



Ogden Preparatory Academy

OPA Board of Directors Meeting

Published on March 18, 2026 at 2:29 PM MDT
Amended on March 19, 2026 at 9:48 AM MDT

Date and Time

Thursday March 19, 2026 at 4:30 PM MDT

Location

1487 Lincoln Avenue
Ogden UT 84404

Board Room (ECC upstairs)

The Mission of the Ogden Preparatory Academy Charter School is to provide a challenging curriculum where academic excellence, character development, and individual growth are nurtured in a safe and happy environment that involves the active participation of students, teachers, parents and community members.

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:30 PM
A. Record Attendance		Sara Mejeur	1 m
B. Call the Meeting to Order		Sara Mejeur	
C. Approve Minutes	Approve Minutes	Sara Mejeur	1 m

Approve minutes for OPA Board of Directors Meeting on February 19, 2026

	Purpose	Presenter	Time
D. Opportunity for Public Input	Discuss	Sara Mejeur	5 m
II. Finance			4:37 PM
A. Budget Review	Discuss	Spencer Adams	10 m
B. Auditor Review	Vote	Spencer Adams	5 m
Eide Bailly Squire			
C. E Rate	Vote	Debbie Deem	10 m
E-Rate requires that we submit a form 470 to request bids for technology needs.			
Managed Internal Broadband Services, MIBS. Cost of MIBS is \$1,000/month, \$12,000/year. Our portion after E-Rate is \$2,400/year.			
Network Hardware upgrades and refresh. 470 was submitted this year to select a vendor that we will use over the next 5 years as we update the Access Points, Switches, and other hardware. Each year we will submit a 470 for specific hardware items. There is no cost for this right now; costs will come annually as we identify the hardware in need of refresh.			
Bids are all due March 31, and we have to sign the agreements April 1.			
Two companies are front runners for selection			
<ul style="list-style-type: none"> • Net Diverse - current MIBS provider and previous hardware provider and service • 801 Technology - current phone and intercom provider. 			
D. Carpet	Vote	Debbie Deem	5 m
Paul Wolff (attached) \$54.69/sq yd Wall 2 Wall, last year \$56.92/sq yd			
Planning on 485 SY plus remaining vestibules. \$28,699			
E. Classroom Computer Monitoring and Filtering Securely	Vote	Debbie Deem	5 m

	Purpose	Presenter	Time
Go Guardian			
III. Administrative Business			5:12 PM
A. Administrative Board Report	FYI	Administration	10 m
B. FY27 Calendar	Vote	Debbie Deem	5 m
C. FY27 Calendar Days and Hours	Vote	Debbie Deem	5 m
D. Fee Schedule	Vote	Debbie Deem	5 m
E. Gifted and Talented Plan	FYI	Debbie Deem	5 m
F. Uniform Discussion	Discuss	Debbie Deem	5 m
Students: Tucking of shirts Staff: blue jeans			
G. Health Curriculum	Vote	Debbie Deem	5 m
The following curricula are used in our Health classes:			
<ul style="list-style-type: none"> • Botvin Life Skills • Essential Health Skills for Middle School 			
These are both on the USBE approved list.			
H. Weber Morgan Health Data Report	Discuss	Debbie Deem	10 m
I. School Land Trust Plan	Vote	Debbie Deem	10 m
IV. Other Business			6:12 PM
A. Discussion	Discuss	Debbie Deem	5 m
V. Closing Items			6:17 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for OPA Board of Directors Meeting on February 19, 2026

APPROVED



OGDEN PREPARATORY
ACADEMY

Ogden Preparatory Academy

Minutes

OPA Board of Directors Meeting

Date and Time

Thursday February 19, 2026 at 4:30 PM

Location

1487 Lincoln Avenue
Ogden UT 84404

Board Room (ECC upstairs)

The Mission of the Ogden Preparatory Academy Charter School is to provide a challenging curriculum where academic excellence, character development, and individual growth are nurtured in a safe and happy environment that involves the active participation of students, teachers, parents and community members.

Directors Present

B. Lucas, J. Zepeda, P. Valiente (remote), S. Zwygart (remote)

Directors Absent

S. Mejeur

Ex Officio Members Present

D. Deem, K. Kennington, S. Lopez

Non Voting Members Present

D. Deem, K. Kennington, S. Lopez

Guests Present

A. McPhee, S. Wright, T. Bingham, T. Young

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

B. Lucas called a meeting of the board of directors of Ogden Preparatory Academy to order on Thursday Feb 19, 2026 at 4:36 PM.

C. Approve Minutes

S. Zwygart made a motion to approve the minutes from OPA Board of Directors Meeting on 01-15-26.

J. Zepeda seconded the motion.

The board **VOTED** to approve the motion.

D. Opportunity for Public Input

No public.

II. Finance

A. Budget Review

Spencer was not able to make it. Reach out with any questions.
Discussed that everything is the same.

B. Chromebook purchase FY27

J. Zepeda made a motion to Approve the Les Olsen Company Chromebook Purchase.

S. Zwygart seconded the motion.

Purchases for the 5th grade, keep until 9th grade, can earn it forever.

- This purchase is for the 5th grade for next year.
- Procurement Form Comparison Form of the three quotes for the purchase.
- Liked to use Dell, but they are getting more and more expensive. Les Olsen are good, and the cheapest one. So that would be IT's recommendation.

The board **VOTED** to approve the motion.

III. Administrative Business

A. Administrative Board Report

Presented by Teryl Young, Kasey Kennington, and Shevon Lopez, and Debbie Deem.

Updates and events going on in the school.

B. FY25 School Land Trust Plan Amendment

J. Zepeda made a motion to approve the school land trust amendment.

S. Zwygart seconded the motion.

The board **VOTED** to approve the motion.

C. Policies

S. Zwygart made a motion to approve the curriculum adoption, appeal, and review policy and the Artificial Intelligence Policy.

P. Valiente seconded the motion.

Updates to the Curriculum adoption, appeal, and review policy. - There was an addition for the supplemental materials section.

AI Policy, which is new. Guidance for teacher use and for the students as well.

The board **VOTED** to approve the motion.

D. PBIS Plans Approval

J. Zepeda made a motion to approve the PBIS plan.

S. Zwygart seconded the motion.

Presenting the PBIS plans. Similar, but a little different at the two buildings.

- Elementary - discussed by Kasey. Golden tickets. (grades 1-3) don't have to keep them, older kids do. Younger kids have tallies. There is a school store they can purchase things in once a month.
- Junior High - broken up by quarters. Tickets are focused on the demonstration of the behavior. For example, this quarter is be respectful. There are also class competitions and prizes that they can earn. Culture Keepers is a group of students, nominated by teachers to represent their school. Gotcha Tickets - for students to give to each other. Can be turned in for treats.

The board **VOTED** to approve the motion.

E. 4-day Student School Week

- Reviewed the Survey Results.
 - There is a summary report to see all the feedback we collected for the calendar.
- Next Steps = Would the Board like us to move forward into looking more into a 4-day week.
 - If this is something we want to pursue - we would have to look at a lot of different logistics and items to explore.

- If we want to pursue it
 - We should reach out to other schools and districts so that we have more information.
 - What should we do about our concerns. Making all the opinions heard.
- Difference in age groups - of Kindergarten students vs. the Junior High teachers. So we discussed different opinions.
- Look at other school systems to collect more information and data on this. What makes it successful? And making sure that we can do the same. Get more information.
- Next steps, looking at more information and research so we have more information moving forward.
- Discussed minimum day on Friday and Wednesday. And we want to look more into the data for this.

IV. Other Business

A. Discussion

No other business.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:35 PM.

Respectfully Submitted,
B. Lucas

Coversheet

Budget Review

Section: II. Finance
Item: A. Budget Review
Purpose: Discuss
Submitted by:
Related Material: February 2026 Budget Summary.pdf
February 2026 Budget Detail.pdf

Financial Summary as of February 28, 2026



66.7% through the Year

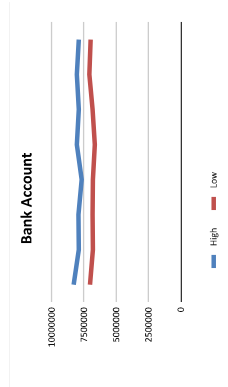
BUDGET REPORT

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	984	984	984	
Revenue				
1000 Local	\$ 719,119	\$ 929,606	\$ 964,504	75%
3000 State	\$ 8,359,068	\$ 12,569,629	\$ 12,702,646	66%
4000 Federal	\$ 327,327	\$ 1,286,109	\$ 1,359,656	24%
Total Revenue	\$ 9,405,514	\$ 14,785,343	\$ 15,026,805	63%
Expenses				
100 Salaries	\$ 5,977,979	\$ 8,969,851	\$ 9,100,757	66%
200 Benefits	\$ 1,045,201	\$ 1,619,239	\$ 1,644,823	64%
300 Prof & Technical Services	\$ 559,138	\$ 708,018	\$ 808,170	69%
400 Purchased Property Services	\$ 257,045	\$ 364,000	\$ 408,000	63%
500 Other Purchase Services	\$ 149,704	\$ 260,517	\$ 250,654	60%
600 Supplies and Materials	\$ 815,582	\$ 1,099,700	\$ 1,099,740	74%
700 Property, Equipment	\$ 94,838	\$ 90,000	\$ 116,165	82%
800 Debt Service and Misc	\$ 826,914	\$ 1,300,736	\$ 1,315,736	63%
Total Expenses	\$ 9,726,401	\$ 14,412,061	\$ 14,744,045	66%
Net Income from Operations	\$ (320,887)	\$ 373,282	\$ 282,760	1.9%

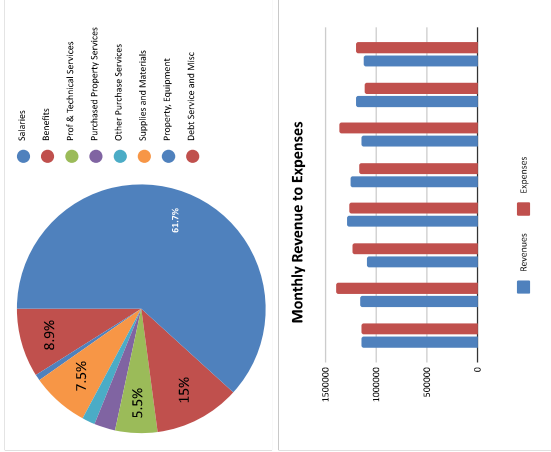
Operating Margin -3.4%

CASH

Ending Cash Balance	\$ 7,904,437
Ending Unrestricted Cash Balance	\$ 7,851,159
Days Cash on Hand	196



EXPENSES



RATIOS

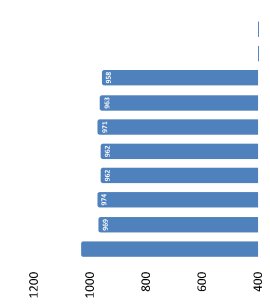
	Actual	Goal	Covenants
Operating Margin	1.88%	2.50%	
MADS (Modified Acc)	1.23	1.3	1.10
Days Cash on Hand	196	100	30
Unrestricted DCOH	194	100	30
Building Payment %	9%	20%	

RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 2,398,744	\$ 2,398,744
Reserves Added this Year	\$ (320,887)	\$ 282,760
Project 1	\$ -	\$ -
Expenses from Reserves	\$ (162,018)	\$ (162,018)
HVAC Economizers	\$ -	\$ -
Project 2	\$ -	\$ -
New Reserve Balance	\$ 1,915,639	\$ 2,519,486

ENROLLMENT

Pre-K/DC	A	S	O	N	D	J	F	M	A	M
K	56	53	53	53	54	54	55	56	58	
1	105	99	100	98	98	100	100	100	100	
2	107	106	105	103	104	104	104	102	102	
3	97	95	95	96	92	94	92	90	90	
4	109	106	107	107	106	106	105	104		
5	88	82	83	80	82	83	84	83		
6	105	101	101	100	103	103	100	99		
7	107	92	94	93	94	96	99			
8	114	103	103	101	101	103	102	102		
9	92	85	85	84	83	82	82	82		
Total	1021	960	974	962	962	971	963	928	0	0





Actuals as of: February 28, 2026 Percentage of Year: 66.7%

Budget Detail Report	(984 Students)	(985 Students)	985	(0 Students)	974	% of Forecast
	FY25 Actuals	FY26 Actuals	FY26 Budget	Changes	FY26 Forecast	
Revenue						
1000 Local						
1510 Interest on Investments	\$ 434,905	\$ 288,534	\$ 400,000	\$ -	\$ 400,000	72.1%
1600 Lunch Program (Students & Adults)	\$ 87,115	\$ 55,053	\$ 80,000	\$ -	\$ 80,000	68.8%
1710 Student Sales	\$ 24,280	\$ 19,269	\$ 25,000	\$ -	\$ 25,000	77.1%
1710 Art Expo	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
1740 Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
1745 Trips (Co-Curricular Fees)	\$ 63,941	\$ 38,430	\$ 80,000	\$ -	\$ 80,000	48.0%
1747 Free Dress (Extra-Curricular Fees)	\$ 6,078	\$ 4,387	\$ 4,106	\$ 281	\$ 4,387	100.0%
1760 Fines	\$ 2,399	\$ 1,421	\$ 1,300	\$ 121	\$ 1,421	100.0%
1770 Fundraisers	\$ 14,045	\$ 8,098	\$ -	\$ -	\$ -	0.0%
1340 Preschool Revenue	\$ 233,692	\$ 175,141	\$ 241,200	\$ -	\$ 241,200	72.6%
1820 Afterschool Revenue (Daycare)	\$ 8,320	\$ 100	\$ 8,000	\$ -	\$ 8,000	1.3%
1910 Rental of Facility	\$ 13,408	\$ 7,260	\$ 10,000	\$ -	\$ 10,000	72.6%
1920 Contributions & Donations	\$ 7,549	\$ 14,239	\$ 30,000	\$ -	\$ 30,000	47.5%
1920 Employer Childcare Startup Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
1930 Gain on Sale of Assets	\$ 1,236	\$ -	\$ -	\$ -	\$ -	0.0%
1990 Medicaid	\$ 41,481	\$ 84,496	\$ 50,000	\$ 34,496	\$ 84,496	100.0%
1990 Miscellaneous	\$ 26,404	\$ 22,691	\$ -	\$ -	\$ -	0.0%
Total 1000:	\$ 964,853	\$ 719,119	\$ 929,606	\$ 34,898	\$ 964,504	74.6%
3000 State						
0.3005 Regular School Prgm K	\$ 354,459	\$ 287,467	\$ 431,177	\$ 23	\$ 431,200	66.7%
0.3010 Regular School Prgm 1-12	\$ 3,445,814	\$ 2,534,465	\$ 3,830,149	\$ (49,032)	\$ 3,781,117	67.0%
0.3020 Professional Staff	\$ 248,865	\$ -	\$ -	\$ -	\$ -	0.0%
31.1205 Special Education - Add-On	\$ 933,425	\$ 682,493	\$ 999,185	\$ 24,554	\$ 1,023,739	66.7%
31.1210 Special Education - Self-Contained	\$ 45,818	\$ 71,651	\$ 107,476	\$ -	\$ 107,476	66.7%
31.1220 Special Education - Extended Year	\$ 5,193	\$ 3,742	\$ 5,613	\$ -	\$ 5,613	66.7%
31.1225 Special Education - Impact Aid	\$ 15,680	\$ 12,802	\$ 19,204	\$ -	\$ 19,204	66.7%
31.1278 Special Education - Extended Year Stipend	\$ 1,725	\$ 2,760	\$ -	\$ 2,760	\$ 2,760	100.0%
31.5201 Class Size Reduction K-8	\$ 340,474	\$ 251,352	\$ 373,901	\$ 2,905	\$ 376,806	66.7%
31.5344 Enhancement for At-risk students	\$ 405,849	\$ 303,937	\$ 453,355	\$ 1,612	\$ 454,967	66.8%
31.5901 CTE College & Career Awareness	\$ 6,082	\$ -	\$ 4,674	\$ -	\$ 4,674	0.0%
32.0500 Charter School Base Amount	\$ 108,604	\$ 75,191	\$ 115,115	\$ (3,105)	\$ 112,010	67.1%
32.5310 Flexible Allocation	\$ 2,414	\$ 267,625	\$ 403,458	\$ (2,736)	\$ 400,722	66.8%
32.5619 Charter School Local Replacement	\$ 3,002,852	\$ 2,372,107	\$ 3,573,580	\$ (39,908)	\$ 3,533,672	67.1%
34.5651 Educator Professional Time (HB 396)	\$ 144,405	\$ 149,694	\$ 144,405	\$ (23,144)	\$ 121,261	123.4%
34.5659 Educator Support Prof Bonus	\$ -	\$ 114,617	\$ -	\$ 114,617	\$ 114,617	100.0%
34.5665 Grow Your Own Teacher	\$ -	\$ -	\$ 40,000	\$ 15,940	\$ 55,940	0.0%
33.5331 Gifted and Talented	\$ 7,632	\$ -	\$ 7,121	\$ -	\$ 7,121	0.0%
33.5805 Early Literacy (K-3)	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
34.5807 SHINE (formerly TSSP)	\$ 8,942	\$ 24,368	\$ -	\$ 36,552	\$ 36,552	66.7%
34.5868 Teacher Materials and Supplies	\$ 22,230	\$ 21,043	\$ 22,230	\$ (1,187)	\$ 21,043	100.0%
34.5876 Educator Salary Adjustment	\$ 743,984	\$ 608,832	\$ 920,763	\$ (13,686)	\$ 907,077	67.1%
33.5911 EL Software Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
35.5420 School Land Trust	\$ 150,926	\$ 153,154	\$ 153,154	\$ -	\$ 153,154	100.0%
35.5655 Digital Teaching & Learning	\$ 50,607	\$ -	\$ 38,167	\$ (1)	\$ 38,166	0.0%
35.5666 Professional Learning	\$ 6,221	\$ -	\$ 7,465	\$ (7,465)	\$ -	0.0%
35.5678 TSSA	\$ 265,618	\$ 226,446	\$ 339,669	\$ -	\$ 339,669	66.7%
35.5679 Student Health & Counseling	\$ -	\$ -	\$ 51,919	\$ 3,103	\$ 55,022	0.0%
Mental Health Add-On Grant (Carry-Fwd)	\$ -	\$ -	\$ -	\$ 1,432	\$ 1,432	0.0%
38.0500 School Fees PEESRA	\$ -	\$ 14,956	\$ -	\$ 14,956	\$ 14,956	100.0%
38.5618 Early Interactive Software Program (EISP)	\$ 24,335	\$ -	\$ 19,650	\$ 831	\$ 20,481	0.0%
38.5654 Period Products in Schools	\$ 113	\$ -	\$ -	\$ -	\$ -	0.0%
38.5673 Substance Abuse	\$ 4,000	\$ 4,000	\$ 4,000	\$ -	\$ 4,000	100.0%
38.5674 Suicide Prevention	\$ 1,000	\$ 1,000	\$ 1,000	\$ -	\$ 1,000	100.0%
38.5697 LETRS Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
38.5813 Stipends for Future Educators	\$ 2,947	\$ 3,000	\$ -	\$ 3,000	\$ 3,000	100.0%
38.5846 Innovation Grant	\$ 50,000	\$ -	\$ -	\$ -	\$ -	0.0%
Professional Educator Licensure Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
38.5914 School Safety Specialist Stipend Grant	\$ -	\$ -	\$ -	\$ 3,000	\$ 3,000	0.0%
School Safety and Support Grant (SRO)	\$ 137,079	\$ -	\$ 144,446	\$ (16,782)	\$ 127,664	0.0%
School Safety and Support Grant (Facilities)	\$ -	\$ -	\$ -	\$ 10,245	\$ 10,245	0.0%
38.8070 Liquor Tax (Lunch Program)	\$ 86,081	\$ 58,149	\$ 150,000	\$ -	\$ 150,000	38.8%
3990 GEARUP	\$ -	\$ 103,516	\$ 122,800	\$ 54,533	\$ 177,333	58.4%
38.5672 Prevention Block Grant	\$ -	\$ 10,701	\$ 85,953	\$ -	\$ 85,953	12.4%
Total 3000:	\$10,623,374	\$ 8,359,068	\$12,569,629	\$ 133,017	\$ 12,702,646	65.8%
4000 Federal						
42-7230 GEER II (Unpaid Lunch)	\$ 8,332	\$ -	\$ -	\$ -	\$ -	0.0%
45-4522 IDEA Preschool	\$ -	\$ -	\$ 3,575	\$ -	\$ 3,575	0.0%
45-4524 IDEA	\$ -	\$ -	\$ 185,487	\$ -	\$ 185,487	0.0%
45-4524 PIP	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
45-7663 URAPT	\$ -	\$ -	\$ -	\$ 44,000	\$ 44,000	0.0%
45-8075a NSLP - Free & Reduced	\$ 329,252	\$ 214,908	\$ 330,000	\$ -	\$ 330,000	65.1%
45-8075b National School Lunch Program	\$ 60,830	\$ 39,991	\$ 75,000	\$ -	\$ 75,000	53.3%
45-8075c NSLP - Breakfast	\$ 58,900	\$ 35,256	\$ 75,000	\$ -	\$ 75,000	47.0%
45-8075d Supply Chain Assistance	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
45-8075e Kitchen Equipment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
45-8076 Cash in Lieu	\$ 1,394	\$ 1,188	\$ -	\$ 1,188	\$ 1,188	100.0%
45-8077 Child & Adult Day Care	\$ 10,761	\$ 14,468	\$ -	\$ 14,468	\$ 14,468	100.0%
45-8079a After School Program	\$ 5,718	\$ 5,602	\$ 11,060	\$ -	\$ 11,060	50.7%
45-8079b Fresh Fruits and Vegetables	\$ 57,293	\$ 15,914	\$ 34,959	\$ -	\$ 34,959	45.5%
45-8079b Local Food for Schools	\$ 10,120	\$ -	\$ -	\$ -	\$ -	0.0%
45-8080 Pandemic EBT	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
48.7801 Title I - Remedial Services	\$ -	\$ -	\$ 285,489	\$ 63,493	\$ 348,982	0.0%
48.7801 CSI	\$ -	\$ -	\$ 198,888	\$ -	\$ 198,888	0.0%
48.7860 Title II - MAPP	\$ -	\$ -	\$ 9,050	\$ (9,050)	\$ -	0.0%
48.7860 Title II	\$ -	\$ -	\$ 30,958	\$ 5,978	\$ 36,936	0.0%
48.7880 Title III A - English Lang Acq	\$ -	\$ -	\$ 27,686	\$ (27,686)	\$ -	0.0%
48.7905 Title IV Supporting Effective Instruction	\$ 18,388	\$ -	\$ 18,957	\$ (18,844)	\$ 113	0.0%
Total 4000:	\$ 560,988	\$ 327,327	\$ 1,286,109	\$ 73,547	\$ 1,359,656	24.1%
Total Revenue:	\$12,149,215	\$ 9,405,514	\$14,785,343	\$ 241,462	\$ 15,026,805	62.6%



Actuals as of: February 28, 2026 Percentage of Year: 66.7%

Budget Detail Report	(984 Students)		(985 Students)		985		(0 Students)		974	
	FY25 Actuals	FY26 Actuals	FY26 Budget	Changes	FY26 Forecast	% of Forecast				
Expenses										
100 Salaries										
121 Principals and Assistants	\$ 629,244	\$ 523,519	\$ 812,257	\$ -	\$ 812,257	64.5%				
131a Teachers	\$ 3,450,106	\$ 2,711,460	\$ 3,937,899	\$ 43,103	\$ 3,981,002	68.1%				
131f Stipends (Sports, other)	\$ 38,456	\$ 36,933	\$ 30,000	\$ 15,000	\$ 45,000	82.1%				
131g End of Year Bonus / Returning Bonus	\$ 43,928	\$ 33,890	\$ 57,950	\$ (306)	\$ 57,644	58.8%				
131h Christmas Bonus	\$ 71,772	\$ 70,815	\$ 82,000	\$ (11,185)	\$ 70,815	100.0%				
131j Stipends (Greensheets)	\$ 2,613	\$ 3,237	\$ 6,000	\$ -	\$ 6,000	54.0%				
131k Stipends (flow through: ESY, School Safety)	\$ 12,909	\$ 3,143	\$ 5,000	\$ 5,760	\$ 10,760	29.2%				
131k Educator Support Prof Bonus	\$ -	\$ 95,125	\$ -	\$ 114,617	\$ 114,617	83.0%				
131k Stipends (SHINE)	\$ -	\$ 19,227	\$ -	\$ 36,552	\$ 36,552	52.6%				
131i HB 396 Educator Professional Time Stipend	\$ 69,351	\$ 32,366	\$ 110,000	\$ -	\$ 110,000	29.4%				
131a Preschool Teachers	\$ 166,328	\$ 122,870	\$ 207,162	\$ (362)	\$ 206,800	59.4%				
131c Special Education Director & Teachers	\$ 559,840	\$ 427,734	\$ 713,684	\$ 14,141	\$ 727,825	58.8%				
132a Substitute Teachers	\$ 112,142	\$ 67,451	\$ 95,000	\$ (7,105)	\$ 87,895	76.7%				
132b PTO Cash out	\$ (28,530)	\$ (9,663)	\$ 15,000	\$ (5,000)	\$ 10,000	-96.6%				
142a Counselor & Social Worker	\$ 229,271	\$ 196,386	\$ 302,183	\$ -	\$ 302,183	65.0%				
142b Occupational Therapist	\$ 26,764	\$ 15,131	\$ 26,000	\$ 5,324	\$ 31,324	48.3%				
143 Nurse	\$ 302	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%				
145 Librarian	\$ 153,208	\$ 131,322	\$ 201,875	\$ -	\$ 201,875	65.1%				
152 Secretarial & Clerical	\$ 234,506	\$ 187,125	\$ 281,077	\$ -	\$ 281,077	66.6%				
161a Special Education TA	\$ 384,832	\$ 342,350	\$ 490,444	\$ 55,766	\$ 546,210	62.7%				
161b General Ed and At-Risk TA	\$ 134,803	\$ 70,149	\$ 26,742	\$ 73,258	\$ 100,000	70.1%				
161c Title I TA	\$ 398,222	\$ 289,212	\$ 552,645	\$ (142,645)	\$ 410,000	70.5%				
161d Early Literacy (K-3) TA	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%				
161e Land Trust TA	\$ 44,379	\$ 26,387	\$ 100,208	\$ (45,360)	\$ 54,848	48.1%				
161f Early Intervention TA	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%				
161g After School Program (Prev Block Grant)	\$ -	\$ 56,228	\$ 103,505	\$ (23,505)	\$ 80,000	70.3%				
161h Preschool Aides	\$ 91,964	\$ 44,836	\$ 90,745	\$ -	\$ 90,745	49.4%				
182 Facility Support	\$ 60,900	\$ 51,344	\$ 74,024	\$ 2,854	\$ 76,878	66.8%				
184 IT Support	\$ 125,005	\$ 98,157	\$ 148,129	\$ -	\$ 148,129	66.3%				
191 Food Service	\$ 431,720	\$ 331,245	\$ 499,322	\$ -	\$ 499,322	66.3%				
Total 100:	\$ 7,444,035	\$ 5,977,979	\$ 8,969,851	\$ 130,906	\$ 9,100,757	65.7%				
200 Benefits										
220 Social Security	\$ 555,991	\$ 438,594	\$ 708,674	\$ 10,342	\$ 719,016	61.0%				
230 Retirement	\$ 162,377	\$ 130,827	\$ 184,758	\$ 15,242	\$ 200,000	65.4%				
241 Group Insurance	\$ 494,171	\$ 400,583	\$ 595,541	\$ -	\$ 595,541	67.3%				
242 Waiver Benefit	\$ 98,125	\$ 57,000	\$ 96,000	\$ -	\$ 96,000	59.4%				
270 Worker's Compensation Fund	\$ 14,900	\$ 12,163	\$ 19,266	\$ -	\$ 19,266	63.1%				
280 Unemployment Insurance	\$ 12,269	\$ 6,034	\$ 15,000	\$ -	\$ 15,000	40.2%				
Total 200:	\$ 1,337,833	\$ 1,045,201	\$ 1,619,235	\$ 25,584	\$ 1,644,823	63.5%				
300 Prof & Technical Services										
310 Other Contracted Services	\$ 36,250	\$ -	\$ 80,000	\$ (60,000)	\$ 20,000	0.0%				
320 Substitute Services	\$ 1,608	\$ 6,336	\$ 5,000	\$ 3,000	\$ 8,000	79.2%				
330 Employee Training & Development	\$ 107,587	\$ 97,129	\$ 100,000	\$ 36,000	\$ 136,000	71.4%				
352 Audit Services	\$ 23,823	\$ 11,582	\$ 23,000	\$ -	\$ 23,000	50.4%				
345 Business Manager Services	\$ 82,511	\$ 61,808	\$ 92,718	\$ -	\$ 92,718	66.7%				
347 Mental Health (Weber Health Services)	\$ 6,889	\$ 3,750	\$ 7,500	\$ -	\$ 7,500	50.0%				
347 Speech Therapy	\$ 238,139	\$ 193,200	\$ 289,800	\$ -	\$ 289,800	66.7%				
347 Psychology / Behavior	\$ 11,456	\$ 7,445	\$ 12,000	\$ -	\$ 12,000	62.0%				
349 Legal	\$ 8,117	\$ 71,871	\$ 10,000	\$ -	\$ 10,000	718.7%				
350 IT Services	\$ 66,016	\$ 46,494	\$ 88,000	\$ (6,512)	\$ 81,488	57.1%				
350 SRO	\$ 140,176	\$ 59,523	\$ 144,446	\$ (16,782)	\$ 127,664	46.6%				
Total 300:	\$ 722,572	\$ 559,138	\$ 708,018	\$ (44,294)	\$ 808,170	69.2%				
400 Purchased Property Services										
410 Garbage / Sewer / Water	\$ 45,742	\$ 45,404	\$ 61,000	\$ 19,000	\$ 80,000	56.8%				
423 Cleaning & Custodial Services	\$ 121,000	\$ 88,000	\$ 132,000	\$ -	\$ 132,000	66.7%				
424 Lawn Care & Snow Removal	\$ 22,614	\$ 4,622	\$ 35,000	\$ -	\$ 35,000	13.2%				
430 Repairs / Maintenance / Monitoring	\$ 204,704	\$ 119,019	\$ 135,000	\$ 25,000	\$ 160,000	74.4%				
442 Rental of Equipment & Vehicles	\$ 552	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%				
443 Lease of Copy Machines	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%				
450 Construction Services	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%				
Total 400:	\$ 394,612	\$ 257,045	\$ 364,000	\$ 44,000	\$ 408,000	63.0%				
500 Other Purchase Services										
517 Trips	\$ 50,508	\$ 48,992	\$ 100,000	\$ -	\$ 100,000	49.0%				
518 Field Trips (Bussing & Entrance Fees)	\$ 21,839	\$ 14,745	\$ 30,000	\$ (5,000)	\$ 25,000	59.0%				
518 Student Activities - Aguilas Bussing	\$ -	\$ -	\$ 1,200	\$ -	\$ 1,200	0.0%				
518 Sports (Bussing, Fees, Tri, Weight Training)	\$ 18,237	\$ 9,253	\$ 21,000	\$ -	\$ 21,000	44.1%				
520 Property & Liability Insurances	\$ 58,005	\$ 56,748	\$ 68,268	\$ -	\$ 68,268	83.1%				
530 Communication (Phone & Internet)	\$ 15,360	\$ 11,049	\$ 15,049	\$ (0)	\$ 15,049	73.4%				
540 Marketing	\$ 2,174	\$ 5,137	\$ 5,000	\$ 137	\$ 5,137	100.0%				
560 After School Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%				
580 Travel / Per Diem	\$ 16,727	\$ 3,780	\$ 20,000	\$ (5,000)	\$ 15,000	25.2%				
Total 500:	\$ 182,850	\$ 149,704	\$ 260,517	\$ (9,863)	\$ 250,654	59.7%				



