	$16.50	$127.00	N/A	N/A
D-ENG-403BV2-K	ENG403B Summit British and World Literature	$42.00	$16.50	$127.00	N/A	N/A
D-ENG-403BV2TX-K	ENG403B Summit English IV TX	$42.00	$16.50	$127.00	N/A	N/A
D-ENG-404AV2-K	ENG404A Summit British and World Literature Honors	$42.00	$16.50	$127.00	N/A	N/A
D-ENG-404AV2TX-K	ENG404A Summit English IV Honors TX	$42.00	$16.50	$127.00	N/A	N/A
D-ENG-404BV2-K	ENG404B Summit British and World Literature Honors	$42.00	$16.50	$127.00	N/A	N/A
D-ENG-404BV2TX-K	ENG404B Summit English IV Honors TX	$42.00	$16.50	$127.00	N/A	N/A

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D-ENG-406AV1-K	ENG406A Summit British and World Literature	$42.00	$16.50	$127.00	N/A	N/A
D-ENG-406BV1-K	ENG406B Summit British and World Literature	$42.00	$16.50	$127.00	N/A	N/A
D-ENG-500AV2-CEN	ENG500A AP(R) English Language and Composition	$42.00	$16.50	$41.00	N/A	N/A
D-ENG-500BV2-CEN	ENG500B AP(R) English Language and Composition	$42.00	$16.50	$41.00	N/A	N/A
D-ENG-510AV2-CEN	ENG510A AP(R) English Literature and Composition	$42.00	$16.50	$70.00	N/A	N/A
D-ENG-510BV2-CEN	ENG510B AP(R) English Literature and Composition	$42.00	$16.50	$70.00	N/A	N/A
D-HST-103AV3-K	HST103A Summit World History	$42.00	$16.50	$130.00	N/A	N/A
D-HST-103BV3-K	HST103B Summit World History	$42.00	$16.50	$130.00	N/A	N/A
D-HST-104AV3-K	HST104A Summit Honors World History	$42.00	$16.50	$130.00	N/A	N/A
D-HST-104BV3-K	HST104B Summit Honors World History	$42.00	$16.50	$130.00	N/A	N/A
D-HST-105V1WA-K	HST105 Summit Washington State History	$42.00	$16.50	$56.00	N/A	N/A
D-HST-106AVG2-K	HST106A Summit World History	$42.00	$16.50	$130.00	N/A	N/A
D-HST-106BVG2-K	HST106B Summit World History	$42.00	$16.50	$130.00	N/A	N/A
D-HST-203AV1VA-K	HST203A Modern World Studies VA	$42.00	$16.50	$110.00	N/A	N/A
D-HST-203AV2-K	HST203A Summit Modern World Studies	$42.00	$16.50	$110.00	N/A	N/A
D-HST-203BV1VA-K	HST203B Modern World Studies VA	$42.00	$16.50	$110.00	N/A	N/A
D-HST-203BV2-K	HST203B Summit Modern World Studies	$42.00	$16.50	$110.00	N/A	N/A
D-HST-204AV2-K	HST204A Summit Honors Modern World Studies	$42.00	$16.50	$110.00	N/A	N/A
D-HST-204BV2-K	HST204B Summit Honors Modern World Studies	$42.00	$16.50	$110.00	N/A	N/A

K12 Course Code	K12 Catalog Title	LMS Upfront	LMS Monthly	Materials		
				Shipped Cost	Optional Description	Optional Costs
D-HST-206AV1-K	HST206A Summit Modern World Studies	$42.00	$16.50	$110.00	N/A	N/A
D-HST-206BV1-K	HST206B Summit Modern World Studies	$42.00	$16.50	$110.00	N/A	N/A
D-HST-230V1OK-K	HST230 Oklahoma State History	$42.00	$16.50	$38.00	N/A	N/A
D-HST-303AV2-K	HST303A Summit US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-303AV1IN-K	HST303A US History IN	$42.00	$16.50	$125.00	N/A	N/A
D-HST-303BV2-K	HST303B Summit US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-303BV1IN-K	HST303B US History IN	$42.00	$16.50	$125.00	N/A	N/A
D-HST-304AV2-K	HST304A Summit Honors US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-304BV2-K	HST304B Summit Honors US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-306AV1-K	HST306A Summit US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-306BV1-K	HST306B Summit US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-313AV2-K	HST313A Summit Modern US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-313BV2-K	HST313B Summit Modern US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-314AV2-K	HST314A Summit Honors Modern US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-314BV2-K	HST314B Summit Honors Modern US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-316AV1-K	HST316A Summit Modern US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-316BV1-K	HST316B Summit Modern US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-500AV3-A	HST500A AP(R) US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-500BV3-A	HST500B AP(R) US History	$42.00	$16.50	$125.00	N/A	N/A
D-HST-510V2-CEN	HST510-CEN AP(R) US Government and Politics	$42.00	$16.50	$94.00	N/A	N/A

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D-HST-510V2TX-CEN	HST510-CEN: AP US Government and Politics TX	$42.00	$16.50	$94.00	N/A	N/A
D-HST-510V1TX-CEN	HST510-CEN: AP US Government and Politics TX	$42.00	$16.50	$94.00	N/A	N/A
D-HST-520V2-CEN	HST520 AP(R) Macroeconomics	$42.00	$16.50	$108.00	N/A	N/A
D-HST-530V2-CEN	HST530 AP(R) Microeconomics	$42.00	$16.50	$108.00	N/A	N/A
D-HST-540V2-CEN	HST540 AP(R) Psychology	$42.00	$16.50	$87.00	N/A	N/A
D-HST-540AV2CA-CEN	HST540A AP(R) Psychology CA	$42.00	$16.50	$87.00	N/A	N/A
D-HST-540BV2CA-CEN	HST540B AP(R) Psychology CA	$42.00	$16.50	$87.00	N/A	N/A
D-HST-560AV2-CEN	HST560A AP(R) World History	$42.00	$16.50	$91.00	N/A	N/A
D-HST-560BV2-CEN	HST560B AP(R) World History	$42.00	$16.50	$91.00	N/A	N/A
D-MTH-107AV2-K	MTH107A Summit Developmental Algebra	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-107AV1OH-K	MTH107A Summit Developmental Algebra OH CR	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-107BV2-K	MTH107B Summit Developmental Algebra	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-107BV1OH-K	MTH107B Summit Developmental Algebra OH CR	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-113AV2-K	MTH113A Summit Pre-Algebra	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-113BV2-K	MTH113B Summit Pre-Algebra	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-126AV3-K	MTH126A Summit Algebra 1	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-126BV3-K	MTH126B Summit Algebra 1	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-128AV1-K	MTH128A Summit Algebra 1	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-128BV1-K	MTH128B Summit Algebra 1	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-129AV1-K	MTH129A Summit Algebra 1 Honors	$42.00	$16.50	$75.00	N/A	N/A

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				Shipped Cost	Optional Description	Optional Costs
D-MTH-129AV1CA-K	MTH129A Summit Algebra 1 Honors CA	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-129AV1FL-K	MTH129A Summit Algebra 1 Honors FL	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-129AV2IN-K	MTH129A Summit Algebra 1 Honors IN	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-129AV2LA-K	MTH129A Summit Algebra 1 Honors LA	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-129AV2MI-K	MTH129A Summit Algebra 1 Honors MI	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-129AV2NV-K	MTH129A Summit Algebra 1 Honors NV	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-129AV2VA-K	MTH129A Summit Algebra 1 Honors VA	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-129BV1-K	MTH129B Summit Algebra 1 Honors	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-206AV3-K	MTH206A Summit Geometry	$42.00	$16.50	$85.00	N/A	N/A
D-MTH-206BV3-K	MTH206B Summit Geometry	$42.00	$16.50	$85.00	N/A	N/A
D-MTH-207AV2-K	MTH207A Summit Continuing Algebra	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-207AV1OH-K	MTH207A Summit Continuing Algebra OH CR	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-207BV2-K	MTH207B Summit Continuing Algebra	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-207BV1OH-K	MTH207B Summit Continuing Algebra OH CR	$42.00	$16.50	$75.00	N/A	N/A
D-MTH-208AV1-K	MTH208A Summit Geometry	$42.00	$16.50	$85.00	N/A	N/A
D-MTH-208BV1-K	MTH208B Summit Geometry	$42.00	$16.50	$85.00	N/A	N/A
D-MTH-209AV1-K	MTH209A Summit Geometry Honors	$42.00	$16.50	$85.00	N/A	N/A
D-MTH-209BV1-K	MTH209B Summit Geometry Honors	$42.00	$16.50	$85.00	N/A	N/A
D-MTH-306AV3-K	MTH306A Summit Algebra 2	$42.00	$16.50	$85.00	N/A	N/A
D-MTH-306BV3-K	MTH306B Summit Algebra 2	$42.00	$16.50	$85.00	N/A	N/A

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D-MTH-307AV2-K	MTH307A Summit Practical Math	$42.00	$16.50	$11.00	Graphing Calculator	$160.00
D-MTH-307AV2CROH-K	MTH307A Summit Practical Math CR OH	$42.00	$16.50	$11.00	Graphing Calculator	$160.00
D-MTH-307AV2CROH-K	MTH307A Summit Practical Math CR OH	$42.00	$16.50	$11.00	Graphing Calculator	$160.00
D-MTH-307BV2-K	MTH307B Summit Practical Math	$42.00	$16.50	$11.00	Graphing Calculator	$160.00
D-MTH-307BV2CROH-K	MTH307B Summit Practical Math CR OH	$42.00	$16.50	$11.00	Graphing Calculator	$160.00
D-MTH-307BV2CROH-K	MTH307B Summit Practical Math CR OH	$42.00	$16.50	$11.00	Graphing Calculator	$160.00
D-MTH-308AV1-K	MTH308A Summit Algebra 2	$42.00	$16.50	$85.00	Graphing Calculator	$160.00
D-MTH-308AV2TX-K	MTH308A Summit Algebra II Texas	$42.00	$16.50	$85.00	Graphing Calculator	$160.00
D-MTH-308BV1-K	MTH308B Summit Algebra 2	$42.00	$16.50	$85.00	Graphing Calculator	$160.00
D-MTH-308BV2TX-K	MTH308B Summit Algebra II Texas	$42.00	$16.50	$85.00	Graphing Calculator	$160.00
D-MTH-309AV1-K	MTH309A Summit Algebra 2 Honors	$42.00	$16.50	$85.00	Graphing Calculator	$160.00
D-MTH-309BV1-K	MTH309B Summit Algebra 2 Honors	$42.00	$16.50	$85.00	Graphing Calculator	$160.00
D-MTH-403AV1VA-K	MTH403A Math Analysis VA	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-403AV1IN-K	MTH403A Pre-Calculus/Trigonometry IN	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-403AV1TX-K	MTH403A Pre-Calculus/Trigonometry TX	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-403AV2-K	MTH403A Summit Pre-Calculus/Trigonometry	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-403BV1VA-K	MTH403B Math Analysis VA	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-403BV1IN-K	MTH403B Pre-Calculus/Trigonometry IN	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-403BV1TX-A	MTH403B Pre-Calculus/Trigonometry TX	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-403BV2-K	MTH403B Summit Pre-Calculus/Trigonometry	$42.00	$16.50	$0.00	Graphing Calculator	$160.00

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D-MTH-433AV2-AVT	MTH433A Summit Calculus	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-433BV2-AVT	MTH433B Summit Calculus	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-443V1NC-K	MTH443 Math 4 NC Discrete	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-500AV2-K	MTH500A AP(R) Calculus AB	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-500BV2-K	MTH500B AP(R) Calculus AB	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-510AV2-K	MTH510A AP(R) Statistics	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-MTH-510BV2-K	MTH510B AP(R) Statistics	$42.00	$16.50	$0.00	Graphing Calculator	$160.00
D-OTH-011V1-K	OTH011 Summit Personal Health	$42.00	$16.50	$57.00	N/A	N/A
D-OTH-021V1-K	OTH021 Summit Personal Fitness I	$42.00	$16.50	$37.00	N/A	N/A
D-OTH-021V1TX-K	OTH021 Summit Personal Fitness I TX	$42.00	$16.50	$37.00	N/A	N/A
D-OTH-022V1-K	OTH022 Summit Personal Fitness II	$42.00	$16.50	$57.00	N/A	N/A
D-OTH-022V1TX-K	OTH022 Summit Personal Fitness II TX	$42.00	$16.50	$57.00	N/A	N/A
D-SCI-102AV1TX-K	SCI102A Physical Science TX	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-102AV2IN-K	SCI102A Summit Integrated Chemistry-Physics IN	$42.00	$16.50	$275 .00	N/A	N/A
D-SCI-102AV2-K	SCI102A Summit Physical Science	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-102AE3-K	SCI102AE3 Summit Physical Science	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-102BV1TX-K	SCI102B Physical Science TX	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-102BV2IN-K	SCI102B Summit Integrated Chemistry-Physics IN	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-102BV2-K	SCI102B Summit Physical Science	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-102BE3-K	SCI102BE3 Summit Physical Science	$42.00	$16.50	$275.00	N/A	N/A

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D-SCI-102BXV2-K	SCI102BX Summit Physical Science	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-106AV2IN-K	SCI106A Summit Integrated Chemistry-Physics IN	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-106AV1-K	SCI106A Summit Physical Science	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-106AE2-K	SCI106AE2 Summit Physical Science	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-106BV2IN-K	SCI106B Summit Integrated Chemistry-Physics IN	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-106BV1-K	SCI106B Summit Physical Science	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-106BE2-K	SCI106BE2 Summit Physical Science	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-113AV2-K	SCI113A Summit Earth Science	$42.00	$16.50	$250.00	N/A	N/A
D-SCI-113AE3-K	SCI113AE3 Summit Earth Science	$42.00	$16.50	$250.00	N/A	N/A
D-SCI-113BV2-K	SCI113B Summit Earth Science	$42.00	$16.50	$250.00	N/A	N/A
D-SCI-113BE3-K	SCI113BE3 Summit Earth Science	$42.00	$16.50	$250.00	N/A	N/A
D-SCI-114AV2-K	SCI114A Summit Honors Earth Science	$42.00	$16.50	$250.00	N/A	N/A
D-SCI-114AE3-K	SCI114AE3 Summit Honors Earth Science	$42.00	$16.50	$250.00	N/A	N/A
D-SCI-114BV2-K	SCI114B Summit Honors Earth Science	$42.00	$16.50	$250.00	N/A	N/A
D-SCI-114BE3-K	SCI114BE3 Summit Honors Earth Science	$42.00	$16.50	$250.00	N/A	N/A
D-SCI-116AV1-K	SCI116A Summit Earth Science	$42.00	$16.50	$50.00	N/A	N/A
D-SCI-116AE2-K	SCI116AE2 Summit Earth Science	$42.00	$16.50	$50.00	N/A	N/A
D-SCI-116BV1-K	SCI116B Summit Earth Science	$42.00	$16.50	$50.00	N/A	N/A
D-SCI-116BE2-K	SCI116BE2 Summit Earth Science	$42.00	$16.50	$50.00	N/A	N/A
D-SCI-203AV1TX-K	SCI203A Biology TX	$42.00	$16.50	$295.00	N/A	N/A

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D-SCI-203AV2-K	SCI203A Summit Biology	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-203AE3-K	SCI203AE3 Summit Biology	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-203BV1TX-K	SCI203B Biology TX	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-203BV2-K	SCI203B Summit Biology	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-203BE3-K	SCI203BE3 Summit Biology	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-204AV1TX-K	SCI204A Honors Biology TX	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-204AV2-K	SCI204A Summit Honors Biology	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-204AE3-K	SCI204AE3 Summit Honors Biology	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-204BV1TX-K	SCI204B Honors Biology TX	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-204BV2-K	SCI204B Summit Honors Biology	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-204BE3-K	SCI204BE3 Summit Honors Biology	$42.00	$16.50	$295.00	N/A	N/A
D-SCI-206AVG2-K	SCI206A Summit Biology	$42.00	$16.50	$57.00	N/A	N/A
D-SCI-206AE3-K	SCI206AE3 Summit Biology	$42.00	$16.50	$57.00	N/A	N/A
D-SCI-206BVG2-K	SCI206B Summit Biology	$42.00	$16.50	$57.00	N/A	N/A
D-SCI-206BE3-K	SCI206BE3 Summit Biology	$42.00	$16.50	$57.00	N/A	N/A
D-SCI-303AV1TX-K	SCI303A Chemistry TX	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-303AV2-K	SCI303A Summit Chemistry	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-303AE3-K	SCI303AE3 Summit Chemistry	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-303BV1TX-K	SCI303B Chemistry TX	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-303BV2-K	SCI303B Summit Chemistry	$42.00	$16.50	$450.00	N/A	N/A

K12 Managed Public Schools
Billing Terms and Price List
FY2020 - 2021

K12 Course Code	K12 Catalog Title	LMS Upfront	LMS Monthly	Materials		
				Shipped Cost	Optional Description	Optional Costs
D-SCI-303BE3-K	SCI303BE3 Summit Chemistry	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-304AV1TX-K	SCI304A Honors Chemistry TX	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-304AV2-K	SCI304A Summit Honors Chemistry	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-304AE3-K	SCI304AE3 Summit Honors Chemistry	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-304BV1TX-K	SCI304B Honors Chemistry TX	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-304BV2-K	SCI304B Summit Honors Chemistry	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-304BE3-K	SCI304BE3 Summit Honors Chemistry	$42.00	$16.50	$450.00	N/A	N/A
D-SCI-306AV1-K	SCI306A Summit Chemistry	$42.00	$16.50	$72.00	N/A	N/A
D-SCI-306AE2-K	SCI306AE2 Summit Chemistry	$42.00	$16.50	$72.00	N/A	N/A
D-SCI-306BV1-K	SCI306B Summit Chemistry	$42.00	$16.50	$72.00	N/A	N/A
D-SCI-306BE2-K	SCI306BE2 Summit Chemistry	$42.00	$16.50	$72.00	N/A	N/A
D-SCI-403AV1TX-K	SCI403A Physics TX	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-403AV2-K	SCI403A Summit Physics	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-403BV1TX-K	SCI403B Physics TX	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-403BV2-K	SCI403B Summit Physics	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-404AV1TX-K	SCI404A Honors Physics TX	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-404AV2-K	SCI404A Summit Honors Physics	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-404BV1TX-K	SCI404B Honors Physics TX	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-404BV2-K	SCI404B Summit Honors Physics	$42.00	$16.50	$275.00	N/A	N/A
D-SCI-500AV3-CEN	SCI500A AP(R) Biology	$42.00	$16.50	$71.00	N/A	N/A

K12 Managed Public Schools
Billing Terms and Price List
FY2020 - 2021

K12 Course Code	K12 Catalog Title	LMS Upfront	LMS Monthly	Shipped Cost	Materials Optional Description	Optional Costs
D-SCI-500BV3-CEN	SCI500B AP(R) Biology	$42.00	$16.50	$71.00	N/A	N/A
D-SCI-510AV3-A	SCI510A AP(R) Chemistry	$42.00	$16.50	$0.00	textbook	$160
D-SCI-510BV3-A	SCI510B AP(R) Chemistry	$42.00	$16.50	$78.00	textbook	$160
D-SCI-530AV3-CEN	SCI530A AP(R) Environmental Science	$42.00	$16.50	$92.00	N/A	N/A
D-SCI-530BV3-CEN	SCI530B AP(R) Environmental Science	$42.00	$16.50	$92.00	N/A	N/A
D-WLG-100AV1-M	WLG100A Spanish I	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00
D-WLG-100BV1-M	WLG100B Spanish I	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00
D-WLG-105AV1TX-PSO	WLG105A Spanish 1 TX	$42.00	$16.50	$23.00	N/A	N/A
D-WLG-105BV1TX-PSO	WLG105B Spanish 1 TX	$42.00	$16.50	$23.00	N/A	N/A
D-WLG-106AV2-K	WLG106A Summit Spanish I	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00
D-WLG-106BV2-K	WLG106B Summit Spanish I	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00
D-WLG-110AV1-M	WLG110A French I	$42.00	$16.50	$0.00	French Dictionary	$45.00
D-WLG-110BV1-M	WLG110B French I	$42.00	$16.50	$0.00	French Dictionary	$45.00
D-WLG-120AV1-M	WLG120A German I	$42.00	$16.50	$0.00	German Dictionary	$50.00
D-WLG-120BV1-M	WLG120B German I	$42.00	$16.50	$0.00	German Dictionary	$50.00
D-WLG-130AV1-M	WLG130A Latin I	$42.00	$16.50	$0.00	Latin Dictionary	$15.00
D-WLG-130BV1-M	WLG130B Latin I	$42.00	$16.50	$0.00	Latin Dictionary	$15.00
D-WLG-140AV1-M	WLG140A Chinese I	$42.00	$16.50	$0.00	Chinese Dictionary	$25.00
D-WLG-140BV1-M	WLG140B Chinese I	$42.00	$16.50	$0.00	Chinese Dictionary	$25.00
D-WLG-200AV1-M	WLG200A Spanish II	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00

K12 Managed Public Schools
Billing Terms and Price List
FY2020 - 2021

K12 Course Code	K12 Catalog Title	LMS Upfront	LMS Monthly	Materials Shipped Cost	Optional Description	Optional Costs
D-WLG-200BV1-M	WLG200B Spanish II	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00
D-WLG-205AV1TX-PSO	WLG205A Spanish 2 TX	$42.00	$16.50	$23.00	N/A	N/A
D-WLG-205BV1TX-PSO	WLG205B Spanish 2 TX	$42.00	$16.50	$23.00	N/A	N/A
D-WLG-210AV1-M	WLG210A French II	$42.00	$16.50	$0.00	French Dictionary	$45.00
D-WLG-210BV1-M	WLG210B French II	$42.00	$16.50	$0.00	French Dictionary	$45.00
D-WLG-220AV1-M	WLG220A German II	$42.00	$16.50	$0.00	German Dictionary	$50.00
D-WLG-220BV1-M	WLG220B German II	$42.00	$16.50	$0.00	German Dictionary	$50.00
D-WLG-230AV1-M	WLG230A Latin II	$42.00	$16.50	$0.00	Latin Dictionary	$15.00
D-WLG-230BV1-M	WLG230B Latin II	$42.00	$16.50	$0.00	Latin Dictionary	$15.00
D-WLG-240AV1-M	WLG240A Chinese II	$42.00	$16.50	$0.00	Chinese Dictionary	$25.00
D-WLG-240BV1-M	WLG240B Chinese II	$42.00	$16.50	$0.00	Chinese Dictionary	$25.00
D-WLG-300AV1-M	WLG300A Spanish III	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00
D-WLG-300BV1-M	WLG300B Spanish III	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00
D-WLG-305AV1TX-PSO	WLG305A Spanish 3 TX	$42.00	$16.50	$23.00	N/A	N/A
D-WLG-305BV1TX-PSO	WLG305B Spanish 3 TX	$42.00	$16.50	$23.00	N/A	N/A
D-WLG-310AV1-M	WLG310A French III	$42.00	$16.50	$0.00	French Dictionary	$45.00
D-WLG-310BV1-M	WLG310B French III	$42.00	$16.50	$0.00	French Dictionary	$45.00
D-WLG-500AV1-M	WLG500A AP(R) Spanish Language and Culture	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00
D-WLG-500BV1-M	WLG500B AP(R) Spanish Language and Culture	$42.00	$16.50	$0.00	Spanish Dictionary	$15.00
D-WLG-510AV1-M	WLG510A AP(R) French Language and Culture	$42.00	$16.50	$0.00	French Dictionary	$45.00

D-WLG-510BV1-M	WLG510B AP(R) French Language and Culture	$42.00	$16.50	$0.00	French Dictionary	$45.00

*Various courses are material optional based on school discretion.