Actuals as of: February 28, 2026 Percentage of Year: 66.7%

Budget Detail Report	(984 Students)	(985 Students)	985	(0 Students)	974	% of Forecast
	FY25 Actuals	FY26 Actuals	FY26 Budget	Changes	FY26 Forecast	
600 Supplies and Materials						
610 Classroom/ Legislative Supplies	\$ 56,628	\$ 47,697	\$ 50,000	\$ -	\$ 50,000	95.4%
610 SpEd Supplies	\$ 19,863	\$ 7,898	\$ 15,000	\$ -	\$ 15,000	52.7%
610 Preschool Supplies	\$ 2,525	\$ 1,887	\$ 8,000	\$ (2,000)	\$ 6,000	31.5%
610 After School (Hope Squad - Prevention Block)	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
610 Event Supplies	\$ 16,886	\$ 7,729	\$ 17,500	\$ -	\$ 17,500	44.2%
610 Sports Supplies	\$ 4,167	\$ 1,240	\$ 5,000	\$ -	\$ 5,000	24.8%
610 Clubs	\$ 8,475	\$ 6,666	\$ 9,000	\$ -	\$ 9,000	74.1%
610 Yearbooks	\$ 10,007	\$ 6,052	\$ 6,000	\$ 52	\$ 6,052	100.0%
610 Art Expo	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
610 Aguilas & 7 Habits	\$ 7,203	\$ 12,887	\$ 10,000	\$ -	\$ 10,000	128.9%
610 OPA Apparel / Concessions	\$ 29,400	\$ 38,897	\$ 30,000	\$ 10,000	\$ 40,000	97.2%
610 Staff Meals / Appreciation / Prof Dev	\$ 26,910	\$ 13,144	\$ 30,000	\$ -	\$ 30,000	43.8%
610 Counseling / Cultural Supplies	\$ 177	\$ 30	\$ 200	\$ -	\$ 200	15.0%
610 Board Expenses	\$ 3,904	\$ 226	\$ 4,000	\$ -	\$ 4,000	5.7%
610 Office Supplies	\$ 52,627	\$ 43,759	\$ 50,000	\$ -	\$ 50,000	87.5%
610 Non Food Kitchen Supplies	\$ 40,134	\$ 42,031	\$ 25,000	\$ 25,000	\$ 50,000	84.1%
621 Natural Gas	\$ 28,231	\$ 15,855	\$ 40,000	\$ -	\$ 40,000	39.6%
622 Electricity	\$ 83,914	\$ 66,752	\$ 85,000	\$ -	\$ 85,000	78.5%
630 Lunch Program Food & Supplies	\$ 510,353	\$ 315,397	\$ 515,000	\$ (25,000)	\$ 490,000	64.4%
641 Curriculum	\$ 89,698	\$ 116,988	\$ 105,000	\$ 11,988	\$ 116,988	100.0%
644 Library	\$ 16,917	\$ 31,674	\$ 15,000	\$ -	\$ 15,000	211.2%
650 Technology Related Supplies	\$ 6,040	\$ 3,662	\$ 10,000	\$ -	\$ 10,000	36.6%
670 Educational Software	\$ 50,469	\$ 10,211	\$ 30,000	\$ (15,000)	\$ 15,000	68.1%
680 Maintenance Supplies	\$ 16,716	\$ 12,419	\$ 25,000	\$ (5,000)	\$ 20,000	62.1%
680 Cleaning Supplies (BEAR)	\$ 15,676	\$ 12,481	\$ 15,000	\$ -	\$ 15,000	83.2%
Total 600:	\$ 1,096,926	\$ 815,582	\$ 1,099,700	\$ 40	\$ 1,099,740	74.2%
700 Property, Equipment						
710 Land and Site Improvement	\$ 14,791	\$ 10,675	\$ 10,000	\$ 675	\$ 10,675	100.0%
720 Buildings	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
733 Furniture and Fixtures	\$ 27,448	\$ 15,100	\$ 20,000	\$ (2,000)	\$ 18,000	83.9%
733 ECC Furniture and Fixtures	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
734 Technology Related Hardware	\$ 75,152	\$ 26,523	\$ 40,000	\$ -	\$ 40,000	66.3%
735 Non-Bus Vehicle - SRO Car	\$ 60,918	\$ -	\$ -	\$ -	\$ -	0.0%
736 Technology Related Software	\$ 10,049	\$ 40,868	\$ 10,000	\$ 30,868	\$ 40,868	100.0%
739 Equipment	\$ -	\$ 622	\$ -	\$ 622	\$ 622	100.0%
739 Kitchen Equipment	\$ 6,528	\$ 1,050	\$ 10,000	\$ (4,000)	\$ 6,000	17.5%
Total 700:	\$ 194,886	\$ 94,838	\$ 90,000	\$ 26,165	\$ 116,165	81.6%
800 Debt Service and Misc						
810 Dues and Fees	\$ 37,177	\$ 43,248	\$ 35,000	\$ 15,000	\$ 50,000	86.5%
812 Banking Fees	\$ 8,710	\$ 7,049	\$ 8,500	\$ -	\$ 8,500	82.9%
850 Bond - Restricted Assets	\$ 972,459	\$ 776,433	\$ 1,237,236	\$ -	\$ 1,237,236	62.8%
850 Contingency	\$ -	\$ -	\$ 20,000	\$ -	\$ 20,000	0.0%
890 Miscellaneous	\$ 1,660	\$ 184	\$ -	\$ -	\$ -	0.0%
Total 800:	\$ 1,020,006	\$ 826,914	\$ 1,300,736	\$ 15,000	\$ 1,315,736	62.8%
Total Expenses:	\$ 12,393,714	\$ 9,726,401	\$ 14,412,061	\$ 187,535	\$ 14,744,045	66.0%
Net Income:	\$ (244,499)	\$ (320,887)	\$ 373,282	\$ 53,924	\$ 282,760	\$ 120,000.00
MADS Goal 1.30					1.23	1.10
Reserve Funds Used in Year:					\$ 371,171	Diff: \$ (88,410.83)
Fund Reserve:						
					119986	
					\$ 162,774	\$ 42,773.97
					1.12	

Coversheet

Auditor Review

Section: II. Finance
Item: B. Auditor Review
Purpose: Vote
Submitted by:
Related Material: 2026_Eide_Bailly_Proposal_for_Ogden_Preparatory_Academy.pdf
Squire_Audit_Proposal_-_Ogden_Preparatory_Academy.pdf



February 13, 2026

Proposal for Audit And Tax Services

Ogden Preparatory Academy

Submitted By:

Eide Bailly LLP
David Erickson, CPA
Partner

Ken Jeppesen, CPA, CCIFP
Partner

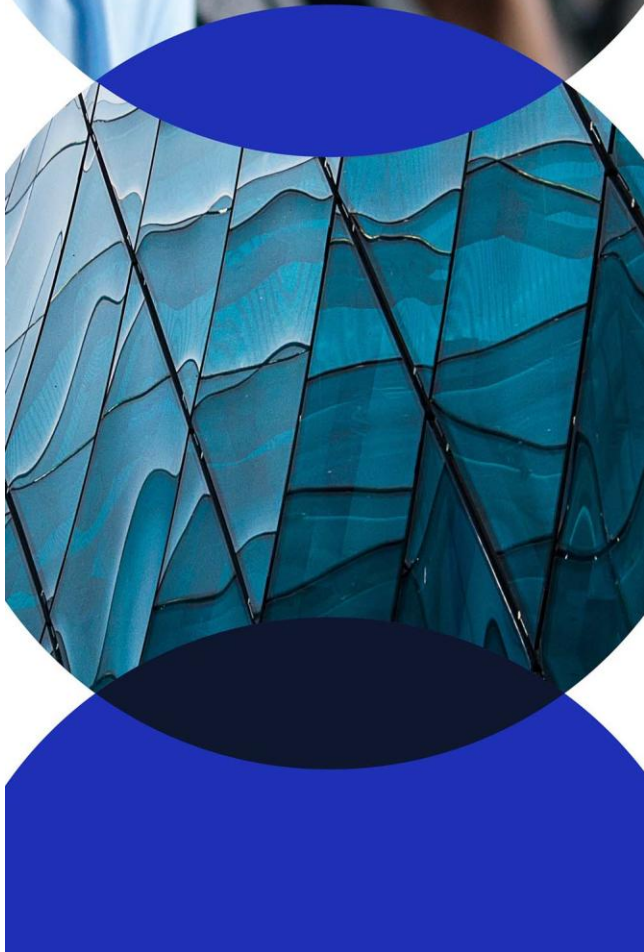


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Executive Summary

Your Goals, Our Commitment

Thank you for the opportunity to continue to support Ogden Preparatory Academy (OPA) in achieving your goals through providing audit and tax services. We understand your needs and have provided similar services to the government and nonprofit industry for more than 100 years. We're confident OPA will continue to benefit from the experience we can provide. Eide Bailly has the qualifications to be the firm of choice for the following reasons.

We enjoy working with charter schools to help them achieve their objectives and meet their needs. At the same time, we provide updates on new, applicable accounting standards or legal requirements, whether it be from the Utah State Board of Education, Utah State Auditor, or the Governmental Accounting Standards Board (GASB). Together, with support from our National Assurance Office (NAO) and National Tax Office (NTO), we have been able to identify such changes that haven't always been identified by other charter school accounting service providers across the state. We believe two-way communication between OPA and Eide Bailly is key to our working relationship.

Our Utah team provides services to over 60 different charter schools. Because of this our services will be more efficient and effective than other firms.

Our Work with Charter Schools: We understand schools face a myriad of challenges. Charter schools are continually planning and restructuring as student demographics fluctuate. Whatever challenges OPA faces, our team will continue to listen to your needs in order to gain a better understanding. This, in turn, will help you respond, adapt, and operate more efficiently.

Extensive Multi-Industry Experience: We are committed to the government industry, having served these entities for more than 70 years. We work with more than 1,300 government clients throughout the nation, including more than 600 schools. We provide audit services to numerous charter schools, school districts, and other government and nonprofit entities, while tax services are offered only to those clients who require them. Eide Bailly also currently serves over 3,800 nonprofit organizations throughout the nation. We know business is about more than numbers, and we pride ourselves on fostering strong relationships. We stay abreast of current issues impacting charter schools and grow our knowledge by attending workshops and trainings.

As a valued client, you'll also continue to experience:

- **Exceptional Service, National Resources:** While you'll continue to be served by dedicated professionals, OPA will also have access to national resources, including more than 3,500 professionals with diverse skill sets and experiences across the firm, ready to meet your needs.
- **Proactive Communication:** Eide Bailly's client service, founded and focused on communication, includes timely or real-time responses, ongoing client-centric support, and a service team that exceeds expectations. We'll continue to keep you informed of changes affecting OPA.
- **High Level of Involvement:** We provide our clients the kind of hands-on service that has helped us develop a reputation as one of the most service-oriented firms in the country. We offer collaborative solutions that result into developing impactful client relationships, not only during the engagement, but throughout the year.
- **Timeliness:** Our professionals are trained to anticipate, identify, and respond to your needs promptly. We'll continue to work closely with your management team to customize our services to your needs. We believe in clear, transparent, and open communication to mitigate unexpected developments. We understand and will comply with the schedules and scope for the audit and tax services as outlined in your request and will perform all work within the timeframes outlined.

We Want to Keep Working with You: We've developed the following proposal with OPA in mind. We'll continue to get to know you and your staff while taking the time to understand your specific challenges and opportunities. As our highly valued client, we would be proud to keep working with OPA, building on the trusting and impactful relationship we have with your team, and continuing to deliver solutions that create real value. Please contact us if you would like to discuss any aspect of this proposal.

Sincerely,



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About Us

Your Goals, Our Commitment

What Sets Us Apart

At Eide Bailly, we believe every organization has untapped potential. With more than 100 years of service and a team of over 3,500 professionals, we align our strengths with your ambitions to move you forward. Whether you're navigating today's challenges or preparing for what's next, our mission is to help you optimize performance, safeguard what you have built, and plan for future growth so your business is stronger today, and even stronger tomorrow.

Your experience with Eide Bailly will be different than working with other CPA and advisory firms. Yes, accounting is about numbers — but our business is about relationships. When you work with us, you'll feel the difference in how we collaborate, communicate, and genuinely care about your success. We deliver personalized service at a service-line level, while offering access to deep industry and service expertise across our national firm. Our professionals work with you to bring clarity, strategic thinking, and practical solutions to every engagement.

A Relationship, Not Just an Engagement

Our work with clients goes beyond the deliverables — it's a relationship built on trust, shared values, and measurable results. When you choose Eide Bailly, you'll continue to:

- Partner with people who take the time to understand you and your organization — not just the numbers.
- Gain insights from specialized teams to address challenges, meet objectives, and uncover new opportunities.
- Make smarter decisions backed by experienced advisors who care about your long-term success.
- Experience our proactive, hands-on service model — always focused on helping you operate at peak performance.

Top 20
CPA
firm

1917
more than 100 years
in business

50+
offices in U.S.
& India

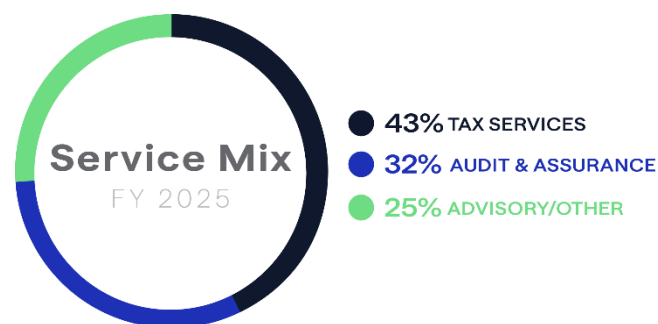
440+
partners

3,500+
talented
professionals

Services Experience

An Experienced Firm

Eide Bailly has a reputation for providing quality work at a fair price. Our clients repeatedly tell us we provide a very high level of service-to-cost, and they appreciate having an extensive variety of resources available to them as needs arise. When it comes to fees, we believe in clear, up-front, and open communication with no surprises. We'll maintain a reliable relationship with you for independence and objectivity, proactive planning, and consulting, in addition to thoughtful, creative thinking on issues important to you. We'll never bill you for routine consultations; we consider this to be a further investment in our relationship with you and an encouragement for you to reach out to us regularly.



Audit and Assurance Experience

Since 1917, we've provided audit services to clients across all industries. These services account for approximately 32 percent of our work, and include audits, compilations, reviews, and financial statement forecasts and projections, as well as assistance in understanding financial statements, conducting internal audits, and evaluation and testing of internal controls. Our clients experience regular contact with senior-level staff and work with a consistent team from year to year, with appropriate rotation.

Usually an audit is required for industry compliance, or at the request from a lender, vendor, or other party in need of verifying your financial statements. However, at Eide Bailly we view an audit as a valuable management tool — the opportunity to help you improve profitability and strengthen your business and administrative practices. Our clients appreciate this viewpoint and the opportunity to work with auditors who share their vast knowledge throughout the process, as well as throughout the year.

Our audits are conducted under generally accepted auditing standards (GAAS) and include an examination of evidence supporting the amounts and disclosures in the financial statements. The objective of an audit is to provide a reasonable basis for expressing an opinion about whether the financial statements, taken as a whole, are presented in conformity with generally accepted accounting principles (GAAP).

National Assurance Office

Eide Bailly's National Assurance Office (NAO) oversees the quality and compliance of the audit practice. This group of assurance partners and senior managers performs a variety of quality control functions, such as:

- **Consults** with engagement teams, financial statement reviews and engagement quality control reviews.
- **Monitors** new accounting and auditing standards and assists in the development of related internal communications and training materials.
- **Develops and delivers** internal continuing professional education (CPE).
- **Assists** with the performance of the firm's internal inspection processes and formal root cause and action plan development for both internal inspection and peer review findings.

Your audit team has access to this group on an as-needed basis to help research and consult on any unique auditing or compliance issues that may arise. The NAO is a firm resource to support the audit team; therefore, we do not charge our clients for time spent by this group supporting the audit team.

Single Audit Experience

Eide Bailly has experience providing single audits related to federal expenditures, which ensures our clients remain compliant. Our single audits include an audit of both the financial statements and the federal awards. We also assist in the preparation of the Data Collection Form and prepare the reporting package for submission to the Federal Audit Clearinghouse. Eide Bailly has a three-year average of auditing more than \$28.8 billion in federal expenditures, providing us with extensive experience in single audits. Not only are we on the forefront of new regulations, but because of our vast experience with government entities, we are also familiar with a wide variety of federal programs. As OPA looks to expand its current federal programs, we can pull from our expansive database of federal programs we have audited and provide consultation on what has worked effectively for other entities. This will help OPA establish strong controls and processes over new federal programs rather than trying to rework controls and processes after the programs are established.

Our single audit experience includes the Department of Education, Department of Housing and Urban Development, Department of Agriculture, Department of Commerce, Department of Interior, Department of Transportation, Department of Justice, Department of Labor, Department of the Treasury, Department of Health and Human Services, Homeland Security, National Foundation on the Arts and the Humanities, Environmental Protection Agency, Department of Energy, Office of the National Drug Control Policy, Department of Defense and the Bureau of Land Management. Paired with our many years of experience, we are qualified to effectively work with your organization to meet your federal requirements.

Tax Experience

We provide tax services to clients across all industries, accounting for 43 percent of our work and including tax returns, tax planning, business advice, tax research, and IRS audit support. We help our clients manage their tax planning, compliance, and reporting needs through proactive planning, sound advice, and research. Our focused knowledge and understanding of the tax laws and regulations applicable to nonprofit organizations is fundamental to minimizing our clients' tax liability, maintaining tax-exempt status, and providing sound guidance our clients trust.

Nonprofit Tax Expertise

Our exempt organization tax practice helps clients maintain their most valuable asset — their tax-exempt status. Eide Bailly recognizes the complexity of the tax issues for nonprofit organizations, and we've developed a specialized team of over 80 professionals dedicated to serving the compliance and consulting needs of our nonprofit clients. We have an experienced team of 25 individuals representing all staff levels devoted to nonprofit tax matters who spend 100% of their time working in this area. Our consulting services include such things as assisting clients with identifying and reporting unrelated business income tax; securing public charity status; fundraising reporting and disclosures; intermediate sanctions planning and documentation; IRS examinations and appeals; compensation and benefits issues; and entity structuring and restructuring. In addition, our Exempt Organization Tax Practice prepares more than 3,400 federal and state information, income tax and charitable organization registration returns and filings for nonprofit organizations nationwide.

National Tax Office



Eide Bailly's National Tax Office (NTO) serves as a valuable resource for clients in analyzing complex tax issues related to business decisions. Our team is dedicated to keeping clients informed about tax news, developments, and trends across various specialty areas, including accounting methods and periods, cost segregation studies, wealth transfer, state and local taxation, international tax, tax-exempt organizations, tax controversy, research and development tax incentives, and tax legislation.

We leverage the expertise of professionals who monitor legislative actions and provide updates on tax-related matters. Our vision is to continuously develop and offer services that bring value and meet our clients' evolving needs. To keep our clients aware of emerging issues, the NTO regularly publishes tax update e-newsletters, shares insights, and hosts relevant workshops and webinars.



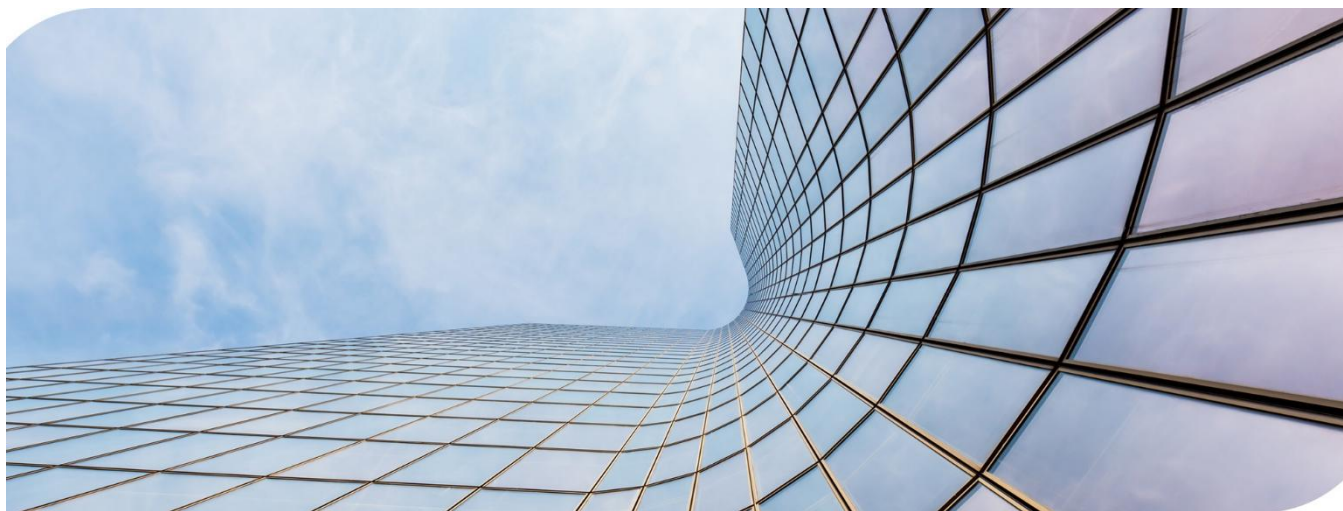
Industry Experience

Inspired to Serve Charter Schools

The government and nonprofit industries represent two of Eide Bailly's largest niche areas — with more than 1,300 government clients, 3,800 nonprofit clients and more than 600 schools firmwide. We work with the entire spectrum of entities to address not only their financial issues, but also their business and operational issues as well. Through serving these clients, our professionals have gained focused expertise in the government and nonprofit industries and will provide you with insightful advice. These services include, but are not limited to, evaluating internal control structure, assessing control risk, and performing tests of controls, as well as testing compliance with applicable laws and regulations in accordance with *Government Auditing Standards*.

Eide Bailly prioritizes staying current with changes to the K-12 charter school industry. We help clients adapt to changes within the existing standards and implement any new standards. Our team members are engaged in the industry and are well positioned in organizations associated with K-12 entities.

Our firm has set up industry groups to focus on the needs of each industry we serve — with one group dedicated to both nonprofits and charter schools. Our nonprofit and charter school team members have made a career commitment to working with nonprofits and charter schools and, therefore, they focus their training and education around these sectors. These staff members and partners understand the issues faced by nonprofits and charter schools and are in a better position to provide solutions to the issues and needs that may affect your organization. This focus also ensures that our staff members stay abreast of current regulations and changes. Through our nonprofit and charter school industry groups, we have established relationships within the community of service providers for similar organizations — including attorneys, financial advisors, and industry associations. Such relationships enable us to work together effectively as a team to our clients' benefit. Firmwide, 300+ full-time professionals belong to our Government Industry Group and more than 350 professionals are part of our nonprofit audit and tax audit teams. These professionals share information, learn from others, and stay up to date on industry developments. To gain the greatest benefit, the knowledge is shared with professionals across the firm. This size and depth of resources ensures that as your organization grows and your needs change, we'll have the knowledge and resources to support your growth.



Professional Services

Service Methodology

At Eide Bailly, we promise you a better overall experience. We're unique because we appreciate the fact that every situation and every organization is different. We tailor our approach based on the needs of each client.

Eide Bailly values its business relationships and demonstrates this through our partner and manager involvement. Our senior level professionals are involved with our clients and accessible throughout the year. They do not delegate all tasks to staff but rather stay involved on-site during fieldwork and stay connected throughout the year. Our client testimonials specifically highlight this approach, believing they benefit from our ability to stay abreast of changes in and updates to their operating environment as we collaborate with them to achieve optimal results.

Our clients experience a communication approach that stands apart in both style and frequency. Because we recognize effective communication is critical throughout the entire engagement process, our service and communication approach begins with planning and continues throughout the year. Additionally, we take a collaborative communication approach with our clients and include them in the process as our peers. Our clients offer a wealth of knowledge and information about their organization; and communicating with them as a business peer ultimately produces the best outcome.

Prior to beginning the engagements, we'll discuss with management:

- The engagement timelines.
- The audit and tax approaches and processes.
- Additional considerations that may affect scope, schedules and workpapers to be prepared by your personnel.

Upon appointment, we'll discuss the audit and tax schedules and work with you to ensure the timelines meet your needs and makes the most effective use of your staff members' time.

Audit Approach

Our audit approach is designed for collaboration and optimal results. It consists of four major components: Planning, Fieldwork, Reporting, and Ongoing Communication. If awarded, we will discuss with management our proposed schedule, but we also have the flexibility to make any changes to meet reporting deadlines.

The objectives of each component are:

Planning

- Discuss and finalize the engagement timeline, audit approach, and process.
- Discuss risks and concerns of the management and accounting staff, including the Board, if requested.
- Evaluate the nature of the operating environment (e.g., changes in volume, degree of system and reporting centralization, sensitivity of processed data, impact on critical business processes, potential financial impacts, planning conversions, and economic and regulatory environment).
- Review interim financial information and reports to identify significant risks and changes.
- Review significant estimate areas and consider underlying assumptions.
- Update an understanding of OPA, its reporting units and their environments.
- Document internal control systems, including IT, and related changes from prior periods.
- Consider fraud, risk of noncompliance, illegal acts, abuse, etc.
- Assess audit risk and identify potential audit issues.
- Assess materiality and testing scopes, to the extent possible, and present audit plan.
- Prepare and communicate audit request lists and workpapers.
- Develop expectations regarding timing and audit progress.
- Update understanding of single audit programs and perform an analysis of potential major federal programs.

Fieldwork

Single Audit

Phase I: Risk Assessment and Planning

This phase encompasses the planning and risk assessment of your federal and state programs. The planning phase sets the tone as well as set the stage for an efficient and effective single audit. We'll work closely with management to properly identify federal programs and clusters to determine the major programs to be tested.

The steps include:

- Determine grant awards and funding increments.
- Determine the Type A and Type B thresholds.
- Perform a review of the past two single audits and document the program risk to determine risk, for any programs above the threshold (Type A).
- Make final determination of major programs to be tested.
- Review applicable Uniform Guidance *Compliance Supplement* for any unusual items and determine direct and material compliance areas for each major program.

Phase II: Major Program Testing

After making the major program determination, we will test the major programs through the following steps:

- Obtain audit steps from the *Compliance Supplement*.
- Obtain the process and controls related to the direct and material compliance areas identified during planning. The controls for each area need to address the five components of Committee of Sponsoring Organizations of the Treadway Commission (COSO) as required by Uniform Guidance.
- Select samples for control and compliance testing.
- Perform control testing for effectiveness and compliance testing of selected transactions.
- Report material weaknesses or material noncompliance to management.
- Hold periodic status meetings and discuss potential findings with management while our auditors are in the field.

Phase III: Assessment and Reporting

The above steps are based on the preliminary Schedule of Expenditures of Federal Awards (SEFA). Once the SEFA has been finalized, we will determine if any additional major programs are to be tested. We will:

- Perform major program testing steps for any newly identified programs.
- Review prior findings, if any, and determine if findings were cleared by management and do not need to be reported during the current year.
- Prepare the Schedule of Findings and Questioned Costs.
- Provide a draft report of the single audit and any Yellow Book findings required to be reported.

Financial Statement and State Compliance

- Communicate with management to determine internal controls, perform walk-throughs and to discuss any potential audit issues.
- Identify state compliance programs requiring testing and follow the State Compliance Audit Guide procedures.
- Determine audit procedures by area, based on results of planning and risk assessment.
- Determine confirmation needs.
- Prepare listing of audit information requested from OPA.
- Review minutes, resolutions, and ordinances.
- Perform tests of legal compliance.
- Provide weekly updates to OPA staff.
- Hold exit conference with management.
- Audit areas based on risk assessment.
- Obtain and prepare schedules and analyses supporting the financial information.
- Discuss findings with management, if any.
- Discuss proposed journal entries with management, if any.
- Finalize single audit testing.
- Provide weekly updates to OPA staff.
- Hold exit conference with management.

Reporting

- Review of financial statements by the Engagement Partner.
- Review of financial statements by the Technical Review Partner/Manager to obtain a second opinion on the completeness and adequacy of financial statement disclosures and audit procedures.
- Complete management letters and review with management.
- Prepare other communications to management and the Board.
- Assist with preparation of the Data Collection Form and the reporting package for submission to the Federal Audit Clearinghouse.
- Present to the Board at its regularly scheduled meeting, if requested.

Ongoing Communication

- Obtain interim financial statements throughout the year for review.
- Analyze significant changes and identify areas to further tailor our audit plans and keep us up to date with continuing changes.
- Compare interim results to year-end results for the past few years to identify potential issues in the financial reporting process.
- Participate periodically at your Board meetings, and any other meetings, upon request.

We take a “no surprises” approach to our engagements. We work closely with management and accounting personnel throughout the audit process, hold weekly meetings to review open items, discuss potential accounting or compliance issues, and provide periodic written or oral reports on the status of the audit to representatives of OPA. At the end of fieldwork, we will hold an exit conference with management to discuss any potential findings and come to a conclusion. We strive not to have additional findings subsequent to the exit conference.

Tax Approach

When preparing and reviewing the Form 990 for our clients, we’re aware these records are available to the public — including the media. We provide value in the preparation of the tax return in several areas. We review the information accumulated and the theory behind how the information is included in the tax return. We work closely with the audit team to use the information they’ve collected in the audit process in our preparation of the tax returns. We also include a member of the tax team in our audit planning meeting when starting the engagement to share information related to changes in your organization or environment.

As part of our information-gathering process, we’ll conduct an interview with OPA staff, management, and appropriate Board members to accumulate the majority of the information needed for the tax return and discuss the questions on the return. We believe this will result in less time needed from you in gathering information and interpreting the questions on the form.

In addition, we’ll provide management and the Board with insight on IRS best practices and help develop responses to information required on the Form 990 based on the IRS’s increased scrutiny. We’re available to present the Form 990 to the Board to review any significant areas prior to filing.

Engagement Timeline and Communication

Audit Timeline

We anticipate the audit services will be completed during the timing below with the final report issued by November 30. The table below outlines a preliminary schedule.

Activity	Timing
Planning & Pre-Work	May-June
Interim Work	June-July
Fieldwork	August-October
Reporting	November
Ongoing Communication	Throughout the Year

Tax Timeline

The tax timeline is based on when you want to file the federal Form 990. Some clients prefer to use all extensions available, and others prefer to file within four and a half months of year-end. We're prepared to work on the return when convenient to OPA, and we'll develop a timeline for delivery that includes time for management and the Board to review the tax return prior to filing.

By thoroughly planning and communicating with management, we begin each engagement understanding the various deadlines for each of the financial and single audits and tax services and the steps involved to meet those deadlines. A project plan will be developed and followed closely, and we'll work with OPA management team to customize our audit and tax services and specific timelines to your needs. We believe in clear, up-front, and open communication mitigating surprises.

Communication Process

Our service philosophy is one of working *for* the Board and *with* management. This approach has proven beneficial as it assures the proper communication channels exist while also avoiding last-minute surprises that can be frustrating to the Board and management. We view all parties as an important part of the overall process of providing audit and tax services.

Specifically, we've found the following communication protocols to be effective:

Management: We base our relationship with management on strong, two-way communication. The service providers and management must work together to ensure a timely and effective engagements are performed, as well as to collaboratively address any issues that arise. We'll meet with management during engagement planning to thoroughly understand OPA's expectations and any changes to the organization. At the conclusion of the work, we'll jointly evaluate the effectiveness of the engagements and any recommendations for changes in the future.

Board of Directors: We'll meet with appropriate members of the Board in the planning phase of the engagement to explain our approach and to ask for input on their areas of concern. At the conclusion of the engagements, we'll meet with the Board and share the results, if desired, including the management letter, to ensure our findings represent the facts and our recommended solutions are practical. We'll also work with the Board and its appropriate committees to address financial and operational issues that impact OPA.

While we're proactive in our communication, we encourage OPA's Board, management, and staff to call us with any questions they may have during audit and tax time, and throughout the year.

Use of Technology

Eide Bailly staff utilizes progressive and effective software to streamline processes and make them as efficient as possible. These technologies include:

EB Bridge

Our client portal, EB Bridge, is designed to strengthen the relationship between Eide Bailly and our clients, facilitating collaboration and connection between our clients and employees. EB Bridge enables clients to engage effectively throughout their interactions with improved processes, better document management, and a more efficient annual client access review.

Suralink

Suralink is an interactive Provided by Client (PBC) software solution which improves the client experience for document exchange. This addition to our suite of tools saves a substantial amount of time managing PBC documents, creating increased efficiencies during your engagement.

Data Extraction Software

TeamMate Analytics: Eide Bailly designs our approach to incorporate the use of TeamMate Analytics to maximize efficiency while conducting a very effective audit. Through TeamMate Analytics, we can extract information from related databases and create databases that check for duplicate payments, summarize payments, extract journal entries from specific accounts, develop expectations for analytical procedures and recalculate system calculations, among other procedures developed by our audit team.

DataSnipper: Eide Bailly's audit approach is enhanced by the use of DataSnipper, a powerful Excel add-in that improves efficiency and fosters effective auditing practices. This innovative tool allows us to leverage artificial intelligence (AI) for automated document matching. With configurable templates for standardized audit procedures, DataSnipper streamlines workpaper preparation and review while enhancing collaboration within our audit practice.

CCH ProSystem fx Engagement by Wolters Kluwer

This software is used to perform the audit, retains the electronic workpapers and supporting documentation, performs project tracking and facilitates quality engagement review.

Flexibility to Meet Your Needs

Eide Bailly performs all engagements in a paperless environment. As a technology-driven firm, we've seen no issues in performing audit and tax procedures off-site from our clients. We utilize tools, such as using Microsoft Teams, which allows us to communicate with our clients face to face, while sharing screens, to make the process as seamless as possible. We host webinars to educate our clients on changing circumstances and how to successfully navigate those changes. We have no concerns completing these engagements remotely should OPA desire it. We'll discuss with management which approach, remote versus on-site, works best for you.



Team Qualifications

Knowledgeable and Experienced Team

We're passionate about our work — and your success. We have selected professionals for your service team who are the right fit for your engagement, based on their knowledge and experience in the government and nonprofit industries.

Leadership Team

David Erickson will lead the engagement team and serve as the Audit Engagement Partner. **Ken Jeppesen** will serve as the Client Relationship Partner. **Brady Nelson** will serve as the Audit Manager. These professionals are licensed to practice public accounting and bring strong credentials and a desire to work with OPA. If awarded these engagements, these individuals will serve as your primary contacts. You'll find profiles for each team member showcasing their experience and education in [Appendix A](#). Additional resources will support the project team as necessary.

Additional Team Members

Once we determine the timing that works best for you, we'll assign senior and staff associates to your engagement. Many of our seniors have more than two years of experience in public accounting, with several who specialize in the government and nonprofit industries. Many of our managers spend the majority of their time specializing in the government and nonprofit industries and have multiple years of experience. All members of our staff are required to comply with necessary CPE requirements, and most members of our staff significantly exceed their required amount.

Staff Continuity

As indicated in this graphic, Eide Bailly enjoys a high staff retention rate, especially in contrast to the national average in the accounting industry. This ensures strong business relationships with our clients. To minimize disruptions, we keep staffing changes on your team to a minimum, providing our clients with consistent service teams and increased quality of work.

Should the need arise to change any of the key engagement personnel, we'll notify you in writing and provide the qualifications of the proposed replacement. Upon your approval, new engagement personnel will join your service team.



Cost Proposal

Expected Fees

Our fees are based on the complexity of the issue and the experience level of the staff members necessary to address it. If you request additional services, we'll obtain your agreement on fees before commencing work, so there are no surprises or hidden fees.

We propose the following fees based on our understanding of the scope of work and the level of involvement of OPA's staff:



Professional Services	2026
Audit of Financial Statements and State Compliance ¹	\$16,500
Single audit ²	\$6,500
Preparation of federal Form 990 and applicable state filings ³	\$2,100
Total	\$25,100

¹ Audit fees include increases in State Compliance Audit Guide procedures as published by the Utah State Auditor Office. Compliance requirements are subject to change each year and may result in increases and/or decreases in fees based on the annual changes.

² Audit fees are quoted for one (1) major federal program. If additional programs are required to be audited, the fee will be adjusted for an additional \$1,500-2,500 per major program.

³ In addition to the tax fees for the Form 990, additional forms that may be required and vary on a year-by-year basis related to investment reporting are priced as follows:

- Form 990T: \$850 (for one activity and each additional activity is \$400)

Out-of-Pocket Fees

In addition to the professional fees listed above, you will be billed for actual out-of-pocket expenses such as travel time, mileage, lodging, and meals. Given your proximity to our offices and potential for a virtual audit process, we anticipate these to be minimal. A 5% technology fee will also be applied to support and enhance the quality work we provide by investing in technology.

Billing Policy Regarding Inquiries

We know clients appreciate access to all their service team members. We embrace this opportunity for constant communication and will ensure our team members are available when you have questions and issues. This service is included in the scope of the engagement. If a particular issue surfaces that falls outside the scope of this engagement, we'll bring it to your attention and obtain approval before proceeding.

Future Year Pricing Guarantees

Our fee increases for future years are consistent with inflationary increases in the industry. They are contingent upon no major changes to OPA, and that significant accounting and auditing rule changes and procedures remain consistent with current requirements. Fees do not include additional time that could be incurred due to changes to the scope of the engagement.



Additional Services

Let Us Help You With More

We are leaders in the government and nonprofit industries, offering valuable perspectives beyond our core strength of accounting and tax compliance. We're business advisors who want to help guide the strategy and operations of your organization, and we'll make sure you feel connected and understand the process. Our professionals work closely together so you receive valuable service from people who understand your needs and know your business.

When you work with us, you'll have access to the knowledge and talents of more than 3,500 professionals across our firm. This includes specialized tax knowledge, a full spectrum of audit/assurance services and our many specialized services, such as:

GASB Implementation & Technical Accounting

Our professionals provide expert advisory services to assist with year-end close and the implementation of GASB statements. Our team can help ensure timely, accurate financial reporting through support with financial statement preparation, note disclosure, account reconciliation, and compliance. We also can facilitate the implementation of new GASB standards in a supportive or turn-key capacity, offer customized solutions to streamline your processes, provide training for your team, and assist with audit coordination to ensure a smooth and compliant audit process.

Cybersecurity and IT Services

Our professionals have deep IT backgrounds, specializing in a broad range of technology services and security solutions, enabling us to customize approaches that meet your specific needs. We collaborate with every level of your organization — Board or Council, executive team, and general users — to provide valuable insights and guidance so you can be confident your data is protected, and your systems meet your needs. Our experts will help you define your goals and operational needs, so your technology game plan keeps you winning.

Internal Audit

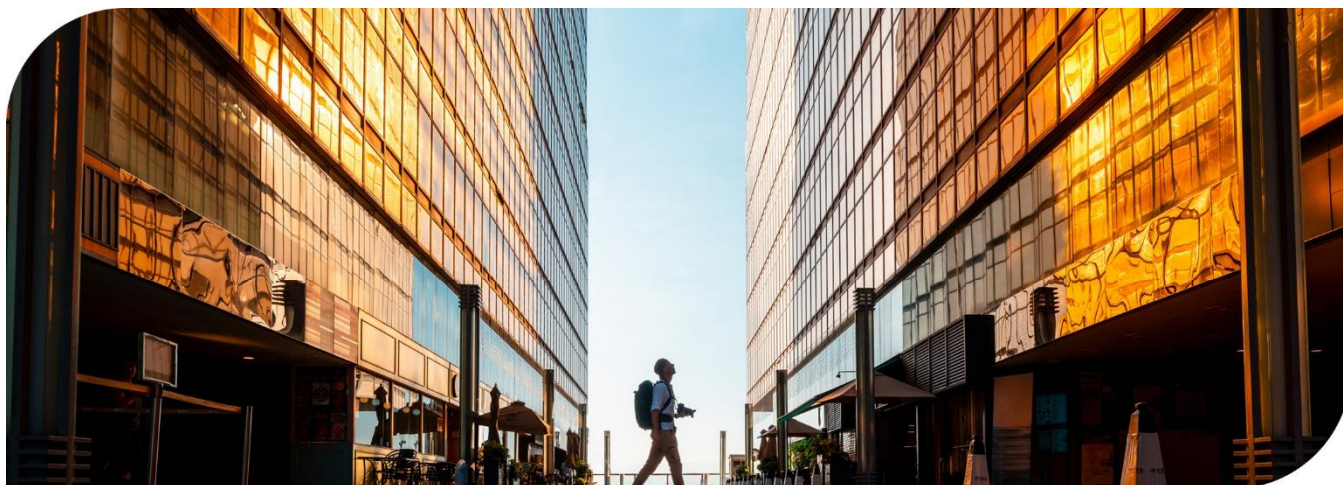
An internal audit is an independent, objective review of an organization's internal controls, corporate governance, and accounting processes and procedures, with the main role of an internal audit being to reduce and mitigate risk, as well as improve operational performance, controls, and governance processes. When it comes to internal audit, different agencies have varying needs, policies, procedures, staffing, and other variables. You need an internal audit function as unique as your organization — Eide Bailly tailors its internal audit services to your specific needs and has experience serving a wide variety of government agencies at the state and local levels.

Data Analytics

The future economy is all about data. We are firm believers that the winners in the technological revolution will be those who figure out how to use their data and make better decisions. We want to help you win. Data reporting and predictive analytics do not need to be intimidating. Discover what your data is really trying to tell you with the help of our team of certified data analysts. From data strategy and goal setting, to consolidating your data sources in a data warehouse for a single source of truth, our team is here to help you make data analytics work for you — one dashboard and report at a time.

Forensic Accounting

Our seasoned professionals have years of relevant investigative experience. Our forensic accountants are experienced in assisting with internal, civil, criminal, and insurance recovery investigations related to allegations of theft, fraud, and accounting irregularities. The forensic methodologies and technology used by our team of specialists help get to the facts of these situations and are court proven. We understand the urgency of resolving these types of matters and deliver a quality work product in an efficient and timely manner.



The Right Choice for Ogden Preparatory Academy

Exceeding Expectations and Achieving Goals

Our longstanding relationship with OPA has allowed us to build efficiencies into the audit and tax processes to enable us to provide value to OPA beyond our audit and tax engagements. We will continue to leverage this historical knowledge to provide value to OPA in addition to our assurance and tax engagements.

We understand and recognize the careful consideration that OPA must undertake when determining whether to continue with Eide Bailly as your current accounting firm. The following are some of the many reasons why we think our relationship with OPA continues to be the best fit:

- Our extensive experience in the government and nonprofit industries extends firmwide and continues to provide additional resources at OPA's disposal.
- Inquiries from management regarding technical issues, including phone calls throughout the year, are not billed separately and reflect our commitment to serve you beyond traditional offerings. Our philosophy is to be proactive in our conversations with management, rather than identify potential issues during the audit and tax engagements.
- Our willingness to be a trusted advisor extends beyond management, as demonstrated by recommendations and discussions on numerous occasions.
- We have addressed difficult conversations with management and are direct in our communications.
- We continue to present management and the Board with important information that is relevant to decision making.

Eide Bailly is committed to providing you with exceptional service and attention that not only surpasses our competitors but also ensures you feel as valued as you are, as we strive to be responsive and reliable advisors ready to answer any questions you may have while you evaluate your next steps, ensuring you have everything you need to make your decision.

David Erickson, CPA

Partner

801.337.3752 | derickson@eidebailly.com

Ken Jeppesen, CPA, CCIFP

Partner

801.337.3717 | kjeppesen@eidebailly.com

We Want to Work with You

We're driven to help clients take on the now and the next with inspired ideas, solutions, and results. We look forward to continue working with you.

Appendix A: Team Profiles
**Knowledgeable and
Experienced Team**



David Erickson, CPA

Partner

I find enjoyment in providing valuable customer service and solutions to my clients. In my opinion, that doesn't only mean providing information and feedback in a timely manner, but really understanding what our clients want and need and being a resource for them.

801.337.3752 | derickson@eidebailly.com

David provides audit and accounting services for a variety of clients, including charter schools, construction, manufacturing, distribution and logistics, dealerships, and nonprofit entities. David leads the audit engagement team through planning, performing, supervising and reviewing engagements.

When you work with David, you can expect prompt responses to your questions and concerns and someone who takes the time to understand your company, working with you to complete your goals and overcome your challenges.

Outside of work, David enjoys spending time with his family and friends. He enjoys golfing with his dad, brothers and son, and has found an interest in playing pickleball.

Client Work

Oversees audit engagements and works closely with clients and engagement staff.

Provided audit and review services to a variety of clients across multiple industries since 2011.



Memberships

American Institute of Certified Public Accountants

Utah Association of Certified Public Accountants

Designation/Licensures

Certified Public Accountant

Education

Master's Degree, Accounting - Weber State University, Ogden

Bachelor of Arts, Accounting - Weber State University, Ogden

Community

Volunteer Coach

Ken Jeppesen, CPA, CCIFF

Partner

I enjoy working with a variety of clients. I strive to develop strong, trusting relationships with clients and take the time to truly understand their business. I think outside the box to provide solutions that will help clients meet their business objectives.

801.337.3717 | kjeppesen@eidebailly.com

Ken provides audit and consulting services to various industries including primarily charter schools, manufacturing and distribution, nonprofit, and contractors.

When you work with Ken, you can expect all things genuine. He is easily approachable, friendly and reliable. He will take the time to sit down with you and will truly listen to understand your needs and expectations. When meeting with a client who has a complex scenario, he explores all the options and identifies the best solution to help alleviate clients' stress so they can focus on their goals.

Outside of work, Ken enjoys backpacking in the Windriver Mountain Range in Wyoming, downhill skiing at one of Utah's fabulous resorts or golfing with family and friends. Ken can also be found spending time with his family, doing anything from attending a Utah State University football game or playing sports in the back yard. Ken finds pride and enjoyment coaching his children's sports teams - more time to bond!

Client Work

Diverse client list - from wedding gowns to pet food, including providing insight on tax savings and available tax credits provided by Eide Bailly's tax group, as well as improving accounting and internal control processes.

Understands intricacies of the construction industry and the importance of understanding bid and cost estimate process.

Provides consulting, audit and forecasting services to more than 70 charter schools.



Memberships

American Institute of Certified Public Accountants (AICPA),
Former Peer Review Team Captain

Utah Association of Certified Public Accountants (UACPA)

Designation/Licensures

Certified Public Accountant

Certified Construction Industry Financial Professional

Education

Master of Accountancy - Utah State University, Logan, Utah

Bachelor of Arts, Accounting - Utah State University, Logan, Utah

Community

Boy Scouts of America,
Crossroads of the West Council
Executive Board President

Proud Utah State University Alumnus - Go Aggies!

Utah State University School of Accountancy, Advisory Board

Brady Nelson

Manager

I'm inspired by the opportunity to drive continuous improvement in every engagement I'm involved in. I find motivation in solving complex problems, mentoring my team, and helping build systems that promote continuous improvement and accountability. Knowing that my work contributes to smarter decisions and long-term success keeps me engaged and passionate about what I do.

801.456.5235 | bnelson@eidebailly.com

Brady oversees the planning, execution, and completion of audit engagements to ensure compliance with regulatory standards and internal policies; charter schools are an area of focus. He leads audit teams, coordinates with stakeholders, and provides strategic insights to improve financial and operational processes.

Clients can expect a collaborative and transparent approach, where their needs are prioritized and solutions are tailored to their unique challenges. Brady focuses on delivering high-quality audit services with integrity, clear communication, and a commitment to continuous improvement.

Outside of work, Brady enjoys spending time with family, exploring the outdoors, and staying active through hobbies like hiking and sports. He also appreciates opportunities to learn new things and connect with others in meaningful ways.

Client Work

Provides audit and other assurance services for a variety of industries with an emphasis on affordable housing, charter schools, nonprofit organizations, and dealerships.



Education

Master of Accountancy - Utah State University

Appendix B: Peer Review

Peer Review



Report on the Firm's System of Quality Control

To the Partners of Eide Bailly LLP
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Eide Bailly LLP (the "Firm") applicable to engagements not subject to Public Company Accounting Oversight Board ("PCAOB") permanent inspection in effect for the year ended April 30, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants ("Standards").

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The Firm is responsible for designing and complying with a system of quality control to provide the Firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the Firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act; audits of employee benefit plans; audits performed under FDICIA; and examinations of service organizations (SOC 1[®] and SOC 2[®] engagements).

As a part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Eide Bailly LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended April 30, 2023, has been suitably designed and complied with to provide the Firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. Eide Bailly LLP has received a peer review rating of *pass*.

Cherry Bekaert LLP

Atlanta, Georgia
January 9, 2024

cbh.com



PROPOSAL TO PROVIDE AUDIT SERVICES

OGDEN PREPARATORY ACADEMY

Prepared by:
M. Paul Winward, CPA



www.squire.com | 801.225.6900 | Offices in Utah, Arizona, and Nevada

**OGDEN PREPARATORY ACADEMY
Pricing Proposal for Audit and Related Services
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March 3, 2026

Board of Directors
Ogden Preparatory Academy

This fee proposal submitted by Squire & Company, PC is in response to a request to provide a fee proposal for audit and related services for Ogden Preparatory Academy. Our fee proposal is enclosed.

Contact information for the firm is as follows:

Address:	1329 South 800 East Orem, Utah 84097-7700
Telephone:	(801) 494-6031 Fax: (801) 228-2130
Your contact:	M. Paul Winward, CPA
E-mail:	paulw@squire.com

As you read the proposal please keep in mind that we are available to assist the school beyond the audit. We have been a consistent resource for charter schools since the first charter schools opened to students in 1999. Many schools have benefitted from our charter school training and presentations at UAPCS conferences.

Our current experience with over 30 Utah charter schools and 23 Utah school districts, our experience with QuickBooks accounting system, and our experience with Red Apple Financial allow us to give the school the outstanding, professional service needed to comply with accounting, auditing and reporting standards, and to act as a valued resource.

Squire has completed 843 charter school audits and 404 school district audits to date. We have consistently provided audit and related services to charter schools throughout Utah and have been able to submit our reports by the established deadlines.

Our goal is to do more than our clients expect. We trust this proposal meets your expectations. We know we can provide a quality product while giving Ogden Preparatory Academy the personal and professional attention it seeks. Please call for additional information.

Respectfully,

Squire & Company, PC
Squire & Company

PROPOSAL TO PROVIDE AUDIT SERVICES

A. Introduction to Squire & Company, PC

Since 1973, Squire & Company, PC, a firm of certified public accountants with locations in Utah, Arizona, and Nevada, has provided a full range of professional services in auditing, accounting, and taxes, as well as information technology and management advisory services for a variety of industries and entities throughout the United States of America and internationally. We perform over 500 audits annually, including over 200 audits performed for nonprofit organizations, Utah school districts and charter schools.

Personnel consist of 98 certified public accountants. Our current professional and support staff is summarized as follows:

	Total Personnel
Partners	38
Directors and managers	40
Professional accountants	125
Interns and seasonal	20
Operations and administrators	75
Total personnel	298

All of the certified public accountants at Squire are currently licensed to practice in the State of Utah. We certify that neither our firm nor its principals are presently debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this engagement by any governmental department or agency.

In relation to the School, our firm meets the independence requirements of the American Institute of Certified Public Accountants.

Squire had provided auditing and related services for school districts since the firm began in 1973. Squire currently provides auditing and related services to 32 Utah charter schools and 23 Utah school districts.

Squire was also one of the first accounting firms in Utah to perform audit and related services for charter schools when they opened in 1999. Since that time, Squire has continued to provide services to charter schools and has been selected by many charter schools to perform audit and related services.

We are freely accessible to School personnel throughout the year and will be able to respond quickly to requests.

Address:
1329 South 800 East
Orem, UT 84097

Telephone:
(801) 225-6900

Facsimile:
(801) 228-2118

Your contacts:

M. Paul Winward, CPA
paulw@squire.com
(801) 494-6031

David R Brown, CPA
daveb@squire.com
(801) 494-6029

Kirsten LaKose
(Administrative Assistant)
kirstenl@squire.com



PROPOSAL TO PROVIDE AUDIT SERVICES

Charter School Resource

Squire is committed to being a resource to charter schools. Squire identified a need for training charter school accountants and hosted training from 2007 to 2016 focused on charter school accounting issues.

Our charter school training is indicative of the time and effort spent by Squire to stay informed of charter school accounting issues and to provide charter schools with timely, relevant information necessary to comply with new state rules and regulations and to provide better information on which to base decisions. Much of knowledge is based on the extensive work Squire performs for Utah charter schools and school districts, inquiries received throughout the year, and our interaction with the Utah State Office of Education.

Squire Awards

Squire has been Utah's trusted accounting partner for over 50 years. We work hard to develop relationships with our clients – and that trust leads to success. We're consistently named one of the top companies to work for in Utah, as well as an outstanding provider of tax, audit, and advisory services.



PROPOSAL TO PROVIDE AUDIT SERVICES

B. Project Team

The professionals directly assigned to work on this engagement include the following:

M. Paul Winward, CPA – Engagement Partner



Paul joined the firm in 1996 shortly before receiving a master of accountancy degree from Brigham Young University in December 1996. Paul has twenty-six years of auditing experience working in public accounting at Squire. Paul serves as the engagement partner for many of the firm’s charter school audits. Paul has been actively involved in teaching charter school board members and accounting personnel through Squire’s charter school training and Utah Association of Public Charter Schools conferences. His nonprofit experience also includes working with membership societies, community health centers, school district foundations; among other organizations organized to provide various services to the community.

David R Brown, CPA – Engagement Quality Control Audit Partner



Dave received a master of accountancy degree from Utah State University in December 1993; he also has an associate’s degree from Snow College in computer information systems. He has twenty-five years experience working in public accounting at Squire as well as four years experience as a controller for a multi-state engineering firm. Dave serves as engagement partner for several school districts and charter school audits. Dave understands accounting systems and accounting functions and assists clients in designing and implementing adequate internal controls.

Other Professional and Support Staff

Additional Squire staff who have experience with charter schools and who may be assigned to perform audit and related services for the charter school are as follows:

Michael Bullock, CPA	Thomas Hezseltine, CPA	Devan Bartholomew, CPA
Trae Johansson, CPA	Ross Barton, CPA	Mike Mortensen, CPA
Angel Paredes, CPA	Tanner Robertson	Nick Broadhead
Zach Dodds	Josh Shelley	

Our firm experiences low turnover and the partner and staff assigned to work on the audit would likely remain constant unless personnel changes were requested by the school.

We do not plan to use the services of other audit firms or specialists in the course of the audit.

PROPOSAL TO PROVIDE AUDIT SERVICES

Our firm issues about 100 audit reports annually under the provisions of *Government Auditing Standards* and 2 CFR Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Squire & Company, PC has not been the object of any disciplinary action during its existence. No firm employee has had a complaint against them by the state board of accountancy or any other regulatory authority. Our peer review report is included as Appendix V and can be accessed at <http://peerreview.aicpaservices.org/publicfile/default.asp>.

C. Qualifications and Knowledge

In relation to charter schools, our firm meets the independence requirements of the American Institute of Certified Public Accountants.

Our auditors responsible for planning, directing, conducting, or reporting on nonprofit engagements have completed annually over 40 hours of continuing education and training with at least 12 of those hours in subjects directly related to the nonprofit environment and to nonprofit accounting and auditing.

Squire & Company, PC has an appropriate internal control system in place and participates in an external quality control review program. Our established internal quality control system provides reasonable assurance that we have established, and are following, adequate audit policies and procedures and have adopted, and are following, applicable audit standards. Also, every three years, we undergo an external quality control review that determines that our internal quality control system is in place and operating effectively and established policies and procedures and applicable accounting standards are being followed in our audit work.

The firm is a member of the AICPA's Center for Audit Quality and Government Audit Quality Center. The firm subscribes to the *AICPA Audit & Accounting Guide -Not-for-Profit Entities*, *AICPA Not-for-Profit Entities Illustrative Financial Statements*, *AICPA Not-for-Profit Entities: Best Practices in Presentation and Disclosure*, and to the monthly newsletter *PPC Nonprofit Update*. These subscriptions supplement our extensive audit and accounting library.

We are familiar with auditing computer-based accounting systems. We have experience auditing charter schools using QuickBooks. We are freely accessible to the School's personnel and will be able to respond quickly to requests.

We are very familiar with the GASB financial reporting standards and have assisted our clients with the preparation of their financial statements in accordance with those standards. We are available to assist the School's personnel in implementing the new requirements and the preparation of the financial statements.

D. Audit Approach

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

We will also audit the compliance of Ogden Preparatory Academy with compliance requirements applicable to the school described in the *State Compliance Audit Guide*.

PROPOSAL TO PROVIDE AUDIT SERVICES

Should Ogden Preparatory Academy expend more than \$1,000,000 of federal funds, our audit (for an additional fee) will also be conducted in accordance with the Single Audit Act and the provisions of 2 CFR Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and will include test of the accounting records, a determination of major federal programs in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express an opinion and to render the required reports. The audit report would include the required supplementary schedule of expenditures of federal awards. We will also prepare the Data Collection Form that summarizes our audit findings. The Data Collection Form will be submitted online as required by the Federal Audit Clearinghouse.