*Course and Materials are subject to additions or deletions throughout the year based on school requirements and course availability.

Utah State University

Center for the School of the Future

Multi-Tiered System of Support - Remediation Plan

2605 Old Main Hill, Logan, Utah 84322-2605 (435) 797-9050

https://csf.usu.edu/projects-services/

Welcome

Leadership at Utah State University (USU) and The Center for the School of the Future (CSF) authorize charter schools to help them achieve the learning mission for students proposed in their charter and for USU-CSF to accomplish its goals pertaining to student learning (see USU-CSF Mission, Vision and Values below). Multi-Tiered Systems of Support (MTSS) are commonly used to improve learning and behavioral outcomes in students. Based on the extensive research completed on MTSS, we recognize that MTSS systems can be useful in framing supports to help organizations like charter schools to improve focused and overall functioning towards dramatic increases in student learning and behavior (Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008); Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010); Todd, A. W., Lewis-Palmer, T., Horner, R. H., Sugai, G., Sampson, N. K., & Phillips, D. (2012); Utley, C. A., & Obiakor, F. E. (2015).

MTSS systems can support charter schools to attain the high-levels of student learning expressed in their charter. With strong tier I supports roughly 80% of charter schools will be successful in attaining learning and compliance targets. Even though _all_ USU-CSF authorized charter schools receive strong tier I supports, _some_ of these schools—roughly 20% will require more intensive professional supports to attain targeted compliance and student learning levels. These schools will require both tier I and the more intensive tier II supports simultaneously, until they meet learning and compliance targets and can move back to receiving just tier I supports. Even with strong tier I and II supports, a _few_ schools, roughly 5% of charter schools will require even more intensive supports to attain targeted compliance and student learning levels. These schools will receive tier I, II and III supports. These supports will continue until they attain targeted compliance and student learning levels, at which point they will drop back to receive tier I and II supports. If the school is able to sustain their performance with these supports, a determination will be made as to whether this performance can be sustained by returning to tier I services and rejoin the approximately 80% of schools in the CSF-USU charter school portfolio.

USU-CSF leadership recognize that if the design and execution of our authorizing systems results in

larger proportions of charter schools requiring tier II and III supports than those noted above, then our authorizing system and our tier I supports need to be redesigned so 80%+ schools attain compliance and learning targets. It is our intent, to constantly and forever improve our systems to attain our goal of supporting and associating with schools who demonstrate 100% student learning proficiency. Using research and evaluation protocols, our actions will prove useful in refining our processes. It is our interest to implement a system of accountability that proactively introduces critical learning structures and professional supports in the design stage versus reactively 'putting out fires" and though these actions may be effective, they seldom address the root-cause of the problems wasting valuable effort and resources. Our goal is to *design out* of our charter school authorizing systems, operations and instructional practices that do not produce high student learning as designated in the science of learning and organizational best practices, and importantly, *design in* operations and instructional practices producing high levels of student learning.

USU-CSF is responsible for developing an accountability system for monitoring the performance of the schools it authorizes and in accordance with UCA §53G-5-501, UCA §53G-5-202(1), and Utah Administrative Rule R277-553. As noted above, USU-CSF employs a MTSS system to support charter school success and when needed, after applying high quality tier I, II and III levels in appropriate doses, with fidelity and for a sufficient period of time, may warn, place on probation, and even close a charter school if it fails to respond to supports designed to produce targeted levels of student learning and items of compliance.

The purposes of this document are: (1) to describe USU-CSF's MTSS or remediation plan and how it operates to support charter school success in proactive systemic ways so challenges in student learning are less likely to occur; (2) describe how determinations of notices of concern, warnings, probations, and school closures will be decided if a school is unacceptably responsive to tiered supports as outlined in Utah Administrative Rule R277-553.

USU-CSF MTSS Operations and Supports

The general operation of a MTSS was described above. In this section we describe how the USU-CSF MTSS accountability model operates. Figure 1 shows our model including identifying tier I, II, and III supports and the sources of evidence and levels of performance directing a school into tier II and III supports. It is important to note that USU-CSF provides tier I supports as part of its authorizing responsibilities. Tier II and III services are not part of the USU-CSF authorizing responsibility. However, we will provide these services to schools in our portfolio on a separate contract 53G-5-202. If a school is required to receive tier II and III supports, they may contract for these services with other reputable providers and outside of USU-CSF. In these cases, school leadership is required to propose to USU-CSF their proposed contractual arrangement and provide documentation of the service organizations capacities to provide tier II and III services and their history of past successes in providing these services and to good effect in dramatically improving student learning as a result of their supports. If approved, the school will provide reports of tier II and III actions and their effects on student learning improvement so USU-CSF can determine if lesser intensive supports are warranted going forward.

Tier I Supports (All Schools – Included in USU-CSF Authorizing)
- 1 Annual Site-Based Visit (all years). USU-CSF's tier I supports are an "arms around" vs. and

"arms-length" approach to supporting schools in its portfolio. USU-CSF use a prevention approach versus reactive approach to authorizing.

- 1 Site-Based Visit Report (all years). These visits result in a report that is informative and position school leadership and staff to take action. That is, shore up discovered strengths, and address deficiencies, through a "quick cycle" corrective action planning and execution.
- 1 Annual Review (R277-553-2 (1a,b; 3a-d) (all years). The focus of this review is to assess a) financial performance; b) academic performance, assess enrollment and trends and assess governing board performance.
- 1 Comprehensive Review of Charter and Board (R277-553-2 (4) (years 1, 3, 5 and every fifth year thereafter). Comprehensive review is required by board rule ever 5-years. To safe guard school performance and long-term authorization, we will complete three reviews in the first five years and then lean this review schedule to every fifth year thereafter if appropriate. It is in everyone's interests to address areas of need quickly before they become systemically entrenched.

Tier II Supports (Some Schools – Contracted for through USU-CSF or by a CSF approved provider)

In this tier, all tier I services are doubled and comprehensive reviews are completed in years 2 & 4. Of great importance, data collection will increase in amount and frequency and including decision making and based on data. When a system is ailing, whether it is a school or the human body, interventions become more intensive, more frequent, more data is collected and more decisions are made and executed to return the organization to parameters regarded as "healthy."

Tier III Supports (Few Schools – Contracted for through USU-CSF or by an approved provider)

In this tier, tier I and II services continue, but then significant additional supports are added.

- Overarching performance analysis - Dr. Richard Deming stated "Organizations are perfectly organized to get the results they get." USU-CSF recognizes this statement and adds that organizations are not designed to get better or poorer results than they get, but simply those they do get. Using systems performance frameworks from Rumler, Brasche and Gilbert, USU CSF, will peel back the layers of a charter school organization to determine where system related weaknesses and strengths are to determine where a system must be re-designed to perform as it was chartered to perform. This work will get at the root-causes of problems at a systemic level and allow for re-design versus addressing the problems as outcomes.
- Systems corrective action planning – The results of the overarching performance analysis require systems action planning and development of an implementation plan.
- Implementation coaching and supports – Plan implementation is long held as a weakness in systems change. USU-CSF requires schools receiving this support to have external system coaches to support effective implementation.
- Increased data collection and frequency of decision making – Dynamic systems change processes produce data and systems do not change because data exist, they change because decisions are made based on the data and executed with fidelity, creating a series of quick cycles to bring about desired change as rapidly as possible.

Tier III

(earns <80% total points on annual review)

Overarching Performance Analysis Systems Corrective Action Planning Implementation Coaching and Supports Increased data collection and frequencey of decision making

Tier II (earns <90% total points on annual review)

2 Annual Site-Based Visits

2 Site-Based Visit Reports (strengths, deficiencies, corrective actions)

Annual Comprehensive Review of Charter and Board (years 2 & 4)

Increased data collection and increased frequency of decision making

Tier I (earns 90% + of total points on annual review)

1 Annual Site-Based Visit (all years) (R277-553-2 (2a)

1 Site-Based Visit Report (strengths, deficiencies, corrective actions) (all years) (R277-553-2 (2c)

1 Annual Review (R277-553-2 (1a,b; 3a-d) (all years)

1 Annual Comprehensive Review of Charter and Board (R277-553-2 (4) (years 1, 3, 5 and every fifth year thereafter)

Figure 1 – USU-CSF Multi-Tiered System of Support

Tier Support Placements

USU-CSF authorized charter schools all begin their existence with robust tier I supports. If in an annual review they receive 90% + of total points, they will continue receiving tier I supports. If their performance falls below 90% and at or above 80% of total points, they will receive tier I and II supports. If their performance falls below 80% tier III supports will be added to tier I and II supports (see figure 1).

If a school is required to add tier II supports, these supports must remain in place until an annual review scoring above 90% of total points designates that they may be removed.

If a school is required to add tier III supports, these supports, because of their systemic nature may not be removed without two annual reviews scoring 80% or more of the total available points.

Notices and Duration Sub-Performances

When a USU-CSF school requires tier III services, they will receive notice of this decision and that they are on a probationary status and that they must receive 80% or more total points on their next annual evaluation. To clarify, R277-553-3 states that if a school fails to remedy deficiencies through the remediation process (USU-CSF MTSS), an authorizer may place the school on probation for no longer than one calendar year. Additionally, in response to this rule USU-CSF will:

1. **Upon providing notice of probation** set forth a written plan outlining those provisions in the charter agreement, applicable laws, rules, and regulations with which the school is not in compliance.
2. **Provide within the written plan** set forth the terms, conditions, and timeline that the school shall follow in order to be removed from probation.
3. **Provide a plan for** further remedial action if the school fails to comply with probationary terms.
4. **Remove** a school complies with the terms of the written plan within the timeline prescribed, the authorizer shall remove the school from probation.

Additionally, it is noted that:

1. A school may request a single extension of no more than six months from an authorizer to comply with the terms of the written plan.
2. If a school fails to satisfy the terms of the written plan within the established timeline, the authorizer shall propose to terminate the school's charter.
3. While a school is on probation, the school may seek technical assistance from the authorizer to remedy deficiencies.

4. An authorizer may, for good cause, or if the health, safety, or welfare of the students at the school is threatened at any time during the probationary period, terminate the charter immediately.
5. An authorizer shall notify the Superintendent in writing within 30 days of any probationary terms imposed under this Section R277-553-3.
6. An authorizer shall comply with the notification requirements in Section 53G-5-504 if the authorizer approves a motion to terminate a charter.

References:

Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. School Psychology Quarterly, 23, 462–473. doi:10.1037/a0012883

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on study outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions, 12, 133–148. doi:10.1177/1098300709334798

Todd, A. W., Lewis-Palmer, T., Horner, R. H., Sugai, G., Sampson, N. K., & Phillips, D. (2012). School wide evaluation (SET) implementation manual. Retrieved from http://www.pbis.org/common/cms/files/pbisresources/SET_Manual_02282012.pdf

Utley, C. A., & Obiakor, F. E. (2015). Special issue: Research perspectives on multi-tiered system of support. Learning Disabilities: A Contemporary Journal, 12, 1–2.

Career Academy of Utah

RESPONSES TO APPLICATION NEEDS

Presented by Career Pathways Education Solutions Board

TO

The Utah State University Center for the School of the Future

March 29, 2021

Contents

INTRODUCTION

This document is to be fully regarded as an addition to the full application submitted to USU on February 11, 2021. Additionally, we recognize that this document's contents, if accepted by the authorizer, and if the contents ultimately lead to authorization, will be reflected in the charter agreement.

Chairman Todd Bingham

Signature

Board Vice Chairman Brian Somers

Signature
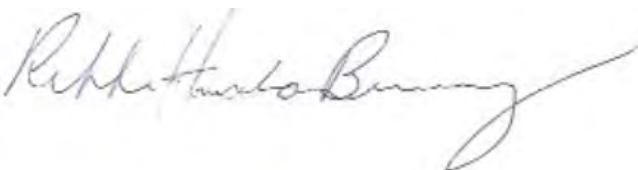
Board Treasurer Kelvyn Cullimore

Signature

Board Secretary Rikki Hrenko-Browning

Signature

Board Member Ethan Deceuster

Signature

N-1.1 – **Index goals (pg. 7) & SMART goals (pg. 24) to the USU-Accountability document so CAU flourishes with continued tier I support. Student achievement data should align with accountability document so tier I supports are adequate. Also, reduce goal to 2-years of continuous enrollment vs. 3 years.**

Our goal is to significantly outperform state average RISE scores in pursuit of achieving 100% student proficiency. We recognize, though, that high-stakes summative assessments are often poor indicators of student performance as they neglect to capture a student's baseline. Some students will come into the School with advanced skills; other students will enroll one to several years behind grade level. Our goal is to meet each student where s/he is and personalize instruction to best serve that student and bring them to proficiency.

The most recently available information on RISE assessments from the Utah State Board of Education is from SY2018-2019. The state-level scores are listed in the table below;[1] overall, 46.6% of students were proficient in Science, 45% were proficient in Math, and 47% were proficient in English Language Arts. When the scores are broken down by school, it is worth noting that no school achieved a percent proficient rate above 89%, nor did any school achieve proficiency rates above 80% in all three subjects (ELA, Math, and Science). There was only one school that achieved proficiency rates above 80% in more than one subject.

School Year	Assessment Type	Results Level	Subject Area	Number Proficient	Number Tested	Percent Proficient
2019	Overall	State	English Language Arts	178,762	380,483	47.0%
2019	Overall	State	Mathematics	170,754	379,749	45.0%
2019	Overall	State	Science	155,143	332,598	46.6%
2019	RISE (Grades 3-8)	State	English Language Arts	136,221	293,410	46.4%
2019	RISE (Grades 3-8)	State	Mathematics	135,931	292,723	46.4%
2019	RISE (Grades 4-8)	State	Science	124,659	244,614	51.0%
2019	Utah Aspire Plus (Grades 9-10)	State	English Language Arts	42,541	87,073	48.9%
2019	Utah Aspire Plus (Grades 9-10)	State	Mathematics	34,823	87,026	40.0%
2019	Utah Aspire Plus (Grades 9-10)	State	Science	30,484	87,984	34.6%

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[1] Utah State Board of Education website: https://www.schools.utah.gov/data/reports. Please see excel document "2018-2019" in the "Readiness Improvement Success Empowerment (RISE)/Utah Aspire Plus" section. Sheets referenced: "Overall State Results" and "School Results by Test".

We believe we can outperform the state and achieve our high goals for student proficiency, but we also recognize that these goals are aspirational. We expect the School's demographics to reflect those of the state, but we are endeavoring to achieve outcomes well above the state averages. This will be no easy task. We believe our instructional program, especially its focus on career learning, will help make learning relevant and authentic to students. We are also confident that USU-CSF will be an engaged and supportive partner as we work to meet the needs of diverse learners and execute on our vision of fostering 100% student proficiency.

We have revised our first SMART goal to align specifically with USU-CSF's Learning Organization Performance Tool (LOPT). Recognizing the challenges noted above, our goal is for CAU students to achieve RISE Reading and Math scores at least 20% above the state average after two years of continuous enrollment. Meeting this goal would earn CAU three out of a possible four points on the LOPT. To exceed this goal and earn all four points, CAU students must achieve RISE Reading and Math scores at least 40% above the state average.

SMART Goal	Measure	Goal Performance Levels			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific Goal: After two years of continuous enrollment, CAU students will achieve RISE Math and Reading scores at least 20% above the state average.	RISE Math and Reading scores	Students will achieve scores at least 40% above the state average	Students achieve scores 20-39% above state average	Students achieve scores 10-19% above state average	Students achieve scores less than 10% above state average

N - 1.2 – SMART goal 2 focus should be changed from process to valued outcome. That is, call out the percent of students who will be work-force ready among each graduating class. Also, define "work force ready." Finally describe how you will measure "work-force ready."

Workforce readiness can mean different things for different industries. CAU will work to address "workforce readiness" by preparing students to enter their chosen field with the requisite knowledge, skills, abilities and attributes needed to engage in activities that will be required of them in their respective occupations.

Critical thinking and problem-solving skills are two of the most important skills for employers in today's ever-changing and evolving workforce arena. Learning through analysis, application and

evaluation and applying these skills in the workplace are essential skills sought by modern day employers. Critical thinking skills include:

1. Observation: The ability to notice and predict opportunities, problems and solutions.
2. Analysis: The gathering, understanding and interpreting of data and other information.
3. Inference: Drawing conclusions based on relevant data, information and personal knowledge and experience.
4. Communication: Sharing and receiving information with others verbally, nonverbally and in writing.

Problem solving is the second most important skill sought by today's employers. Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.

These workforce readiness skills are best fostered in the context of real-world working environments and through authentic project based learning experiences. Within the career readiness education framework proposed at CAU, students will learn critical thinking and problem-solving skills by working together in virtual teams to complete complex tasks. They will practice defining the problem, breaking it into actional steps, and then breaking those steps into tasks spread across a team. Brainstorming as a team will be critical. Additionally, most projects will have a written component, requiring students to practice professional/technical writing. Most projects will also conclude with an oral presentation where students either pitch their ideas or present their findings to peers and industry professionals alike. Finally, students will practice giving and receiving feedback on their work.

Our goal is for every CAU senior who has been enrolled continuously for at least two years to demonstrate workforce readiness by completing at least one career pathway (inclusive of PBL course(s) within that pathway), earning at least one industry certification and at least six college credits in a career pathway, and successfully completing at least one work-based learning experience.

SMART Goal	Measure	Goal Performance Levels			
		Exceeds	**Meets**	**Does Not Meet**	**Falls Far Below**
Mission Specific Goal: After two or more years of continuous enrollment culminating in 12th grade, CAU students will demonstrate workforce readiness by completing a career pathway,	Pathway completion Industry-recognized certifications College credits obtained Work-based learning experience	Completes more than one career pathway. Earns multiple industry certifications. Earns more than 15	Completes one career pathway. Earns one industry certification. Earns at least 6 college credits in a	Completes one career pathway but does not earn industry certification or earns less than 6 college credits.	Does not complete a career pathway. Does not participate in any work-based experience.

obtaining an industry-recognized certification, earning pathway-relevant college credits, and/or completing a work-based learning experience in their chosen pathway/industry.	successfully completed in pathway/industry	college credits in a career pathway. Successfully completes multiple work-based learning experiences.	career pathway. Successfully completes one work-based learning experience.	Does not successfully complete work-based learning experience.	

Note: Successful completion of a work-based learning experience is a minimum of a one-week immersion in the industry where the student completes expected tasks agreed upon by the School and the industry supervisor (can be a virtual/remote experience).