As required by auditing standards, we will obtain an understanding of the design of the relevant controls and whether they have been placed in operation, and we will assess control risk. We will also perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal and state award program, when applicable.

We will work closely with Ogden Preparatory Academy’s administration, as their schedules permit, in planning and conducting the audit. We will also work with Ogden Preparatory Academy’s Board to identify specific areas to emphasize in order to obtain the desired level of audit coverage in those areas.

We may prepare a letter to management that will include our findings and recommendations relative to internal control and compliance with applicable laws and regulations and the provisions of contracts and grant agreements, as applicable, and adherence to generally accepted accounting principles. The management letter should include the written responses from the school for each recommendation.

We plan to discuss any accounting issues with management as they arise and to meet with the board or a board committee to present our audit and any findings related to the audit.

A calendar of anticipated dates for completing the various services is provided in Appendix IV. Squire plans to meet these dates and submit all reports by their due dates.

E. Public School Audit Experience

Appendix I provides a list of the charter schools Squire currently serves and those Squire has served in the past. Appendix II provides a list of the school districts Squire currently serves.

Squire has successfully completed a total of 843 charter school audits and over 404 school district audits. The amount of work performed for charter schools and school districts provides Squire with the unique ability to perform audit and related services in an efficient, cost-effective manner. This results in substantial costs savings when Squire provides these services to any charter school because of our experience with the accounting and compliance issues encountered by charter schools.

The following charter schools, similar in size to Ogden Preparatory Academy, are provided as references:

Charter School	Contact	Phone	Email	October 2025 Enrollment Count
John Hancock Charter School	Craig Frank	801-796-5646	craigfrank@johnhancockcs.org	1,089
Lincoln Academy	Jake Hunt	801-756-2039	hunt@lincoln-academy.org	909
Vista at Entrada, School of Performing Arts and Technology	Troy Bradshaw	435-673-4110	tbradshaw@vistautah.com	1,088

PROPOSAL TO PROVIDE AUDIT SERVICES

What Squire Clients Are Saying



“Squire has conducted financial audits for the Utah Local Governments Trust and many Trust members for years. We value Squire’s expertise, transparency, and professionalism.”

– Steven A. Hansen
Utah Local Governments Trust



“Squire & Company has been our auditor for over 20 years. We have found their service to be timely, accurate and extremely helpful in keeping us current with GASB standards. Most importantly however, their professionalism in their interactions with us and our employees has been exceptional. They have truly added value to our organization far beyond an audit opinion. “

– Tim Leffel
Davis School District



“Because governmental accounting is so specialized, it is critical that an auditor not only understands, but is fluent in the technical accounting concepts and issues surrounding governments. Squire has that expertise and the amount of partner time and attention they provide is unrivaled. Our accounting has improved tremendously from their recommendations over the years and we have benefited greatly from their experience and expertise. Squire’s knowledge of governmental accounting and auditing is unmatched in the local audit community.”

– Shanell Beecher
Salt Lake County

PROPOSAL TO PROVIDE AUDIT SERVICES

F. Fees

Squire is committed to providing quality, timely service at a good value to charter schools. The knowledge and experience Squire has gained from performing audit services for many years allows us to complete these services more efficiently and cost-effectively without sacrificing quality of service or timeliness of report submission.

Squire has also worked with Ogden Preparatory Academy in the past and we are familiar with your systems and procedures.

Appendix III provides the proposed fee range (based on Ogden Preparatory Academy's October 1, 2025 enrollment) for the year ending June 30, 2026.

Squire fees identified in this proposal will change for anticipated increases in the cost of living and any changes in the enrollment of the school in subsequent years.

Additional services and consultation beyond the normal scope of a financial audit are available upon your approval at our standard rates, averaging \$275 per hour. Examples of such services are implementation of new accounting standards, payroll assistance, pension plan administration and assistance, and other accounting issues.

G. Additional Information

Non-discrimination Clause

We affirm that Squire & Company, PC does not discriminate against any individual because of race, religion, sex, color, sexual orientation, gender identity, age, disability, or national origin, and that these shall not be a factor in consideration for employment, selection for training, promotion, transfer, recruitment, rates of pay, or other forms of compensation, demotion, or separation.

Conflict of Interest

We affirm that none of our officers, employees, or immediate family members of officers and employees is or has been an elected official, employee, board member, or commission member of the School or its affiliates. We have not provided any compensation in any form, whether directly or indirectly, to an elected official, board member, or commission member of the School or its affiliates.

Professional Liability and Workers Compensation Insurance Coverage

We certify that we have, and will continue to obtain, adequate professional liability and workers compensation insurance coverage.

Record Retention

We will retain copies of all audit working papers, audit programs, time control records, and reports for a period of at least six years after completion of related services and such records are available for inspection by the School and oversight agencies, as requested.

PROPOSAL TO PROVIDE AUDIT SERVICES

Debarment

We certify that neither our firm nor its principals are presently debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency.

Other Services

The School will have access to all the professionals and the resource library at Squire. In addition, we stand ready to assist the School in implementing new accounting and regulatory standards as they become effective.

Our Commitment

Our goal is to do a little more than our clients expect. We trust this proposal meets your expectations. We know we can provide a quality product while giving the School the personal and professional attention it seeks.

APPENDIX I

Utah Charter Schools Audited by Squire

Charter School	Contact	Phone	Years as Auditor	October 2025 Enrollment Count
Beehive Science & Technology Academy	Hanifi Oguz	801-576-0070	20	893
Canyon Rim Academy	Dave Garrett	801-474-2066	17	514
Channing Hall	Jacki Stout	801-572-2709	19	612
City Academy	Ryan Marchant	801-596-8489	26	130
Dual Immersion Academy	Angela Fanjul	801-972-1425	18	415
East Hollywood High School	Ryan Marchant	801-886-8181	21	331
Fast Forward Charter High School	Ryan Marchant	435-713-4255	21	491
Franklin Discovery Academy	Jenn Price	801-785-6500	9	791
GreenWood Charter School	Tracey Nelson	801-590-2972	5	360
Intech Collegiate High School	Jason Stanger	435-753-7377	13	194
John Hancock Charter School	Craig Frank	801-796-5646	9	1,089
Karl G. Maeser Academy	Steve Whitehouse	801-235-9000	18	672
Leadership Academy of Utah	John Tripp	800-200-6869	8	526
Lincoln Academy	Jake Hunt	801-756-2039	20	909
Monticello Academy	Dane Roberts	801-417-8040	19	1,166
Odyssey Charter School	Russell Schellhous	801-492-8105	20	455
Ranches Academy	Stephanie Colson	801-789-4000	20	361
Real Salt Lake Academy High School	Sam Gibbs	385-474-9052	8	398
Renaissance Academy	Mark Ursic	801-768-4202	19	760
Ronald Reagan Academy	Justin Riggs	801-489-7828	19	675
Salt Lake Arts Academy	Deborah Candler	801-531-1173	23	409
Salt Lake Center for Science Education	Alan Kearsley	801-578-8334	17	346
Salt Lake City Open Classroom	Alan Kearsley	801-578-8334	18	270
Spectrum Academy	Courtney England	801-936-0318	19	1,572
Timpanogos Academy	Errol Porter	801-785-4979	24	489
Treeside Charter School	Rachel Brunson	385-309-1668	8	364
Utah Arts Academy	Kent Brown	435-414-4535	1	364
Utah County Academy of Sciences	Tara Merryweather	801-863-2222	21	463
Utah International Charter School	Usha Narra	385-290-1306	12	190
Utah Military Academy	Bill Orris	801-689-3013	2	1,163
Vanguard Academy	Jackie Kingston	801-327-8724	10	661
Vista at Entrada, School of Performing Arts and Technology	Troy Bradshaw	435-673-4110	16	1,088

Charter schools served by Squire in the past:

Academy of Math Engineering and Science	Providence Hall
American Leadership Academy	Rockwell Charter High School
Bear River Charter School	Salt Lake School for the Performing Arts
C.S. Lewis Academy	Soldier Hollow Charter School
DaVinci Academy of Science and the Arts	St. George Academy
Entheos Academy	Summit Academy
Esperanza Elementary	Thomas Edison Charter School
Freedom Academy	Utah Charter Academies
Gateway Academy	Utah Virtual Academy
George Washington Academy	Valley Academy
Good Foundations Academy	Venture Academy
Itineris Early College High School	Voyage Academy
Lakeview Academy Charter School	Walden School of Liberal Arts
Legacy Preparatory Academy	Wasatch Waldorf Charter School
Mana Academy	Alianza Academy ^
Merit Preparatory Academy	Athlos Academy ^
Moab Community School	American International School of Utah ^
Mountainville Academy	Aristotle Academy ^
Navigator Pointe Academy	Dream Charter School ^
Noah Webster Academy	Liberty Academy ^
Northern Utah Academy of Math Engineering and Science	Park City School District Learning Center ^
Ogden Preparatory Academy	Pioneer High School for the Performing Arts ^
Paradigm High School	Success Charter School (Granite School District) ^
Promontory School of Expeditionary Learning	Summit Academy High School ^
	Utah Deaf Education and Literacy (Jean Massieu School) ^

^ Ceased operations - Squire performed work while operating

APPENDIX II

Utah School Districts Audited by Squire

School District	Contact	Phone	Years of Service	October 2025 Enrollment Count
Alpine School District	Robert Boyer	801-756-8400	10+	84,215
Beaver County School District	Todd Burke	435-438-2291	3	1,452
Box Elder School District	Neil Stevens	435-734-4800	5	12,087
Canyons School District	Leon Wilcox	801-501-1037	10+	31,499
Daggett School District	Bruce Northcott	435-784-3174	9	140
Davis School District	Tim Leffel	801-402-5234	10+	67,466
Garfield County School District	Lane Mecham	435-676-8821	10+	1,319
Grand County School District	Matthew Keyes	435-259-3483	10+	1,376
Granite School District	Chris Lewis	801-646-4200	10+	54,467
Jordan School District	Daniel Ellis	801-567-8388	10+	55,820
Juab School District	Darin Clark	435-623-1940	10+	2,654
Kane County School District	Cary Reese	435-644-2555	8	1,386
Logan City School District	Jeff Barben	435-755-2300	6	5,075
Murray City School District	Richard Reese	801-264-7415	10+	5,404
Park City School District	Randy Upton	435-645-5600	10+	4,049
Provo City School District	Devyn Dayley	801-374-4800	1	13,010
Salt Lake City School District	Alan Kearsley	801-578-8307	10+	17,649
Sevier School District	Chad Lloyd	435-896-8214	10+	4,272
South Summit School District	Adam Robinson	435-783-4301	3	1,516
Tooele County School District	Lark Reynolds	435-833-1900	10+	15,737
Uintah School District	Troy Timothy	435-781-3100	3	6,350
Wayne County School District	Seth Taft	435-425-3813	10	406
Weber School District	Brock Mitchell	801-476-7800	10+	30,968

Annual services provided for school districts and charter schools include:

- Audit of basic financial statements

- Audit of federal programs as required by the Single Audit Act

- Audit of state programs as required by the *State of Utah Legal Compliance Audit Guide*

- Assistance with preparation of Annual Comprehensive Financial Report or basic financial statements

- Visits to individual schools and programs annually

- Preparation of Data Collection Form

- Preparation of IRS Form 990 and related tax consultation

- Assistance with and/or preparation of state Annual Financial Report (AFR) and Annual Program Report (APR)

- Assistance with implementation of new accounting and reporting standards

APPENDIX III

Proposed Fees for Audit and Related Services

Based on October 2025 Fall Enrollment Student Count (974 students)

Year Ending June 30, 2026

Financial Audit:	\$ 16,000
Audit of financial statements	
Assistance with preparation of financial report	
Federal Compliance Audit:	
One federal major program *	4,500
State Compliance Audit:	2,150
State programs and general compliance areas	
Related Services:	
Preparation of IRS Form 990	<u>1,400</u>
Grand Total	<u><u>\$ 24,050</u></u>

* each additional federal major program will have a fee of \$2,500

APPENDIX IV

Proposed Audit Calendar

Year Ending June 30, 2026

Anticipated
Date

Tests of controls and compliance:

State compliance tests

July - Aug. 2026

Major federal programs for Single Audit

Fieldwork:

Audit year-end accounts and balances

July - Aug. 2026

Review results of audit with the school management

Oct. 2026

Reporting:

Assist with drafting of financial statements and related reports (due November 30, 2026)

Oct. 2026

Deliver reports to Board:

Nov. 2026

Audit opinion on financial statements

State Compliance Audit

Single Audit

Prepare Data Collection Form

Nov. 2026

Prepare IRS Form 990

Dec. 2026



6025 SOUTH QUEBEC STREET, SUITE 260
CENTENNIAL, COLORADO 80111
303-792-3020 (O) | 303-232-7237 (F)
WWW.WCRCPA.COM

Report on the Firm's System of Quality Control

June 25, 2024

To the Shareholders of Squire & Company, P.C. and
the Peer Review Committee of the Nevada Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Squire & Company, P.C. in effect for the year ended December 31, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of the applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included an engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act; audits of employee benefit plans; and an examination of a service organization (SOC 2® engagement).

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Squire & Company, P.C. in effect for the year ended December 31, 2023, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiency(ies), or fail. Squire & Company, P.C. has received a peer review rating of pass.

Watson Coon Ryan, LLC

Centennial, Colorado

Coversheet

E Rate

Section: II. Finance

Item: C. E Rate

Purpose: Vote

Submitted by:

Related Material:

Ogden Preparatory Academy E-Rate FY26 RFP Response.docx.pdf

NetDiverse E-Rate 2026_Ogden Preparatory Academy-260025605 SO-06428.pdf

NetDiverse E-Rate 2026_Ogden Preparatory Academy-260022859 SO-06547.pdf

Rad Wifi MIBS.pdf

Rad Wifi Hardware.pdf

Internal Connections Ogden Preparatory Academy E-Rate FY26 RFP Response RPL.pdf



E-Rate FY2026

3/17/2026

Dear Ogden Preparatory Academy:

801 Technology is pleased to present you with a proposal for the services listed in the E-Rate Form 470 Application Number: 240025605. We appreciate your time and consideration in reviewing this proposal in response to your RFP request.

Sincerely,

Alex Veater
Owner | 801 Technology
385-208-0834
alex@801technology.com



Company Information

Name of firm: 801 Technology LLC	SPIN 143053390
Address: 9553 S Alane Hollow Rd	Company Contact: Alex Veater
City/State: West Jordan UT, 84081	Phone Number: 385-208-0834
Email: alex@801technology.com	FCCRN Number: 0032158875
FEIN No: 35-2746052	DUNS Number: 118620113

Qualifications:

Since 2011, the team at 801 Technology has been dedicated to delivering exceptional IT solutions, extending our expertise to public schools since 2013. Our organization was founded with a commitment to revolutionizing traditional managed services by offering superior quality, reliability, and building lasting client relationships. 801 Technology specializes in structured cabling solutions designed to create a reliable foundation for any network infrastructure. Our services include the installation of high-performance CAT6(a) and fiber-optic cabling, comprehensive system testing and certification, cable management, labeling, and support for all related hardware components. We ensure that our structured cabling solutions are optimized for both current needs and future scalability, adhering to industry standards and best practices to guarantee reliability and performance.

Our commitment to excellence is reflected in our team's rigorous training, certification processes and experience. These efforts allow us to uphold the highest standards of quality, ethics, professionalism, and customer service, ensuring that 801 Technology remains a trusted partner in delivering reliable IT solutions.



References:

Teton School District 401 | Van Johnson | vjohnson@tsd401.org

South Lemhi School District 292 | Kevin Ramsey | kpramsey@leadoreschool.org

Council School District 13 | Royce Bauer | rbauer@csd13.org

Forrest M. Bird Charter School | Mark Webber | markwebber@forestbirdcharterschool.org

Preston School District 201 | Aaron Keele | aaron.keele@psd201.org

American Heritage Charter School | Josh Siqueiros | siqueirosj@ahcspatriots.us



E-Rate Category 2 Response

In response to your RFP, we are able to propose the following:

Managed Internal Broadband Services

MIBS - \$1000/Month

Monthly Remote Network Management of E-Rate Eligible Equipment with on site support only if needed after unsuccessful remote troubleshooting.

–Eligible Items –

- 6x Meraki MS355-48 Switches
- 11x Meraki MS225-48FP Switches
- 1x Meraki MS320-24P Switch
- 1x Meraki MS420-24 Switch
- 1x Meraki MX400 Security Appliance
- 51x Meraki MR46 WAPs
- 13x Meraki MR56 WAPs
- 17x Meraki CW9164 WAPs
- 3x Meraki CW9166 WAPs
- CAT6 Data Cabling
- Fiber Interconnection
- 4x APC Battery Backup

Monthly Recurring Charges - \$1,000

Terms:

BEAR invoicing.



NetDiverse Solution Response for Form 470 : 260025605

Solution : MIBS

NetDiverse Sales Order : SO/26/06428

Applicant/Client Address:

Ogden Preparatory Academy
1415 Lincoln Ave.
Ogden UT 84404
United States

We are pleased to provide you with this solution to your 2026 E-Rate Form 470 solution request.

NetDiverse created a solution to align with YOUR E-Rate technology needs.

Our years of experience in the Education sector provide insight into technology demands and allow us to leverage NetDiverse services to maximize the benefits available from our manufacturing partners.

NetDiverse offers Service and Support you can rely upon.

NetDiverse's Networking expertise is recognized by our nationwide base of school, library, commercial, US government, and non-profit clients. Although a separate document with references is included with this document, please let us know if you would like to speak with additional customers.

If you have any questions or you would like to review our solution with adjusted quantities or adjusted products, please let us know by responding to the email we sent to you, calling us on 855-233-3357 or sending an email to erate@netdiverse.com.

Cordially,

Gary Nieboer
General Manager



E-Rate Sales Order # SO/26/06428

Solution: MIBS **SPIN:** 143036067 **Estimated FCC Disc. Rate:** 80% **470 number:** 260025605

Products and Services Summary

QTY	MAKE / MODEL	PRODUCT AND SERVICE SUMMARY DESCRIPTION <small>FUNCTIONS</small>	UNIT PRICE / ELIGIBLE %	TOTAL PRICE	UNIT INELIGIBLE PORTION / INELIGIBLE TOTAL	ESTIMATED FCC PORTION / CLIENT PORTION
12	NetDiverse / MIBS-EXIST-MONTHLY-009	MIBS Monthly Service - Remote Operational Management and Support of E-Rate Eligible Services based on Student Count. (Up to 9 Hours per Month) <small>MIBS-Existing</small>	\$ 1,071.00 100 %	\$ 12,852.00	\$ 0.00 \$ 0.00	\$ 10,281.60 \$ 2,570.40

SubTotal before taxes, surcharge & fees		\$ 12,852.00
Tax is zero on certain items		\$ 0.00
Total		\$ 12,852.00
E-Rate Estimates		
Pre-Discount Eligible Portion		\$ 12,852.00
FCC Portion	\$ 10,281.60	Client Portion \$ 2,570.40



Additional Terms and Conditions Specific to this Sales Order:

NetDiverse and its affiliates provide Networking, Installation, Configuration, and Management solutions to over 200 School Districts and Libraries nationwide. These services are available almost anywhere in the "lower 48" states.

Installation and Configuration assistance may be decoupled from most NetDiverse E-Rate solutions. Many of our clients have the skills and time required to perform the physical installation of our products themselves, but they require Remote Configuration assistance from our team. To select or de-select Installation and/or Configuration, please contact us by calling 855-233-3357 or emailing erate@netdiverse.com.

NetDiverse follows and complies with FCC Lowest Corresponding Price Rules.

For orders where the FCC portion is less than \$1,500,000, customer may choose SPI or BEAR invoicing. For orders with an FCC portion of \$1,500,000 or more, please contact us regarding the invoicing method. We likely can support SPI invoicing, but we prefer BEAR in these instances.

By signing this order, Client retains the right, for 5 full E-Rate funding years, to purchase ANY E-Rate Eligible NetDiverse Products and Services pursuant to the then current NetDiverse pricing. All pricing provided under E-Rate complies with the FCC's Lowest Corresponding Price (LCP) rule.

The pricing for products, services, and components specifically outlined on this order are valid until September 30, 2027 pursuant to the "Price Lock and Pricing Guarantee" section below. The client may continue to purchase additional or optional items, pursuant to then current pricing, for the above term as well (voluntary extension).

Price Lock and Pricing Guarantees:

NetDiverse pricing is valid or "Locked In", pursuant to the terms below, if Client/Applicant agrees to purchase equipment and services by signing and returning a copy of this Sales Order to NetDiverse on or before the application deadline for the funding year. For funding year 2026, we currently estimate the date will be March 28, 2026. Filing a E-Rate 2026 Form 471 is equivalent, in NetDiverse's opinion, to signing the Sales Order. The FCC/USAC typically require signed Sales Order documents as evidence of an Agreement for FCC discount reimbursement. We highly recommend sending NetDiverse a copy of your signed Sales Order and including a copy of the signed Sales Order in the "contracts" section when you file your Form 471 to improve the likelihood of timely USAC/FCC approvals.

The "Locked In" pricing is valid and guaranteed (**Price Guarantee**) for products where the client has an approved Form 486 and pays their portion of project pricing no more than 60 days following the Funding Commitment Decision Letter (FCDL) release date. The "Client Portion" of the project is equal to the Total Project Price less the applicable FCC Committed Portion as outlined on the Funding Commitment Decision Letter (FCDL). Should the client pay the "Client Portion" of the project or file the Form 486 more than 60 days following the FCDL release date, NetDiverse may choose to increase pricing to the then current pricing aligned with the FCC's LCP rules.

Price Lock and Pricing Guarantee Examples:

1. Sales Order Execution: 3/14/2026 (pricing locked in by sending NetDiverse a signed Sales Order)
FCDL: 6.15.2026
Customer Payment and Form 486 are due no later 8/15/2026 to retain Pricing Guarantee for items ordered. Price is guaranteed even if the delivery of equipment takes until summer or fall of 2026 or later. Orders for equipment are typically ordered within one week of receipt of Customer Payment.
2. Sales Order Execution: 3/14/2026 (pricing locked in by filing a Form 471 with the products/services found on the Sales Order and naming NetDiverse as Service Provider)
FCDL: 10.31.2026



Customer Payment and Form 486 are received by NetDiverse no later 12/31/2026 to retain Pricing Guarantee for items ordered. Price is guaranteed even if the delivery of equipment takes until late 2026 or later. Orders for equipment are typically ordered within one week of receipt of Customer Payment.

3. Sales Order Execution: 3/14/2026 (pricing locked in by sending NetDiverse an executed Sales Order)

FCDL: 7.15.2026

In this example, the customer fails to pay Client Portion or fails to file Form 486 by 9/15/2026: Pricing is then subject to change to the then current pricing once payment is made. Equipment is not ordered by NetDiverse from Manufacturer until payment is received. In this example, the client is responsible for the increased amount of pricing in full as the FCC portion is applicable to the original Sales Order Price. The FCC's Lowest Corresponding Price (LCP) rules will still apply.

Any price increases, which we hope are not necessary, will likely not increase the FCC funded portion of a project and will result in the Applicant/Client being responsible for the overall increase. If price increases do occur, we will provide Applicant/Client with an opportunity to accept the new pricing or cancel the line item or related items on an order.

NetDiverse will not place service orders without approval from the client to process this order. The project is considered approved when any of the following occur:

1. USAC/FCC approves funding for the project, approves Client's Form 486 filing for the Funding Request, and makes payment of the "Client Portion" of the project.
2. Client provides approval by email or fax to NetDiverse personnel.
3. Client provides approval by sending a Purchase Order aligned with the Terms and Conditions of this order to NetDiverse

NetDiverse may choose not to order equipment or schedule installation prior to client payment receipt, Form 486 approval, and USAC/FCC funding approval. The Client payment is equal to the "Client Portion" under SPI invoicing and the full value of the Order under BEAR invoicing.

Some preliminary engineering and planning may begin under NetDiverse's sole option prior to payment and funding by Client/FCC **shipment, scheduling, and installation will only begin once the client portion of the payment for products and services is received by NetDiverse, funding for this order is approved by USAC/FCC, and client's Form 486 is approved by USAC/FCC.**

Pricing only includes installation and configuration if specifically indicated in the sales order. Configuration services are performed remotely by NetDiverse. Installation services may include time for project management, engineering, planning, on-site physical installation of equipment, and similar activities. Installation and/or Configuration pursuant to this and/or subsequent Sales Orders may be performed by NetDiverse or its subcontractors. If labor for the installation of cabling or hardware is included in the Sales Order, the quantity of these lines items are a conservative estimate of the time required to complete the work. The total price for Installation, Configuration, and Travel line items on the Sales Order will be the invoiced amount. Should the project require additional installation or configuration hours beyond those estimated on the Sales Order, any changes in quantity and pricing must be approved by the Client. Alternatively, the Client may opt to stop the installation or configuration once the originally estimated hours have been reached. Any additional Installation or Configuration charges not covered by USAC/FCC approvals will be invoiced in full, without E-Rate/FCC discounts, and will be the sole responsibility of the Client.

NetDiverse has updated and will update our SPAC prior to the E-Rate Form 471 Application Deadline each year.

Customer and NetDiverse further agree to file necessary paperwork in a timely fashion with the School and Libraries Division of the Universal Service Fund to ensure



timely funding approvals and reimbursements under the program.

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NetDiverse DOES NOT UTILIZE ANY PRODUCTS OR COMPONENTS FROM HUAWEI, ZTE, OR ANY OTHER "COVERED COMPANY" DESIGNATED BY THE FCC AS PROHIBITED.

Specific Information regarding Managed Internal Broadband Services (MIBS):

- NetDiverse MIBS-EXIST Services DOES NOT include software, licenses, hardware, but includes remote operational support of a school or library network. MIBS support labor allocations each month can include assistance with installing firmware, patches, etc... if those items have been purchased by the Applicant separate from MIBS. Of course the items would need to be 100% E-Rate eligible to qualify for MIBS Operational Support.
- NetDiverse MIBS E-Rate Eligibility
 - NetDiverse MIBS products only apply to 100% E-Rate Eligible equipment and components. Any work we perform under this product will be aligned with E-Rate eligible services.
 - If Applicant/Customer requests NetDiverse's assistance with E-Rate ineligible equipment, software, services, etc... We will inform the Applicant of the ineligibility and then, with the approval of both parties, invoice for any E-Rate ineligible work separately and outside E-Rate.
- MIBS - Lists of Products and Services covered by MIBS
 - NetDiverse finds it is more reasonable to estimate the amount of time required to operationally/remotely manage a network based on the size of the entity than the specific equipment in the network. For this reason, NetDiverse's MIBS service is "equipment agnostic" as long as the equipment is E-Rate Category 2 eligible, we will work to operationally manage it. For this reason, NetDiverse can respond to MIBS Form 470 requests without the full knowledge of the equipment we'll eventually manage for and/or with the Applicant.
 - NetDiverse assumes Applicants under the E-Rate program requesting MIBS have reasonably built networks with items with known eligibility. We do not expect the networks to be built perfectly, but we expect that reasonably common brands of equipment have been utilized in the network.
 - USAC/FCC will likely ask Applicant for a list of products and services MIBS will apply to or will be included in the "Operational Management" provided under MIBS.
 - This information will likely be requested during the PIA review process.
 - We recommend Applicant lists the 100% E-Rate Eligible Products you would like supported in your Form 471 too.
 - NetDiverse and the Applicant may be asked for this information too during invoicing or any other time.



This sales order is an Agreement between the following Parties.

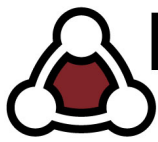
NetDiverse, LLC, (hereafter, "NetDiverse, LLC", "NetDiverse", "Company"), a Montana Limited Liability Company, with offices located at 825 N 300 W, Suite C-149, Salt Lake City, UT 84103; AND Ogden Preparatory Academy, (hereafter, "Ogden Preparatory Academy", "Client", "Customer", "Applicant", "you") an Applicant as defined under the FCC/USAC Schools and Libraries Program.


This Sales Order, "Sales Order Terms, Conditions, and Definitions" in conjunction with the "NetDiverse Terms and Conditions" and "NetDiverse E-Rate Terms and Conditions" as found on the NetDiverse website www.netdiverse.com. ("Agreement") shall govern the relationship of the Parties with respect to the purchase of items listed on this Sales Order or any subsequent purchases.

FILING A FORM 471 WITH USAC FOR FOR THE PRODUCTS AND SERVICES OUTLINED ON THIS SALES ORDER FOR FUNDING PURPOSES, WITH OR WITHOUT APPLICANT SIGNATURE, IS EXECUTION OF THIS AGREEMENT BY APPLICANT AND ACCEPTANCE OF ALL NETDIVERSE TERMS & CONDITIONS IN THIS SALES ORDER AND ON THE NETDIVERSE WEBSITE. IT IS LIKELY USAC WILL REQUIRE A COPY OF THE SIGNED SALES ORDER FOR FUNDING PURPOSES AND PAYMENT APPROVAL, SO WE RECOMMEND SIGNING THIS DOCUMENT AND UPLOADING IT WITH YOUR FORM 471 APPLICATION AND SENDING A COPY TO NETDIVERSE.

APPLICANT MAY CHANGE QUANTITIES OR STRIKE THROUGH SPECIFIC LINE ITEMS ON THE PRODUCTS AND SERVICES SECTION OF THIS SALES ORDER. APPLICANT MAY ALSO CHANGE THIS ORDER BY ADDING ITEMS FROM THE OPTIONAL PRODUCTS LISTING SENT WITH THIS SALES ORDER OR FOUND ON OUR WEBSITE. IF ANY ADDITIONAL EDITS ARE MADE TO THIS DOCUMENT, OTHER THAN APPLICANT SIGNATURE ROWS FOUND IMMEDIATELY BELOW, THE DOCUMENT WILL BE CONSIDERED INVALID AND NOT EXECUTED.