N - 1.3 - SMART goal on graduation rate indicated attainment of the average State of Utah graduation rate in 3- years. In three years, the graduation rate should exceed the state average. Identify the state's rate and set goal higher.

The Board acknowledges this feedback and has revised the goal to meet USU-CSF's concerns.

		Goal Performance Levels			
SMART Goal	**Measure**	**Exceeds**	**Meets**	**Does Not Meet**	**Falls Far Below**
Relative Academic Performance Goal: by its second graduation cohort, CAU will exceed the state's average graduation rate of 88.2%	Graduation rate, as measured by the state	By its second graduation cohort, CAU's graduation rate is at least two percentage points above the state's average	Goal is met as defined	By its second graduation cohort, CAU's graduation rate is at or below the state average	By its second graduation cohort, CAU's graduation rate is in the bottom quartile of the state

N - 1.4 - SMART goal on RISE growth scores should align with USU accountability document and in ways that keep CAU at a tier I level of support. Also, reduce goal to 2-years of continuous enrollment vs. 3 years. Finally, make clear that your students will perform in the highest 25% of schools irrespective of demographics or program delivery method.

We agree with this feedback and hope the following revised goal alleviates the committee's concerns:

SMART Goal	Measure	Goal Performance Levels			
		Exceeds	**Meets**	**Does Not Meet**	**Falls Far Below**
Student Academic Gain Goal: CAU's RISE growth scores for students who have been enrolled at least two continuous years will rank in the top quarter of Utah's public schools. (Rev. 6.16.21)	The average growth percentile on the RISE assessment in reading, math, and science for CAU students continuously enrolled for two or more years (Rev. 6.16.21)	Average growth over 80th percentile or higher	Average growth at 75th percentile or higher	Average growth at 70th-74th percentile	Average growth below 70th percentile

Deleted: CAU students identified in the lowest performing 25% will demonstrate academic growth by achieving an average Student Growth Percentile (SGP) at or above the 75th percentile in reading, math, and science on the annual RISE assessment within two years of continuous enrollment

Deleted: and identified on the state accountability framework as the lowest performing 25%

N - 2.0 - Reviewers regarded the many programs named (e.g., Stride, Tallo, Inventor's Hall of Fame, Nepris, Project Based Learning…) as inputs into the learning outputs you identified in your goals and elsewhere. There were two needs here: a) Student learning impact data were largely absent; b) Detailed descriptions of how each program operated was not provided so reviewers could analyze and evaluate how well poised the program was to bring about attainment of the learning target it was to achieve. Combined, the two issues made it nearly impossible for reviewers to predict the learning impact of the collection of programs on student learning. Of the two sources of information, at this point, student learning results data program x program would be most compelling.

The career readiness education program design is based on the three E's- Experience (elementary level), Explore (middle school level), and Execute (high school level). A detailed description of

Stride Learning Arcade, Tallo, the Inventor's hall of Fame, Nepris, and project based learning are included below:

Stride Learning Arcade

Stride Learning Arcade (formerly named "Stride" prior to the renaming of K12 Inc. to Stride, Inc.) is a personalized digital rewards-based learning system used by students in grades K-8 as a supplemental tool in Language Arts, Math, Reading or Science courses based on students' needs. It can be used to fill in learning gaps for students; remediate students who are working below grade level; and accelerate learning for students who are working at or above grade level. It provides on-demand support to growing or struggling readers, EL, and special needs students including Read-to-Me (text-to-speech) and translation features.

Stride Skills Arcade's adaptive features help teachers to quickly remediate students who are up to two grade levels below their peers. When a student begins Stride Skills Arcade, she/he will begin at what should be her/his grade-level, however, if the student fails specific skills, the software will automatically begin remediation lessons for that student up to two grade levels below those skills to help bring her/him up to grade level. Stride Skills Arcade also includes embedded assessments which can be used as pre- and post-test measures.

Teachers can easily identify learning gaps, learning problems, as well as student progress by looking at the reports provided online. They see a real-time report of student work on discrete skills within a strand within a content area. Reports show whether the student is working on a skill, has mastered the skill, or has failed it and moved to a less rigorous but related skill.

In 2017, the Auburn Center for Evaluation conducted an ESSA-compliant efficacy study (quasi-experimental) at the request of the Council for Leaders in Alabama Schools (CLAS) in which they analyzed ACT Aspire data for students served by Stride Skills Arcade to determine if it was successful in improving academic achievement. Key findings which demonstrated the positive effect of Stride Skills Arcade on academic performance on the Alabama State Assessment were:
1. Stride Skills Arcade students overall improved math benchmark pass rate by 15% compared to their demographically matched peers who improved pass rate by 8%.
2. For reading benchmarks, Stride Skills Arcade students improved by 10% whereas their peers showed no statistically significant change.
3. Economically disadvantaged Stride Skills Arcade students improved math pass rate by 23% whereas their peers showed no statistically significant change.
4. Students who are black and economically disadvantaged improved at a greater rate than their peers for math pass rate (23% vs. 10%) and reading pass rate (18% vs. 13%).
5. Students in Special Education improved reading benchmark pass rate by 57% compared to an improvement of 33% by their matched peers.

Tallo

Tallo is a professional networking tool for young adults (ages 13+). Students create and maintain a professional profile which can be selectively shared with industry and college partners to

access opportunities such as work-based learning, internships, employment, scholarships, and college admission. Tallo is part of a much larger career learning strategy built into the career readiness education program that allows students to create a positive personal brand. Tallo works with over 500 companies and colleges that promote educational and career paths on its platform, including open internship positions. For example, Abbott, Lockheed Martin, Boeing, and Publix are currently promoting internships on the Tallo platform. In addition, over $20 billion in scholarships and financial aid opportunities are available through Tallo's integration with RedKite, a scholarship matching tool.

Over the past two years, 500K connections have been made between students and colleges/companies on the Tallo platform. According to a recent user survey (provided by Tallo), 80% of Tallo users plan to use Tallo after high school and through their career journey and 70% intend to update and manage their Tallo profile once a month. Sixty-eight percent of Tallo users report that the most important aspect of the platform to them is "learning about and connecting with employers" while 50% report the most important aspect for them is "connecting with colleges".

National Inventor's Hall of Fame

Stride partnered with the National Inventor's Hall of Fame (https://www.invent.org/) to help create aspects of the elementary school career learning program. During elementary school, students begin to experience careers and develop professional skills (e.g. communication, organization, presentation). The School's career readiness director will work with teachers to introduce students to the concepts of careers and will design lessons, activities, and field trips that provide opportunities for students to experience various careers. Career kits - similar to science kits – will be sent to families for students and parents to explore together. The anticipated ESP has partnered with the Inventors Hall of Fame to create these quarterly career experiences in a variety of career clusters. The experiences are designed to follow the broad ideas of "invention education"; according to the Lemelson Foundation, this type of learning refers to "deliberate efforts to teach people how to approach problem finding and problem solving in ways that reflect the processes and practices employed by accomplished inventors."[2] The approach helps students to cultivate a mindset that embraces creativity and perseverance in problem-solving.

Opportunity Insights at Harvard University led a study in 2018 that looked at what factors influence innovation: "Who Becomes an Inventor? The Importance of Innovation".[3] They found that adults are significantly more likely to be innovative if they were exposed to innovation at an early age, especially if they can identify with an inventor to whom they were introduced. Early exposure to innovation has been posited as an effective way to combat gender- and race-based inequalities in STEM career fields. The Opportunity Insights study found that, "white children

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[2] The Lemelson Foundation. (2019). Researching Invention Education - A White Paper. https://lemelson.mit.edu/ sites/default/files/2020-04/ResearchingInventEduWhitePaper-2.21.2020.pdf

[3] Bell, A., Chetty, R., Jaravel, X., Petkova, N., & Reenen, J.V. (2018). *Who Becomes an Inventor? The Importance of Exposure to Innovation.* Opportunity Insights. http://www.equality-of-opportunity.org/assets/documents/inventors_paper.pdf

are three times more likely to become inventors than black children and only 18% of inventors are female."[4] Drawing on this research, the Lemelson Foundation suggests that invention education should be part of the curriculum in early elementary school grades so all students are exposed to innovative modes of thinking.[5] Such experiences help elementary school students and their families to see careers beyond their own daily lives. This is the kind of learning environment we hope to create at CAU. Success will be measured by student engagement, parental surveys, and student/parent focus groups about the experiences.

Nepris

Nepris provides students a window into industries by connecting them with vetted industry professionals to explore career options and to complete project- based learning (PBL) experiences. Nepris includes industry chats, virtual tours, Q&A with experts, and a pool of industry professionals who can serve as mentors and panelists in PBL projects. Success is measured by student engagement and usage of the tool, both in classrooms and other school events.

Nepris is one tool within the larger framework of CAU's conceptualized career readiness education program. The idea is that students cannot become what they are not aware exists. Nepris aims to expose students to a wide variety of careers and connect what they're learning in the classroom to applications in the world of work. Studies from around the world show the positive effects of exposing students to career paths. For example, school-industry partnerships improve student engagement, spark students' curiosity, and open students to a range of new and emerging professions.[6] Also, students are more likely to see view school as relevant and useful if they participate in career development activities.[7]

Project Based Learning (PBL)

PBL is an instructional approach that incorporates a variety of researched-based practices including using relevance as a motivator, structured group work, reflection, and rubric assessed multi-faceted assessments. Course content and skills are organized in 3-5 projects/semester that leverage a real-world challenge or opportunity. In each project, students assume a professional role and work collaboratively to complete a complex challenge which requires them to obtain, practice, and demonstrate relevant learning. Projects are designed to align to standards and provide opportunities to incorporate local industry partners. How we measure success: student academic achievement and engagement in PBL courses.

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[4] Ibid.

[5] The Lemelson Foundation. (2019). *Researching Invention Education – a White Paper.* https://lemelson.mit.edu/sites/default/files/2020-04/ResearchingInventEdu-WhitePaper-2.21.2020.pdf

[6] Torri, Kate. (2018). *Connecting the worlds of learning and work.* The Mitchell Institute. https://www.vu.edu.au/sites/default/files/connecting-the-worlds-of-learning-and-work-mitchell-institute.pdf

[7] Kashefpakdel, Elnaz; Mann, Anthony; and Schelicher, Matteo. (2016). *The impact of career development activities on student attitudes towards school utility: an analysis of data from the Organisation for Economic Cooperation and Development's Programme for International Student Assessment (PISA).* Education and Employers Research. https://www.educationandemployers.org/wp-content/uploads/2016/12/The-impact-of-career-development-activities-on-student-attitudes-December-2016-2.pdf

Many studies have shown the efficacy of PBL. For example, in February 2021, the Center for Economic and Social Research at USC, in partnership with the Gibson Consulting Group and Penn State University, published a report on a randomized control trial they conducted to test the effectiveness of the KIA curriculum, a PBL approach to Advanced Placement. Researchers found that nearly half of students in PBL classrooms passed their AP tests, outperforming students in traditional classrooms by 8 percentage points, and this pattern held across socio-economic groups. Teachers and students both reported benefits beyond examination performance, including benefits related to civic engagement, group work, engagement with learning, and examination preparation.[8]

Another study, conducted by researchers at Michigan State University and published in January 2021, looked at PBL effectiveness in elementary school science classes. Researchers studied over 2,300 third-grade students in 46 schools who were randomly assigned to a "normal" classroom or a PBL classroom. Students assigned to PBL classrooms outperformed their peers by 0.266 standard deviations – an 8 percentage point increase – on an objective and validated summative science test designed by the Michigan Department of Education. The positive effects held when researchers controlled for gender, differing initial reading levels, race, ethnicity, and socioeconomic status.[9]

N-3.1 – The focus of secondary grades and the programs to be employed to achieve work-force and career readiness were evident in the application, though noting the limitations identified in N2.0. The committee did not feel the focus and programs to be employed at the elementary level were adequately addressed. The committee recognizes along with you, that success at the secondary level builds off establishment of strong foundational skills. Help the committee know how strong reading, writing, math and science skills will be achieved in the elementary grades, and with programs descriptions and student learning impact data.

As we wrote in Section 3b. Curriculum of our charter application: Stride provides a rich, research-based curriculum that has been proven to deliver strong student achievement and growth. The program is designed to meet the needs of a diverse student population by integrating multiple assessment tools, cognitive learning strategies, and instructional supports. The pedagogical approach incorporates development of a research-based curriculum with built-in cognitive science-based learning strategies and a design that anticipates and assesses for common misconceptions that interfere with student learning and progress. Stride provides a full-service product unique in the virtual learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers designed to leverage

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[8] USC Dornsife Center for Economic and Social Research, Gibson Consulting Group, and Penn State University. (2021). *Knowledge in Action Efficacy Study Over Two Years.*
https://cesr.usc.edu/sites/default/files/Knowledge%20in%20Action%20Efficacy%20Study_18feb2021_final.pdf
[9] Krajcik, Joseph, et al. (2021). *Assessing the Effect of Project-Based Learning on Science in Elementary Schools.* Michigan State University. Download the report here: https://mlpbl.open3d.science/techreport

best practices from brick-and-mortar classrooms that are adapted to the virtual learning environment.

A Research-based Pedagogical Basis

Extensive and ongoing research ensures that the Stride curriculum is based on sound principles of instructional design and delivery. In Appendix H of the charter application, there are detailed descriptions of Stride's research base including:

- **Cognitive Science Research on How Students Learn** (including sources such as the National Research Council)
- **Research on the Structure of Expert Knowledge**: (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area
- **Research on General Instructional Principles**: empirically-tested principles of online instruction using multimedia resources
- **Research on Teaching Specific Topics and Addressing Possible Misconceptions**: helping students overcome misconceptions related to complex instructional objectives
- **Virtual Learning Leadership Alliance (VLLA)/Quality Matters' National Standards for Quality Online Courses (formerly iNACOL National Standards for Quality Online Courses)**: including online course guidelines for content, instructional design, student assessment, technology, and course evaluation and support
- **Proven Strong Student Achievement and Outcomes**: performance evaluations based on a variety of assessments administered throughout the school year to inform and evaluate the teaching and learning cycle
- **A Curriculum Designed to Meet Diverse Needs**: providing unit-level and lesson-level goals and objectives, online and offline activities, and other attributes to meet diverse student needs
- **Multiple Assessment Tools and Strategies**: assessment tools and strategies linked to learning objectives allowing students to demonstrate what they have learned in a variety of ways

Stride has an Assessment and Research team dedicated to reviewing and synthesizing cognitive science research who work with course development teams to ensure that Stride course developers draw on methods shown by scientific research to be effective in improving learning. In addition to the cognitive science research that goes into Stride curriculum, the team also conducts evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, student performance measurement, and instructional strategies are targeted to ensure best practice and student accessibility to Stride curriculum.

CAU Elementary and Middle School Instructional Program

The CAU instructional program is designed to meet the unique needs of its students so that every student can reach his or her true potential. The School will customize the learning experience for all students by addressing each student's strengths, weaknesses, and aptitudes. Student performance will be evaluated continuously throughout the school year in several ways beginning by determining a student's academic strengths and weaknesses with a Readiness Normed-Referenced Growth Measure. The Board expects to utilize the NWEA MAP Growth

assessment tool for that purpose, assessing each student at the beginning of the school year and then again twice during the school year to track student growth and progress towards proficiency. NWEA MAP is aligned with the mission of the School and provides a variety of reports to guide instruction and personalize learning, including Student Growth Analysis and Projected Proficiency Reporting that provides projected proficiency data and probability for passing the annual RISE assessments. (Please see more information about the assessment plan below.)

In Section 3. Program of Instruction of our charter application (starting on page 56), we described the proposed CAU elementary and middle school instructional programs:

Elementary School
Each elementary school student will be instructed by licensed teachers. A healthy working relationship between the student and the assigned teacher(s) and between the Learning Coach and the teacher will be essential. A licensed teacher(s) will be assigned to each elementary school student and will communicate with the parent through email, telephone, and online web meetings. It is the teacher's personal responsibility to ensure the academic success of each individual student in his/her class. Teachers engage students in the coursework and continually motivate them through frequent live interaction. Teachers also validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual strengths and weaknesses. Students learn from this feedback and then revise their efforts for future assignments. Teachers help set the pace of the course by setting due dates and supporting students through the use of synchronous and asynchronous methods. Each elementary student will also have a homeroom teacher or advisor who addresses noncurricular questions.

Middle School
Middle school students will have one subject-specific teacher for each subject studied. The teacher will be responsible for conducting online sessions and discussions, providing individualized support, validating student attendance and course activity, curricular mastery, setting and grading assignments, and providing instructional feedback. This approach will allow the parent to focus on serving as a Learning Coach and guide to her/his student to help them achieve academic excellence.

Synchronous Instruction
Synchronous instruction is an essential component of the School's instructional model. Teachers provide direct instruction and support in "Class Connect" sessions using a web-based conferencing platform. Students will attend Class Connect sessions by logging on to the Learning Management System, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and engage in lesson topics synchronously with teachers and fellow students.

Instructional Cycles
CAU will establish an instructional cycle: a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Prior to each instructional cycle, teachers and academic leaders will collaborate to analyze

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student performance data in core content areas. Based on this analysis, students will be assigned to the appropriate synchronous Class Connect sessions on a web conferencing platform to include targeted instruction for all students. The frequency and duration of required synchronous instructional sessions is dependent on each student's academic needs.

Teachers will continuously monitor student progress through the Learning Management System and work actively with students and parents/Learning Coaches to advance each student's learning in all coursework. Students in CAU will be regularly assessed in all core courses to ensure they are proficient in state standards. Students in career-based courses will be graded based on project completion.

Formative assessments will be given throughout the instructional cycle. In the week following an instructional cycle, teachers and academic leaders work collaboratively to analyze data and regroup students for the next instructional cycle. The entire instructional cycle (instruction, assessment, data analysis/student grouping, and student/parent communication of requirements) generally lasts 6-8 weeks with one week between cycles set aside for teachers and academic leaders to evaluate data and regroup students.

As part of a comprehensive instructional model, the School will establish a UMTSS (Utah Multi-Tiered System of Supports) multi-tier approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the UMTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.

Synchronous instruction is an essential component of CAU's instructional model. Teachers will be able to interact and build relationships with students, assess skill level and provide personalized instruction to meet the academic needs of each student. Below is a list of some of the uses of synchronous instruction:
- Synchronous instruction based on state-assessed standards
- Synchronous instruction using the Stride curriculum lessons
- Remediation for small groups based on assessment data
- Support/Remediation for individual students based on assessment data
- Enrichment for accelerated learners
- Providing individualized instruction and drop-in tutoring
- Skill assessments
- Test taking skills and practice questions for state testing
- Classroom/community building activities
- Science experiments
- Student and/or group projects
- Book clubs
- Literature circles

- Writing workshops

Asynchronous Instruction

Stride courses meet a wide variety of student learning preferences and follow well-researched and proven instructional methods. Learning Coaches monitor student performance and progress in courses. Teachers, students, and Learning Coaches collaborate and meet to ensure the success of every student. In grades K through 5, Learning Coaches play an essential role in working with students offline on hands-on activities such as handwriting and other manipulative exercises.

In the Stride Online Middle School platform, teachers can provide asynchronous instructional and assessment materials directly inside the online course itself. Teachers have a significant level of control over the delivery of and access to online course activities. Teachers can assign release conditions to course content and activities to control when and if a student is exposed to content or an activity. Release conditions can be customized to be triggered by specific student behaviors and performance in the course which provides a powerful tool for the differentiation of asynchronous instruction. Teachers can also employ audio and video to create a sense of teacher presence in courses and utilize online discussions to develop communities of learning within their courses.

Stride courses provide enhanced features to further support students and teachers. Students are automatically assigned differentiated content based on the results of a readiness assessment at the start of each semester. Built-in formative assessments allow teachers to employ data-driven instruction through the use of enhanced Summit assessment reporting based on state standards. The result is a course that makes it easier than ever to differentiate instruction for students while increasing visibility into student readiness for high-stakes state testing.

Data Analysis and Grouping or Regrouping

Student and LC Communication of Live Instruction Requirements and other Interventions

Formative Assessment

Instructional Cycle 6 - 8 Week Intervals

CAU Student Assessment

Student performance will be evaluated continuously throughout the school year in several ways and is designed to inform and evaluate the teaching and learning cycle. The assessments will include (subject to Utah statutes including Section 53E-4-301 and regulations including R277-404 as they apply to charter school students as well as the charter agreement):

- A **Readiness Normed-Referenced Growth Measure** used to determine a student's academic strengths and weaknesses. This assessment is administered three times a year to measure growth with the initial test taking place before the beginning of the school year or upon enrollment approval.
- A variety of **Formative Interim assessments** administered during each instructional cycle which is approximately one quarter of the school year) to assess student mastery of the state standards and objectives taught throughout the instructional cycle.
- **Content-specific assessments** are also built into every lesson and unit to guide and tailor the pace of progress to each student's needs.
- A **Summative assessment** is used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year.
- **State required assessments** at the applicable grade levels.

Growth Measure Assessments

Teachers differentiate instruction based on individual student needs while they assess students' mastery of the state standards. Beginning of the year assessments help to identify strengths and weaknesses in meeting state standards for each student. These assessments offer an initial benchmark for student skill level in each core area which allows teachers to differentiate instruction based on student needs. All students will take readiness assessments. Assessment results will provide data to be used as an indicator of how to group students for each instructional cycle.

Students in grades K-8 will take a growth measure assessment (expected to be NWEA MAP) in reading three times a year; students in grades 2-8 will also take the growth measure assessment in math three times a year. These assessments will indicate the degree to which students have acquired those skills. If the readiness assessments indicate that there is a deficit in grade-level skills in an incoming class, teachers will use the Online School (OLS) and Online Middle School (OMS) lesson plans to focus on remediation sessions and pace coursework appropriately for those students.

Formative Interim Assessments

Formative interim assessments will be given at the end of each instructional cycle for English Language Arts, math, and any other courses tested by the state. This data is then collected and will be analyzed to determine participation as well as the best intervention/teaching strategies to employ. Formative interims will be administered to all students and aligned to the state assessment blueprint, state standards, and curriculum. Assessments will test student mastery of material taught in the preceding instructional cycle(s).

Course Assessments

Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or the entire lesson is advisable. When content is presented using

platforms that support adaptivity, lesson assessments can also determine the learner path, i.e., the sequence of learning objects that make up a particular student's journey through a lesson.

Unit Assessments show whether the student has retained key learning objectives for the unit and identify specific objectives students may need to review before moving on.

Semester Assessments verify student mastery of key learning objectives for the course.

Teachers monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, combined with integrated assessments and a comprehensive learning system, provides parents and teachers with the support needed to deliver an unparalleled education. Teachers can proactively monitor individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the learning management systems, the Online School (OLS) for grades K-5 and the Online Middle School for grades 6-8.

Stride curriculum assessments employ a variety of formats, allowing students to demonstrate what they have learned in a number of ways. Some assessment items are presented, answered, and scored by the computer. Others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, matching, technology enhanced items (drag and drop, sequencing, etc.), short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills and metacognitive knowledge. In simple terms, metacognition is being aware of what you know and don't know, understanding what you will need to know for a certain task and having an idea of how to use your current skills to learn what you don't know. This is how teachers want students to approach new learning, with students feeling empowered and not overwhelmed, armed with a toolbox of strategies that help them tackle new learning and easily make connections to what they already know. Because these strategies do not come naturally to a lot of students, they must be explicitly taught, and research shows doing so makes a big difference in student performance.[10]

The following course/content assessments are built into the Stride K-8 curriculum:

Subject	Content
English Language Arts	**K – 2:** Semester Tests (only)
	Grades 3 – 8: Lesson, Unit, and Semester Tests
Math	**Grade K:** Lesson and Unit Tests
	Grades 1 – 8: Lesson, Unit, and Semester Tests
History	**Grade 1:** Lesson and Unit Tests
	Grades 2 – 4: Lesson, Unit, and Semester tests
	Grade 5: Lesson, Unit, Semester, and End-of-Course tests
	Grade 6: Lesson, Unit, Semester, and End-of-Course tests

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[10] http://study.com/academy/lesson/metacognitive-strategies-definition-examples-quiz.html Captured 5.24.16

	Grades 7 – 8: Lesson, Unit and Semester Tests
Science	**Grade K:** Lesson tests (only)
	Grade 1: Lesson and Unit tests
	Grades 2 – 8: Lesson, Unit, and Semester tests

Summative Assessments

State Assessments
State assessments measure student learning and mastery of grade level or content standards for that academic year. Please refer to our responses to N-1.1, N-1.3, and N-1-4 above for our revised SMART goals regarding RISE assessments.

Please also see "Administering State Assessments" on p. 35 of the charter application for a description of the process that CAU proposes to follow to administer state assessments.

CAU Elementary and Middle School Curriculum and Course Content
To further demonstrate CAU's plan for elementary and middle school student achievement in the areas of reading, writing, math, and science, we are providing descriptions of our proposed K-8 curriculum which we couldn't include in our charter application due to space limitations.

The design, development, and delivery of Stride's curriculum is grounded in a set of guiding principles that promote critical thinking and problem solving skills to prepare students for the demands of the 21st Century. While maintaining a strong alignment to Utah Core Standards, Stride uses "big ideas" in every subject area to organize the explicit learning objectives for each course. This approach enables teachers to easily connect their instruction to both content standards and to state standards. It also helps students understand how skills and standards are connected, providing a coherence to the teaching/learning process often missed when content standards are taught as independent, unrelated ideas.

Stride content experts have developed a clear understanding of those subjects, concepts, and skills (as determined by experience and research on learning and teaching) that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts and on the most challenging concepts and skills. Stride uses existing research, feedback from parents and students, and experienced teacher judgments to determine these priorities and to modify Stride's learning systems to guide the allocation of each student's time and effort. It is important to emphasize that this personalized approach to instruction ensures that every student will receive the instructional support needed to master the Utah Core Standards.

Courses within the Stride curriculum align to the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the Virtual Learning Leadership Alliance (VLLA)/Quality Matters' National Standards for Quality Online Courses (formerly iNACOL National Standards for Quality Online Courses). The objectives are crafted from educational research, state and national standards, and deep content expertise. Each course clearly identifies the objectives to be mastered in each lesson, unit, and semester. The lesson objectives are clearly defined on the learning platform.

Several types of multimedia are standard in the Stride curriculum and used strategically to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods:

- *Audio*: maximize the learner's ability to process information without being overwhelmed by visuals
- *Photographs/illustrations*: help represent, organize, and interpret the content
- *Interactive activities*: used to segment content, personalize learning, promote agency in learning, and offer the opportunity to engage in activities incrementally increasing in cognitive difficulty (see Interactive Framework, below)
- *Technology-Enhanced Item (TEI) types:* offer students the opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and bring instruction to life

Stride Science courses include open-ended simulations giving students an environment to model natural phenomena. The open-ended simulations present the learner with the simplest case appropriate for their knowledge development and then provide the means to reshape the environment using increasingly more sophisticated tools or ideas. The simulations give students the opportunity to create and test models, to reinforce core lesson ideas, and to apply scientific and engineering practices in virtual labs.

Interactive Framework

The Stride curriculum provides an interactive framework designed to enable students to fully reap the benefits of the personalized online learning environment. Many digital curriculum courses created by other curriculum providers are simply online textbooks and lack robustness and implementation support. The Stride course experience is designed expressly for a digital learning environment that follows careful instructional design principles and is packed with rigorous content so that the learning experience creates a full story arc. Stride courses follow a framework of interactivity that is peppered with engaging media and video and interactivity, fully using technology to enhance learning and engage students. Courses match interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, feedback from the students in the schools and programs served by Stride, as well as feedback from parents and teachers.

Summit Curriculum
The Stride Summit courses are built on a consistent, predictable instructional model to ground students in what to expect and are packed with rigorous content, interactivity, and engaging media and video. The courses personalize learning in a variety of ways, from offering more scaffolded learner paths for students needing extra support, to matching readers to appropriately leveled texts. Summit courses are designed expressly for a digital learning environment, using technology and instructional design principles to enhance instruction and engagement, not just to deliver print-based instruction online. The result is a comprehensive online learning experience. Currently, all Stride grades K-8 ELA, Math, Science, History/Social Sciences, Art, and Health and Physical Education curriculum are Summit courses. Please see Appendix A for a pdf of Stride Course Lists and Appendix B for a Walkthrough of Stride Demo Accounts which have

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been created for USU-CSF to explore representative Stride elementary, middle school, and high school curriculum including core subjects, CRE/PBL courses, and introductory courses.

K-8 Interactive Curriculum
The Stride K-8 curriculum is engaging and includes a variety of innovative game-like experiences embedded in the instructional content. For example, the "Space Coaster" game is integrated into some Math and ELA courses. In the example below, students work to improve fluency with math facts, selecting an exciting piece of coaster track with each correct answer to build a personalized animation that shows their roller coaster when they complete the game.

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The adaptive game-based learning system, Stride Skills Arcade, is both a Stride supplemental software program for English Language Arts, Math, Reading, and Science in grades K to 8 and is also being integrated for practice opportunities aligned to what students have learned in Stride Summit ELA and Math curriculum based on students' needs. Stride Skills Arcade integrates gaming components and a reward system to engage students while helping below or above grade level students expand their knowledge. Stride Skills Arcade provides adaptive algorithms that put students on a learning pathway based on the questions they answer correctly or incorrectly so students spend less time on skills they have mastered and more time practicing skills with which they are not yet proficient. Stride is tailored to each student's needs, keeps students motivated, and is built directly into many lessons. Reteaching and practice cycles are delivered right at point of use within the most challenging lessons to ensure students who need extra support receive remediation before misunderstandings form misconceptions.

In addition to the online curriculum, the Stride curriculum provides students with interactive offline learning in a number of ways:

- Multiple ways to complete questions, self-assessments, and study guides

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- A variety of hands-on materials and supplies sent to students to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for 1:1 and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

Families with students enrolled in elementary grades begin the school year with the Introduction to Online Learning course. New middle school students attend "Online Learning: Middle School", which introduces them to the online learning platform. Returning students attend "Welcome Back: Middle School". These introductory courses provide an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered for grades K-5 include:
- the online school tools like the daily plan, messages, and help;
- course organization of lessons, including assessments;
- Resources like Big Universe and Scholastic Go; and
- strategies to get organized and be a successful student in online courses.

In addition to the above, topics for middle school also cover time management (including how to take advantage of flexibility of online courses) and how to form a consistent plan each day.

The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their respective introductory courses, students will be fully prepared to begin their lessons in the online school.

From Kindergarten through 8th grade, Stride courses are categorized into eight major subject areas – math; science; English/language arts (ELA); history and social sciences; art; music; world languages; and health and physical education – plus adaptive supplemental courses. The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes assessments (whether formative or summative) built in at regular intervals appropriate to each course and subject to ensure mastery and provide for remediation or enrichment where necessary.

Math: Stride's elementary (grades K-5) Math program is designed to establish fluency in arithmetical computation while also deepening the ability to reason mathematically (conceptual math). A suite of courses collectively called Summit Math, part of a greater collection of the innovative Summit courses, represents Stride's second generation of research and development into effective approaches in early mathematics instruction and current e-learning instructional design.
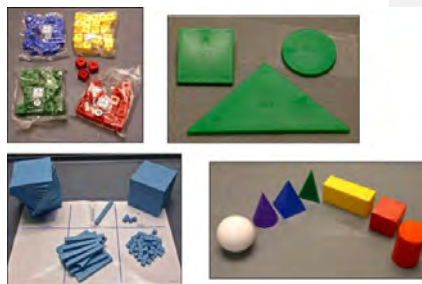
Sample Elementary Math Materials

Stride's Math courses emphasize an active, multisensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Spiraling practice and review ensures mastery of basic skills. Embedded online games and animations motivate and engage students in challenging work and help illustrate concepts, while challenge problems help students develop critical thinking skills. From helping younger students make the link between the concrete and the abstract to immersing older students in the symbolic manipulations of algebra, Stride Math provides a thorough mathematical grounding and foundation for middle school.

Science: Stride offers real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. To enhance their understanding of experimental procedures and scientific concepts, students may use online "sandbox" experiences or lab supplies and materials which they receive depending on the School's program. Exploring life, earth, and physical sciences in each grade, Stride Science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances.

Sample Elementary Science Materials

Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands on experiments, the program helps students develop skills of observation and analysis and learn how scientists understand our world, using materials shipped to students in kits. This fundamental instructional practice of applied science has prepared the Stride Science courses for the NGSS with their notable emphasis on applied science in the NGSS' newly explicit engineering strand.

English Language Arts (ELA): Stride ELA courses help students develop important reading and writing skills, while also inspiring a love of literature. Combining phonics, literature, language skills, and spelling lessons, the ELA program emphasizes classic works from a diverse range of cultures and traditions while offering contemporary, authentic reading experiences via physical trade books and Big Universe, a rich digital library (see below). The courses also include informational texts and address writing as a process to prepare students well for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities; while older students develop literary analysis and comprehension skills by reading novels and nonfiction works.

Sample Elementary ELA Materials

Grades 2- 5 Summit English Language Arts course strands are interwoven for a cohesive, balanced experience. Stride Skills Arcade for ELA (see Stride description above) provides independent practice tailored to each student's specific needs, built right into many lessons. Reteaching and practice cycles are delivered right at point of use within the most challenging lessons to ensure students who need extra support receive remediation before misunderstandings form misconceptions.

 "Big Universe" is a digital library offering thousands of leveled ebooks, a reading fluency tool, analytics to demonstrate reading growth, and engaging reading practice opportunities. Big Universe and the Fluency Tool are embedded directly within grades 3, 4, and 5 ELA Summit courses. In order to match readers to engaging texts at their instructional reading level, the Summit ELA grades 3, 4, and 5 courses provide reading benchmarks and reading checkpoints within each course which allow teachers to place fluency checkpoints into student plans as appropriate for a student's class and schedule. The Fluency Tool uses sophisticated natural language processing and scoring based on empirical research. A benchmark test is provided to students and asks them to read three passages aloud, to retell what they have read, and to answer a few comprehension questions about each passage. The Fluency Tool determines each student's instructional level using measures of reading rate, comprehension, accuracy, and expression. The checkpoint exams help the teacher to monitor how the student is reading compared to the student's instructional level.

History/Social Sciences: The Stride kindergarten history and social sciences program takes students on a world tour of the seven continents and provides an overview of American History through a series of biographies of famous Americans. The first grade history program tells the story of the geography and ancient history of Greece, Egypt, and China; as well as the origins of Judaism, Hinduism, Buddhism, and democracy. New grades 2 through 4 history curriculum will be introduced in SY2021-2022 focusing on exploring community, civics, citizenship, and state history

Sample Elementary History Materials

through ebooks, web explorations, and hands on projects. Students in second grade experience a broad introduction to social studies and build a base for future learning. Third graders explore the world around them through the lens of diverse social studies concepts and topics. Fourth graders investigate the geography, history, economics, and civics of the United States. Students in grades 5 and up explore major themes and topics in greater depth through an American Studies course.

Art: Following timelines parallel to those of the History/Social Sciences lessons, Stride Art lessons introduce students to great works of art from different cultures and eras while engaging them in creative activities, including painting, drawing, sculpting, and weaving using provided materials such as oil pastels, crayons, molding clay, plaster, yarn, and more. Students are introduced to the elements of art—line, shape, color—and identify different types of artwork such as portrait, landscape, and still life as they learn about

Sample Elementary Art Materials

important paintings, sculpture, and architecture. They study the works of famous artists and learn about different artistic movements such as Impressionism and Cubism and explore artistic traditions of diverse lands and cultures. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

Music: Stride allows students to explore and build foundational music skills with Spotlight on Music. This course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, and authentic sound recordings. Music comes to life in the course through six units that are organized into three sections: Spotlight on Concepts, Spotlight on Music Reading, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities, and cultural context. Students explore music from around the world while also exploring beat, meter, rhythm, melody, harmony, texture, form, tone color, dynamics, tempo, style, and music background. Students also have the opportunity to perform seasonal and celebratory songs.

World Languages: Stride offers the only online language-learning program designed specifically for students in the lower elementary grade levels. The Stride offering in World Languages, Middlebury Interactive Languages, gives students a choice of World Language courses and helps students to read, write, speak, and listen for meaning in the languages they choose to study, with an overall emphasis on proficiency. In SY2021-2022, Stride offers students in elementary and middle school Chinese, French, Spanish and German World Language courses. Students in middle school can also enroll in Latin courses. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the World Language program highlights common vocabulary terms and phrases, introducing younger students to a wide range of grammar patterns while helping older students master numerous grammar principles. Courses prepare students to put their new language to use in both social and academic settings by incorporating the vocabulary and patterns they have learned.

In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures. Because learning a language involves a variety of learning skills, studying a foreign language can enhance a student's ability to learn and function in several other areas. Children who have studied a language at the elementary level tend to score higher on tests in reading, language arts, and math. People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem-solving, conceptualizing, and reasoning.

In addition to cognitive benefits, the study of foreign languages leads to the acquisition of important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and succeed in a fast-changing world. They also learn to effectively handle new situations. In addition, the encounter with cultures different from one's own leads to tolerance of diverse lifestyles and customs and improves the learner's ability to understand and communicate with people from different walks of life.

Elementary and Middle School Career Readiness Education: "Experience" is the key word for elementary school CRE. During elementary school, students will begin to experience careers and develop professional skills (e.g. communication, organization, presentation). The School's career readiness director will work with teachers to introduce students to the concepts of careers and will design lessons, activities, and field trips that provide opportunities for students to experience various careers. Career kits - similar to science kits – will be sent to families for students and parents to explore together. The anticipated ESP has partnered with the *Inventors Hall of Fame* to create these quarterly career experiences in a variety of career clusters.

"Exploration" is the key word for middle school CRE. A two-semester course introduces 6th or 7th graders to opportunities across the sixteen National Career Clusters™. Then, students may choose from Stride's 5 one-semester cluster exploration courses in Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Health Science and Human Services; Information Technology; and Manufacturing, Architecture, and Construction. The purpose of cluster exploration courses is to increase the student's awareness of their interests and the careers that are available. The courses cover basic concepts related to each career cluster and its pathways. Students learn how to choose a satisfying career by identifying strengths, interests, skills, abilities, and areas for growth.

Explorations courses utilize a project-based learning (PBL) format in which students engage in long-term, authentic projects to achieve learning goals. All PBL courses include 3-4 projects that contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the "need to know" for students to learn the targeted content of the course. Students take on professional roles to develop their project and in-demand career skills take center stage. Activities in Explorations courses teach leadership, critical thinking, communication, and problem-solving skills that are essential to project success. Each course prompts students to begin career planning by developing an academic plan, identifying courses that meet career goals, understanding education and certification demands in a field, and collecting artifacts for a portfolio.

Student Learning Impact Data

Stride, our anticipated ESP, provides a rich, research-based curriculum (please see the CAU application Appendix H Stride Curriculum Research Basis) that has been proven to deliver strong student achievement and growth. Stride is committed to producing courses that meet or exceed the National Standards for Quality Online Courses of the Virtual Learning Leadership Alliance (formerly iNACOL Standards for Quality Online Courses). The Stride program is designed to meet the needs of a diverse student population by integrating multiple assessment tools, cognitive learning strategies, and instructional supports. The pedagogical approach incorporates development of a research-based curriculum with built-in cognitive science-based learning strategies and a design that anticipates and assesses for common misconceptions that interfere with student learning and progress. Stride provides a full-service product unique in the virtual learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers designed to leverage best practices from brick-and-mortar classrooms that are adapted to the virtual learning environment.

In Section 8 of our charter application (pp. 109-112) and in the response to N-4.0, we described the due diligence we have exercised to vet our anticipated ESP, Stride. Below are examples of the academic performance of several schools outside of Utah that contract with Stride, one of which is in addition to the schools cited in Section 8:

Texas Online Preparatory School (Texas)(Grades 3-12)
- In 2019, 93% of students scored at least "Approaches Grade Level or Above"* on their first STAAR Reading exam in Grade 5 Reading, compared to the state average of 78% and district average of 65%.
- In 2019, Middle School students at Texas Online Preparatory School outperformed the state in the following areas:
  - "Approaches Grade Level or Above" in All Subjects (83% vs. 78% State)
  - "Approaches Grade Level or Above" in ELA (89% vs. 75% State)
  - "Approaches Grade Level or Above" in Math (83% vs. 82% State)
  - "Approaches Grade Level or Above" in Science (88% vs. 81% State)
- In 2019, 61% of population scored "Approaches Grade Level or Above" in all subjects compared to state average of 50%.

- In 2019, 67% of population scored "Approaches Grade Level or Above" or in Math compared to state average of 48%.
- In 2019, 61% of population scored "Approaches Grade Level or Above" in Science compared to state average of 54%.
- In 2019, Texas Online Preparatory Academy had a graduation rate of 89.8% compared to state average of 90%.
- In 2018, the school's average SAT score was 1093 compared to the state average of 1036. The school's average ACT score was 24.2 compared to state average of 20.6.
- In 2019, 42% of Prior Year, Non-Proficient Students showed progress at Texas Online Preparatory Elementary compared to 41% state average and 30% district average.

* The passing standard for STAAR assessments is Approaches Grade Level or Above. A student who scores at or above this level has passed the STAAR test.

Friendship Public Charter School Online School (Washington DC)(Grades K-8)
- In 2019, 46.77% of the students scored "Meets or "Exceeds Expectations" on English Language Arts, compared to state average of 37.15%.
- In 2019, 58.53% of the students scored "Approached, Meets or Exceeds Expectations" on Math compared to the state average of 55.17%.
- In 2019, the FPCS middle school received a 68.96% (4 stars out of 5) on the DC framework.
- In 2019, the FPCS elementary received 40.26% (3 Stars out of 5) on the DC framework.