NETDIVERSE MAY CHOOSE TO CANCEL ANY ORDER WITH A TOTAL PRE-DISCOUNT PRICE BELOW \$10,000 FOR ANY NEW CUSTOMER. THIS MINIMUM IS WAIVED FOR EXISTING NETDIVERSE CUSTOMERS. NEW CUSTOMERS SHOULD CONTACT US IF THE TOTAL PRE-DISCOUNTED PRICE OF PRODUCTS AND SERVICES ON AN ADJUSTED SALES ORDER IS LESS THAN \$10,000 TO CONFIRM ITS VALIDITY.



<p>NetDiverse, LLC</p>  <p>Gary Nieboer</p> <p>General Manager/Owner</p> <p>Service Provider Identification Number (SPIN): 143036067</p>	<p>Applicant / Client</p> <hr/> <p>Applicant Signature</p> <hr/> <p>Name</p> <hr/> <p>Title</p> <hr/> <p>Date</p>
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NetDiverse Solution Response for Form 470 : 260022859

Solution : MikroTik Cloud Core Aggregation Router, APs, Licenses, Power, Cabling

NetDiverse Sales Order : SO/26/06547

Applicant/Client Address:

Ogden Preparatory Academy
1415 Lincoln Ave.
Ogden UT 84404
United States

We are pleased to provide you with this solution to your 2026 E-Rate Form 470 solution request.

NetDiverse created a solution to align with YOUR E-Rate technology needs.

Our years of experience in the Education sector provide insight into technology demands and allow us to leverage NetDiverse services to maximize the benefits available from our manufacturing partners.

NetDiverse offers Service and Support you can rely upon.

NetDiverse's Networking expertise is recognized by our nationwide base of school, library, commercial, US government, and non-profit clients. Although a separate document with references is included with this document, please let us know if you would like to speak with additional customers.

If you have any questions or you would like to review our solution with adjusted quantities or adjusted products, please let us know by responding to the email we sent to you, calling us on 855-233-3357 or sending an email to erate@netdiverse.com.

Cordially,

Gary Nieboer
General Manager



E-Rate Sales Order # SO/26/06547

Solution: MikroTik Cloud Core
Aggregation Router, APs,
Licenses, Power, Cabling

SPIN: 143036067

Estimated FCC Disc. Rate: 80%

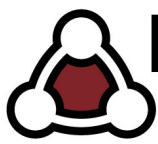
470 number: 260022859

Products and Services Summary

QTY	MAKE / MODEL	PRODUCT AND SERVICE SUMMARY DESCRIPTION FUNCTIONS	UNIT PRICE / ELIGIBLE %	TOTAL PRICE	UNIT INELIGIBLE PORTION / INELIGIBLE TOTAL	ESTIMATED FCC PORTION / CLIENT PORTION
MikroTik 12 Port Aggregation Router to Replace MS420-24						
1	MikroTik / CCR2216-1G-12XS-2XQ	MikroTik CCR2216-1G-12XS-2XQ Cloud Core Router 2GHz 2xQSFP28 12xSFP28 Firewall	\$ 4,193.95 100 %	\$ 4,193.95	\$ 0.00 \$ 0.00	\$ 3,355.16 \$ 838.79
Subtotal						\$ 4,193.95
Recommended Upgrade of 17 MR46 to CW9172I-RTG Access Points and 4 MR56 to CW9178I-RTG Access Points						
17	Meraki / CW9172I-RTG	Cisco Wireless 9172I(W7,3 radio,3 band 2x2),Global Access Points	\$ 645.51 100 %	\$ 10,973.67	\$ 0.00 \$ 0.00	\$ 8,778.94 \$ 2,194.73
4	Meraki / CW9178I-RTG	Cisco Wireless 9178I(W7,4 radio,3 band 4x4,UWB),Global Access Points	\$ 1,363.70 100 %	\$ 5,454.80	\$ 0.00 \$ 0.00	\$ 4,363.84 \$ 1,090.96
Subtotal						\$ 16,428.47



QTY	MAKE / MODEL	PRODUCT AND SERVICE SUMMARY DESCRIPTION FUNCTIONS	UNIT PRICE / ELIGIBLE %	TOTAL PRICE	UNIT INELIGIBLE PORTION / INELIGIBLE TOTAL	ESTIMATED FCC PORTION / CLIENT PORTION
Recommend Adding 3 Power Supplies to MS355 "Top of Rack" Switches for additional Power Capacity based on seeing the switch status in the site survey						
3	Meraki / MA-PWR-1025WAC	MERAKI 1025WAC PSU Cabling Connectors	\$ 919.09 100 %	\$ 2,757.27	\$ 0.00 \$ 0.00	\$ 2,205.82 \$ 551.45
Subtotal						\$ 2,757.27
Installation, Configuration, and shipping of new Core Routing Switch as replacement of MS420-24, new power supplies for MS355 switches, AND Installation of Access Points (upgrade of existing APs).						
29	NetDiverse / INST-LAB	Installation Installation	\$ 119.00 100 %	\$ 3,451.00	\$ 0.00 \$ 0.00	\$ 2,760.80 \$ 690.20
19	NetDiverse / REM-CON	Remote Configuration Configuration	\$ 119.00 100 %	\$ 2,261.00	\$ 0.00 \$ 0.00	\$ 1,808.80 \$ 452.20
1	NetDiverse / SHIP-HANDLE	Shipping Shipping and Handling	\$ 645.50 100 %	\$ 645.50	\$ 0.00 \$ 0.00	\$ 516.40 \$ 129.10
Subtotal						\$ 6,357.50
Rack Level Maintenance and replacement/Clean Up of Patch cables, Cable Management, Labeling, etc...						



QTY	MAKE / MODEL	PRODUCT AND SERVICE SUMMARY DESCRIPTION FUNCTIONS	UNIT PRICE / ELIGIBLE %	TOTAL PRICE	UNIT INELIGIBLE PORTION / INELIGIBLE TOTAL	ESTIMATED FCC PORTION / CLIENT PORTION
672	Eaton - Tripp Lite / N201-001-XX	0.5ft to 1FT Cat6 Gigabit Snagless Molded Patch Cable, Choice of Color. (Available Colors are BL, BK, WH, RD, OR, YW, GN). Default Color Choice is BL. <i>Cabling and Cabling Systems</i>	\$ 2.93 100%	\$ 1,968.96	\$ 0.00 \$ 0.00	\$ 1,575.17 \$ 393.79
160	Eaton - Tripp Lite / N201-003-XX	2 FT to 3FT Cat6 Gigabit Snagless Molded Patch Cable, Choice of Color. (Available Colors are BL, BK, WH, RD, OR, YW, GN). Default Color Choice is BL. <i>Cabling and Cabling Systems</i>	\$ 3.81 100%	\$ 609.60	\$ 0.00 \$ 0.00	\$ 487.68 \$ 121.92
100	Eaton - Tripp Lite / N201-006-XX	4FT to 6FT Cat6 Gigabit Snagless Molded Patch Cable, Choice of Color. (Available Colors are BL, BK, WH, RD, OR, YW, GN). Default Color Choice is BL. <i>Cabling and Cabling Systems</i>	\$ 5.01 100%	\$ 501.00	\$ 0.00 \$ 0.00	\$ 400.80 \$ 100.20
1	NetDiverse / ANY MISC	Miscellaneous Cabling Hardware - Vertical Cable Rings, Velcro, Cable Strain Support, Horizontal Managers or other Vertical Managers where necessary. <i>Cabling and Cabling Systems</i>	\$ 875.00 100%	\$ 875.00	\$ 0.00 \$ 0.00	\$ 700.00 \$ 175.00
116	NetDiverse / ADD-INST	Additional Installation - For Clean up and redistribution of switches in racks <i>Installation</i>	\$ 119.00 100%	\$ 13,804.00	\$ 0.00 \$ 0.00	\$ 11,043.20 \$ 2,760.80
Subtotal						\$ 17,758.56



QTY	MAKE / MODEL	PRODUCT AND SERVICE SUMMARY DESCRIPTION FUNCTIONS	UNIT PRICE / ELIGIBLE %	TOTAL PRICE	UNIT INELIGIBLE PORTION / INELIGIBLE TOTAL	ESTIMATED FCC PORTION / CLIENT PORTION
<p>Additional Remote Configuration of Switches to Implement Meraki "SmartPorts". This will enable the 48 ports on your switches to adjust the port profile based on what is plugged in. This allows you to plug a device into any port, and if it can be identified by MAC, LLDP, etc... the port profile for VLANs will automatically adjust.</p>						
32	NetDiverse / ADD-REM-CON	Remote Configuration (additional) Configuration	\$ 119.00 100 %	\$ 3,808.00	\$ 0.00 \$ 0.00	\$ 3,046.40 \$ 761.60
Subtotal						\$ 3,808.00
<p>Recommended Licensing for 2026 - MS420-24 is also expiring, but we did not include that license here as you requested to replace the MS420 switch. Options for 1yr, 3yr, and 5yr licensing of the MS420 is listed in "Optional Products" The licenses in this section expire before the end of 2027. We recommend placing this on your 2026 Form 471. The next section is a good option for the rest of you licenses.</p>						
9	Meraki / LIC-MS225-48FP-5YR	MERAKI MS225-48FP ENTERPRISE LICENSE AND SUPPORT, 5YR License	\$ 832.97 100 %	\$ 7,496.73	\$ 0.00 \$ 0.00	\$ 5,997.38 \$ 1,499.35
1	Meraki / LIC-MS355-48X2-5YR	MERAKI MS355-48X2 ENTERPRISE LICENSE AND SUPPORT, 5 YEAR License	\$ 2,061.44 100 %	\$ 2,061.44	\$ 0.00 \$ 0.00	\$ 1,649.15 \$ 412.29
13	Meraki / LIC-ENT-5YR	MERAKI MR ENTERPRISE LICENSE AND SUPPORT, 5YR License	\$ 289.76 100 %	\$ 3,766.88	\$ 0.00 \$ 0.00	\$ 3,013.50 \$ 753.38
Subtotal						\$ 13,325.05



QTY	MAKE / MODEL	PRODUCT AND SERVICE SUMMARY DESCRIPTION FUNCTIONS	UNIT PRICE / ELIGIBLE %	TOTAL PRICE	UNIT INELIGIBLE PORTION / INELIGIBLE TOTAL	ESTIMATED FCC PORTION / CLIENT PORTION
<p>THIS SECTION WOULD FINISH LICENSING OF ALL ITEMS CURRENTLY ON YOUR NETWORK. For budgetary purposes, we can order these in early July 2027 if you set the Contract Expiration Date and Service Delivery Deadline dates to 9/30/2027 for your Form 471. You could enter this on your 471 now, but use 2027 budget for this section.</p>						
75	Meraki / LIC-ENT-5YR	MERAKI MR ENTERPRISE LICENSE AND SUPPORT, 5YR <i>License</i>	\$ 289.76 100 %	\$ 21,732.00	\$ 0.00 \$ 0.00	\$ 17,385.60 \$ 4,346.40
2	Meraki / LIC-MS355-48X2-5YR	MERAKI MS355-48X2 ENTERPRISE LICENSE AND SUPPORT, 5 YEAR <i>License</i>	\$ 2,061.44 100 %	\$ 4,122.88	\$ 0.00 \$ 0.00	\$ 3,298.30 \$ 824.58
2	Meraki / LIC-MS225-48FP-5YR	MERAKI MS225-48FP ENTERPRISE LICENSE AND SUPPORT, 5YR <i>License</i>	\$ 832.97 100 %	\$ 1,665.94	\$ 0.00 \$ 0.00	\$ 1,332.75 \$ 333.19
Subtotal						\$ 27,520.82

SubTotal before taxes, surcharge & fees		\$ 92,149.62
Tax Exempt		\$ 0.00
Tax is zero on certain items		\$ 0.00
Total		\$ 92,149.62
E-Rate Estimates		
Pre-Discount Eligible Portion		\$ 92,149.62
FCC Portion	\$ 73,719.69	Client Portion \$ 18,429.93

Please contact us to select any of these optional products for the solution by calling 855-233-3357 or emailing: erate@netdiverse.com



Optional Products

DESCRIPTION	ELIGIBLE PERCENT	UNIT PRICE
[LIC-MS420-24-1YR] EOS MERAKI MS420-24 ENTERPRISE LICENSE AND SUPPORT, 1YR	100.0%	\$ 935.44
[LIC-MS420-24-3YR] EOS MERAKI MS420-24 ENTERPRISE LICENSE AND SUPPORT, 3YR	100.0%	\$ 1,323.07
[LIC-MS420-24-5YR] EOS MERAKI MS420-24 ENTERPRISE LICENSE AND SUPPORT, 5YR	100.0%	\$ 2,205.11
[CW9176I-RTG] Cisco Wireless 9176I(W7,3 radio,3 band 4x4,UWB),Global	100.0%	\$ 1,347.02

Additional Information specific to this order

Please note: The last section is for licenses that do not expire until 2028. You may choose to purchase these later in the E-Rate year. If you set your Contract Expiration Date in the Form 471 to September 30, 2027 and also set the Service Delivery Deadline to the same date, we can order the licenses from the last section after July 1, 2027 using your 2027 budget.

There are sections of this order that could be delayed to another year. If you would like to make adjustments, we can adjust quantities or utilize some Optional Products. Just let us know and we can make adjustments. For example, you could defer AP upgrades or cabling project by a year. Or we could adjust to only re-cable one or two of the racks and not all three.



Additional Terms and Conditions Specific to this Sales Order:

NetDiverse and its affiliates provide Networking, Installation, Configuration, and Management solutions to over 200 School Districts and Libraries nationwide. These services are available almost anywhere in the "lower 48" states.

Installation and Configuration assistance may be decoupled from most NetDiverse E-Rate solutions. Many of our clients have the skills and time required to perform the physical installation of our products themselves, but they require Remote Configuration assistance from our team. To select or de-select Installation and/or Configuration, please contact us by calling 855-233-3357 or emailing erate@netdiverse.com.

NetDiverse follows and complies with FCC Lowest Corresponding Price Rules.

For orders where the FCC portion is less than \$1,500,000, customer may choose SPI or BEAR invoicing. For orders with an FCC portion of \$1,500,000 or more, please contact us regarding the invoicing method. We likely can support SPI invoicing, but we prefer BEAR in these instances.

By signing this order, Client retains the right, for 5 full E-Rate funding years, to purchase ANY E-Rate Eligible NetDiverse Products and Services pursuant to the then current NetDiverse pricing. All pricing provided under E-Rate complies with the FCC's Lowest Corresponding Price (LCP) rule.

The pricing for products, services, and components specifically outlined on this order are valid until September 30, 2027 pursuant to the "Price Lock and Pricing Guarantee" section below. The client may continue to purchase additional or optional items, pursuant to then current pricing, for the above term as well (voluntary extension).

Price Lock and Pricing Guarantees:

NetDiverse pricing is valid or "Locked In", pursuant to the terms below, if Client/Applicant agrees to purchase equipment and services by signing and returning a copy of this Sales Order to NetDiverse on or before the application deadline for the funding year. For funding year 2026, we currently estimate the date will be March 28, 2026. Filing a E-Rate 2026 Form 471 is equivalent, in NetDiverse's opinion, to signing the Sales Order. The FCC/USAC typically require signed Sales Order documents as evidence of an Agreement for FCC discount reimbursement. We highly recommend sending NetDiverse a copy of your signed Sales Order and including a copy of the signed Sales Order in the "contracts" section when you file your Form 471 to improve the likelihood of timely USAC/FCC approvals.

The "Locked In" pricing is valid and guaranteed (**Price Guarantee**) for products where the client has an approved Form 486 and pays their portion of project pricing no more than 60 days following the Funding Commitment Decision Letter (FCDL) release date. The "Client Portion" of the project is equal to the Total Project Price less the applicable FCC Committed Portion as outlined on the Funding Commitment Decision Letter (FCDL). Should the client pay the "Client Portion" of the project or file the Form 486 more than 60 days following the FCDL release date, NetDiverse may choose to increase pricing to the then current pricing aligned with the FCC's LCP rules.

Price Lock and Pricing Guarantee Examples:

1. Sales Order Execution: 3/14/2026 (pricing locked in by sending NetDiverse a signed Sales Order)
FCDL: 6.15.2026
Customer Payment and Form 486 are due no later 8/15/2026 to retain Pricing Guarantee for items ordered. Price is guaranteed even if the delivery of equipment takes until summer or fall of 2026 or later. Orders for equipment are typically ordered within one week of receipt of Customer Payment.
2. Sales Order Execution: 3/14/2026 (pricing locked in by filing a Form 471 with the products/services found on the Sales Order and naming NetDiverse as Service Provider)
FCDL: 10.31.2026



Customer Payment and Form 486 are received by NetDiverse no later 12/31/2026 to retain Pricing Guarantee for items ordered. Price is guaranteed even if the delivery of equipment takes until late 2026 or later. Orders for equipment are typically ordered within one week of receipt of Customer Payment.

3. Sales Order Execution: 3/14/2026 (pricing locked in by sending NetDiverse an executed Sales Order)

FCDL: 7.15.2026

In this example, the customer fails to pay Client Portion or fails to file Form 486 by 9/15/2026: Pricing is then subject to change to the then current pricing once payment is made. Equipment is not ordered by NetDiverse from Manufacturer until payment is received. In this example, the client is responsible for the increased amount of pricing in full as the FCC portion is applicable to the original Sales Order Price. The FCC's Lowest Corresponding Price (LCP) rules will still apply.

Any price increases, which we hope are not necessary, will likely not increase the FCC funded portion of a project and will result in the Applicant/Client being responsible for the overall increase. If price increases do occur, we will provide Applicant/Client with an opportunity to accept the new pricing or cancel the line item or related items on an order.

NetDiverse will not place service orders without approval from the client to process this order. The project is considered approved when any of the following occur:

1. USAC/FCC approves funding for the project, approves Client's Form 486 filing for the Funding Request, and makes payment of the "Client Portion" of the project.
2. Client provides approval by email or fax to NetDiverse personnel.
3. Client provides approval by sending a Purchase Order aligned with the Terms and Conditions of this order to NetDiverse

NetDiverse may choose not to order equipment or schedule installation prior to client payment receipt, Form 486 approval, and USAC/FCC funding approval. The Client payment is equal to the "Client Portion" under SPI invoicing and the full value of the Order under BEAR invoicing.

Some preliminary engineering and planning may begin under NetDiverse's sole option prior to payment and funding by Client/FCC **shipment, scheduling, and installation will only begin once the client portion of the payment for products and services is received by NetDiverse, funding for this order is approved by USAC/FCC, and client's Form 486 is approved by USAC/FCC.**

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- NetDiverse MIBS E-Rate Eligibility
 - NetDiverse MIBS products only apply to 100% E-Rate Eligible equipment and components. Any work we perform under this product will be aligned with E-Rate eligible services.
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- MIBS - Lists of Products and Services covered by MIBS
 - NetDiverse finds it is more reasonable to estimate the amount of time required to operationally/remotely manage a network based on the size of the entity than the specific equipment in the network. For this reason, NetDiverse's MIBS service is "equipment agnostic" as long as the equipment is E-Rate Category 2 eligible, we will work to operationally manage it. For this reason, NetDiverse can respond to MIBS Form 470 requests without the full knowledge of the equipment we'll eventually manage for and/or with the Applicant.
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This sales order is an Agreement between the following Parties.

NetDiverse, LLC, (hereafter, "NetDiverse, LLC", "NetDiverse", "Company"), a Montana Limited Liability Company, with offices located at 825 N 300 W, Suite C-149, Salt Lake City, UT 84103; AND Ogden Preparatory Academy, (hereafter, "Ogden Preparatory Academy", "Client", "Customer", "Applicant", "you") an Applicant as defined under the FCC/USAC Schools and Libraries Program.


This Sales Order, "Sales Order Terms, Conditions, and Definitions" in conjunction with the "NetDiverse Terms and Conditions" and "NetDiverse E-Rate Terms and Conditions" as found on the NetDiverse website www.netdiverse.com. ("Agreement") shall govern the relationship of the Parties with respect to the purchase of items listed on this Sales Order or any subsequent purchases.

FILING A FORM 471 WITH USAC FOR FOR THE PRODUCTS AND SERVICES OUTLINED ON THIS SALES ORDER FOR FUNDING PURPOSES, WITH OR WITHOUT APPLICANT SIGNATURE, IS EXECUTION OF THIS AGREEMENT BY APPLICANT AND ACCEPTANCE OF ALL NETDIVERSE TERMS & CONDITIONS IN THIS SALES ORDER AND ON THE NETDIVERSE WEBSITE. IT IS LIKELY USAC WILL REQUIRE A COPY OF THE SIGNED SALES ORDER FOR FUNDING PURPOSES AND PAYMENT APPROVAL, SO WE RECOMMEND SIGNING THIS DOCUMENT AND UPLOADING IT WITH YOUR FORM 471 APPLICATION AND SENDING A COPY TO NETDIVERSE.

APPLICANT MAY CHANGE QUANTITIES OR STRIKE THROUGH SPECIFIC LINE ITEMS ON THE PRODUCTS AND SERVICES SECTION OF THIS SALES ORDER. APPLICANT MAY ALSO CHANGE THIS ORDER BY ADDING ITEMS FROM THE OPTIONAL PRODUCTS LISTING SENT WITH THIS SALES ORDER OR FOUND ON OUR WEBSITE. IF ANY ADDITIONAL EDITS ARE MADE TO THIS DOCUMENT, OTHER THAN APPLICANT SIGNATURE ROWS FOUND IMMEDIATELY BELOW, THE DOCUMENT WILL BE CONSIDERED INVALID AND NOT EXECUTED.

NETDIVERSE MAY CHOOSE TO CANCEL ANY ORDER WITH A TOTAL PRE-DISCOUNT PRICE BELOW \$10,000 FOR ANY NEW CUSTOMER. THIS MINIMUM IS WAIVED FOR EXISTING NETDIVERSE CUSTOMERS. NEW CUSTOMERS SHOULD CONTACT US IF THE TOTAL PRE-DISCOUNTED PRICE OF PRODUCTS AND SERVICES ON AN ADJUSTED SALES ORDER IS LESS THAN \$10,000 TO CONFIRM ITS VALIDITY.



<p>NetDiverse, LLC</p>  <p>Gary Nieboer</p> <p>General Manager/Owner</p> <p>Service Provider Identification Number (SPIN): 143036067</p>	<p>Applicant / Client</p> <hr/> <p>Applicant Signature</p> <hr/> <p>Name</p> <hr/> <p>Title</p> <hr/> <p>Date</p>
--	---



RAD WiFi, LLC
1370 22nd Street
Ogden, UT 84401
Phone: 435-776-5973
<https://www.radwifi.us/>

Quotation: Q-00454.00

Monday, March 9, 2026

MICHAEL BERUBE
IT DIRECTOR
OGDEN PREPARATORY ACADEMY
1415 LINCOLN AVE.
OGDEN, UT 84404 UNITED STATES

Dear Ogden Preparatory Academy,

It is with great pleasure that I am writing to introduce our bid for the Managed Services highlighting **RAD WiFi** as the preferred vendor, along **with one (1) year of technical support**. As a leading provider of network solutions, we understand the importance of reliable and secure connectivity, especially for public institutions such as yours.

Based right here in Ogden, Utah, we are active **Cisco Meraki & APC** partner, delivering amazing results for schools nationwide. References & testimonials included on last two pages of quote.

At our company, we are committed to providing top-notch service and support to our clients. Our team of experts is always available to answer any questions and provide assistance whenever needed. We are confident that our bid will meet and exceed your expectations.

Thank you for considering our proposal, and we look forward to the opportunity to work with you soon.

Sincerely,

Andrew Blackwell

Andrew Blackwell
andrew@radwifi.us

CONFIDENTIALITY NOTICE

The information contained in this facsimile message is privileged and confidential information intended solely for the use of the individual or entity to whom it is addressed. If you are not the intended recipient, you are hereby notified that any dissemination, disclosure, copying or distribution of this telecopy is strictly prohibited. If you received this communication in error, please immediately notify us by telephone and return the original message and documents to us at the above address via first class mail. Thank you.



RAD WiFi, LLC
 1370 22nd Street
 Ogden, UT 84401
 Phone: 435-776-5973
<https://www.radwifi.us/>

Quotation: Q-00454.00

To: OGDEN PREPARATORY ACADEMY
 1415 LINCOLN AVE.
 OGDEN, UT 84404 UNITED STATES

Attn: MICHAEL BERUBE
 IT DIRECTOR

Phone: 801-627-2066

E-Rate Discount: 80.00%

Issued: 03/09/2026

Expiry Date: 04/01/2026

Sales Contact: Andrew Blackwell
 Owner



Project: OPA MIBs request

USAC 470#: 260025605

Item	Part Number	Qty	Description	Price/Unit	Total
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TOTAL CUSTOMER FUNDING NEEDED: \$10,400.00

TOTAL USAC FUNDING NEEDED: \$41,600.00

MANAGED INTERNAL BROADBAND SERVICES

\$52,000.00

INCLUDE ONE (1) YEAR SUPPORT FROM RAD WiFi, LLC

1.1	MIBS	1	MANAGEMENT OF ALL EXISTING CISCO MERAKI, APC, & MIKROTIK EQUIPMENT. SLA NEXT BUSINESS DAY. - E-RATE DISCOUNT	\$52,000.00	\$52,000.00
-----	------	---	---	-------------	-------------

Grand Total: \$52,000.00

TOTAL CUSTOMER FUNDING NEEDED: \$10,400.00

Please contact me if I can be of further assistance.

SPIN NUMBER: 143052085
DUNS NUMBER: 117444928
SAM UNIQUE ID: P9AVFJCPGB98

PAYMENT OPTIONS

Select your preferred payment option / purchase terms *.

eCheck/ACH Purchase (purchase amount \$52,000.00)

PO Number: _____

Approved By: _____

Payment Terms: DUE UPON DELIVERY

CONTRACT FOR E-RATE PRODUCTS AND/OR SERVICES FY2026

APPLICANT		PROVIDER	
Organization	OGDEN PREPARATORY ACADEMY	Company	RAD WIFI, LLC
Contact Name	MICHAEL BERUBE	Contact Name	ANDREW BLACKWELL
Contact Email	MBERUBE@OGDENPREP.ORG	Contact Email	ANDREW@RADWIFI.US
Address	1415 LINCOLN AVE.	Address	1370 22ND STREET
City, ST, Zip	OGDEN, UT 84401	City, ST, Zip	OGDEN, UT 84401
USAC BEN	16072231	USAC SPIN	143052085
FCC Form 470 #	260025605	Bid #	Q-00454.00
E-Rate RFP #	OPA MIBs request	Bid Amount \$	52,000
Number of annual renewals allowed for this agreement:		0 (zero)	

SERVICES

The Provider agrees to provide to the Applicant the products and/or services as specified in the Provider's Bid and incorporated with the Applicant's E-Rate RFP and FCC Form 470 as listed above.

RECITALS

Pursuant to the Schools and Libraries Universal Services Support Mechanism (E-Rate) contained in the Universal Service Provisions of the Telecommunications Act of 1996 [47 U.S.C. § 254. Telecommunications Act of 1996, Pub. L. No. 104-104, 110 Stat. 56 (1996) ("1996 Act")], Applicant advertised for certain products and services. Provider submitted a bid to provide same. In accordance with the requirements of the regulations implementing the Act, Applicant considered the bid and determined that it should be accepted. The parties are now ready to enter into a contract for the furnishing of such products and/or services and they set their agreement in writing as follows:

AGREEMENT

For and in consideration of the payment of the sums of money specified herein, together with other good and valuable consideration, Provider does hereby agree to furnish, and Applicant does hereby agree to accept and pay the discounted price for the products and/or services bid.

The term of this contract shall commence on or after April 25, 2026 and shall terminate on (a) April 25, 2031 for recurring services or (b) July 25, 2026 for non-recurring services. The contract expiration for non-recurring services shall be automatically extended to align with SLD authorized extensions due to late funding and changes in products and/or services approved on or after March 27th. This agreement may be extended annually and voluntarily by mutual written ratification up to the number of renewals listed above. The Applicant must issue a written notice to proceed to the Provider prior to commencement of service, delivery or installation. The Applicant is under no obligation to pay if the Provider commences work without the Applicant's written notice to proceed.

If the Schools and Libraries Division ("SLD"), Administrator of the Universal Services Administrative Co, or its successor, should fail to approve all of or any part of the products and services covered by this contract, the Applicant shall have the right, at its option, to cancel this contract, as to that part of the products and services disallowed for discount pricing. If, after approval of discount funding by SLD or its successor, Applicant's governing board should fail to approve all of or any part of the products and services covered by this contract, the Applicant shall have the right, at its option, to cancel this contract as to that part of the products and services disallowed by the governing board. The total costs of the products and services shall not exceed the Bid Amount. In no circumstances shall Applicant be liable for an amount exceeding the Applicant's non-discount share unless Applicant's governing board specifically waives this provision in writing.

For Applicant:

 Applicant Signature Date

 Printed Name:

 Title:

For Provider:

 Provider Signature Date

 Printed Name:

 Title:

Note: Contracts are NOT required for Tariffed and Month-to-Month Services

Revised 7/01/2024

CUSTOMER WORK AGREEMENT

1. **SERVICES.** RAD WiFi, LLC (“Company”) provides consulting, system design, and installation services to businesses and residential customers for information technology systems, entertainment systems, and other electronic systems. Customer has requested Company to provide certain services and products, as identified in the Estimate provided to Customer, the scope of which may be modified from time to time.

2. **FEES AND COSTS.** The Estimate provided to Customer by Company is firm and binding.

Customer will also be charged on a per-item basis for all hardware and other equipment supplied by Company. Hardware and equipment prices stated in the Estimate will be firm for 30 days, after which they will be subject to change. The fees and costs identified in this Agreement and in the Estimate do not include taxes, tariff surcharges, or other like amounts assessed by any governmental entity (“Taxes”). All Taxes will be charged to Customer. Customer will not be charged for travel expenses unless otherwise agreed by the parties.

3. **PAYMENT TERMS AND METHODS.** For Estimates over \$2,000, 50% of the estimated amount is due upfront, before equipment is ordered and before services commence. All other amounts are due at the time of service and/or at the time of delivery/installation. Interest will accrue on all unpaid amounts at a rate of 15% per month after an initial 30-day grace period. Customer will be responsible for all collection fees, including reasonable attorney fees and court costs. Customer consents to receive invoices (and other notices under this Agreement) by email, in person, or by mail, at the Company’s election. Payment may be rendered by any of the following methods:

- a. By check made out to RAD WiFi, LLC and mailed to:
1370 22ND STREET, OGDEN, UT, 84401.
- b. By Wire Transfer or ACH Deposit to the following account:
Zions Bank SWIFT Code: ZFNBUS55
Routing Number: 124000054
Account Number: 986209856

4. **LIMITED SERVICE WARRANTY.** Company provides a 30-day limited service warranty on its own workmanship, provided that neither Customer nor any other person has altered, damaged, interfered with, or attempted to repair the systems. Such Customer or third-party actions void this limited service warranty. Except as expressly stated in this Agreement, Company makes no representations or warranties, and the parties hereby disclaim all implied warranties, including warranties of merchantability and fitness for a particular purpose, with respect to any of the services or products provided pursuant to this Agreement. Certain products may include a warranty from a third-party manufacturer, but Company has no responsibility for and makes no representations with respect to such third-party warranties.

5. **LIMITATION OF LIABILITY.** In no event shall Company be liable to Customer for lost profits, loss of goodwill, loss of data, punitive damages, consequential damages, or other indirect damages. In addition to the foregoing limitations, any liability of Company arising out of this Agreement or the parties’ relationship, whether in contract, tort, or otherwise, shall be limited to the amount stated in the Estimate provided to Customer.

6. **TERMINATION.** Unless otherwise terminated by the parties, this Agreement will automatically terminate once all services and products have been provided and all fees have been paid. If Customer terminates the Agreement before products have been ordered and before services have been commenced, a \$350 termination fee will apply. If Customer desires to terminate this Agreement after products have been ordered and/or after services has been commenced but prior to completion, it may do so only in the event the Company has materially breached the Agreement, the Customer has provided written notice of said breach to the Company and provided a 30 day cure period, and the Company has failed to cure the breach within the cure period. In the event of such a termination by the Customer, the Customer must pay for services previously rendered and products previously delivered or installed but will not be liable for services not yet rendered or products not yet delivered or installed. If the Customer terminates the Agreement under any other

CUSTOMER WORK AGREEMENT

circumstances, the Customer will be liable to the Company for the amount stated in the Estimate provided to the Customer, whether or not such services have been rendered and such products have been delivered or installed. The Company may terminate this Agreement at any time in its sole discretion without incurring liability to the Customer.

7. **MISCELLANEOUS.** Company reserves all proprietary rights and intellectual property in its work and transfers to Customer only a royalty-free use license. Except with respect to any separate agreements regarding payment of travel expenses, this Agreement contains the entire agreement of the parties with respect to the subject-matter hereof, and there are no other promises or conditions in any other agreement whether oral or written. The Estimate provided to Customer is not a contract, is not part of this Agreement, and is superseded by this Agreement. This Agreement may not be assigned by the Customer without the Company's written consent, which may be withheld in the Company's sole discretion. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. The parties agree that the laws of the state of Utah shall govern the construction and interpretation of this Agreement, without regard to conflicts of laws provisions thereof. In the event either party is in default of the terms or conditions of this Agreement and legal action is initiated or suit entered as a result of such default, the prevailing party shall be entitled to recover all costs incurred as a result of such default including all costs, reasonable attorney fees, expenses and court costs through trial, appeal and to final disposition.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first written hereinabove.

CUSTOMER:

Signature

Printed Name

Company Title (if applicable)

Date

RAD WIFI, LLC:

Signature

Printed Name

Company Title

Date



Registered

Awarded to
RAD WIFI LLC

Country
USA

Valid Until
October 28, 2026

Validate this certificate by searching company name and location at cisco.com/go/partnerlocator. | Certificate generated on October 30, 2025



IT Solution Provider Certificate

This is to confirm that

RAD WIFI, LLC

is a **Select Partner** of

Schneider Electric

effective from November 04, 2025

effective till December 31, 2025



A handwritten signature in black ink that reads "Leslie Vitrano Hubright".

Leslie Vitrano, Global IT channels VP



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
11/03/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

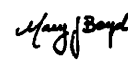
PRODUCER Hiscox Inc. 5 Concourse Parkway Suite 2150 Atlanta GA, 30328	CONTACT NAME: PHONE (A/C, No, Ext): (888) 202-3007 E-MAIL ADDRESS: contact@hiscox.com FAX (A/C, No):	
	INSURER(S) AFFORDING COVERAGE	
INSURED RAD WIFI, LLC DBA DURANGO AV 1370 E 22nd St Ogden, UT 84401	INSURER A: Hiscox Insurance Company Inc	NAIC # 10200
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			P101.924.182.3	06/10/2025	06/10/2026	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ S/T Gen. Agg. \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N	N/A			<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 



THE HARTFORD
BUSINESS SERVICE CENTER
3600 WISEMAN BLVD
SAN ANTONIO TX 78251

November 10, 2025

For Informational Purposes
1370 22ND ST
OGDEN UT 84401

Account Information:

Policy Holder Details :	Rad Wifi LLC
--------------------------------	--------------



Contact Us

Need Help?

Chat online or call us at
(866) 467-8730.

We're here Monday - Friday.

Enclosed please find a Certificate Of Insurance for the above referenced Policyholder. Please contact us if you have any questions or concerns.

Sincerely,
Your Hartford Service Team



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
11/10/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER SUTHERLAND GLOBAL SERVICES INC/PHS 76251058 175 SULLY'S TRAIL SUITE 301 PITTSFORD NY 14534	CONTACT NAME:	
	PHONE (855) 740-2345 (A/C, No, Ext):	FAX (A/C, No):
E-MAIL ADDRESS:		
INSURER(S) AFFORDING COVERAGE		
INSURER A: Hartford Casualty Insurance Company		NAIC# 29424
INSURER B:		
INSURER C:		
INSURER D:		
INSURER E:		
INSURER F:		

INSURED
 RAD WIFI LLC
 1370 22ND ST
 OGDEN UT 84401

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

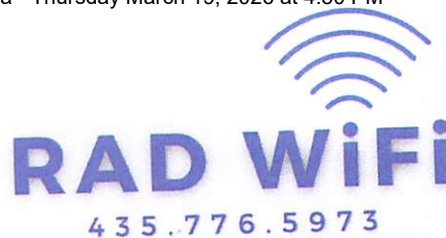
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/Y YY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS <input type="checkbox"/> AUTOS						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)
	UMBRELLA LIAB EXCESS LIAB <input type="checkbox"/> OCCUR CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE AGGREGATE
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	76 WEC BX4V5U	11/10/2025	11/10/2026	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$100,000 E.L. DISEASE -EA EMPLOYEE \$100,000 E.L. DISEASE - POLICY LIMIT \$500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Those usual to the Insured's Operations.

CERTIFICATE HOLDER For Informational Purposes 1370 22ND ST OGDEN UT 84401	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE <i>Susan J. Castaneda</i>

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RAD WiFi, LLC
1370 22nd Street
Ogden, UT 84401

(435) 776-5973
<https://www.radwifi.us>

Completed Projects

Lower Yukon School District

- 2024-06 – (97) Cisco Meraki Wireless Access Point Upgrade & Ekahau Site Survey
- 2024-06 – (10) Cisco Meraki Switch Upgrade & Configuration
- 2024-06 – (10) Cisco Meraki Firewall Upgrade & Configuration

Address: 100 AIRPORT RD, PO BOX 32089, MOUNTAIN VLG, AK 99632

Phone: 907-591-2411

Project Total \$289,711.80

Roosevelt Charter Academy

- 2026-07 – (35) Cisco Meraki Wireless Access Point & (1) Cisco Meraki MX95 Firewall Upgrade
- 2025-10 – (1) RF Site Survey – Sidus Platform
- 2025-07 – (4) Cisco Meraki IDF Switch Upgrade
- 2024-07 – (3) Cisco Meraki Core Switch Upgrade & (Reconfigure (4) existing IDF Switches)

Address: 205 BRYON Dr, COLORADO SPRINGS, CO 80910

Phone: 719-637-0311

Project Total \$116,906.70

Sacred Hearts Academy

- 2024-06 – Cisco Meraki – (24) License Renewal

Address: 3253 WAIALAE AVE, HONOLULU, HI 96816

Phone: 808-734-5058

Project Total \$31,785.69

Testimonial

James Mathis <jmathis@rca-csprings.org >

Mon, 09 Feb 2026 10:24:48 AM -0700

To "Andrew Blackwell"<andrew@radwifi.us>

Hi Andrew! Let me know if this works ok for you!

As the technology manager of a charter school in Colorado Springs, I came into the school inheriting an Aruba Wireless infrastructure that is managed via HPE Aruba Networking Central along with aging Cisco Catalyst switches that had little, to no managed capability. After reviewing requirements for E-Rate, I came across Andrew and RAD WIFI as a potential service provider to help me reach my goals of consolidating vendor types for the school's network and moving towards a fully managed solution. Andrew coached me on the capabilities of Cisco Meraki managed solutions, which I was at first hesitant with. After reviewing other potential vendors and solutions, RAD WIFI stood out, not only because Meraki offered a completely managed solution for network and Wi-Fi alike, but Andrew was also very helpful in getting my E-Rate deadlines reached as I had not had experience with USAC in the past.

We are now about 50% on the way to reach my goals, as the project had a 3-year implementation plan. Since beginning our journey with Meraki, I've already fully realized the benefits due to Meraki's ease of deployment and maintenance via the converged management dashboard. I no longer have to worry about command line nightmares. I can manage all my switches in the school via an easy-to-use web-based GUI that has a lot of helpful features including a dedicated AI assistant that has helped me simplify my network in a way that I needed.

This final year of the project will see us moving off our aging Watchguard to a Meraki MX series firewall and the replacement of Aruba with all Meraki access points. I'm so excited for this milestone as I will have the ability to manage EVERYTHING through one dashboard. Though Aruba seems to have worked well for the school since it was implemented, I've often found the Aruba web-based GUI to be a bit clunky, difficult to troubleshoot issues and very little feature sets to make my job easier. Aruba support can also be very difficult to navigate, and I've often just had to live with certain things that I feel like should be easier to deal with given their own managed solution. Thanks to Andrew and RAD WIFI, I will have complete peace of mind with Meraki's awesome products and managed capabilities.



James Mathis (Jimmy)

Technology Manager

Roosevelt Charter Academy
205 Byron Dr. Colorado Springs, CO 80910
719-637-0311

IMPORTANT NOTICE: This e-mail message is intended to be received only by persons entitled to receive the confidential information it may contain. E-mail messages to clients of RCA may contain information that is confidential and legally privileged. Please do not read, copy, forward, or store this message unless you are an intended recipient of it. If you have received this message in error, please forward it to the sender and delete it completely from your computer system.



RAD WiFi, LLC
 1370 22nd Street
 Ogden, UT 84401
 Phone: 435-776-5973
<https://www.radwifi.us/>

Quotation: Q-00456.00

To: OGDEN PREPARATORY ACADEMY
 1415 LINCOLN AVE.
 OGDEN, UT 84404 UNITED STATES

Attn: MICHAEL BERUBE
 IT DIRECTOR

Phone: 801-627-2066

Issued: 03/10/2026
Expiry Date: 04/01/2026
Sales Contact: Andrew Blackwell
 Owner



Project: Ogden Prep
 Internal
 Connections 2026

USAC 470#: 260022859

E-Rate Discount: 80.00%

Item	Part Number	Qty	Description	Price/Unit	Total
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TOTAL CUSTOMER FUNDING NEEDED: \$42,802.52
TOTAL USAC FUNDING NEEDED: \$171,210.10

FIREWALLS, COMPONENTS, AND NECESSARY SOFTWARE AND LICENSES \$8,027.84

INCLUDE THREE (3) YEAR CLOUD LICENSING, NEXT BUSINESS DAY HARDWARE SUPPORT, & ON-SITE INSTALLATION

1.1	MX95-HW	1	Meraki MX95 Router/Security Appliance - E-RATE DISCOUNT	\$2,875.12	\$2,875.12
1.2	MA-PWR-CORD	1	Meraki AC Power Cord for MX and MS (US Plug) - E-RATE DISCOUNT	\$3.93	\$3.93
1.3	LIC-MX95-SEC-	1	Meraki MX95 Advanced Security License and Support, 3YR - E-RATE DISCOUNT	\$4,999.79	\$4,999.79
1.4	INSTALLATION	1	Installation - E-RATE DISCOUNT	\$149.00	\$149.00

SWITCHES AND NECESSARY SOFTWARE AND LICENSES \$79,592.84

INCLUDE THREE (3) YEAR CLOUD LICENSING, NEXT BUSINESS DAY HARDWARE SUPPORT, & ON-SITE INSTALLATION

2.1	MS150-48FP-4X	16	Meraki MS150-48FP-4X L2 Stck Cld-Mngd 48GE 740W PoE Swtch - E-RATE DISCOUNT	\$3,832.19	\$61,315.06
2.2	LIC-MS150-48-3	16	Meraki MS150-24 Enterprise License and Support, 3YR - E-RATE DISCOUNT	\$304.54	\$4,872.56
2.3	MA-CBL-TA-1M	13	Meraki 10 GbE Twinax Cable with SFP+ Modules, 1 Meter - E-RATE DISCOUNT	\$60.91	\$791.85
2.4	MA-CBL-TA-3M	3	Meraki 10 GbE Twinax Cable with SFP+ Modules, 3 Meter - E-RATE DISCOUNT	\$91.37	\$274.10



RAD WiFi, LLC
 1370 22nd Street
 Ogden, UT 84401
 Phone: 435-776-5973
<https://www.radwifi.us/>

Quotation: Q-00456.00

Item.	Part Number	Qty	Description	Price/Unit	Total
-------	-------------	-----	-------------	------------	-------

SWITCHES AND NECESSARY SOFTWARE AND LICENSES \$79,592.84

INCLUDE THREE (3) YEAR CLOUD LICENSING, NEXT BUSINESS DAY HARDWARE SUPPORT, & ON-SITE INSTALLATION

2.5	MA-SFP-10GB-L	4	Meraki 10G Base LR Single-Mode - E-RATE DISCOUNT	\$2,213.21	\$8,852.83
2.6	MA-SFP-10GB-	2	Meraki 10G Base SR Multi-Mode - E-RATE DISCOUNT	\$551.22	\$1,102.45
2.7	INSTALLATION	16	Installation - E-RATE DISCOUNT	\$149.00	\$2,384.00

WIRELESS ACCESS POINTS AND NECESSARY SOFTWARE AND LICENSES \$110,041.87

INCLUDE THREE (3) YEAR CLOUD LICENSING, NEXT BUSINESS DAY HARDWARE SUPPORT, & ON-SITE INSTALLATION

3.1	CW9164I-MR	51	Catalyst 9164I AP (W6E, tri-band 4x4) w/Meraki - E-RATE DISCOUNT	\$1,215.95	\$62,013.34
3.2	CW9166I-MR	13	Catalyst 9166I AP (W6E, tri-band 4x4) w/MERAKI - E-RATE DISCOUNT	\$1,382.14	\$17,967.77
3.3	CW9163E-MR	4	Catalyst 9163E AP(W6E, tri-band 2x2,Outdoor) w/MERAKI - E-RATE DISCOUNT	\$1,269.68	\$5,078.74
3.4	CW-ANT-O1-NS	8	4/8/8 dBi Omni Dipole, N connector, Catalyst and Meraki - E-RATE DISCOUNT	\$117.67	\$941.36
3.5	LIC-ENT-3YR	68	Meraki MR Enterprise License, 3YR - E-RATE DISCOUNT	\$204.54	\$13,908.66
3.6	INSTALLATION	68	Installation - E-RATE DISCOUNT	\$149.00	\$10,132.00

UNINTERRUPTABLE POWER SUPPLY AND NECESSARY SOFTWARE AND LICENSES \$16,350.07

INCLUDES ON-SITE INSTALLATION

4.1	SRT2200RMXL	4	APC Smart-UPS On-Line, 2200VA, Rackmount 2U, 120V, 6x 5-20R+1x L5-20R NEMA outlets, Network Card, SmartSlot, Extended runtime, W/ rail kit - E-RATE DISCOUNT	\$3,862.78	\$15,451.13
4.2	ERWPMON1-3Y	4	Subscription, EcoStruxure IT SmartConnect, Standard 3Y Plan, 1 device, remote UPS power monitoring and one-click remote UPS firmware upgrade - E-RATE DISCOUNT	\$75.73	\$302.93
4.3	INSTALLATION	4	Installation - E-RATE DISCOUNT	\$149.00	\$596.00



RAD WiFi, LLC
 1370 22nd Street
 Ogden, UT 84401
 Phone: 435-776-5973
<https://www.radwifi.us/>

Quotation: Q-00456.00

Grand Total: \$214,012.62
TOTAL CUSTOMER FUNDING NEEDED: \$42,802.52

OPTIONAL - ADD-ONS

EKAHAU RF SITE SURVEY, CISCO TRAINING CREDITS

5.1	SITE-SURVEY	3	Site Survey Performed by RAD WiFi, LLC - E-RATE DISCOUNT (OPTIONAL)	\$5,000.00	\$15,000.00
5.2	TRN-CLC-004	100	CISCO TRAINING CREDITS - E-RATE DISCOUNT (OPTIONAL)	\$154.17	\$15,416.67

Please contact me if I can be of further assistance.

SPIN NUMBER: 143052085
DUNS NUMBER: 117444928
SAM UNIQUE ID: P9AVFJCPGB98

PAYMENT OPTIONS

Select your preferred payment option / purchase terms *.

eCheck/ACH Purchase (purchase amount \$214,012.62)

PO Number: _____

Approved By: _____

Payment Terms: DUE UPON DELIVERY

CONTRACT FOR E-RATE PRODUCTS AND/OR SERVICES FY2026

APPLICANT		PROVIDER	
Organization	OGDEN PREPARATORY ACADEMY	Company	RAD WIFI, LLC
Contact Name	MICHAEL BERUBE	Contact Name	ANDREW BLACKWELL
Contact Email	MBERUBE@OGDENPREP.ORG	Contact Email	ANDREW@RADWIFI.US
Address	1415 LINCOLN AVE.	Address	1370 22ND STREET
City, ST, Zip	OGDEN, UT 84404	City, ST, Zip	OGDEN, UT 84401
USAC BEN	16072231	USAC SPIN	143052085
FCC Form 470 #	260022859	Bid #	Q-00456.00
E-Rate RFP #	Ogden Prep Internal Connections 2026	Bid Amount \$	214,012.62
Number of annual renewals allowed for this agreement:		0 (zero)	

SERVICES

The Provider agrees to provide to the Applicant the products and/or services as specified in the Provider's Bid and incorporated with the Applicant's E-Rate RFP and FCC Form 470 as listed above.

RECITALS

Pursuant to the Schools and Libraries Universal Services Support Mechanism (E-Rate) contained in the Universal Service Provisions of the Telecommunications Act of 1996 [47 U.S.C. § 254. Telecommunications Act of 1996, Pub. L. No. 104-104, 110 Stat. 56 (1996) ("1996 Act")], Applicant advertised for certain products and services. Provider submitted a bid to provide same. In accordance with the requirements of the regulations implementing the Act, Applicant considered the bid and determined that it should be accepted. The parties are now ready to enter into a contract for the furnishing of such products and/or services and they set their agreement in writing as follows:

AGREEMENT

For and in consideration of the payment of the sums of money specified herein, together with other good and valuable consideration, Provider does hereby agree to furnish, and Applicant does hereby agree to accept and pay the discounted price for the products and/or services bid.

The term of this contract shall commence on or after April 25, 2026 and shall terminate on (a) April 25, 2031 for recurring services or (b) July 25, 2026 for non-recurring services. The contract expiration for non-recurring services shall be automatically extended to align with SLD authorized extensions due to late funding and changes in products and/or services approved on or after March 27th. This agreement may be extended annually and voluntarily by mutual written ratification up to the number of renewals listed above. The Applicant must issue a written notice to proceed to the Provider prior to commencement of service, delivery or installation. The Applicant is under no obligation to pay if the Provider commences work without the Applicant's written notice to proceed.

If the Schools and Libraries Division ("SLD"), Administrator of the Universal Services Administrative Co, or its successor, should fail to approve all of or any part of the products and services covered by this contract, the Applicant shall have the right, at its option, to cancel this contract, as to that part of the products and services disallowed for discount pricing. If, after approval of discount funding by SLD or its successor, Applicant's governing board should fail to approve all of or any part of the products and services covered by this contract, the Applicant shall have the right, at its option, to cancel this contract as to that part of the products and services disallowed by the governing board. The total costs of the products and services shall not exceed the Bid Amount. In no circumstances shall Applicant be liable for an amount exceeding the Applicant's non-discount share unless Applicant's governing board specifically waives this provision in writing.

For Applicant:

For Provider:

Applicant Signature			Provider Signature
	Date		Date
Printed Name:		Printed Name:	
Title:		Title:	

CUSTOMER WORK AGREEMENT

1. SERVICES. RAD WiFi, LLC (“Company”) provides consulting, system design, and installation services to businesses and residential customers for information technology systems, entertainment systems, and other electronic systems. Customer has requested Company to provide certain services and products, as identified in the Estimate provided to Customer, the scope of which may be modified from time to time.

2. FEES AND COSTS. The Estimate provided to Customer by Company is firm and binding.

Customer will also be charged on a per-item basis for all hardware and other equipment supplied by Company. Hardware and equipment prices stated in the Estimate will be firm for 30 days, after which they will be subject to change. The fees and costs identified in this Agreement and in the Estimate do not include taxes, tariff surcharges, or other like amounts assessed by any governmental entity (“Taxes”). All Taxes will be charged to Customer. Customer will not be charged for travel expenses unless otherwise agreed by the parties.

3. PAYMENT TERMS AND METHODS. For Estimates over \$2,000, 50% of the estimated amount is due upfront, before equipment is ordered and before services commence. All other amounts are due at the time of service and/or at the time of delivery/installation. Interest will accrue on all unpaid amounts at a rate of 15% per month after an initial 30-day grace period. Customer will be responsible for all collection fees, including reasonable attorney fees and court costs. Customer consents to receive invoices (and other notices under this Agreement) by email, in person, or by mail, at the Company’s election. Payment may be rendered by any of the following methods:

- a. By check made out to RAD WiFi, LLC and mailed to:
1370 22ND STREET, OGDEN, UT, 84401.
- b. By Wire Transfer or ACH Deposit to the following account:
Zions Bank SWIFT Code: ZFNBUS55
Routing Number: 124000054
Account Number: 986209856

4. LIMITED SERVICE WARRANTY. Company provides a 30-day limited service warranty on its own workmanship, provided that neither Customer nor any other person has altered, damaged, interfered with, or attempted to repair the systems. Such Customer or third-party actions void this limited service warranty. Except as expressly stated in this Agreement, Company makes no representations or warranties, and the parties hereby disclaim all implied warranties, including warranties of merchantability and fitness for a particular purpose, with respect to any of the services or products provided pursuant to this Agreement. Certain products may include a warranty from a third-party manufacturer, but Company has no responsibility for and makes no representations with respect to such third-party warranties.

5. LIMITATION OF LIABILITY. In no event shall Company be liable to Customer for lost profits, loss of goodwill, loss of data, punitive damages, consequential damages, or other indirect damages. In addition to the foregoing limitations, any liability of Company arising out of this Agreement or the parties’ relationship, whether in contract, tort, or otherwise, shall be limited to the amount stated in the Estimate provided to Customer.

6. TERMINATION. Unless otherwise terminated by the parties, this Agreement will automatically terminate once all services and products have been provided and all fees have been paid. If Customer terminates the Agreement before products have been ordered and before services have been commenced, a \$350 termination fee will apply. If Customer desires to terminate this Agreement after products have been ordered and/or after services has been commenced but prior to completion, it may do so only in the event the Company has materially breached the Agreement, the Customer has provided written notice of said breach to the Company and provided a 30 day cure period, and the Company has failed to cure the breach within the cure period. In the event of such a termination by the Customer, the Customer must pay for services previously rendered and products previously delivered or installed but will not be liable for services not yet rendered or products not yet delivered or installed. If the Customer terminates the Agreement under any other

CUSTOMER WORK AGREEMENT

circumstances, the Customer will be liable to the Company for the amount stated in the Estimate provided to the Customer, whether or not such services have been rendered and such products have been delivered or installed. The Company may terminate this Agreement at any time in its sole discretion without incurring liability to the Customer.

7. **MISCELLANEOUS.** Company reserves all proprietary rights and intellectual property in its work and transfers to Customer only a royalty-free use license. Except with respect to any separate agreements regarding payment of travel expenses, this Agreement contains the entire agreement of the parties with respect to the subject-matter hereof, and there are no other promises or conditions in any other agreement whether oral or written. The Estimate provided to Customer is not a contract, is not part of this Agreement, and is superseded by this Agreement. This Agreement may not be assigned by the Customer without the Company's written consent, which may be withheld in the Company's sole discretion. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. The parties agree that the laws of the state of Utah shall govern the construction and interpretation of this Agreement, without regard to conflicts of laws provisions thereof. In the event either party is in default of the terms or conditions of this Agreement and legal action is initiated or suit entered as a result of such default, the prevailing party shall be entitled to recover all costs incurred as a result of such default including all costs, reasonable attorney fees, expenses and court costs through trial, appeal and to final disposition.

CUSTOMER:

Signature

Printed Name

Company Title (if applicable)

Date

✓ RAD WIFI, LLC:

Signature

Printed Name

Company Title

Date

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first written hereinabove.



CISCO

Partner

Registered

Awarded to

RAD WIFI LLC

Country
USA

Valid Until
October 28, 2026

Validate this certificate by searching company name and location at cisco.com/go/partnerlocator. | Certificate generated on October 30, 2025



IT Solution Provider Certificate

This is to confirm that
RAD WIFI, LLC
is a **Select Partner** of
Schneider Electric
effective from November 04, 2025
effective till December 31, 2025



Leslie Vitrano, Global IT channels VP



THE HARTFORD
BUSINESS SERVICE CENTER
3600 WISEMAN BLVD
SAN ANTONIO TX 78251

November 10, 2025

For Informational Purposes
1370 22ND ST
OGDEN UT 84401

Account Information:

Policy Holder Details :	Rad Wifi LLC
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Contact Us

Need Help?

Chat online or call us at

(866) 467-8730.

We're here Monday - Friday.

Enclosed please find a Certificate Of Insurance for the above referenced Policyholder. Please contact us if you have any questions or concerns.

Sincerely,

Your Hartford Service Team



RAD WiFi, LLC
1370 22nd Street
Ogden, UT 84401

(435) 776-5973
<https://www.radwifi.us>

Completed Projects

Lower Yukon School District

- 2024-06 – (97) Cisco Meraki Wireless Access Point Upgrade & Ekahau Site Survey
- 2024-06 – (10) Cisco Meraki Switch Upgrade & Configuration
- 2024-06 – (10) Cisco Meraki Firewall Upgrade & Configuration

Address: 100 AIRPORT RD, PO BOX 32089, MOUNTAIN VLG, AK 99632

Phone: 907-591-2411

Project Total \$289,711.80

Roosevelt Charter Academy

- 2026-07 – (35) Cisco Meraki Wireless Access Point & (1) Cisco Meraki MX95 Firewall Upgrade
- 2025-10 – (1) RF Site Survey – Sidus Platform
- 2025-07 – (4) Cisco Meraki IDF Switch Upgrade
- 2024-07 – (3) Cisco Meraki Core Switch Upgrade & (Reconfigure (4) existing IDF Switches)

Address: 205 BRYON Dr, COLORADO SPRINGS, CO 80910

Phone: 719-637-0311

Project Total \$116,906.70

Sacred Hearts Academy

- 2024-06 – Cisco Meraki – (24) License Renewal

Address: 3253 WAIALAE AVE, HONOLULU, HI 96816

Phone: 808-734-5058

Project Total \$31,785.69

Testimonial

James Mathis <jmathis@rca-csprings.org >

Mon, 09 Feb 2026 10:24:48 AM -0700

To "Andrew Blackwell" <andrew@radwifi.us>

Hi Andrew! Let me know if this works ok for you!

As the technology manager of a charter school in Colorado Springs, I came into the school inheriting an Aruba Wireless infrastructure that is managed via HPE Aruba Networking Central along with aging Cisco Catalyst switches that had little, to no managed capability. After reviewing requirements for E-Rate, I came across Andrew and RAD WIFI as a potential service provider to help me reach my goals of consolidating vendor types for the school's network and moving towards a fully managed solution. Andrew coached me on the capabilities of Cisco Meraki managed solutions, which I was at first hesitant with. After reviewing other potential vendors and solutions, RAD WIFI stood out, not only because Meraki offered a completely managed solution for network and Wi-Fi alike, but Andrew was also very helpful in getting my E-Rate deadlines reached as I had not had experience with USAC in the past.