Iowa Virtual Academy (Iowa)(Grades K-12)
- In 2019, Iowa Virtual Academy had a Median Growth Percentile of 61.5 for its 3rd-8th grade population in Reading (State average is 50). The school's Free and Reduced Lunch population had a Median Growth Percentile of 64, compared to the state average of 46.
- In 2019, Iowa Virtual Academy had a Median Growth Percentile of 55 for its 3rd-8th grade population in Math (State average is 50). The school's Free and Reduced Lunch population had a Median Growth Percentile of 48, compared to the state average of 46.

Nevada Virtual Academy (Nevada)(Grades 6-12)
- In 2020, NVVA high school had a graduation rate of 88.70% compared to state average of 82.57%.
- In 2019, NVVA middle school has a Math Median Growth Percentile of 59.5 in Math and 50 in ELA (State average is 50).
- In 2019, 36.1% of NVVA high school students scored "Proficient" in Science compared to state average of 29%.
- Both NVVA middle and high school had a greater proficient ELL population than the state average.
- In 2019, NVVA middle school had a Chronic Absenteeism rate of 0.5% compared to the state average of 7.9%.

Pikes Peak Online School (Colorado)(Grades 9-12)
- In 2019, the school scored "Performance" (highest rating) on the Colorado Alternative Education Campus framework.

- In 2019, the school received "Meets" ratings on Math, Evidence-Based Reading & Writing, and Science measures under Academic Achievement.
- In 2019, the school's Median Growth Percentile of 52 on Star Enterprise Math outperformed the state.
- In 2019, the school's Median Growth Percentile of 61 on Star Enterprise Reading outperformed the state.

N-3.2 – Considering N-3.1, the committee discussed the potential advantages of the CAU team phasing in the CAU proposal and beginning with the secondary grades and getting the school operating, and in the grades and with the focus noted, and then, based on pre-determined performance, phase in the elementary grades. We invite you to consider these potential advantages and alter your application if appropriate.

Based on our discussion with USU-CSF during the Stage 4 Application Strengths and Needs Meeting on March 10, 2021; the notes of that meeting provided by USU; and the additional information we have provided in this document, especially in response to USU-CSF's N-3.1 and N-3.3 Identified Needs statements, the CAU Board is prepared to proceed with the plan in the Stage 3 charter application: Career Academy of Utah will enroll students in kindergarten through twelfth grade. As originally proposed, CAU would enroll students in grades K-9 in Year 1, followed by K-10 in Year 2, K-11 in Year 3, and K-12 in Year 4 and thereafter.

N-3.3 – The committee saw great strength in the board relating to the secondary focus. The committee recommends adding greater strength in board members at the K-6 level.

It is the Board's goal that its members will represent a diversity of expertise and interests including elementary, middle school, and high school education. Two founding Board members will be able to apply their hands-on experience in public education, including K-6 public education, in Utah to greatly benefit CAU.

- Board Chairman Todd Bingham brings experience in charter school governance including assessing school performance. He has strong experience in the areas of leadership and management, strategic planning, and development and implementation.

  Todd was a founder and governing Board member of the Athlos Academy Charter School in Herriman which enrolls students in grades K-9. His roles with Athlos Academy school evolved from developing the concept for the school and the charter application; representing the charter application through its approval; overseeing construction of the school building; and overseeing all facets of the school while serving on the governing board as Vice Chairman for several years. Todd possesses a unique and valuable background that will benefit the mission of this School and the Board throughout the planning, implementation, and operational phases of the School. Todd's education background includes Business Administration, University of Utah; Business and Marketing, Dixie College; and General Education, Salt Lake Community College.

- Board member Ethan Deceuster is a Board member with both teaching experience and experience in instructional technology and design. His expertise lies in the learning process of children as well as the best strategies and processes for facilitating online learning which aligns with the CAU online learning model. He provides an expertise critical to the Board's decision making as it pertains directly to high quality instruction and learning experiences for students and learning science.

  Ethan was a grades 3 through 5 classroom teacher in Utah public schools for eight years. During that time, he also served as a professional development trainer. He has been engaged in instructional design for online courses in higher education for the past 4 years, currently as Course Development Project Manager at Dixie State University where he is also an Online Instructor and Digital Learning Designer for Digital and Extended Learning.

  In addition to his professional experience, his expertise is grounded in his education having received his Master of Education in Instructional Technology and Learning Sciences, Utah State University; Bachelor of Science in Elementary Education with a Minor in Teaching English to Speakers of Other Languages (TESOL), Brigham Young University; and an Endorsement in Gifted and Talented Education, Southern Utah University.

The Governing Board will continuously seek to strengthen and enhance the expertise of the Board to address the needs of the School and to better serve our student population.

N-3.4 – **The committee noted that little reference was made to the Individuals with Disabilities Education Act (IDEA). Provide more detailed information on how this federal law will be implemented.**

Please see the accompanying Sample Special Education Procedures Manual in Appendix C.

The Career Academy of Utah will contract with an ESP that will develop a Special Education Procedures Manual that will include federal IDEA Guidance; USBE Special Education Rules; and the school procedures that define how the School will implement federal, state and local requirements in the virtual school setting. K12 Virtual Schools LLC (a subsidiary of Stride) has provided a sample manual that will be further customized for CAU. Stride has requested that we note that the manual is protected from disclosure under GRAMA pursuant to *Utah Code Ann. §* 63G-2-305(2). The manual is part of the services provided by K12 Virtual Schools LLC to Boards that contract with it. The manual was created uniquely for Stride and is based on Stride's experience serving special needs students in statewide programs across the United States for decades, Disclosure of the company confidential document could result in injury, unfair competitive advantage, or impair obtaining information in the future.

It is the responsibility of the USBE to monitor Special Education to ensure that CAU is in compliance with all requirements. The Special Programs Manager is responsible for designing and implementing processes to ensure compliance. Additionally, the Special Programs Manager

will conduct regular and on-going internal monitoring activities and report those monitoring data to the CAU Board.

The Special Education staff will engage and participate in Professional Development activities to keep current with IDEA and USBE Special Education Rules. In addition, the Special Programs Manager, in collaboration with the LEA Director and the school leadership team will provide Professional Development to the whole staff, including general education teachers, regarding their responsibilities to ensure that students with disabilities are receiving a Free and Public Education (FAPE) and that students with disabilities are making progress to their IEP Goals and meeting school, authorizer and state accountability metrics.

N- 3.4 continued: Also, clarify how "specially designed instruction" addressing the contours, or unique educational needs of students with disabilities will be addressed through your proposed staffing, and through the ESPs you will eventually contract with.

It will be the goal of the virtual school to employ the most capable teachers and administrators available. All administrative and teaching staff will be overseen by the Board. The ESP will provide staff as necessary to carry out its contracted services as defined in a services contract, which will be negotiated and executed following a procurement process after charter approval. All key management and staffing decisions will be determined by the Board. Please see the revised organizational chart in our response to N-10.0.

Educator License Requirements (R277-504, R277-506, and R277-520).
Professionals providing services to students with disabilities must hold a Utah Professional Educator License or Endorsement in the area in which they provide services. This includes special education teachers, speech/language pathologists, school psychologists, school social workers, and other professionals. Physical and occupational therapists must hold appropriate Utah licensure. The school district superintendent or charter school administration shall be responsible for the evaluation of the appropriateness of licenses and endorsements when assigning staff members. *Refer to the USBE Teaching, Leadership, and Paraeducator Standards in the Utah State Board of Education Rules (August 2020).*

Special Education Teachers assigned to teach academic subjects in elementary and secondary special education programs must, in addition to their special education license, meet the standards for personnel under the USBE and the ESEA/ESSA.

Proposed Staffing

Special Programs Manager: Develops and implements policies and procedures and oversees all matters related to special programs for the School including Federal and State Programs, Special Education, English Learners (EL), Response to Intervention (RtI) and 504, and other student support programs. This position will coordinate state and federal programs and provide guidance and oversight of personnel and programs to ensure compliance with funding guidelines and the school plan. The role will also assist with developing and implementing general academic policies and procedures leading to the success of all students (see additional detail in Section 6 of

the Career Academy of Utah Application). The Special Programs Manager will be employed by the CAU Board and will report to the LEA Director.

Related Services Coordinator: The Related Services Coordinator serves as the contact point for all teachers, staff, and service providers regarding any therapy or related services provided to students through an Individualized Education Plan. The Related Services Coordinator is responsible for adhering to federal and state procedures, timelines, and all required reporting regarding the acquisition and provision of these services to students. The Related Services Coordinator will be employed by the CAU Board and will report to the Special Programs Manager.

Special Education Teachers: Qualifications for special education teachers (R277-504) will be followed. The USBE and IDEA established qualifications for each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school.

USBE Rules do not specifically address caseload size. The CAU Board will determine caseload size for Special Education Teachers based upon the demographics of the special education population and the unique needs of the students taking into consideration the age, grade level, placement in the Least Restrictive Environment (LRE), Continuum of Services, progress toward IEP Goals, and academic outcomes as measured by school-wide assessments and statewide assessments.

N-3.4 continued: Also, describe how motor, occupational, speech and other forms of therapy will occur in your virtual program.

Related Services such as Physical Therapy (motor); Occupational Therapy, Speech and/or Language Therapy as well as other forms of therapy including but not limited to: School Psychological Services, Counseling, School Social Work; and Behavioral Intervention are most often provided virtually. It is the responsibility of the IEP Team to determine the type, amount, frequency and location of therapy.

Therapy may be provided by appropriately licensed professionals hired by the CAU Board; through contracted services with agencies and or individuals or a combination of both. Therapists must meet USBE Licensure requirements, whether contracted by or employed by the CAU Board.

Third party therapists must operate within a CAU Board approved contract between the individual therapist or an agency. Contracted therapists must meet USBE Licensure; carry professional liability insurance; and clear background checks.

The contract between the CAU Board and the Related Service Agency (or Individual) describes the conditions including how virtual therapy will be delivered; the platform that the therapist will use; and any specialized equipment that will be needed to deliver the therapy to the student (such as a high-quality microphone and camera).

In the event that the IEP Team determines that a student with a disability requires in-person therapy in order to receive a FAPE, the Related Services Coordinator will identify a therapist who lives near the student's home.

If CAU does not have a therapist that can provide in-person services to the student, the Special Programs Manager is responsible for finding, recruiting, and securing therapy for the student. The case manager will convene the IEP to discuss options for providing therapy until which time a therapist is located that will provide in-person services. CAU will provide compensatory services for any missed service time that may occur.

CAU will implement a Related Services Tracking system for the purposes of managing third party contracts, ordering services, documenting service delivery time, progress monitoring toward IEP goals, and managing invoices for contracted services.

N-3.4 continued: Finally, describe how transportation will be addressed for SWDs if they require transportation to a face-to-face school setting to be able to benefit from their education program and related services.

If transportation is required for a student to receive services as outlined on their IEP, CAU will work with the family to ensure that appropriate transportation is provided. Transportation arrangements will vary depending on the service location and transportation options in that area of the state. Arrangements may include bus tokens, taxi credits, contracts with local transportation providers, or reimbursement to the parent directly based on the federal mileage rate.

Reimbursement for mileage will be approved by the Special Programs Manager or designee. Proper documentation must be submitted for reimbursement to be made.

N-4.0 – The committee was not able to find the criteria you will be using to select ESPs. Because so much of your proposal is so replete with ESP based services, the committee recognized that they were reviewing the application, but also should understand how ESPs would be selected. Provide criteria you will use to select ESPs.

ESP Selection Criteria

CAU's mission is to empower students regardless of zip code to break through the constraints of limited opportunity by fostering academic mastery and providing focused career readiness education to close the skills gap, prepare students for high paying careers within their communities, and achieve success beyond high school. We will accomplish this by creating a career-focused virtual school that delivers instruction using Project Based Learning (PBL) and works directly with industry partners throughout Utah including rural Utah. Foundational learning proficiency will be the focus of early grades, equipping students with the skills they need to develop deep content knowledge in upper grade levels.

Given the School's mission, the Board determined early on that the selected ESP must be capable of providing all of the following:

1) Experience in statewide virtual models of education;
2) Robust virtual programming, including provision of software and hardware, that can serve students from anywhere in the state;
3) Learning science-based curriculum with a proven track record of fostering academic success at all grade levels K-12;
4) Comprehensive career-readiness curriculum beginning in elementary school that incorporates PBL, workplace-based experiences, and dual credit offerings and results in relevant industry-recognized credentials;
5) Ability to meet the needs of all students, including gifted learners and those requiring special education services;
6) Expertise in school-related finance, compliance, and reporting;
7) Ability to customize CRE curriculum to align with industry partner credentialing and skills certification requirements;
8) Experiencing standing-up and supporting dual credit partnerships;
9) A Learning Management System and Student Information Management System that can provide comprehensive student and school data points to allow for data-driven instruction; and
10) Robust, flexible, and targeted teacher and administration professional learning programs.

Due Diligence on Stride, Inc.

The Board anticipates contracting with Stride to be its ESP because of its experience serving and supporting statewide virtual schools, especially those with a CRE curriculum who desire access to work-based experience and career preparation. As described above, the Board identified the characteristics the ESP needed to exhibit for it to be the best match for CAU's mission. During the due diligence process, the Board reviewed Stride's ability to meet those criteria by evaluating information provided by the ESP as well as publicly available information and were impressed by the depth of their experience in virtual schools and CRE programming. With input from the school leadership team, the Board will annually evaluate the effectiveness of the ESP in order to provide constructive feedback and make timely adjustments, if required.

To date, the Board has had multiple meetings with Stride leadership, including a virtual tour of Stride and Q&A sessions with region-specific support staff as well as national leadership. The Board has been impressed with Stride's responsiveness, their knowledge of the Utah education system, and their commitment to supporting the Board's mission of achieving 100% learner proficiency at CAU. The Board has met separately with the Stride School Services academic team to learn about their academic and instructional model and school operations, the School Development team about school policies and launch support, the Career Readiness Education Product Development team to learn about their project-based learning curriculum and career readiness program, and the Finance team to learn about Stride's approach to school-related finances and compliance reporting.

Ethan Deceuster, a Board member who was formerly an elementary school teacher in Utah and now works in instructional technology and design, undertook an in-depth review of Stride's curriculum. He spent time navigating demo accounts from both a student and teacher perspective alongside Stride's Vice President of Academics and other Stride curriculum experts who

answered his questions regarding instructional programming, supports, data-driven instruction, and assessments. He found the curriculum to be high-quality, interactive, engaging, and aligned with CAU's mission and goals.

Likewise, Kelvyn Cullimore, the Board Treasurer who has extensive experience in public, private, and non-profit fiscal management, met with the Vice President of Finance at Stride as well as other regional financial support personnel to gain an in-depth understanding of how Stride supports financial reporting, financial compliance, accounting and bookkeeping, financial planning and analysis, and finance and accounting operations at the schools with which it contracts. He also undertook research on publicly available information on Stride, including the financial reports required of it as a public company as filed with the United States Securities and Exchange Commission. He was impressed by Stride's capabilities and conveyed his confidence in Stride's ability to support CAU in meeting its finance- and compliance-related responsibilities.

Finally, the Board jointly reviewed student learning outcomes at a host of schools around the country who contract with Stride as their ESP. The Board focused its review on both career-learning focused schools as well as more general education-focused schools in an effort to ensure that the career learning goals of CAU will be supported within a larger framework focused on academic excellence.

The Board reviewed the academic performance of the career-focused learning model, as described on pages 109-112 in the application. That review included state report card performance, graduation rates, certifications earned, and CTE pathways completed. These metrics align with CAU's mission to be a high-performing career readiness school. The Board also reviewed the core academic performance data of a number of schools who contract with Stride and were impressed by their performance. The Board feels confident that Stride will be effective at helping CAU meet its goals for high academic performance and authentic career-readiness education.

In addition, the Board reviewed Stride's ability to help the School create industry partnerships and develop custom curriculum aligned with industry needs. Specifically, the Board spoke with Stride's leadership about its experience standing-up and supporting an Operating Engineers Pre-apprenticeship program at the Destinations Career Academy of Wisconsin (WIDCA) in partnership with the Wisconsin Operating Engineers (Local 139). The program introduces students to industry-specific skill sets like grading, equipment maintenance, and equipment operation. These skills set students up for success as they apply for positions with union affiliated contractors who may sponsor them as they become an adult apprentice.

WIDCA leadership, Stride curriculum developers, and industry representatives came together to establish a curriculum committee. Industry experts developed course content based on the classroom work that their adult apprentices complete prior to heavy machinery training and Stride integrated this content into its learning management system. Direct alignment to industry-relevant skills supported the development of a dual credit articulation agreement with Fox Valley Technical College, allowing students to earn college credit while in high school. This credit also enabled Local 139 to award students up to 200 hours toward their journeyman license once they became adult registered apprentices.

The Board is confident that Stride will be a valuable partner as it seeks to create similar industry-driven pathways and programs.

N-5.1 – The committee was not clear how ESPs would supply data to CAU teachers so they could be responsive to how students respond to instruction. Please make clear how ESPs will provide learning data in a timely fashion so teachers and learning coaches can be informed and make instructional adjustments.

The Career Academy of Utah will be focused on the academic success of every child regardless of their current mastery upon entering the school. At the beginning of the school year, all students will be given a baseline assessment focused on assessing proficiency/mastery of Utah standards. This data will be the driving force for teachers to determine the direction of whole group classroom instruction, how to most effectively group students, and determine small group skills needed to bridge any gaps students may have. Teachers will be able to pull reports for each student and tailor to the strengths and needs of everyone. As students work on grade level assignments and curriculum aligned to the Utah State Standards, teachers will be able to monitor daily progress and achievement through the Stride Student Information System platform. The Stride Student Information System platform allows teachers to quickly see which students are not mastering their lessons through their curriculum gradebooks. Teachers will be able to filter their gradebooks to obtain a list of students who are stuck on particular lessons, students who are ahead, or students have gone through lessons multiple times. These data points within their gradebooks allow teachers to make quick and decisive decisions about which lessons they need to focus on in the upcoming classes. It also provides teachers the opportunity to group classes based on where students are in within the curriculum. The ease of differentiation will allow teachers to scaffold for those missing skills or provide enrichment for students thriving with the current skills they are learning.

Twice weekly, Stride will provide academic trackers triangulating the academic performance of the students. These trackers will include data consisting of class attendance, platform logins, teacher time spent in class with students, a list of at-risk students, and student progress through their curriculum. Teachers can use these tools to help guide them in their conversations with families about how a student is progressing throughout the year. Academic administrators/principals will also have access to these trackers, which will allow for accountability and assurance that teachers are addressing the needs of their students and families.

Sample academic and engagement data available to teachers include:

Attendance data: captures log-in to course and log-in to Class Connect sessions. Teachers can filter the data to see duration of time that a student spends in a course, if they accessed recorded sessions, and attendance in live Class Connect sessions. Additional data is collected and provided to teachers and administrators on student contact calls, weekly emails and logins per course.

Student Attendance
%Students Attended ALL Subject TGT REQ Sessions

35% 42% 2% 28% 6%

MTH ELA HIS SCI OTH

Session Attendance
%Attendance for TGT REQ Sessions by Subject

66% 69% 51% 77% 40%

MTH ELA HIS SCI OTH

Contact Calls

70%

%Stu Called in last 10 days

Weekly Emails

2%

% Students Sent Email This Week

5+ Days

88%

Students w/ 5+ days of logins

Logins Per Course
Last 7 Days and 1Mth Ago

# of Days Logged In

5+   23.0%
3 - 4 22.9%
1 - 2 38.8%
0   15.3%

- **Benchmark assessment data**: including, for example, NWEA MAP data that allows teachers to individualize instruction. Parent reports are also available and shared with families.
- **Lesson completion and proficiency/mastery of standards:** teachers can view student performance and mastery of content standards through several views and tools available at their fingertips including a weekly tracker of student performance in all courses including week-over-week changes in each course, including log-in and Class Connect attendance
- **Grade Book Data**: teachers update gradebooks including adding individual assignments based on individual judgement and needs of the class. Missed assignments are captured and available for review. "Missing assignments" are also available for Learning Coaches/students to review and to be completed by the student. Students and teachers can view grades and progress in their courses and gradebooks. The Grade Book function includes filters that allows teachers to group struggling students and then use the "Action" button to send support resources to students via email or invite them to additional sessions to scaffold a skill in order to bridge learning gaps. Teachers also have the ability to exempt and hide lessons from specific students, which allows them to accommodate IEPs and 504s as needed. Overall, the gradebook feature provides teachers the ability to plan their lessons based on individual student needs and mastery. Grade Book also is available to parents to view their child's progress and attendance.
- **Formative and Summative Data**: assessments embedded in the curriculum as well as teacher created assessments are used across all course units to drive instruction, reteaching/remediation, and enrichment. Teachers have access to detailed assessment data across all of their students and courses. Teachers have the ability to modify and create additional assessments based on student assessment results. Stride's goal is to provide reports from interim assessments and learning checkpoints to help teachers make decisive and informed decisions to drive their instruction. Based on these reports,

teachers can reteach, remediate, or provide enrichment to students. Teachers have access to detailed assessment data across all of their students and courses.

- **Graduation planning**: graduation plans are created for all high school students to monitor progress toward graduation. The graduation planning tool centrally locates student graduation plans, making them easily accessible to school staff, students, and parents/Learning Coaches with the ability for school staff to update, providing students' current credit standings.
- **Attendance and truancy management:** allows school staff to take timely action to address student attendance and truancy concerns by quickly referring students in need of additional services and encouraging student and family engagement.

In addition, CAU teachers will have the following information and data readily available in Stride reports and trackers to guide decision-making and instructional practice. Stride will provide training to teachers so they know how to interpret and act on the data.

- School Overview
- Classroom Overview
- Student Overview
- Student Monitoring
- This Week's Class Connect Attendance
- Student Monthly Attendance
- D2L Pass Rates
- K-5 Gradebook
- Monthly Pass Rates
- NWEA Scores
- ACT Aspire Interim Scores
- Current Instructional Levels
- Current Instructional Level – shows instructional level of new students

Academic leaders will focus on leading and lagging indicators to drive the focus of instruction. Leading indicators include: student engagement and participation, teacher formal and informal observations, number of targeted small group and one-on-one Class Connect sessions conducted by teachers and attended by students, number of monthly one-on-one live connections with students to ensure a strong relationship is built with every student in the school, among other indicators. The level of detail provided can be drilled down to the specific minute students enter class and the exact amount of time spent on various activities.

Naturally the lagging indicators illustrate the trends in summative achievement data, grad rates, completion rates, etc. Both sets of data drive the instructional leadership to capitalize on best practices and interrupt any negative trends as quickly as possible. Since data is at teachers' and leaders' fingertips, they can quickly pivot and adjust instruction to respond to student needs.

There are two primary tools within the Stride system that allow for comprehensive data collection and reporting: the Learning Management System (the Online School) and the Student Management Information System (TotalView). Both are described in depth below to provide the

review committee with a thorough understanding of how the ESP will continuously provide learning data so instruction can be personalized to student needs.

Learning Management System

The Learning Management System (LMS) allows teachers to continuously monitor student progress and work actively with students and parents to advance each student's learning in all coursework.

Online School for Grades K – 5
Students in grades kindergarten to 5, their teachers, and parent/Learning Coach will use the proprietary Stride Online School (OLS) LMS. The OLS provides access to courses which are presented as a series of units, each comprised of a series of lessons. Lessons are delivered online to the student and parent/Learning Coach.
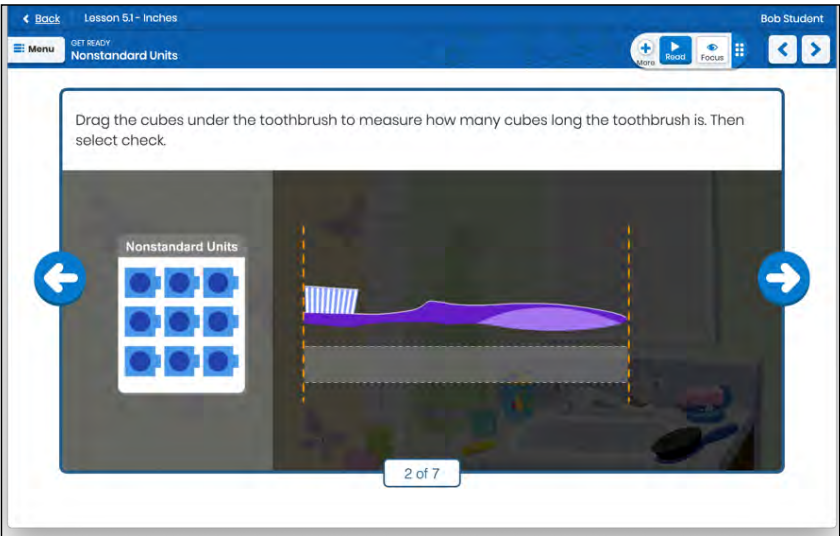
Student View: Sample Lesson Page

The OLS also provides activities for the student to complete and for parents/Learning Coaches to score. The OLS monitors student performance and progress through each course and supports mastery-based learning, requiring students to score 80% or higher on assessments before related lessons are marked as "Complete".

Student View: Grade K - 5 Student To Do List

A Daily Plan, called the "To Do List" in the OLS, is provided to the student that indicates the next item to be completed in the course, so there should be no question as to what should be done next. This includes live sessions known as Class Connect sessions provided by teachers using online web conferencing software. Additionally, teachers can define specific due dates for lessons in the course and anything not completed by the due date will be indicated as overdue so that students can manage their workflow.

Student View: Sample Daily Plan

For parents/Learning Coaches, the OLS provides an online dashboard with which they can monitor the progress and performance of their child. It also provides tools for communication with school staff and the ability to record attendance to reflect the amount of time students spend on course work for each subject for each day.

Teacher View: Data and Analytics

Teachers are provided with data and analytics to monitor students' progress through courses and mastery of assessments and learning objectives.

Teacher View: Screenshot of Class Progress by Subject Matter

Teachers also have course management tools to manage the course schedule and course content.

Teacher View: Course Content Edits

Student grades can be managed with the OLS Gradebook. Teachers can manage OLS assessment scores as well as add additional grade items and define how all graded items will be counted towards the final grade. CAU teachers will be able to choose to display grades in real time to parents/Learning Coaches and students or keep them internal for school staff only.

Teacher View: Gradebook Grid

The Stride OLS learning management system serves all students K-5. Middle School and High School students in grades 6-12 use the Stride Online Middle and High School platform (see next section).

The Online Middle and High School
The Stride Online Middle and High School is an intuitive, web-based software platform developed in partnership with Desire2Learn. It provides access to online courses and lessons that include hands-on activities; alternative learning approaches; classroom collaboration tools; optional and supplemental lessons and activities; lesson planning and scheduling tools; and progress tracking tools. Students, parents/Learning Coaches, and teachers can access the Online Middle and High School with an Internet connection at any time.

The Stride Online Middle and High School platform serves students, their parents/Learning Coaches, and teachers for grades 6 through 12. Students and teachers have "landing pages" that help them to easily stay on top of what is important for them each day. Students can view their schedules across all courses in one view, including their live, teacher-led sessions. Teachers create and manage the daily plans of students to ensure adequate pacing and progress through course activities.

Student View: Example of a Student Landing Page on the Online Middle and High School Learning Management Platform

Teachers and students are kept aware of areas needing attention, such as discussion posts and items submitted to – or scored and returned from – teachers. With a single link, students can take part in course activities and teachers can manage and score student work submissions and posts.

Courses are organized by units and lessons. Lesson content is explicitly designed for online instruction, and progress through course content is tracked automatically and monitored by teachers. The Online Middle and High School platform provides both computer- and teacher-scored assessment tools including:

- Traditional and technology-supported questions
- A file-sharing tool for student work submission and teacher feedback
- Asynchronous online discussion capabilities
- An online rubric tool for efficient and consistent scoring of and feedback on student work

Student View: Overview of All Classes
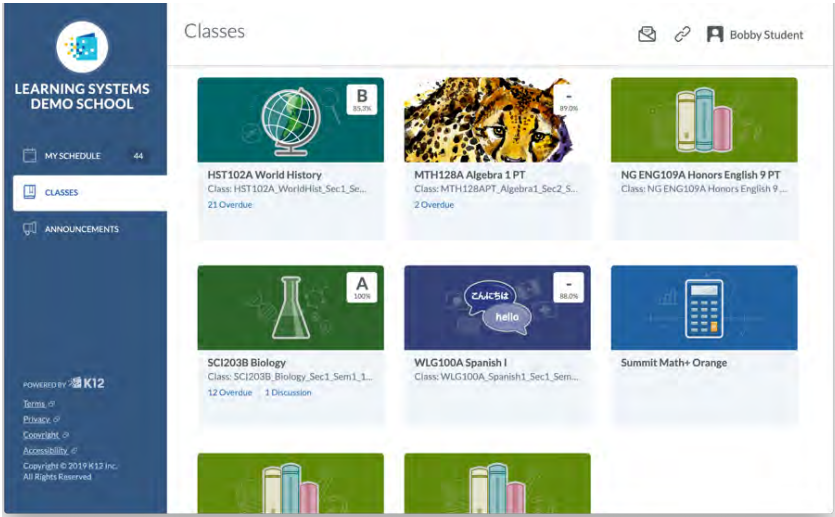
Student View: Overview of Specific Class Progress and Performance
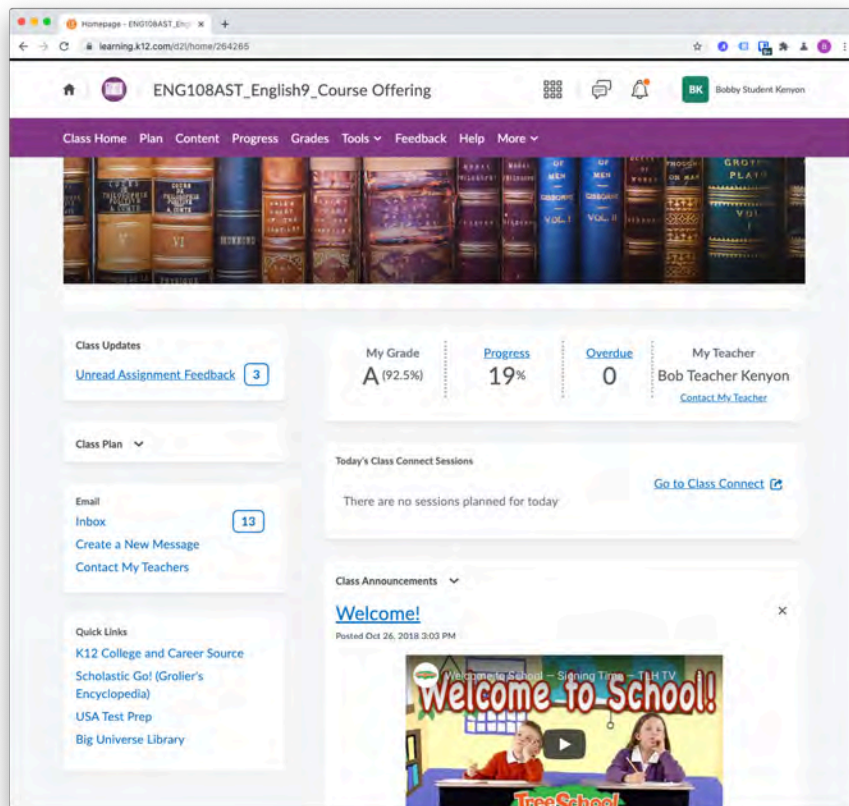
Teachers have a high degree of control over the content and assessments in grades 6 – 12 courses. Teachers can:

- Add original content and assessments to courses
- Search for and add educational resources from the Stride Learning Object Repository (LOR), a database of open educational resources available to teachers using the Stride curriculum
- Share their original content and assessments with teachers across the Stride network via the Teacher Shared LOR
- Set start and end dates to control student access to content
- Use release conditions to provide differentiated instruction to students based on defined criteria or groups

- Adjust assessment settings by assessment or student

In grades K-5, teachers can:
- Add original content to courses
- Adjust due dates by student
- Adjust assessment settings by assessment or student

Teacher View: Available Course Editing Tools
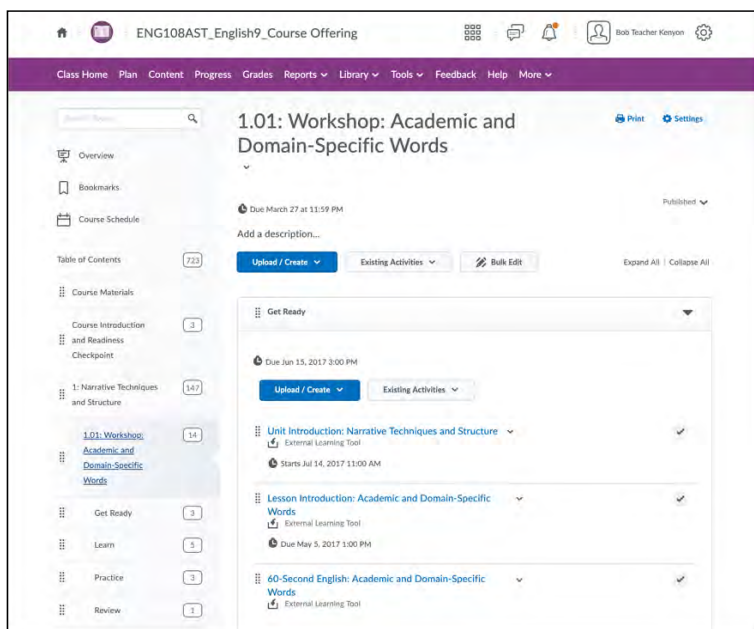
Students and parents/Learning Coaches are provided with rich progress views that go beyond a traditional gradebook and provide details of what a student is doing in a course and how well the student is performing.

Parent and Student View: Course Progress
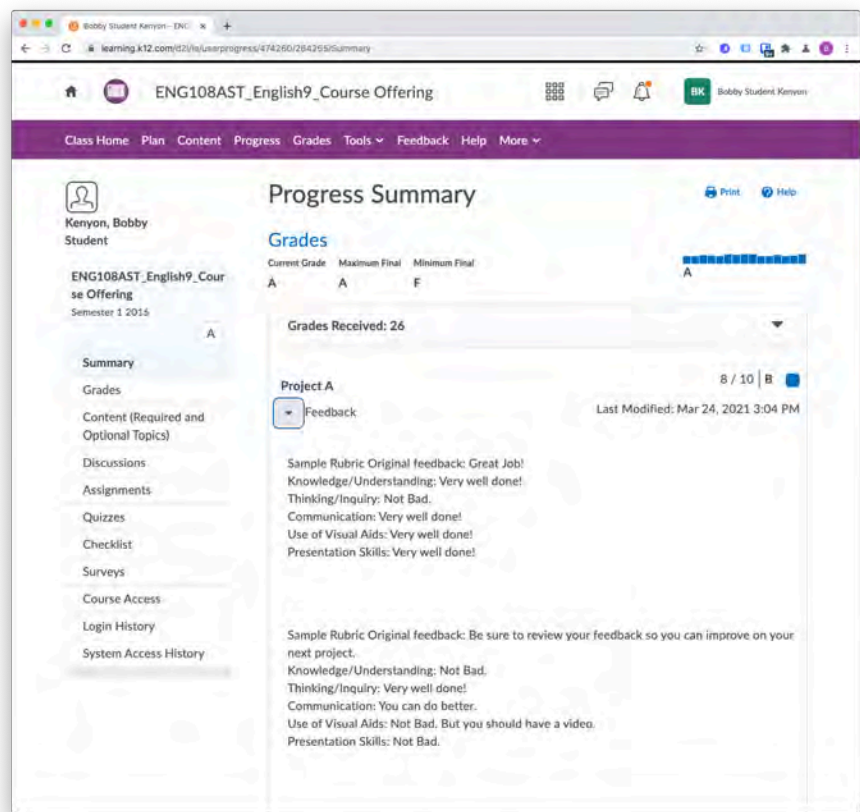
Teachers also have rich and insightful data tracking and analysis tools that allow them to monitor student progress, performance, and engagement in coursework.

Teacher View: Class Progress Screen
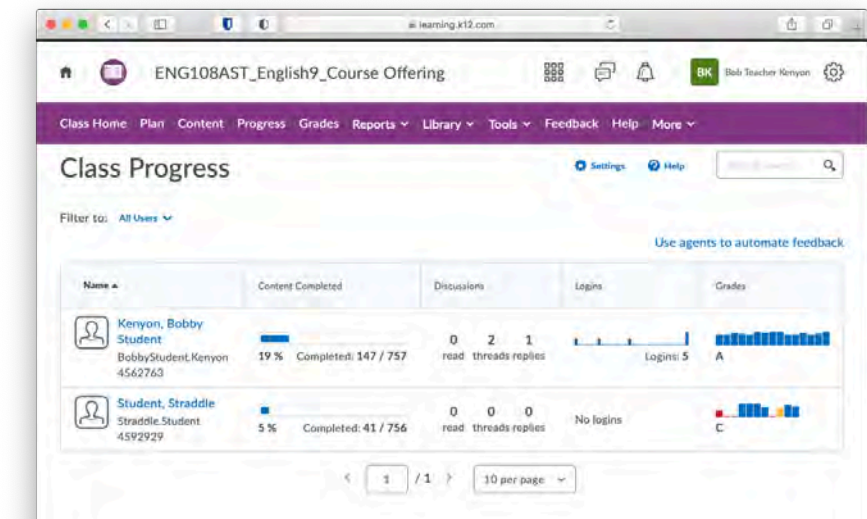
TotalView

The Student Management Information System – called TotalView (TV) – integrates seamlessly with the LMS. It has multiple data collection and reporting systems that work together to provide and present information to various stakeholders, including School administrators, teachers, parents/Learning Coaches, students, customer care, and Stride central teams. The system is easy to use by all stakeholders and is designed for FERPA and SOX compliance, ensuring that each stakeholder only has access to appropriate, necessary information. TV is available 24 hours a day, 7 days a week, 365 days a year with an up-time of 99.9%.

TV collects, organizes, maintains, and displays (as appropriate) student information from the time a student applies for enrollment through the generation of transcripts and state level reports. Between these two stages, TV provides course and classroom management, course access, fulfillment of computer equipment and materials orders, enrollment and attendance tracking, student demographic data, student progress records and grades, compliance management, user permissions, communications, reporting, credit transfer, and generation of report cards.

TV is structured so that it may be customized to align with various state requirements (e.g., reporting, enrollment, and graduation requirements) and will be modified to align with CAU's school calendar, programs of study, and individual courses. For managing school staff, student, and family data effectively and efficiently, TV provides a robust search and filter application to create the needed data sets. TV integrates with SharePoint and Email in Office 365 and the Oracle Business Intelligence (OBIEE) reporting suite, which provides on-demand reports.

Behind the scenes, Stride has created a state-of-the-art data warehouse that is designed to ingest data from internal and external product vendors and transform it into standard formats that can, in turn, capture information and present it in a way that meets Utah's definition of specific data points. In the virtual environment, a single data point, such as whether a student is present or absent, often must come from the compilation of several hundred data points. Those data points can be evaluated to produce an answer that aligns with how the state defines evidence of attendance in a virtual school. The net result is a capability to provide reports on any single academic system, or views across multiple platforms at once, from Stride's single school reporting portal, without requiring CAU leadership to visit multiple sites to access this information.

This enormous volume of data from many internal and external systems will be available to the School through several reporting tools. These tools transform the data into usable views needed for school operations and compliance. The tools include:
- standard report formats (via the data warehouse and Oracle BI dashboards)
- exports from each reporting and SMIS system based on query results
- custom report requests to the Stride corporate reporting teams to meet local compliance and reporting requirements

TV integrates seamlessly with Stride's Learning Management Systems (the "Online School" for grades K- 5 and the Online Middle and High School learning management system for grades 6 - 12) and other internal systems such as Salesforce (used for student/family enrollment information) and the Order Management System (which supports course material and computer ordering for students served by Stride). TV also has the ability and flexibility to integrate with certain external learning management system platforms, which would allow CAU to work with other course providers, if necessary.

Parents/Learning Coaches access the information from TV directly from the Learning Management System on a screen called "My Info". Parents/Learning Coaches do not have to sign into a separate system in order to see student progress, student mastery, order information (for materials and computers), communications with teachers, students, parents/Learning Coaches, and upcoming assignments and due dates.

Sample TV Reports for Teachers

TV Action allow teachers to search for students by multiple criteria, such as last log-in and activity time. All data is sortable, searchable, and exportable.

Teachers can view grade-to-date and progress-to-date for course classrooms or by student for all courses.

By student

By classroom

TotalView also includes a function that provides alerts about login, attendance, and progress concerns that can be customized by both teachers and administrators.

N-5.2 – Clarify how ESPs will interact with CAU teachers to strengthen the outcomes of their curricular, instructional and data-based inputs.

Please see the response to N-5.1 for a detailed description of how the ESP will interact with CAU teachers via the SMIS and the LMS. In addition, the ESP will provide targeted professional development to empower teachers to drive academic success in their classrooms.

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Targeted Professional Development

The anticipated ESP's professional development for teachers will be a year-long pursuit focused on providing teachers with the skills and competencies required to meet the needs of students and their families. Each teacher will have an Individual Development Plan that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest.

During a teacher's first year, Stride, with input from the Board and CAU staff, will provide a year-long induction program, giving teachers the tools needed for each stage of development throughout each season of the school year. This includes training in both synchronous and asynchronous teaching models, as well as a focus on targeted instruction. New teachers are partnered with a Talent Development Specialist (provided by Stride) for ongoing collaboration and partnership. Additionally, teachers will have the opportunity to participate in virtual and face-to-face national, regional, and school level professional development opportunities.