We are now about 50% on the way to reach my goals, as the project had a 3-year implementation plan. Since beginning our journey with Meraki, I've already fully realized the benefits due to Meraki's ease of deployment and maintenance via the converged management dashboard. I no longer have to worry about command line nightmares. I can manage all my switches in the school via an easy-to-use web-based GUI that has a lot of helpful features including a dedicated AI assistant that has helped me simplify my network in a way that I needed.

This final year of the project will see us moving off our aging Watchguard to a Meraki MX series firewall and the replacement of Aruba with all Meraki access points. I'm so excited for this milestone as I will have the ability to manage EVERYTHING through one dashboard. Though Aruba seems to have worked well for the school since it was implemented, I've often found the Aruba web-based GUI to be a bit clunky, difficult to troubleshoot issues and very little feature sets to make my job easier. Aruba support can also be very difficult to navigate, and I've often just had to live with certain things that I feel like should be easier to deal with given their own managed solution. Thanks to Andrew and RAD WIFI, I will have complete peace of mind with Meraki's awesome products and managed capabilities.



James Mathis (Jimmy)

Technology Manager

Roosevelt Charter Academy

205 Byron Dr. Colorado Springs, CO 80910
719-637-0311

IMPORTANT NOTICE: This e-mail message is intended to be received only by persons entitled to receive the confidential information it may contain. E-mail messages to clients of RCA may contain information that is confidential and legally privileged. Please do not read, copy, forward, or store this message unless you are an intended recipient of it. If you have received this message in error, please forward it to the sender and delete it completely from your computer system.



E-Rate FY2026

3/17/2026

Dear Ogden Preparatory Academy:

801 Technology is pleased to present you with a proposal for the services listed in the E-Rate Form 470 Application Number: 240022859. We appreciate your time and consideration in reviewing this proposal in response to your RFP request.

Sincerely,

Alex Veater
Owner | 801 Technology
385-208-0834
alex@801technology.com



Company Information

Name of firm: 801 Technology LLC	SPIN 143053390
Address: 9553 S Alane Hollow Rd	Company Contact: Alex Veater
City/State: West Jordan UT, 84081	Phone Number: 385-208-0834
Email: alex@801technology.com	FCCRN Number: 0032158875
FEIN No: 35-2746052	DUNS Number: 118620113

Qualifications:

Since 2011, the team at 801 Technology has been dedicated to delivering exceptional IT solutions, extending our expertise to public schools since 2013. Our organization was founded with a commitment to revolutionizing traditional managed services by offering superior quality, reliability, and building lasting client relationships. 801 Technology specializes in structured cabling solutions designed to create a reliable foundation for any network infrastructure. Our services include the installation of high-performance CAT6(a) and fiber-optic cabling, comprehensive system testing and certification, cable management, labeling, and support for all related hardware components. We ensure that our structured cabling solutions are optimized for both current needs and future scalability, adhering to industry standards and best practices to guarantee reliability and performance.

Our commitment to excellence is reflected in our team's rigorous training, certification processes and experience. These efforts allow us to uphold the highest standards of quality, ethics, professionalism, and customer service, ensuring that 801 Technology remains a trusted partner in delivering reliable IT solutions.



References:

Teton School District 401 | Van Johnson | vjohnson@tsd401.org

South Lemhi School District 292 | Kevin Ramsey | kpramsey@leadoreschool.org

Council School District 13 | Royce Bauer | rbauer@csd13.org

Forrest M. Bird Charter School | Mark Webber | markwebber@forestbirdcharterschool.org

Preston School District 201 | Aaron Keele | aaron.keele@psd201.org

American Heritage Charter School | Josh Siqueiros | siqueirosj@ahcspatriots.us



E-Rate Category 2 Response

In response to your RFP, we are able to propose the following:

Internal Connections

801 Technology proposes the following equipment for all buildings, prioritizing replacing the elementary equipment this summer and depending on budget and hardware life expectancy, we can replace the JHS and ECC in the coming years, or do a full hardware replacement now.

We recommend a 1:1 switch replacement, with 2 additional switches at the elementary school to patch in all data ports and clean up the server rack. With Ruckus WiFi technology, we strongly feel that an AP in every classroom is extremely excessive, and recommend installing an AP in every other classroom for a total of 24 access points in the elementary school, 16 at the JHS and 14 at the ECC.

Total Internal Connections Costs (Full Campus Replacement) - \$110,253

Switches - \$52,430

- 3x Ruckus ICX8200-48PF 740 Watt Core Switches @\$3,872/ea
- 14x Ruckus ICX8100-48PF-X 740 Watt Access Switches @\$2,772/ea
- 17x Power Cables PCUSA2 @\$30/ea
- 17x Ruckus Virtual Smartzone Controller Perpetual Switch Licenses @\$88/ea

Wireless Access Points - \$48,623.00

- 50x Ruckus R670 WiFi 7 Wireless Access Point @\$834.10
- 4x Ruckus T350 Outdoor WiFi 6 Wireless Access Point @\$541.50
- 54x Ruckus Virtual Smartzone Controller Perpetual AP Licenses @\$88/ea

Installation - \$9,200



Breakout Internal Connections Costs

Elementary Costs - \$46,675.20

7x Switches - **\$20,714**

24x APs - **\$19,433.20**

31x Perpetual Licenses - **\$2,728**

Installation - **\$3,800**

JH Costs - \$32,811

5x Switches - **\$15,110**

16x APs - **13,053**

Perpetual Licenses - **\$1,848**

Installation - **\$2,800**

ECC Costs - \$30,766.80

5x Switches - **\$15,110**

14x APs - **11,384.80**

Perpetual Licenses - **\$1,672**

Installation - **\$2,600**

Terms:

SPI invoicing accepted.

Coversheet

Carpet

Section: II. Finance
Item: D. Carpet
Purpose: Vote
Submitted by:
Related Material: 40165 OGDEN PREP ACADEMY PROPOSAL .docx.pdf
26-03-18 Flooring Proposal - Ogden Prep 2026.pdf

California Contractors License No. 708409
 Arizona Contractors License No. 188008
 Nevada Contractors License No. 0066889
 New Mexico Contractors License No. 81429



Oregon Registration No. 0121744
 Utah License No. 3082773-5501
 Washington Reg. No. PAULMWCO42L6
 FTM Corp.

Concrete Sealers/Hardeners/Polishing/Staining • Resilient Coverings • Concrete Epoxy Coatings • Carpet

Corporate Headquarters: 460 N. Geneva Road • Lindon UT 84042-1119 • (877) 974-0630 • Fax (801) 785-3547

Bid# 40165
 OGDEN PREP - 2026 CARPET

WYATT DANGEL
 wdangel@ogdenprep.org
 OGDEN PREP ACADEMY
 1415 LINCOLN AVE
 OGDEN, UT 84404

03/06/2026

FLOORING			
Scope	QTY	Work description	Price
CARPET	485 SY	PROVIDE AND INSTALL PATCRAFT BIG SPLASH - DIVE SHEET CARPET TILE. TOTAL PRICE PER SY: \$46.40	\$22,504
BASE	540 LF	PROVIDE AND INSTALL PATCRAFT BIG SPLASH - DIVE SHEET 4.5" CARPET BASE	\$2,228
DEMO		TEAR OUT AND DISPOSE OF EXISTING CARPET AND BASE	\$1,795
VESTIBULES	315 SF	PROVIDE AND INSTALL ARMSTRONG STANDARD EXCELON VCT (EXCLUDES POLISH) AND ROPPE 4" RUBBER BASE (WHERE EXISTING). INCLUDES DEMO	\$2,172
TOTAL FLOORING PRICE:			\$28,699

	INCLUDES REGULAR FLOOR PREP AND EXCLUDES FURNITURE MOVING ROOMS 108-112, 114, 115 AND THREE VESTIBULES
--	--

We appreciate the opportunity.

Thank you,

Christal Stephens
 Director of Sales
 Paul Wolff
christal@paulwolff.com 801-380-0903

One-year guarantee on all workmanship.

TERMS

Unless otherwise negotiated in writing, the following terms apply:

- Does not include the moving of major fixtures or furniture.
- Unless indicated, the price excludes demolition of existing flooring, subfloor repair work, extensive patching, or joint sealant/filler. Price does include basic floor preparation, including minor patching (expansion joints).
- Unless otherwise specified, work excludes night, weekend, union, or prevailing wages. Additional work and overtime work is to be billed on a time and materials basis.
- Pricing excludes post installation construction cleaning, post installation floor protection and floor polish.



COMMERCIAL FLOORING

March 18, 2026

WYATT DANGEL
 OGDEN PREP ACADEMY
 1415 LINCOLN AVE
 OGDEN, UT 84404

Re: OGDEN PREP – 2026 CARPET
 Bid # 451456

Thank you for the opportunity to submit the following proposal for the above referenced project.

Scope of Work:

CLASS ROOM'S: 108, 109, 110, 111, 112, 114 AND 115

CLASSROOMS	517 SY	PROVIDE AND INSTALL 517 SY PATCRAFT – BIG SPLASH CARPET TILE, BASIC FLOOR PREP DEMO OLD FLOORING.	\$24,111.30
ROOM	37 SY	PROVIDE AND INSTALL 37 YDS PATCRAFT ENTRY CARPET TILE.	\$2,550.74
DEMO		TEAR OUT AND DISPOSE OF EXISTING CARPET AND BASE	\$2,006.26
BASE	375 LF	PROVIDE AND INSTALL 975 LF SHAW BIG SPLASH – DIVE SHEET 4.5" CARPET BASE. 120 LF ROPPE RUBBER BASE.	\$9,380.83
Total Price			\$38,049.13

We appreciate the opportunity.

Thank you,

Todd Myers
 Wall 2 Wall Commercial Flooring – Ogden
 todd@w2wcommercial.com 801-391-9640

* * *

I hope you find this proposal complete and to your satisfaction. Please sign below to accept this proposal.

Coversheet

Classroom Computer Monitoring and Filtering

Section: II. Finance
Item: E. Classroom Computer Monitoring and Filtering
Purpose: Vote
Submitted by:
Related Material: Ogden Quotes - Sheet1.pdf
Quote_401298_1771513700923.pdf

OGDEN PREPATORY ACADEMY QUOTES								
3 Year Options					5 Year Options			
Product	Per Unit	Years	Total		Product	Per Unit	Years	Total
GoGuardian Teacher	6.65	3	19.95		GoGuardian Teacher	6.18	5	30.9
GoGuardian Admin	6.65	3	19.95		GoGuardian Admin	6.18	5	30.9
			\$43,890.00					\$67,980.00
Product	Per Unit	Years	Total		Product	Per Unit	Years	Total
GoGuardian Teacher	6	3	18		GoGuardian Teacher	5.58	5	27.9
GoGuardian Admin	6	3	18		GoGuardian Admin	5.58	5	27.9
GoGuardian HallPass	3	3	9		GoGuardian HallPass	2.79	5	13.95
			\$49,500.00					\$76,725.00
Product	Per Unit	Years	Total		Product	Per Unit	Years	Total
GoGuardian Teacher	5.5	3	16.5		GoGuardian Teacher	5.12	5	25.6
GoGuardian Admin	5.5	3	16.5		GoGuardian Admin	5.12	5	25.6
GoGuardian Beacon	2.5	3	7.5		GoGuardian Beacon	2.33	5	11.65
GoGuardian HallPass	2.5	3	7.5		GoGuardian HallPass	2.33	5	11.65
			\$52,800.00					\$81,950.00
Product	Per Unit	Years	Total		Product	Per Unit	Years	Total
GoGuardian Teacher	5.02	3	15.06		GoGuardian Teacher	4.67	5	23.35
GoGuardian Admin	5.02	3	15.06		GoGuardian Admin	4.67	5	23.35
GoGuardian HallPass	2	3	6		GoGuardian HallPass	1.86	5	9.3
GoGuardian Beacon	2	3	6		GoGuardian Beacon	1.86	5	9.3
GoGuardian Discover	2	3	6		GoGuardian Discover	1.86	5	9.3
			\$52,932.00					\$82,060.00



Quote

#401298

Bluum USA, Inc.
 1771 Energy Park Drive
 Suite 100
 St Paul MN 55108
 www.bluum.com

02/19/2026

Bill To
 Accounts Payable
 OGDEN PREPARATORY ACADEMY
 1487 Lincoln Ave.
 Ogden UT 84404

Ship To
 Michael Berube
 OGDEN PREPARATORY ACADEMY
 1415 Lincoln Ave.
 Ogden UT 84404

Memo:
 Securly - 3 Year

Expires	Sales Rep	Contract	Terms
03/13/2026	822 Adil Moledina		Net 30

Qty	Item	MFG	Price	Ext. Price
1,100	Product Required HOME-500-2499-3Y-U Home	Securly	\$0.00	\$0.00
1,100	Product Required CLASSROOM-500-2499-3Y-U Securly Classroom	Securly	\$11.59	\$12,749.00
1,100	Product Required FILTER-500-2499-3Y-U Securly Filter	Securly	\$13.13	\$14,443.00
1	IMPL.CR Implementation: Classroom	Securly	\$0.00	\$0.00

Please note that our tariff policy is outlined within our Terms and Conditions, which govern all sales and agreements. By proceeding with this order, you acknowledge and agree to the terms and conditions, including any applicable tariffs or fees that may apply.

****Bluum provides professional development from former educators who are committed to providing world class instructional training. With the purchase of educational technology, we recommend including PD to ensure effective adoption. Ask about our getting started package, 3-hour remote and 6-hour onsite training.**

Subtotal	\$27,192.00
Tax Total	\$0.00
Shipping Cost	\$0.00
Total	\$27,192.00





Bluum USA, Inc.
1771 Energy Park Drive
Suite 100
St Paul MN 55108
www.bluum.com

Quote

#401298

02/19/2026

Thank you,

Adil Moledina

E: adil.moledina@bluum.com

bluum.com

To accept this quotation, sign here : _____

Printed Name/Title/Date : _____

Shipping and Billing Address listed on quote are accurate : []Yes []No

This document is subject to the terms and conditions found here: www.bluum.com/terms-conditions. For quotes over \$25,000 a Purchase Order is required, please reference this quote number on your PO. If purchasing via credit card a 2.5% surcharge fee will apply. For questions please contact your Bluum Account Representative.

Please inspect product upon delivery. All claims for defective merchandise or errors in shipping must be made within five days after receipt of goods. Returns require an authorization number and must be made within 30 days. A minimum 25% restocking fee may apply with the exception of out of box failures and replacements under warranty.



401298

Coversheet

Administrative Board Report

Section: III. Administrative Business
Item: A. Administrative Board Report
Purpose: FYI
Submitted by:
Related Material: Administrative Board Report March 2026.pdf

ADMINISTRATIVE BOARD REPORT

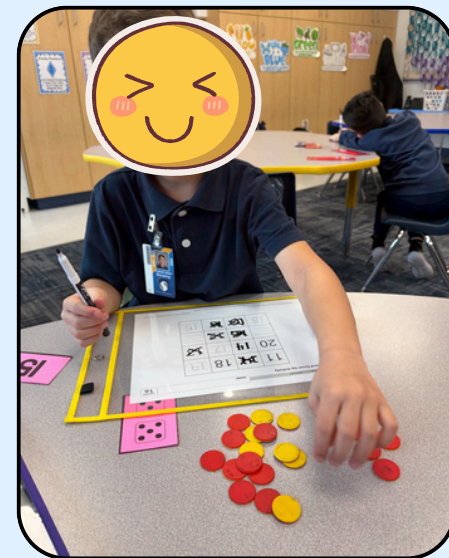
March 2026



OGDEN PREPARATORY
ACADEMY

Early Childhood Center

- Kindergarten had 2 fieldtrips- to the Treehouse Museum and Zoo!
- We celebrated Dr. Seuss Day, with students dressing up and participating in engaging reading activities throughout the day. Fourth graders joined as reading buddies, sharing stories with our kindergarteners and making reading even more fun!
- Preschool and Kindergarten families joined us for Numeracy Night, where students explored math through interactive activities.
- We are also excited to welcome two new teachers to our Early Childhood team – Danika and Mercedes! The students already love them, and we're thrilled to have them with us.



ADMINISTRATIVE BOARD REPORT

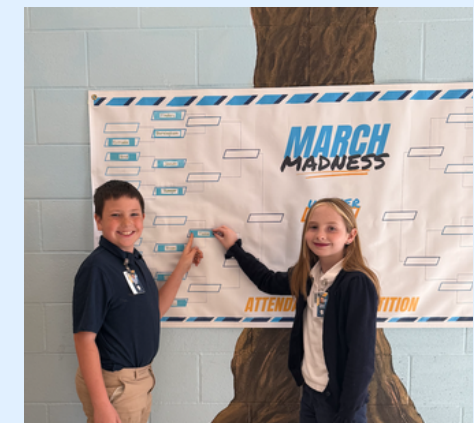
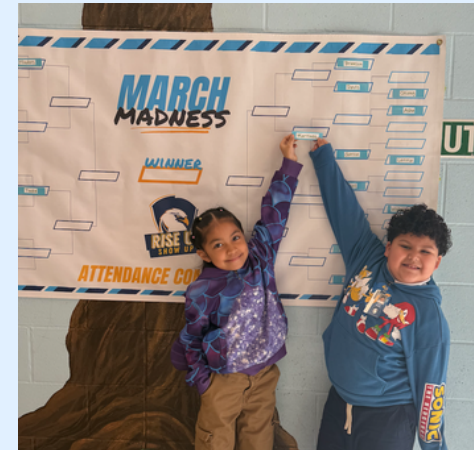
March 2026



OGDEN PREPARATORY
ACADEMY

Elementary Updates

- Attendance
 - March Madness is heating up!
 - This has motivated the underdogs!
 - Chronic absenteeism goal is 23% - YTD 23% (Grades 1-6)
- Field Trips
 - 3/3 - 5th Grade at Utah State Capitol
 - 3/17 and 3/19 - 1st Grade visiting Ogden Nature Center
 - 3/17 - 3rd Grade at the Zoo
 - 3/24 - 2nd Grade at the Treehouse Museum
- Career Day scheduled for April
 - 4/14 - Fifth Grade
 - 4/15 - Sixth Grade
- Preparing for testing next month
 - Special testing pencils
 - Testing treats to encourage stamina
 - Hope Squad will be writing encouraging messages throughout the building



ADMINISTRATIVE BOARD REPORT

March 2026



OGDEN PREPARATORY
ACADEMY

Junior High

- **Events:**
 - Science Fair was once again a success. 9th grade Honors students and ALL 8th graders are required to participate. The majority report that they end up enjoying it.
 - Science Fair participants took a field trip to the Museum of Ancient Life at Thanksgiving Point.
 - Math and Science Family night went well. Students and families played interactive games and voted on the best Science Fair project.
 - All students are registering for next year's classes.
 - We obtained GEARUP funding for this year's AVID Summer Institute. We will be able to send a team of 12!
- **Attendance:**
 - March Madness is down to the Elite 8 and students are excited!
 - Chronic absenteeism has remained between 21-22%. Our goal for the year was to reduce it to 27%.
- **Champion Teacher:** Ms. Marchesano (Art Teacher) and Mrs. Shirley (TA).





OGDEN PREPARATORY
ACADEMY

ADMINISTRATIVE BOARD REPORT

March 2026

Teaching & Learning

Assessment

- WIDA - English Proficiency Test
 - Given once a year to students who are English Language Learners
 - Listening, Reading, Speaking, Writing Domains
 - Measures yearly progress and helps teachers know how to best support each student
 - January - February Test Window
 - Students tested - 250
 - 99% completion rate
- AAPPL - Language Test given for Spanish
 - Test Window - March
 - Students in Grades 6 - 9
 - All students take the Speaking/Listening test
 - More advanced students in JH also take the writing test
 - 9th graders also take the reading and writing test
 - Scores of I2 and higher will qualify students for Utah's Seal of Biliteracy

Seal of Biliteracy

The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in English and one or more world languages by high school graduation. The Seal encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.





OGDEN PREPARATORY
ACADEMY

ADMINISTRATIVE BOARD REPORT

March 2026

Family Engagement

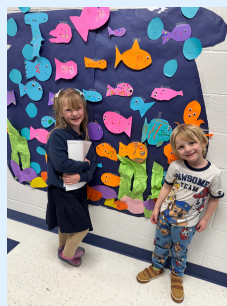
5th Grade Literacy Night *Lunar New Year*



Jr High Math & Science Night



Kindergarten Numeracy Night



Ms. Avellino

 AMERICA'S
FAVORITE TEACHER

OPA has 2 teachers
in this contest!



Mrs. Ranger





OGDEN PREPARATORY
ACADEMY

ADMINISTRATIVE BOARD REPORT

March 2026

Operations

- State submissions:
 - Grants: Gifted and Talented
 - Special Education Medicaid Audit concluded, we were found to be compliant.
 - IRS Audit concluded. They awarded 80% for Q1 and 20% for Q2. We are waiting for details on next steps.
 - Food Service review concluded. We had a few minor findings primarily with paperwork and signage. No financial findings. We have 60 days to make corrections. Erica and Debbie are working on those corrections.
- Personnel
 - Katie Jacobson, our new SpEd Director resigned. Teryl Young is filling in the interim as we look for a new Director.
 - Kasey Kennington is returning to the classroom; we are currently reviewing candidates for an Elementary Assistant Principal.
- Back Fence
 - Insurance process for the back fence has completed. Repair is underway.

FY27 Enrollment

PK	K	1	2	3	4	5	6	7	8	9	Total
11	99	100	98	85	99	82	91	99	99	78	941

Grade	OGDEN PREPARATORY ACADEMY					
	I	A	GWL	SWL	TWL	FWL
PS	2	21	1	1	0	0
K	1	105	1	0	0	0
1	1	10	1	0	0	0
2	0	14	0	0	0	0
3	0	10	0	0	0	0
4	0	4	0	0	0	0
5	0	6	0	0	0	0
6	0	3	0	0	0	0
7	0	25	0	0	0	0
8	0	7	0	0	0	0
9	0	1	0	0	0	0
Totals:	4	206	3	1	0	0

PTIF (Public Treasurer's Interest Fund) February 2026

Beginning Balance:	\$6,488, 162.33
Transfer:	\$0.00
Interest:	\$19,195.82
Ending Balance:	\$6,507,358.15

	Lacking MMR	Exemption
Students	20	20
Staff	28	1



OGDEN PREPARATORY
ACADEMY

ADMINISTRATIVE BOARD REPORT

March 2026

Data

Grade	Daycare	Pre-K	K	1	2	3	4	5	6	7	8	9	All
FY26 Mar	25	33	100	102	90	104	83	99	99	102	82	97	1016
FY25 Mar	17	27	106	95	101	88	93	98	106	88	97	90	1006
October 1	25	28	100	105	95	108	83	101	94	103	85	101	1028

Enrollment

OGDEN PREPARATORY ACADEMY						
Grade	I	A	GWL	SWL	TWL	FWL
PS	5	61	4	1	0	0
K	0	163	0	0	0	0
1	24	17	21	3	0	0
2	1	41	1	0	0	0
3	0	29	0	0	0	0
4	2	33	2	0	0	0
5	0	49	0	0	0	0
6	0	48	0	0	0	0
7	0	64	0	0	0	0
8	1	25	1	0	0	0
9	1	29	1	0	0	0
Totals:	34	559	30	4	0	0

Waitlist- 2025-2026

Trends

	2021	2022	2023	2024	2025
October 1	1039	1037	1023	1017	984
End of year	994	1014	992	968	954
Difference EOY-BOY	-45	-23	-31	-49	-30
Students withdrawn over the year	94	78	100	109	115
Grades with biggest losses:	K; 2; 3; 5; 6	8;9	5;7;8;9	K;3;5;6;7;8;9	5; 6; 7; 8; 9

Teacher Retention	
2018	83.00%
2019	87.00%
2020	90.00%
2021	87.14%
2022	89.47%
2023	85.54%
2024	84.21%
2025	83.54%
2026	95.95%

Student Re-enrollment %	
2019	87.74%
2020	86.80%
2021	91.21%
2022	89.13%
2023	92.79%
2024	96.33%
2025	96.59%
2026*	89.53%

Annual Withdrawals	
2017	76
2018	70
2019	58
2020	77
2021	94
2022	78
2023	100
2024	109
2025	115

Year	Attendance Percentage
FY18	95.16%
FY19	95.19%
FY20	94.89%
FY21	94.99%
FY22	88.82%
FY23	88.84%
FY24	90.22%
FY25	90.75%

*Used September enrollment

Coversheet

FY27 Calendar

Section:	III. Administrative Business
Item:	B. FY27 Calendar
Purpose:	Vote
Submitted by:	
Related Material:	FY27 OPA School Calendar.pdf 2026-2027 School Calendar.pdf



OGDEN PREPARATORY ACADEMY

2026-2027

School Year Calendar

OPA Phone: 801.627.2066 OPA Website: www.ogdenprep.org

Early Childhood Center (preK-K)
1487 Lincoln Avenue
Ogden UT 84404

Elementary School (1-6)
1415 Lincoln Avenue
Ogden UT 84404

Junior High (7-9)
1435 Lincoln Avenue
Ogden UT 84404

July 26						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

OPA Vision

Inspiring
Lifelong Learning,
Service, and
Leadership

OPA Mission

Academic Excellence,
Character Development,
and
Individual Growth

Every Student, Every Teacher, Every Day!

August 26						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Days in Terms	School Hours
Term 1: 43	School Begins: 8:05 am
Term 2: 41	School Ends:
Term 3: 46	Regular Day: 3:00 pm
Term 4: 50	Minimum Day: 12:45 pm

September 26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 26						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 27						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 27						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 27						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 27						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



Attendance is critical.
Utah code requires 95% attendance.
5% absences = 9 days.
You can track your absences here to be sure

Absence Tracker



Scan for
Principal Updates



- Minimum Day
- Minimum Day; \$/Free Dress (\$1 Elem; \$2 JH)

- Term Dates**
- August 13 Back to School Night
 - August 18-21 First week; Minimum Days, no Kindergarten
 - August 18 School Starts/Term 1 Begins
 - August 21 First day of Kindergarten
 - October 19 Term 2 Begins
 - January 5 Term 3 Begins
 - March 15 Term 4 Begins
 - May 28 Last Day of School

- No School**
- September 7 Labor Day
 - October 15-16 Fall Break
 - Nov 23-27 Thanksgiving Break
 - Dec 21 - Jan 1 Winter Break
 - January 18 MLK Day
 - February 15 Presidents' Day
 - March 5 No School
 - Mar 29 - Apr 2 Spring Break

- At-Home Learning Days**
- October 14 February 3 May 26

- Teacher Professional Development (student holiday)**
- August 10-13
 - October 30 January 4

- Family-Teacher Conferences**
- 1st Day: 1 pm - 7 pm; 2nd Day: 8 am - 12 pm**
- 1st day: minimum; 2nd day: no school
- September 24-25 Family-Teacher Conferences
 - March 3-4 Family-Teacher Conferences

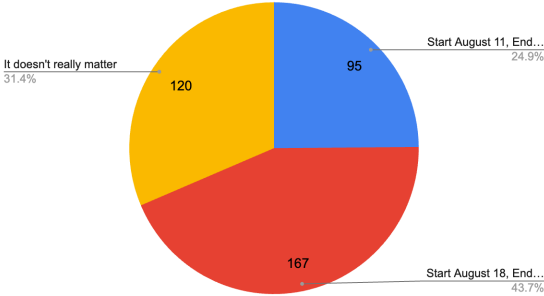
Wednesdays of each week are minimum days for students with Professional Development sessions for teachers, unless otherwise noted.

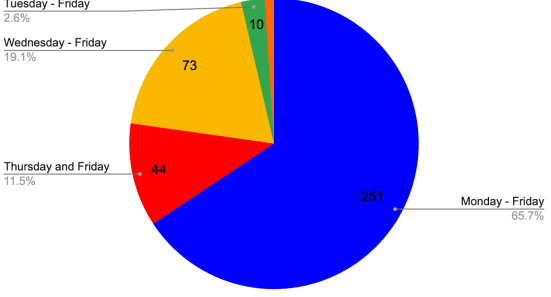
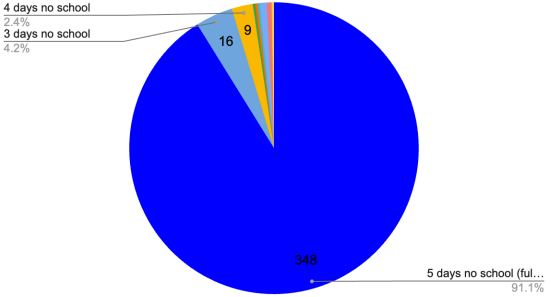
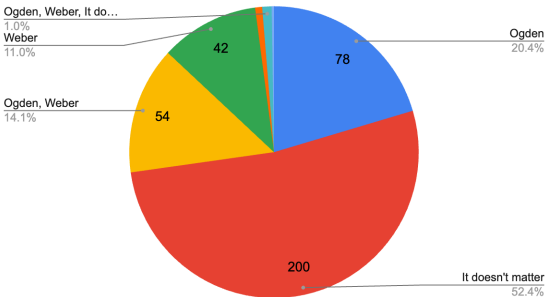
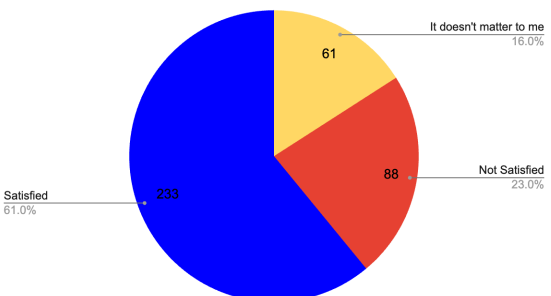


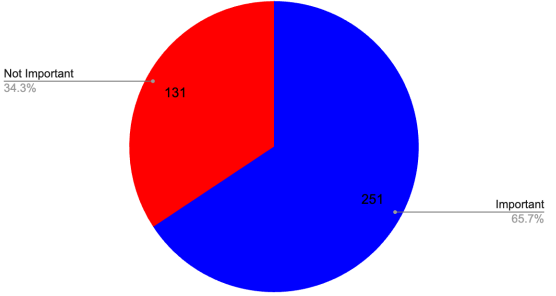
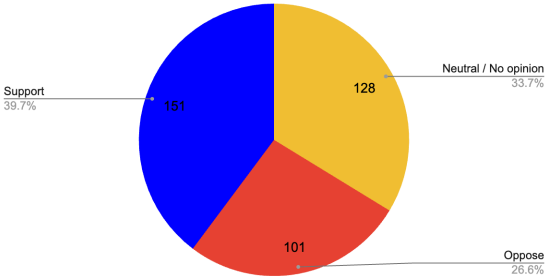
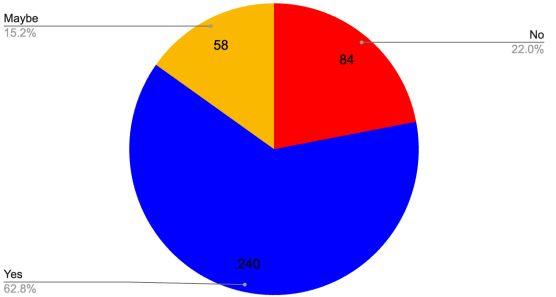
**OGDEN PREPARATORY
ACADEMY**

2026-2027 School Calendar Survey Results

After carefully reviewing the results of the Calendar Survey and analyzing data related to our current school calendar, the administrative team will be recommending a proposed calendar to the OPA Board of Directors for approval. Below is a summary of the survey data. We recognize that there are a wide range of opinions and concerns regarding the school calendar, and we truly value your feedback. Every response was thoroughly reviewed and considered in our decision-making process.