Teacher Training and Support Life Cycle
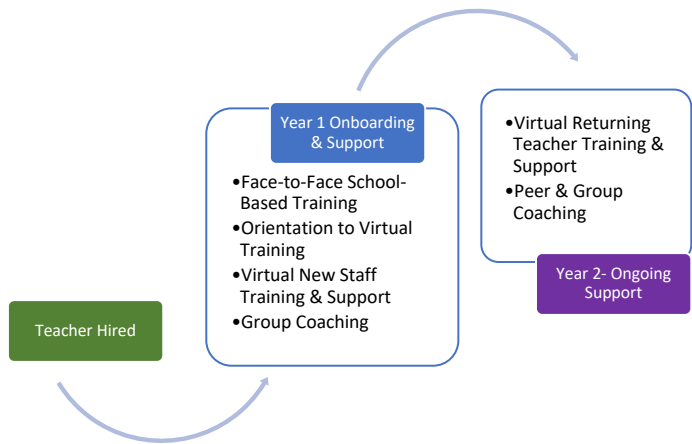
Teachers at CAU will also participate in a training cycle to ensure they have the tools they need to integrate PBL learning into their instruction. This training cycle will include a weeklong virtual workshop that provides PBL coaching from Instructional Coaches (provided by Stride) that will be assigned to every PBL teacher and a Micro Credentialing system for teachers as they improve in their craft.

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New Teacher/Staff Onboarding (NTO)[11]
Goal: To provide training for teachers new to virtual teaching in elementary, middle school, and high school grades. Duration: 15 days

New teachers hired at the School will be licensed teachers and generally highly experienced. The anticipated EPS's New Teacher/Staff Onboarding Program introduces teachers and some staff to the School's model, curriculum, systems, communication, instruction, and community through customizable paths, using synchronous and asynchronous learning. NTO is intended to complement school-specific, school-delivered start-up training for new staff.

This training includes basics for online instruction and teachers will have access to competency-based Professional Learning Modules. The synchronous and asynchronous time is also used for teachers to work from their home environments, practicing skills they learn during the training and familiarizing themselves with the tools of the Learning Management Systems such as lesson planning and tracking student progress. At the end of the NTO, all new teachers will continue to receive support from a National Talent Development Specialist through customized professional development (as requested by school leaders), walk the hall visits, and offline support through an internal platform.

Competency-Based Professional Learning Modules and Masters in Online Instruction

Stride has worked with Southern New Hampshire University (SNHU)[12] to conduct a research project about the efficacy of online professional development for instructors. It was concluded that competency-based learning was most effective when training staff online. Stride has developed its training modules to reflect the competency-based approach for online professional development. A number of training modules can be provided by the anticipated ESP for both new and returning staff members to meet CAU's professional learning needs.

Additionally, Stride has partnered with SNHU to offer teachers and administrators at schools contracting with Stride an opportunity to enroll in a Master's in Education (M.Ed.) in Online Instruction program or choose from six related specializations designed specifically with online teachers and administrators in mind. The specializations and outcomes are:

Specializations	Outcomes
Data-Driven Planning & Instruction	Use data to improve teaching practice for diverse student populations.
Online Education Fundamentals	Gain an understanding of the educational theory underpinning online instruction.

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[11] Also available to new school counselors and administrators.
[12] SNHU is a nonprofit university accredited by the New England Commission of Higher Education (NECHE). All programs offered by SNHU are encompassed by this regional accreditation.

Technologies Competency & Best Practices in Online Education	Apply technology to improve instructional practices and address student needs.
Collaborative & Supportive Online Education Environments	Explore strategies to create and support an online learning community.
Leadership in Online Education	Evaluate and develop skills to lead teachers online.
Professional Practice *Note: Requires pre-requisites and a capstone project*	Design and deploy curriculum in online learning environments.

Using a competency-based model, the SNHU program is focused on teachers and administrators gaining skills relevant to their jobs with real-world projects and assignments that emphasize practical application.

Stride will cover 100% of tuition expenses (excluding graduation fees) for eligible and accepted Specialization and M.Ed. in Online Instruction for students who are individuals employed by the School's Board.

Please see https://www.snhu.edu/lp/workforce-partnerships/k12-teachers for detailed information about the M.Ed. in Online Instruction and specializations programs.

Teachers of Special Needs Populations

Special programs teachers, including English Learners (EL), special education teachers, and gifted teachers are included in all aspects of Stride professional development. To develop effective learning plans (such as IEPs, Education Plans, and EL plans) with appropriate content, instructional modifications, and measurable goals, teachers must possess knowledge of specific curriculum content as well as intervention and adaptation points within the curriculum to successfully teach their students. In such situations, learning activities and assessments may require accommodations to meet the terms of a student's IEP. Accordingly, all teachers must become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modifications. Special programs teachers participate in the same NTO as other teachers. They are also assigned one additional module:

Resources for Special Education: While this module is only assigned to special programs teachers, the content is accessible to all general education teachers and includes: accessible materials; accommodations and modifications in the virtual environment; sample accommodations and modifications checklist; alternate format for textbooks; compliance and academic review audit; data collection and progress reporting; due process; extended school year; IEPs (including data collection, progress tracker;

measurable SMART goals and objectives; present levels of performance; special factors, and writing intake; special education auditing tools; NIMAS, NIMAC and Bookshare; and the special program teacher's role in related services.

Talent Development and Community (TDC) Team

The TDC Team is an integral part of the larger Stride School Services team that develops a culture of excellence around enhancing each teacher's experience and practice, school administrator development, and school improvement support. The TDC Team serves teachers by honing in on the five stages of a teacher's lifecycle depicted below – starting with the recruitment and hiring of teachers and continuing with the goal of retaining teachers by designing a career-ladder progression ramp; establishing a desirable pay structure; fostering a culture of excellence; and providing strong leadership and teacher support through coaching, development, and teacher evaluations. The TDC Team also gives a voice to teachers by creating opportunities for teachers to offer regular feedback to both the School and Stride.

Talent Development Specialists are Stride employees and will serve multiple schools within the same region ensuring that they are entrenched in the school culture and understand the school dynamics. These specialists provide customized professional development to teachers at the School based upon leadership request and data analysis. As a follow up, the specialists will perform 10 minute "walk the hall" views into classrooms to gauge application of professional learning into the classroom.

The Talent Development Specialists will also work with school leaders to analyze data and goals related to student achievement, while supporting the teacher through goal setting and planning. Teachers and Administrators have immediate access to feedback, scores, and comments to ensure that they have time to take necessary action. School leaders partner closely with the TDC team to ensure that all training and professional development align.

Five Stages of a Teacher's Life Cycle
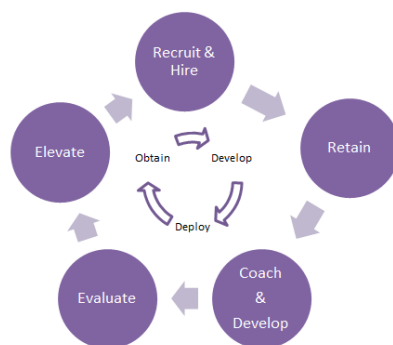
There are two critical tools that will be utilized to understand teacher experiences and provide direction to the initiatives intended to improve teacher recruitment and retention: the in-year Teacher Pulse Checks (TPC) and annual Teacher Satisfaction Survey.

Teacher Pulse Checks are short, periodic surveys which will be answered by teachers and include key questions about satisfaction, morale, and engagement to glean insight into our teachers' experiences. These surveys are intended to identify and help address teacher issues and concerns during the school year as well as provide invaluable information and data intended to drive priorities and programmatic changes. Four pulse check surveys will be strategically administered throughout the school year. The first TPC will take place within the first two weeks of the school year and the rest of the TPCs are scheduled based on the school calendar. Questions asked on the first two TPCs will be the same and will focus on satisfaction, morale, materials, training, and student/Learning Coach readiness. The remaining TPCs continue to ask questions relative to satisfaction, morale, and teacher engagement. These "pulse checks" will be part of ongoing efforts to address teacher satisfaction and effectiveness.

The *Teacher Satisfaction Survey* is a questionnaire that will be administered annually in May of each school year to better understand teacher experience, culture, and satisfaction. The survey will collect demographic information from the teachers, including position details such as serving as a lead or special programs teacher, grade and subject levels taught, and years of teaching experience. Additionally, several open-ended questions will be asked so teachers can offer detailed feedback alongside the Likert-scaled questions. The bulk of the survey will seek responses related to the teacher experience in the areas of teacher training and support, culture, retention, challenges, and barriers. Occasionally, special topics will be included in the survey on an as needed basis.

Results and analysis of the survey will be completed by the ESP's Marketing research group in early summer. Results will be shared with the Board, school leaders and, if requested, the authorizer. The School will use the results in setting goals and making improvements in the School.

N-5.3 – Describe how ESPs will adjust to bring about targeted levels of student learning.

The anticipated ESP's LMS and SMIS, as described above, can be adjusted and modified to suit the specific needs of CAU. The anticipated ESP will work with CAU administrative and instructional staff to ensure that the School's systems are set up to enable data-driven instruction and insightful reporting to drive student engagement and success. Likewise, the professional learning modules provided by the ESP can be customized to address the specific professional learning needs of the administrative and instructional staff at CAU. Ample opportunity for feedback will be provided so the School can communicate its needs and requests to the ESP's regional support staff.

The USU-CSF review committee rightly notes that Stride is a large, international company. It has delivered millions of courses over the past decade and serves learners in all 50 states and more than 100 countries. The Board sees this as a strength; Stride's history and depth of experience makes it capable of providing robust supports for the School.

Stride uses its academic expertise to help implement a practice-based educational framework that builds a comprehensive strategic plan, reinforces culture, utilizes data-driven instruction, establishes goals, measures progress, and holds staff and families accountable for success. Through 20 years of experience, Stride has amassed the expertise necessary to provide guidance on meeting federal and state compliance requirements, including operational and legal commitments, and its long track record can be leveraged to help navigate policies related to school goals.

Comprehensive Support
Stride provides an ecosystem of services to support the schools with which it works:
- Content and Curriculum
- Academics
- Human Resources
- Teacher Training and Professional Development
- Computer and Equipment Fulfillment
- Enrollment
- Data and Security
- Special Education
- Technology Support
- Finance and Accounting Services
- Financial security and backing to support start-up costs, deficit protection, and flexible payment options, if necessary.

Stride is continuously innovating to remain at the forefront of effective educational techniques to meet students' changing needs. It continues to expand upon its personalized learning model, improve the user experience of its products, and develop beneficial tools and partnerships to more effectively engage and serve students, teachers, and administrators.

School-Specific Support
Stride provides and assigns dedicated support both from a regional perspective and a national/corporate perspective to schools to assist in implementation of all programs and systems. Each of the school supports provided help to ensure successful implementation of administrative and business services and will be responsive to CAU's needs, ready to adjust to bring about targeted levels of student learning.

Regional Supports: CAU will have a dedicated regional support team that will help the School staff implement its academic program and business services.

Job Title	Job Functions
Regional Student Support Team Program Manager	Assists in overseeing and implementing student support programs which include student retention and student onboarding efforts at the school level.
Regional Compliance Director	Serves to support the School with state specific audits to ensure the School meets both state and charter agreements. Works with the School to remediate areas of

	identified need during school audit. Supports response to new state or federal regulations, providing guidance and professional development as needed.
Regional Operations Manager	Supports, performs, and/or oversees various aspects of school operations with an emphasis on day-to-day activities at all levels. Supports local school operations managers to ensure local and state compliance requirements are met through coordinating and allocating resources.
Regional Special Programs Director	Serves to support the School with special programs compliance and special education compliance audits. Helps ensure sustainable systems are in place to support special programs at the School.
Regional Academic Director	Serves to support academic administrators/principals to ensure sustainable systems and supports are in place at the School in order to support the overall implementation of the School's academic plans and academic growth.
Regional Instructional Specialist	Serves to help support the School's instruction and provide additional research-based instructional coaching to the teachers. Instructional coaching helps to improve academic instruction to students to subsequently advance academic growth and proficiency.
Regional Data Analyst	Assists the School in disseminating and compiling data for state reporting, academic instruction, and audits. Helps provide data analysis of academic reports.
Regional Finance Manager	Assists in providing financial planning and analysis, audits, financial compliance, budget and forecasting, state and authorizer filings, contract support, analysis and financial management within the School.
Human Resources Manager	Supports local management of personnel providing educational products, administrative services, and technology services. Supports local management of the School's employees including recruiting, hiring recommendations; reference, certification and background checks; securing of payroll services.
Information Technology (IT) Manager	Provides strategic guidance to the School while managing a full spectrum of IT services with emphasis on providing technology solutions, support and training to staff and teachers that allow them to be successful in meeting the needs of students.
Regional VP Compliance, Operations & Partnerships	Serves to support the General Manager in tasks and priorities related to the compliance and operations for the School. Supports the LEA Director to ensure implementation of all compliance programs and operations functions of the School are completed. Serves

	as the liaison in direct contact with LEA director and Board, where necessary.
Regional VP Academics	Serves to support the General Manager in tasks and priorities related to the strategic academic vision for the School. Supports the LEA Director to ensure implementation of all academic programs and administrative functions of the School are completed.
Regional General Manager	Responsible for building and leading the strategic vision for all schools within the region; oversight of multiple programs to ensure success of the schools within a region.

National/Corporate Team Supports: the following list represents and describes the national supports from Stride that are additionally available to support the School in implementing its academic program and business services.

- **Stride Related Services Team**: The Stride Related Services team will provide support to the School upon request by locating therapists, tracking service delivery, provider contract management, therapist credential tracking, invoice verification and development of effective processes surrounding the provision of related services to eligible students. The main goal of the Stride Related Services team is to ensure that students are receiving their therapy services as assigned and that the School is compliant in the provision of these services.
- **Stride Operations Team**: The Stride Operations team will provide supports and services for the School to establish clear procedures and ensure that systems are set up.
- **Stride Academic Services:** The Stride Academic Services team helps to provide support and resources to the School's academic programs to ensure sustainable academic plans are in place at the School.
- **Stride Teach 360 Team:** The Stride Teach 360 team is dedicated to providing supports and training for teachers and ensuring teachers have the dedicated support they need.
- **Stride Product Management:** The Stride Product Management team helps in ensuring that staff are trained and have the dedicated support necessary to implement new products and courses.
- **Stride Customer Support team:** The Stride Customer Support team provides 24/7 support to families and students for a variety of issues categorized into customer care and technical support.

N-5.4 – Clarify who CAU teachers will be employed by? Are they employees of the ESP? Or, employees of CAU? Who are they accountable to?

All teachers at CAU will be hired by and employed by the Board. They will not be employees of the ESP. They will be accountable to the Board and evaluated by the LEA Director with oversight provided by the Board; they will not be accountable to the ESP.

N-5.5 – Will teachers and administrators and other employees be dedicated to CAU, or will they be working in and across other ESP schools?

All staff employed by the Board, including the LEA Director; academic administrators/principals; special programs managers; special education, ELL, 504, and Title 1 program staff; and all teachers, counselors, and advisors will be solely employed by and dedicated to CAU. None of them will work in or across other schools that contract with the anticipated ESP.

N-10.0 – The review committee expressed concern with the number of organizational layers proposed between the governing board and teachers and classrooms. Also, though the graphic on page 86 reflects ESP services, the committee expressed concern that these services may even further distance the board from classrooms, teachers and students— where learning happens. Please respond to this concern by clarifying, and if needed by making organizational structural changes.

To make it clear the ESP will provide direct support and responsive tools to teachers, please see the revised organizational chart below; a dashed line connects the ESP to both the Board and CAU's instructional staff. The Board will maintain ultimate responsibility and oversight of the School. The Board Treasurer and the Board's legal counsel will oversee financial and compliance reporting provided by the ESP. The LEA Director will be responsible for overseeing day-to-day operations of the School and communicating high-level progress, needs, concerns, etc. to the Board. Academic administrator(s) and special programs managers will oversee and support staff members who will be in the classroom and responsible for direct student support and learning – teachers, counselors, advisors, and special programming staff. The ESP will provide support to teachers and administrative staff to enable data-driven instruction, engagement, and performance tracking.

CAU Organizational Chart
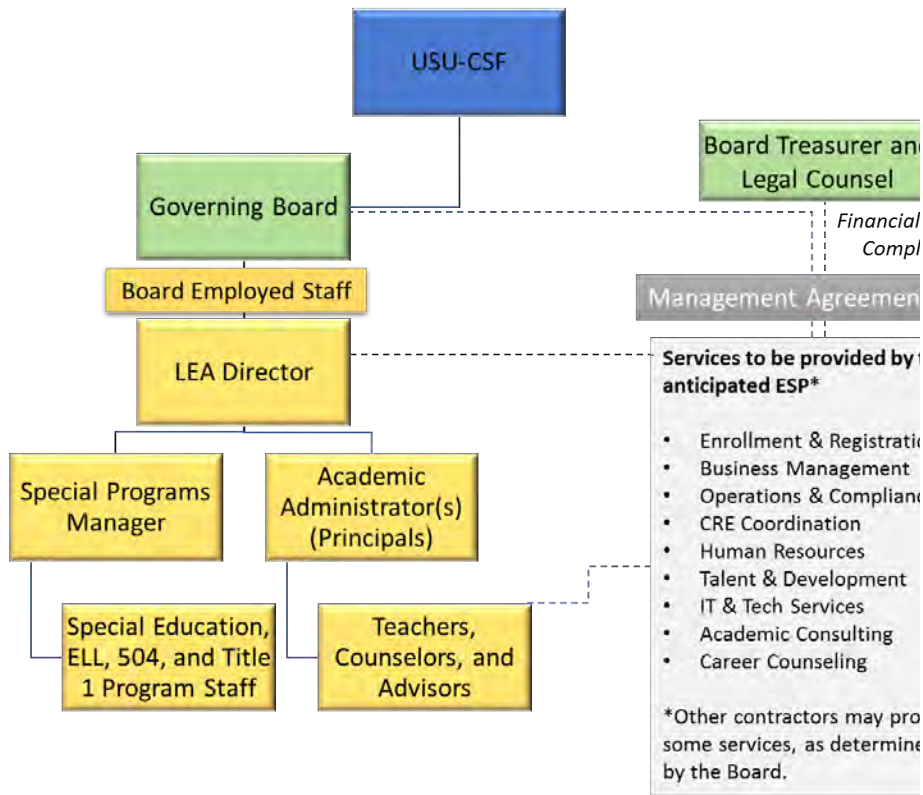
N-6.1 – Provide us with a more detailed student enrollment assumption sorted by Utah School districts or municipalities along with the associated revenue attribution if available. This will help us understand better your approach to targeting specific regions within the state and how your financial forecast and budget support these assumptions. Also, provide us with a yield statistic (i.e., proportion of ESP contacts inquiring into service that then result in student enrollment).

Career Academy of Utah will be a statewide virtual school providing equal access to valuable career preparation curriculum, internship opportunities, and job-shadowing experiences to students throughout the state including those in rural areas who may not be afforded such opportunities by their local schools. A number of brick-and-mortar schools offer career preparation and career pathways, but none of them are able to do so statewide.

In Section 4. Market Analysis of the CAU application (p. 63), we provided, as evidence of the demand informing the CAU enrollment projections, the 13,231 inquiries the ESP had received about online learning from Utah families in the twelve months between November 8, 2019, and November 8, 2020, and the fact that the inquiries came from all twenty-nine counties in the state. The map below graphically shows how widespread those inquiries are.

Utah Inquiries by County
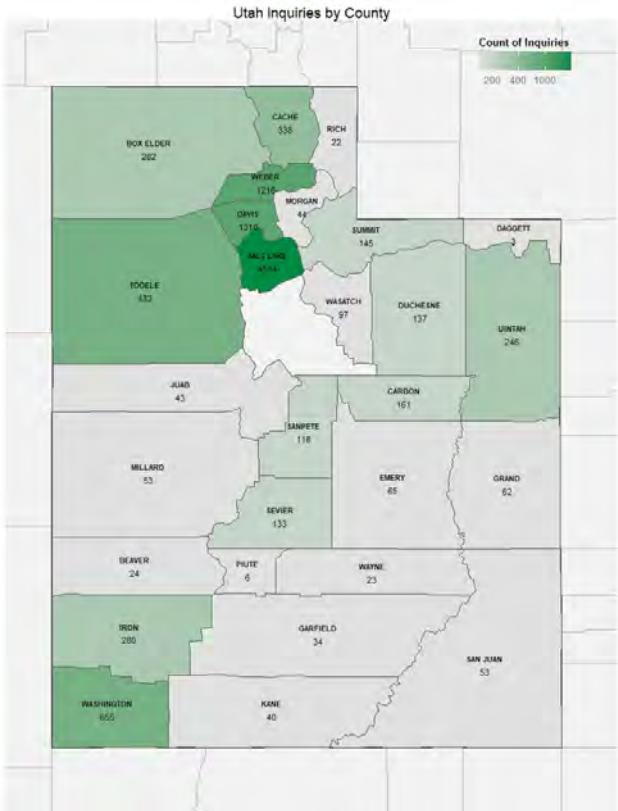
To project enrollments by converting inquiry data, we used the prior year's historical rate of 33.4%. This was conservative given the fact that the 2019 enrollment capacity was smaller by 1,200 students. Utah state funding for the proposed program is not dependent on where students live in the state. Funding projected for CAU is estimated based on the current State Per Pupil WPU funding rate of $3,596 and Charter School Local Replacement rate of $2,562. Expense projections are based on realistic cost estimates and the anticipated ESP's experience and historical trends.

In addition to the inquiry data, online charter schools reached their 2020-21 enrollment caps in early summer and had thousands of families on waiting lists. This resulted in the Utah

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Legislature, meeting in special session, giving unanimous approval to substantially increase the enrollment caps of these schools and give flexibility to the USBE to fund the additional students. While thousands of students were given the opportunity to enroll in their school of choice, not all waitlisted families were as fortunate due to each school's capacity to accommodate added enrollments. The caps were increased by a total of 2,500 students at an estimated cost of $8 million, demonstrating a significant demand for online charter school enrollment.[13]

N-7.0 – Provide a break-down of each service the targeted ESP/Stride will provide by category and the approximate budgeted cost (expense) of that service. Please indicate whether a fixed cost or a variable cost, and identify the drivers for the variable costs.

Please see the response to N-7.1 below.

N-7.1 – Provide your ESP/Stride's cost structure? What are the costs per student?

For simplicity in presentation, ESP information is based on assumptions that Stride is the targeted ESP. However, at this point in time, an agreement has not been negotiated with Stride, and the Board reserves the right to subcontract any services to other providers. As Board Treasurer, Kelvyn Cullimore has spent hours with the ESP/Stride team and has reviewed all ESP-related costs that are included in the application in detail. He has also reviewed these costs with the Board.

The Stride-assumed costs in the application are all unit-based: that is, fees are per student, per teacher, per computer or a percentage of funding.

Since no contract has been negotiated between the Board and Stride, we are only able to provide ranges of costs included in the application in the descriptions below. K12 Virtual Schools LLC (a subsidiary of Stride) has provided a sample price list that will be further customized for CAU (see Appendix D). Stride has provided the sample price list with the caveat that it is protected from disclosure under GRAMA pursuant to *Utah Code Ann. §* 63G-2-305(2). The sample price list is a proprietary and confidential document of K12. Making the document available to the public under GRAMA could result in it being disclosed, directly or indirectly, to competitors. Doing so would result in injury to K12 and an unfair competitive advantage to K12's competitors. Furthermore, it disincentivizes K12 to provide sample price lists in the future.

A breakdown of each of the proposed ESP services and drivers of those costs was included in the original Budget Narrative in Application Section 7. Business and Operations Plan, 7a. Budget, beginning on page 86. These expenses are also presented in the USU 4 FY21 Application Budget Template excel format.

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[13] Cortez, Marjorie. "Utah Legislature authorizes substantial enrollment increases for 2 online charter schools." Desert News. August 20, 2020. https://www.deseret.com/platform/amp/utah/2020/8/20/21378182/legislature-authorizes-substantial-enrollment-increases-for-2-online-charter-schools

We have carved out those Budget Narrative sections below and have also included the approximate budgeted cost (expense) of that service requested in N-7.0, as well as the applicable variable cost per student requested in N-7.1, all highlighted in Blue font.

A. 300: Purchased Professional and Technical Services

10.300	Instruction	ESP-provided Teacher & Student Curriculum, Materials; Student Recruiting and Enrollment Services; Assessment/Testing Services
24.300	School Administration	ESP-provided Administrative Support & Technology Services

10.300 Instruction

The average ESP fees for 10.300 Instructional Expenses are projected to be $2,000 to $2,200 per student per year, or $1.5M and $3.1M for Operational Years 1 and 2, respectively, and include the following, as described on pages 89-91 of the original application:

ESP-provided Teacher Curriculum and Materials: Teachers will receive the complete set of ESP-provided curriculum and materials that students receive. Teachers also have online accounts within the ESP-provided Learning Management System (LMS) to access a complete set of curricula, student information system data, test preparation tools, and all other reporting tools.

ESP-provided Student Curriculum & Delivery, Instructional Materials, and Computers, Peripherals, & Software: ESP sends every student curriculum and materials associated with his/her courses. Every student will be provided a full set of curriculum and access to the applicable Online School account. ESP offers innovative curriculum and corresponding materials to support academic performance. In addition, ESP provides instructional tools, including textbooks and supplies, to students to help ensure they have the materials needed for success.

ESP-provided Student Recruitment & Enrollment Services: Includes student lifecycle care and supports schools, students, and families throughout their education experience, including recruiting, the application process, admission, enrollment, and onboarding.

ESP-provided Assessments, Proctored Exams and Test Administration: Includes NWEA growth testing fall, winter, spring; ongoing formative assessments; unit tests; end of course testing; and state testing.

Resources are budgeted for student testing, including ESP-provided information technology infrastructure requirements, testing computers, applicable software, and any other state/sponsor-specific testing requirements. See 400.26.411 for Testing facility rentals and travel for proctors/staff.

24.300 School Administration

The average ESP fees for 24.300 School Administration School, Support and Technology Expenses are projected to be 8% to 20% of annual funding, $600 per student or $0.5M and $1,500 per student or $2.1M for Operational Years 1 and 2, respectively.

School Administrative Support: School Solutions & Operations and Other Administrative Support Services are projected to be up to 15% of funding.

School Technology: Technology & Reporting Support Service are projected to be up to 7% of funding. Combined, up to 22% of funding would be offset by credits from the ESP to ensure that the school budget is balanced for any given school year.

The following expenses are included in the School Administration expenses, as described on pages 90-91 of the original application:

ESP-provided Support & Technology Services: Support and Technology Services Fees are fees that will be charged via terms of the CAU Board services agreement with the ESP to provide administrative support services including all business aspects and day-to-day management of the School, including budgeting and financial reporting.

ESP-provided School Solutions & Operations Support Services include:
   Academic Support: Provides educational program consulting, teacher effectiveness support and intervention support services.
   Special Education and Programs: Offer programs that provide direct support to students with disabilities, ELs, 504 and Federal Title funding. Helps ensure policies and procedures are followed.
   Compliance Support: Support School with state/district/authorizer reporting, enrollment reporting/funding capture and teacher compliance tracking.
   Teacher Training and Effectiveness: Develop new teacher training and ongoing professional development tools for instructional staff.

ESP-provided Other Administrative Support Services include:
   Human Resources and Personnel Support: Recruit staff for administrative and instructional positions, coordinate background checks, ensure compliance, and provide payroll and employee benefit solutions.
   Business Administration: Support grant and funding opportunities, assist with Federal Entitlement Programs, provide legal assistance and contract on the Board's behalf, as needed.
   Budgeting and Financial Reporting: Assist with annual budget proposals, planning, forecasting, financial reports, working capital financing, treasury services, non-profit filings, and audits.
   Compliance and Record Retention: Support the design of the program's financial accounting system and maintain accurate student records on behalf of the Board. Help ensure accessibility of program records to Board, auditors, and state.

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Website Support: Develop, design, publish, and maintain School website and web services such as social media.

School-specific Support Services:
Includes the costs of the ESP-employed non-Instructional support staff at CAU, including salaries, benefits, and bonus.

ESP-provided Technology & Reporting Support Services includes:
Educational Systems: Provides the Learning Management System, Student Information System and Course Content Management System to help create a virtual classroom experience.
School Analytics and Monitoring: Maintains the backend services that provide School and student performance insights and analytics. School receives access to insights through customized Student Academic Trackers and School Dashboards.
Technology Support: Provide students, staff, and teachers with technology support (e.g., through phone, messaging, or web-based support), as well as onsite support for administration.
Reporting and Records: Supports maintenance and reporting of student and school records, including annual sponsor reports, school reports, and state funding reports, as well as student academic performance, attendance, and progress reports. Data security, confidentiality, and compliance is applied to reporting and record maintenance.
Backend Intelligence: Host the Schools' data centers and provide 24/7 monitoring and security.

B. 400: Purchased Property Services

26.400	Purchased Property Services	ESP-provided Student Computers, Peripherals & Software

26.400 Purchased Property Services

The average ESP fees for 26.400 Instructional Expenses are projected to be $525 to $650 per free and reduced lunch eligible student, or $250 to $350 on average per student, or $0.250M and $0.380M for Operational Years 1 and 2, respectively, and include the following, as described on page 92 of the original application:

ESP-provided Student Computers, Peripherals & Software: Accommodations will be made for students in need of computers, via eligibility for Free and Reduced Price Meals or otherwise. Those students will be issued a computer and a printer. ESP-provided Student Computer Services include:
- Hardware and software management, including licensing, testing, imaging, and web filtering software.
- Equipment logistics, including shipping and handling charges.
- Family technical support, including toll-free call center support for any technical issues, as well as free replacement services when issues are not able to be resolved.

N-8.0 - It is implicit within the application that the ESP will be also providing all the compliance reporting support. Please provide a more detailed answer as to: (a) who at CAU administratively, and who at the board level will be responsible to assure that all compliance reporting is timely and accurate before signing and submission, and (b) what is your understanding of the legal protections you are able to implement with your ESP providers in terms of legal/contractual indemnification clauses, etc. in case of errors which may have a material impact, (i.e., sections, fines, or other regulatory actions, etc.) for untimely and inaccurate reporting." Also, committee members understood management and leadership structures at the school level, but did not read or understand who would be managing ESPs. Describe your level of interest in hiring someone representing the board who would manage ESPs.

Kelvyn Cullimore, the Board Treasurer, will be the Board member responsible for ensuring that all compliance reporting is timely and accurate before signing and submission. The LEA Director will be the individual responsible at the school administration level for supporting such assurances. Likewise, the LEA Director will be the school-level individual responsible for managing CAU's relationship with the ESP and will regularly communicate with the Board regarding any areas of concern. The Board's due diligence in looking at similar schools contracted with Stride for ESP services left them satisfied that LEA Director management of the ESP relationship was effective and sufficient. Should the task of overseeing the ESP become too cumbersome for one person, the Board will consider hiring an ESP manager to support the LEA Director in his/her day-to-day management responsibilities.

The Board intends to retain legal counsel prior to beginning contract negotiations with the ESP and will ensure that it is protected, legally, in case the ESP errs in its compliance-related responsibilities. While a contract has yet to be negotiated, Stride has agreed that if selected, the contract will include a requirement that the ESP indemnify the Board and the non-profit against claims that may arise out of any noncompliance by the ESP with any applicable law in connection with providing services to the School, but excluding any claims that arise from conduct undertaken in accordance with the Board's instructions, procedures or written policies, except where those instructions arise from specific advice or explicit recommendations provided by the ESP. The ESP will be required to maintain errors and omissions insurance, subject to availability, to cover its obligations to the School.

The ESP's Operational Compliance Team uses a number of checkpoints and validation steps to protect against errors. Stride's Operational Compliance department will provide a high level of support and internal expertise to guard against errors, including:

Operational compliance review and gap remediation
- Conduct operational site visits to validate school compliance with charter, state, and service agreement requirements on a regular interval
- Provide guidance and expertise to schools to remediate any gaps identified

Data accuracy assurance for state reports tied to school funding
- Validate required state student data submissions to ensure students are accurately represented per state requirements before funding is issued to School
- Host bi-annual state-wide meetings to ensure the entire team is uniformly operating under the most current guidelines

Reporting support
- Harness the millions of data points regarding student demographic, performance and attendance data from across school experience in a single data warehouse for school use
- Provide schools with operational and state reporting reports per their individual public and virtual school reporting requirements

Data analytics to drive strategic operational improvement
- Develop and maintain weekly dashboards and custom reports for the School to help drive student engagement and attendance
- Develop and maintain operational tools such as School Health Dashboard and a variety of templates for school consumption

N-9.0 – Because your anticipated ESP/Stride is so entirely interwoven in your proposal, what would you do if the procurement process did not result in you selecting this particular ESP? Provide information allaying committee member concerns that they may be supporting an application which is at the mercy of the procurement process.

Please see the response below N-9.1.

N-9.1 – Investigate and report back on whether you can sole source with your ESPs.

The Board has spent a considerable amount of time over the past 18 months conducting significant research on Stride as the potential ESP for the Career Academy of Utah. During this time we have participated in a virtual tour of Stride which included meeting with Stride executives and various members of their staff. We have met separately with the School Services academic team to learn about their academic and instructional model and school operations, the School Development team about school policies and launch support, Career Readiness Education Product Development team to learn about their project-based learning curriculum and career readiness program, and the Finance team. To date, no other ESP apart from Stride has been identified that is capable of providing the breadth of services at the requisite level of expertise to support the vision of the board in creating the Career Academy of Utah. It is the consensus opinion of the Board that Stride should be our ESP.

The Board will work with legal counsel to ensure that its procurement process follows *Utah Code Ann. § 63G-6a*, is publicly transparent, and secure. The Board anticipates a sole source procurement for ESP services. However, the Board will work with its legal counsel to ultimately determine whether the sole source approach is appropriate and advisable. If it is, the Board will make that determination in writing per the requirements of *Utah Code Ann.§ 63G-6a-802(1)* and provide public notice in accordance with *Utah Code Ann.§ 63G-6a-112(3)*. Additionally, the

Board and its legal counsel will negotiate with the anticipated ESP to ensure that the terms of the contract, including price and delivery, are in the best interest of the School, per *Utah Code Ann.§* 63G-6a-112(4).

Should the Board determine that a sole source procurement process is not appropriate, the Board will use a bidding process (in accordance with *Utah Code Ann.§* 63G-6a-6*)* to select an ESP or ESPs. All aspects of the School as described in the application, including its organizational structure, program of instruction, market, governance and staffing, etc. will not change. Rather, the Board will research and source providers capable of meeting the needs of the School and supporting achievement of the School's goals. The ESP procurement process will start as quickly as possible following charter approval, should the application be approved, ensuring ample time to select an ESP(s) and work with it to plan and launch the School.

N-11.0 – Please provide greater clarity around your board's current relationships with Utah's industries.

Members of our Board are the heads of industry associations that represent an exceptional number of companies across a number of industries in the state.

Todd Bingham is the President and CEO of the Utah Manufacturers Association, representing a membership of over 1,200 small, medium, and large manufacturers around the state, including Boeing, Proctor and Gamble, and USANA Health Services, among many others. Kelvyn Cullimore is the President and CEO of BioUtah, representing hundreds of Utah's life sciences industries, including medical devices, pharmaceutical, diagnostics, and biotechnology companies. Rikki Hrenko-Browning is the President of the Utah Petroleum Association, representing approximately 100 upstream, midstream, and downstream oil and gas producers. Brian Somers is the President of the Utah Mining Association which was founded in 1915 and represents nearly every major mining operation in the state as well as diverse service companies which support the mining industry.

As heads of these associations, our Board has access to and close relationships with C-suite level individuals and regional heads for multinational companies working in Utah. Through these relationships, we have an intimate understanding of where companies are facing worker shortages as well as where there are opportunities to develop apprenticeship, internship, and externship programs. We will be able to inform the design of CAU's career program in such a way that it prepares students for high-demand, high-wage jobs in Utah.

N-12.0 – Provide a robust description of how you will respond to system shutdowns (general internet and ESP system problems etc.).

Technical Assistance for Students and Families

Students and families can choose to access support through three separate channels 24 hours per day, 7 days per week. Information about all three channels is available via the "Customer Support" portal on the Stride website (www.help.k12.com):

- *Phone*: Stride Customer Care and Technical Support are staffed to handle technical support issues.
- *Web*: A web-based form to request support is available via the Stride Customer Support portal that guides the customer to provide all necessary information to allow a fast and accurate response. Stride responds via email or phone within 24 business hours of receiving a customer inquiry.
- *Self Help*: This web-based channel is accessed via the Stride Customer Support portal. It provides answers to frequently asked questions (FAQs), video tutorials, instructional resources, software downloads, and other information on common issues.

Stride will provide technical support for Stride issued computer equipment and software and has extensive experience and success providing this support for families in all 50 states and in more than 100 countries. If deemed necessary, Stride will replace the computer to ensure that the student has an operational computer throughout the school year.

Stride will ask that all families contact their ISP if they are experiencing Internet connectivity problems. If the ISP determines there is a problem with Stride issued hardware or software, families should contact the Stride Customer Support staff for further assistance.

If the primary or supplied computer experiences technical issues, the student has several options. The student can use another computer within their environment to access required instructional content until the primary or supplied computer is repaired since the required content is accessible using any computer that has Internet access. If there is a technology services (ISP) failure, the student can temporarily access local publicly available Internet (e.g., at a local public library) and use a computer to access the LMS and all other Stride systems required instructional content until the ISP failure is corrected.

Internal escalation processes are in place to provide quick access to second-line technical support as necessary, as well as access to resources in other groups such as Systems and Technology, Product Development, Customer Fulfillment, etc., if required.

Delivering Instruction in the Event of Impaired Equipment, Software or Connectivity

Unlike brick and mortar education models, weather events, student illnesses, etc. will not require CAU to close. The Stride LMS will be available to CAU students and parents to log in 7 days a week, 24 hours a day, 365 days a year. The LMS exceeds 99.99% uptime and has never been down for an entire day. Teachers will work with students who are unable to log into the school or are experiencing a power outage to develop an alternative plan, such as utilizing a public library or other safe public location with Internet access to do their schoolwork. If they have technical issues that cannot be resolved by the parent, Learning Coach or teacher, they can contact Customer Support for assistance.

As part of good preparation, parents are requested to print their student's lesson guides two weeks in advance. These lesson guides reference the materials, activities, and lessons that students are required to complete on a daily basis. Instead of logging into the LMS in the event

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of system down time, alternatives are clearly explained for students to use the materials cited in the lesson guides to complete each activity and lesson. If needed, a family could request materials to be mailed to them in hard copy if they were to experience an interruption in Internet service that was likely not to be quickly resolved. Additionally, if the Stride LMS was unavailable at any time, students are invited to visit websites where activities and/or test preparation lessons are offered using their school log-in credentials.

Stride has a mixture of applications in on premise data centers and in the cloud. Stride vigilantly monitors their physical and cloud infrastructure for security, availability, and performance issues. Should a catastrophic natural or man-made event impact system operations at Stride's primary data center or in the cloud, operations can be quickly routed to secondary areas that are geographically separated. All Stride LMS data is replicated in near real time to minimize any data loss or system outage should an event occur. Daily data backups are completed each evening to protect against data loss.

Sample "Continued Engagement Plan"

Information will be circulated to students and families so they know what to do in case some aspect of the instructional program is down. The sample "Continued Engagement Plan" below provides useful links and instructions for families to follow should they experience connectivity issues.

Continued Engagement Plan

What to do when the OLS/OMHS is down
The OLS/OHMS (The Learning Platform students use to access their schooling) may be down for maintenance or unexpected outages from time to time. During these times, it is important not to panic and follow this plan!

Be prepared in advance by doing the following things on the first day of school:
1. Download your course textbooks, if applicable.
2. Go to Website for contact information – [SCHOOL WEBSITE LINK]
3. Download School App- [SCHOOL APP LINK]

When you are unable to log in to the OLS/OMHS, your first stop should be http://help.k12.com to see if the outage is known and has been posted by Stride. You can also check the Stride Facebook page (http://www.facebook.com/k12inc) or the School's Facebook page([INSERT SCHOOL'S FACEBOOK PAGE LINK])for updated outage information.

What happens if Newrow is experiencing service disruption and students are not able to access Class Connects?
- Students will be notified in email and via the School's app that Newrow is down, and sessions are canceled until service resumes.
- Students will be notified in email and via the School's app that Newrow is back, and sessions will resume.
- Students will not be penalized for required sessions that were missed during the outage.

What should students do if the Stride Online ES/MS/HS is interrupted and they cannot access courses?
OLS/OMHS interruptions should not mean interruptions in learning! There are many things students can work on outside of the OLS/OMHS.
- Look for email from course teacher for coursework for the day
- Read books or other activities/assignments in course materials to keep up with Course Plan as much as possible – lesson assignments can be submitted when the OLS/OMHS is back up and running
- Study for upcoming quizzes/assessments, if applicable
- Find other educational activities to complete, such as, physical activities, find home science experiments online to try, watch educational web videos pertaining to your subjects (History channel, PBS, Khan Academy), or more.

What to do when Class Connect is down, but the Online School is working
If Class Connects go down and you miss live sessions but the Online School and your courses are still available:
1. Email Teacher that Class Connects are not working.
2. Watch recordings of missed sessions when they are available.
3. Work in your online course, on your daily plan, and submit assignments as needed.

How to determine when systems are back up and running
Check the following places for updates on all systems outages, and keep checking back to login about every 30 minutes to see if the affected system is back up and running again:
- Student/LC Email
- Stride Customer Care: http://help.k12.com
- School Facebook: [INSERT LINK]
- School App: [INSERT LINK]

Communication of Plan
- Outages will be reported by the Academic Administrators to the teachers. Teachers will then contact parents and students via email or auto dialer with information related to the outage AND additional resources families can access until the system is restored. Information will also be sent via the School App and Facebook page.
- Helpful links to bookmark
- Stride Customer Care: http://help.k12.com
- School Facebook: [INSERT LINK]
- School Website: [INSERT LINK]