<p>Respondents:</p> <ul style="list-style-type: none"> ● All 382 ● Parents 287 ● Staff 134 ● Staff w/o Staff Parents 96 	<ul style="list-style-type: none"> ● Parents w/o Staff Parents 249 ● Elementary Only 169 ● Junior High Only 22 												
<p>Data</p>	<p>Reflection and Decision</p>												
<p>Beginning and End of School - ALL RESPONDENTS</p>  <table border="1"> <caption>Beginning and End of School - ALL RESPONDENTS</caption> <thead> <tr> <th>Preference</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Start August 18, End...</td> <td>167</td> <td>43.7%</td> </tr> <tr> <td>Start August 11, End...</td> <td>95</td> <td>24.9%</td> </tr> <tr> <td>It doesn't really matter</td> <td>120</td> <td>31.4%</td> </tr> </tbody> </table>	Preference	Count	Percentage	Start August 18, End...	167	43.7%	Start August 11, End...	95	24.9%	It doesn't really matter	120	31.4%	<p>The majority of respondents who expressed a preference selected a school year beginning on August 18 and ending on May 28. With Memorial Day falling on May 31, this schedule maintains our tradition of dismissing school before Memorial Day.</p>
Preference	Count	Percentage											
Start August 18, End...	167	43.7%											
Start August 11, End...	95	24.9%											
It doesn't really matter	120	31.4%											

<p>Thanksgiving Break - ALL RESPONDENTS</p>  <table border="1"> <thead> <tr> <th>Break Option</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Monday - Friday</td> <td>251</td> <td>65.7%</td> </tr> <tr> <td>Wednesday - Friday</td> <td>73</td> <td>19.1%</td> </tr> <tr> <td>Thursday and Friday</td> <td>44</td> <td>11.5%</td> </tr> <tr> <td>Tuesday - Friday</td> <td>10</td> <td>2.6%</td> </tr> <tr> <td>Other</td> <td>10</td> <td>-</td> </tr> </tbody> </table>	Break Option	Count	Percentage	Monday - Friday	251	65.7%	Wednesday - Friday	73	19.1%	Thursday and Friday	44	11.5%	Tuesday - Friday	10	2.6%	Other	10	-	<p>The majority of respondents preferred having a full week off for Thanksgiving Break.</p>
Break Option	Count	Percentage																	
Monday - Friday	251	65.7%																	
Wednesday - Friday	73	19.1%																	
Thursday and Friday	44	11.5%																	
Tuesday - Friday	10	2.6%																	
Other	10	-																	
<p>Spring Break - ALL RESPONDENTS</p>  <table border="1"> <thead> <tr> <th>Break Option</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>5 days no school (ful...)</td> <td>348</td> <td>91.1%</td> </tr> <tr> <td>3 days no school</td> <td>16</td> <td>4.2%</td> </tr> <tr> <td>4 days no school</td> <td>9</td> <td>2.4%</td> </tr> <tr> <td>Other</td> <td>9</td> <td>-</td> </tr> </tbody> </table>	Break Option	Count	Percentage	5 days no school (ful...)	348	91.1%	3 days no school	16	4.2%	4 days no school	9	2.4%	Other	9	-	<p>The majority of respondents preferred having a full week off for Spring Break.</p>			
Break Option	Count	Percentage																	
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3 days no school	16	4.2%																	
4 days no school	9	2.4%																	
Other	9	-																	
<p>District Alignment - ALL RESPONDENTS</p>  <table border="1"> <thead> <tr> <th>Alignment Option</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>It doesn't matter</td> <td>200</td> <td>52.4%</td> </tr> <tr> <td>Ogden</td> <td>78</td> <td>20.4%</td> </tr> <tr> <td>Ogden, Weber</td> <td>54</td> <td>14.1%</td> </tr> <tr> <td>Weber</td> <td>42</td> <td>11.0%</td> </tr> <tr> <td>Ogden, Weber, It do...</td> <td>10</td> <td>1.0%</td> </tr> </tbody> </table>	Alignment Option	Count	Percentage	It doesn't matter	200	52.4%	Ogden	78	20.4%	Ogden, Weber	54	14.1%	Weber	42	11.0%	Ogden, Weber, It do...	10	1.0%	<p>While the majority did not specifically prefer aligning Spring Break with neighboring districts, there was enough interest to continue maintaining this alignment.</p>
Alignment Option	Count	Percentage																	
It doesn't matter	200	52.4%																	
Ogden	78	20.4%																	
Ogden, Weber	54	14.1%																	
Weber	42	11.0%																	
Ogden, Weber, It do...	10	1.0%																	
<p>Wednesday Minimum Day - ALL RESPONDENTS</p>  <table border="1"> <thead> <tr> <th>Preference</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Satisfied</td> <td>233</td> <td>61.0%</td> </tr> <tr> <td>Not Satisfied</td> <td>88</td> <td>23.0%</td> </tr> <tr> <td>It doesn't matter to me</td> <td>61</td> <td>16.0%</td> </tr> </tbody> </table>	Preference	Count	Percentage	Satisfied	233	61.0%	Not Satisfied	88	23.0%	It doesn't matter to me	61	16.0%	<p>We recognize that many do not prefer the weekly minimum day on Wednesdays; however, most respondents expressed satisfaction with this schedule. Administration also noted that staff engagement during Wednesday meetings is significantly higher compared to other days. We will continue offering after school care for younger students on Wednesdays.</p>						
Preference	Count	Percentage																	
Satisfied	233	61.0%																	
Not Satisfied	88	23.0%																	
It doesn't matter to me	61	16.0%																	


<p>At-Home Learning Days - ALL RESPONDENTS</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Important</td> <td>251</td> <td>65.7%</td> </tr> <tr> <td>Not Important</td> <td>131</td> <td>34.3%</td> </tr> </tbody> </table>	Category	Count	Percentage	Important	251	65.7%	Not Important	131	34.3%	<p>The majority of respondents expressed satisfaction with At-Home Learning Days. While we recognize that at-home learning is not ideal for everyone and that student experiences vary, the administration finds that the opportunity for staff to reflect on data throughout the year provides significant benefits.</p>			
Category	Count	Percentage											
Important	251	65.7%											
Not Important	131	34.3%											
<p>At-Home Learning Day Last Week of School - ALL RESPONDENTS</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Support</td> <td>151</td> <td>39.7%</td> </tr> <tr> <td>Neutral / No opinion</td> <td>128</td> <td>33.7%</td> </tr> <tr> <td>Oppose</td> <td>101</td> <td>26.6%</td> </tr> </tbody> </table>	Category	Count	Percentage	Support	151	39.7%	Neutral / No opinion	128	33.7%	Oppose	101	26.6%	<p>Among respondents who expressed an opinion about the At-Home Learning day during the last week of school, a majority supported this schedule. We did not observe a decline in attendance on the remaining school days, and staff find the dedicated time for end-of-year data review essential.</p>
Category	Count	Percentage											
Support	151	39.7%											
Neutral / No opinion	128	33.7%											
Oppose	101	26.6%											
<p>4 Day Week - In Favor? - ALL RESPONDENTS</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>240</td> <td>62.8%</td> </tr> <tr> <td>No</td> <td>84</td> <td>22.0%</td> </tr> <tr> <td>Maybe</td> <td>58</td> <td>15.2%</td> </tr> </tbody> </table>	Category	Count	Percentage	Yes	240	62.8%	No	84	22.0%	Maybe	58	15.2%	<p>Many of our stakeholders have indicated support for a 4-day school week for students. In response, the OPA Administration will gather additional information to explore this option further.</p> <p>Both survey respondents and the OPA Administration and Board of Directors have raised important concerns regarding family schedules, childcare, and food services.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Administration will collect data on schools and districts that have implemented similar models to better understand the potential benefits, challenges, and solutions. • We will seek out supports and strategies to address the concerns raised. <p>Once this research is complete and various</p>
Category	Count	Percentage											
Yes	240	62.8%											
No	84	22.0%											
Maybe	58	15.2%											

options are explored, the OPA Board of Directors will review the findings and decide whether to move forward with pursuing a 4-day week. If approved, the Administration will begin the process of requesting a variance from the State Charter School Board and, subsequently, the State School Board.

This process will take several months. We are committed to keeping our families informed every step of the way.

Proposed Calendar for 2026-2027

This calendar will be presented to the OPA Board of Directors for approval on March 19, 2026



OGDEN PREPARATORY
ACADEMY

2026-2027

School Year Calendar

OPA Vision
Inspiring Lifelong Learning, Service, and Leadership


OPA Mission
Academic Excellence, Character Development, and Individual Growth

Every Student, Every Teacher, Every Day!

OPA Phone: 801.627.2066 OPA Website: www.ogdenprep.org

Early Childhood Center (preK-K) 1487 Lincoln Avenue Ogden UT 84404	Elementary School (1-6) 1415 Lincoln Avenue Ogden UT 84404	Junior High (7-9) 1435 Lincoln Avenue Ogden UT 84404
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July 26	August 26	September 26	October 26
January 27	February 27	March 27	April 27
May 27	June 27		

<p>Days in Terms Term 1: 43 Term 2: 41 Term 3: 46 Term 4: 50</p> <p>School Hours School Begins: 8:05 am School Ends: Regular Day: 3:00 pm Minimum Day: 12:45 pm</p> <p>Minimum Day Minimum Day; S/Free Dress (\$1 Elem; \$2 JH)</p> <p>Term Dates</p> <ul style="list-style-type: none"> August 13 Back to School Night August 18-21 First week; Minimum Days, no Kindergarten August 18 School Starts/Term 1 Begins August 21 First day of Kindergarten October 19 Term 2 Begins January 5 Term 3 Begins March 15 Term 4 Begins May 28 Last Day of School <p>No School</p> <ul style="list-style-type: none"> September 7 Labor Day October 15-16 Fall Break Nov 23-27 Thanksgiving Break Dec 21 - Jan 1 Winter Break January 18 MLK Day February 15 Presidents' Day March 5 No School Mar 29 - Apr 2 Spring Break <p>At-Home Learning Days October 14 February 3 May 26</p> <p>Teacher Professional Development (student holiday) August 10-13 October 30 January 4</p> <p>Family-Teacher Conferences 1st Day: 1 pm - 7 pm; 2nd Day: 8 am - 12 pm 1st day: minimum; 2nd day: no school</p> <ul style="list-style-type: none"> September 24-25 Family-Teacher Conferences March 3-4 Family-Teacher Conferences 	<p>Absence Tracker</p> <table border="1" style="border-collapse: collapse; text-align: center; width: 100px; height: 100px;"> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> <p>Attendance is critical. Utah code requires 95% attendance. 5% absences = 9 days. You can track your absences here to be sure you are on track.</p> <p>Scan for Principal Updates</p> 																

Wednesdays of each week are minimum days for students with Professional Development sessions for teachers, unless otherwise noted.

Coversheet

FY27 Calendar Days and Hours

Section: III. Administrative Business
Item: C. FY27 Calendar Days and Hours
Purpose: Vote
Submitted by:
Related Material: OPA School Year Days and Hours Calculations - 2026-2027.pdf

Ogden Preparatory Academy

2026-2027

Calculations for Days and Hours

Type of Day	Schedule	Number of days	Hours/Day*	Total Hours/Day Type
Regular Day	8:05 am - 3:00 pm	130	6.4	834.17
Minimum Day	8:05 am - 12:45 pm	41	4.2	170.83
Remote Learning Day	Counted as min. day	3	4.2	12.60
Parent Teacher Conference	Counted as min. day	2	4.2	8.33
Professional Development**	Counted as regular day	4	6.4	25.67
Total:		180		1051.60
Required:		180		990

* Hours/day does not include time at lunch.

** 4 days are counted as school days; however, 6 days are included in the schedule.

Coversheet

Fee Schedule

Section: III. Administrative Business
Item: D. Fee Schedule
Purpose: Vote
Submitted by:
Related Material: 7.16.POL Fee Schedule (EN) - Google Docs.pdf



OGDEN PREPARATORY ACADEMY

Official Policy

7. Students

7.16.POL Fee Schedule

Effective/Revision Date: 05/15/2025

Page 1 of 5

Fee Name	Amount
Course/Grade Related Fees (Curricular)	
Endurance Training year-ff <i>VASA membership; Sports program pays balance of membership.</i>	\$8.00/month
Credit Recovery	\$25/semester
Advanced Placement Testing Fees <i>(not to be waived)</i>	Varies by test
Personal Discretionary Expenses (not to be waived)	
PE Uniform Shirt - 1 item	8.00
PE Uniform Shirt - 2 items	15.00
Yearbook Elementary, Soft Cover	17.00
Yearbook Elementary, Hard Cover	22.00
Yearbook Junior High	24.00
Class Change Fee	10.00
Replacement Name Tag*	5.00
Replacement Headphones*	178.00
Replacement Binder*	\$25.00
Replacement Planner*	\$7.00

Replacement or Repair for Chromebook**	Up to \$343
Lost or damaged books	Cost of book
Extracurricular Opportunities	
School Dances	Varies \$1-\$5
Lagoon School Day	Varies \$45-\$65
After Hours Program Monthly Charge	
Daily (services end at 5 pm)	\$200
Minimum Days only (services end at 3 pm)	\$20
Optional Fundraising Opportunities	
Uniform Free Day	\$2 grades 7-9 \$1 grades PreK-6
Expeditionary Learning Opportunities (Co-Curricular)	
Spain Field Trip** <i>Air and bus travel; lodging; food; tuition; tour guides; entrance fees</i>	\$4,000
West Coast Science Expedition** <i>Fuel expenses; entrance fees; lodging fees; supplies; tours</i>	\$400 350.00
Southern Utah Science Expedition** <i>Fuel expenses; entrance fees; lodging fees; supplies; tours</i>	\$100.00

*Work alternatives to payment are available.

** Amounts reflect maximums; individual amounts may vary depending on actual costs, student count, trip fees, and fundraising revenues.

Fee Limits

Curricular Fees

Per Student : \$75
Per Family: \$150

Personal Discretionary Expenses

No Limits

Expeditionary Learning Opportunities

1. No Limits

7.16.POL Fee Schedule	
Effective/Revision Date: 05/15/2025	Page 2 of 5

2. Service Requirements:

a. Science Expeditionary Learning Opportunities (Oregon and Escalante):
Each trip has a 2 hour service project requirement for all attendees.

b. Spain Trip:

- i. All attendees must participate in group planned service and fundraising activities. No more than 20 hours.
- ii. Individual fundraising opportunities are also provided. Hours may vary.

Student Device (chromebook) Repair Costs	
<ul style="list-style-type: none"> • <i>Part costs are wholesale costs and may be subject to change based on availability.</i> • <i>These costs are based on the device being reparable in house. Additional costs or replacement may be required for extensive damages.</i> • <i>Repairs will only be made if the cost is less than replacement.</i> 	
Item	Amount
Casing	\$20.00
Battery	\$65 25.00
Radiator	\$22.00
WiFi Card	\$25.00
Motherboard	\$150.00
Speakers	\$250 .00/pair
USB Board (if applicable)	\$35.00
Trackpad	\$35.00
Keyboard	\$60.00
Display Bezel	\$20.00
Display	\$90 130.00
Camera	\$15.00
Keys	\$0.10/each
Labor	\$40.00/hour

Fee Collections

7.16.POL Fee Schedule	
Effective/Revision Date: 05/15/2025	Page 3 of 5

- OPA will make attempts to collect any negative balance through parent notifications; however, the balance is the responsibility of the parent/guardian with or without notification.
- Parents/Guardians of OPA students agree to pay all amounts owed within 30 days of when amounts are incurred. Delinquent accounts may be referred to a debt collection agency.
- Collection proceedings can be stopped by making a payment on the account, or establishing a payment plan with the OPA finance secretary.
- In the event any amount is referred to a debt collection agency, the parents/guardians will be responsible for a collection fee of up to 33.33% of the principal amount owing as well as any related attorney fees and court costs as allowed by Utah Code.

Document History

Approved: unknown

Revised: 06/16/2016

06/14/2017 *Added: Ultimate Frisbee, Environmental Science, Biology, Weight*

Training;

Equalized electives; Simplified/increased yearbook; Removed robotics.

07/19/2017 *Changed the PE shirt fee to \$8, made the PE shorts optional.*

06/13/2018 *Changed the Endurance Training Fee to \$8/month; \$72/year due to VASA membership costs*

06/12/2019 *Added Credit Recovery at \$25/semester.*

Removed Grade level fees to increase transparency.

Added Student and Family maximums.

Added additional fees to make the schedule more inclusive.

08/15/2019 *Reduced the cost of Junior High Yearbook to reflect actual costs.*

Added replacement earbud costs.

03/19/2020 *Removed course specific charges except Endurance Training and*

Weight

training facility fees. Added one grade level fee. Added spend plan information, and service and fundraising requirements for trips.

05/21/2020 *Increased grade level fee to account for chromebook check out.*

Increased

individual and family maximums to correspond to grade level fee increase.

03/11/2021 *Added Chromebook repair costs, adjusted some fees as needed, and*

corrected

trip descriptions.

7.16.POL Fee Schedule	
Effective/Revision Date: 05/15/2025	Page 4 of 5

- 07/14/2021 *Removed class fees and sports fees.*
- 03/10/2021 *Updated category names to reflect reporting language; adjusted some fees due to changes in costs.*
- 03/09/2023 *Vasa membership charges removed. Replacement planner removed.*
- 09/14/2023 *Raised yearbook prices due to increased costs. Effective October 19, 2023.*
- 03/14/2024 *Increased free dress to \$2, increased West Coast trip to \$350.*
- 06/13/2024 *Adjusted some fees to meet expenses. Added Binder replacement.*
- 05/15/2025 *Adjusted some fees to meet expenses.*

Legal References

7.16.POL Fee Schedule

Effective/Revision Date: 05/15/2025

Page 5 of 5

Coversheet

Gifted and Talented Plan

Section: III. Administrative Business
Item: E. Gifted and Talented Plan
Purpose: FYI
Submitted by:
Related Material: FY26 EASP Gifted and Talented Plan.pdf



OGDEN PREPARATORY ACADEMY

FY26 EASP Gifted and Talented Plan

FY25 Review	
Goal	Our goal is for our Honors enrollment to mirror our total enrollment for Hispanic students. To move in this direction, we have a goal to reduce the enrollment gap by 50%.
Results	<p>In FY25, 86% of our students in grades 7-9 are Hispanic. 78% of students in Honors courses are Hispanic.</p> <p>In FY26, 87% of our students in grades 7-9 are Hispanic. 82% of students in Honors courses are Hispanic.</p> <p>There was a decrease from an 8% gap to a 5% gap. We did not quite meet our 50% reduction; however, the progress was good.</p>

FY26 Plan	
Goal	<p>Our goal is for our Honors enrollment to be within 5% of our total enrollment for Hispanic students.</p> <p>Current: 87% of our students in grades 7-9 are Hispanic. 82% of students in Honors courses are Hispanic.</p>
Actions	<ol style="list-style-type: none"> 1. Students are identified for Honors courses by: <ol style="list-style-type: none"> a. Student request <ol style="list-style-type: none"> i. Any student requesting Honors may take Honors courses. b. Teacher recommendation/counseling <ol style="list-style-type: none"> i. Assessment data will be reviewed to identify students; these students are encouraged/counseled to take Honors courses. c. Parent recommendation 2. Honors program information will be provided to parents at least quarterly through the following means: <ol style="list-style-type: none"> a. Course parent communication through CANVAS b. Parent-Teacher Conference discussions c. Information is available on the school's website and app d. Signs located throughout the school building e. Family News video f. Email



OGDEN PREPARATORY ACADEMY

FY26 EASP Gifted and Talented Plan

FY26 Plan	
	<ul style="list-style-type: none">g. Physical newslettersh. Teacher-Parent contacts3. Information is available in English and Spanish4. Supports for students in Honors classes include:<ul style="list-style-type: none">a. Mentoringb. Tutoringc. Counseling5. Professional Development Opportunities<ul style="list-style-type: none">a. Culturally Responsive Teaching through the AVID programb. Sheltered Instruction Observation Protocol (SIOP) Instructional Strategiesc. Academic Language Instructional Strategiesd. Strategies for increasing and supporting rigor in the classroom

Coversheet

Weber Morgan Health Data Report

Section: III. Administrative Business
Item: H. Weber Morgan Health Data Report
Purpose: Discuss
Submitted by:
Related Material: Health Trends Report - Board Mar 2026.pdf
OPA SHARP Report.pdf
IBIS-PH - Complete Health Indicator Report - Adolescent Births.pdf
2025-Weber-And-Morgan-Counties-LSAA-Profile-Report.pdf

Health Trends in Weber County (with Focus on Vaping)

Adolescent Births

- Decline, but Still High: The adolescent birth rate in Weber-Morgan is 10.2 per 1,000 (2022), higher than the Utah state average (8.2) but below the U.S. average (13.6). Rates have declined substantially over the last decade.
- Ethnic Disparities: Hispanic/Latina adolescents have a much higher birth rate (21.0 per 1,000) than non-Hispanics (6.2).
- Consequences: Teen births are linked to increased risks for low birth weight, infant mortality, and lower educational attainment for both mothers and children.
- Prevention Efforts: Evidence-based programs (SRAE, PREP, SHARP, etc.) are active locally, focusing on at-risk youth and families ([source](#), pp. 3–8).

General Youth Health Trends (2025 SHARP Survey)

- Substance Use: Alcohol, marijuana, and prescription drug use rates among students are low and either declining or stable. Vaping is the most commonly used tobacco product among youth, but rates are dropping.
- Mental Health: Rates of sadness, hopelessness, suicidal thoughts, and self-harm are rising among students, indicating a need for expanded mental health supports.
- Physical Health: Obesity and physical inactivity remain concerns; less than 20% of students are physically active all seven days a week.
- Protective Factors: Family support and school connectedness are strong protective factors for both substance use and mental health ([source](#), pp. 1, 29, 45).

Vaping: Detailed Trends in Weber County

- Prevalence (2025):
 - Past 30-day vaping rates:
 - 8th grade: 2.5%
 - 10th grade: 5.7%
 - 12th grade: 6.3%
 - All grades combined: 3.9%
 - These rates are lower than the Utah state average and continue to decline ([source](#), p. 16).
- Product Preferences:
 - Over two-thirds of students who vape use products with nicotine.
 - Most prefer sweet, alcohol, or other non-tobacco flavors.
- Sources:

- Students most often obtain vape products by borrowing from friends, being given them by someone 18+, or purchasing at convenience stores or vape shops.
- Perceptions and Attitudes:
 - Parental and peer disapproval of vaping is high (over 70% say it's "wrong" or "very wrong").
 - More than 75% believe vaping is risky ([source](#), pp. 39–41).
- School Climate:
 - 39% of students report that vaping is a problem at their school ([OPA SHARP Climate Survey](#)).

Summary:

Weber County is seeing positive trends—declining adolescent birth and youth vaping rates—but continues to face challenges, especially in youth mental health and ethnic disparities in teen births. Continued emphasis on prevention, mental health supports, and family/school engagement is recommended.

Weber County Youth Health Trends (2025)

Category	Indicator/Group	Weber County Value	Notes/Trends
Adolescent Births	Females (15–19), 2022	10.2 per 1,000	Declining, above Utah average (8.2), below US (13.6)
	Hispanic/Latina, 2022	21.0 per 1,000	Over 3x higher than non-Hispanic whites (6.2)
Vaping (Past 30 Days)	8th Grade	2.5%	Declining trend (source)
	10th Grade	5.7%	
	12th Grade	6.3%	
	All Grades Combined	3.9%	Lower than state average
Vape Preferences	Use nicotine vapes	~67%	Most use sweet/alcohol flavors
Access to Vapes	Main sources	Friends, 18+, stores	Borrowed/given by others or bought in stores
Vaping Perception	Say it's "wrong"/"very wrong"	70%+	High disapproval (parents/peers)
	Believe it's risky	75%+	High perceived risk
School Climate	See vaping as a problem	39%	From OPA SHARP Survey
Mental Health	Sadness/hopelessness	Increasing	Rising trend among students
Physical Health	Obesity/inactivity	High	Area for improvement
Protective Factors	Family support/school connectedness	Strong	Linked to better outcomes

References:

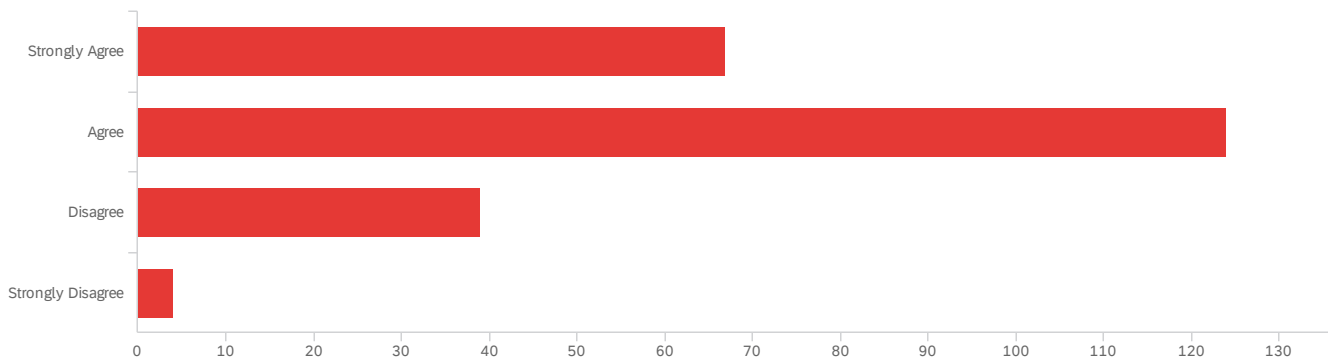
- 2025 Weber And Morgan Counties LSAA Profile Report
- IBIS-PH Complete Health Indicator Report of Adolescent Births
- OPA SHARP School Climate Report

Default Report

School Climate Survey for Students in Grades 6-12

March 17, 2026 10:53 AM MDT

6S1 - At this school, all students are treated equally, regardless of whether their parents are rich or poor.

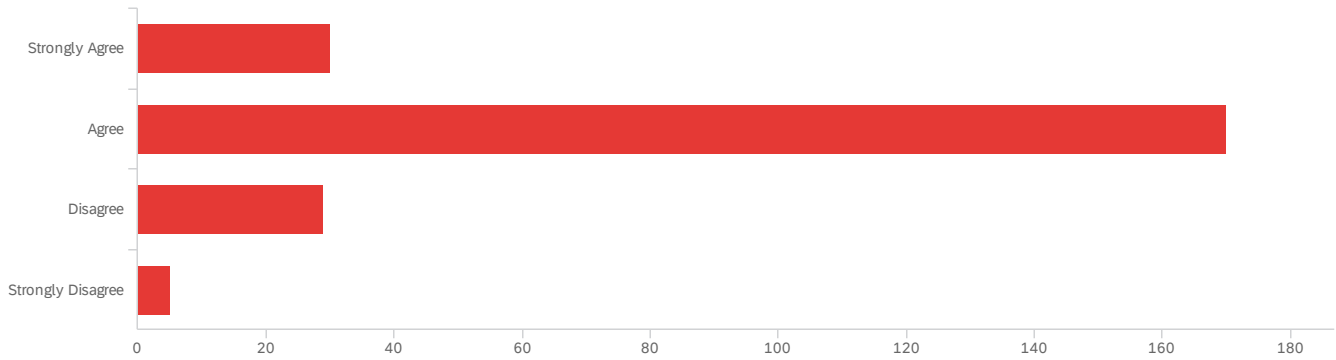


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	At this school, all students are treated equally, regardless of whether their parents are rich or poor.	1.00	4.00	1.91	0.72	0.51	234

#	Field	Choice Count
1	Strongly Agree	28.63% 67
2	Agree	52.99% 124
3	Disagree	16.67% 39
4	Strongly Disagree	1.71% 4
		234

Showing rows 1 - 5 of 5

Q7 - This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural backgrounds, ethnicities, and identities.

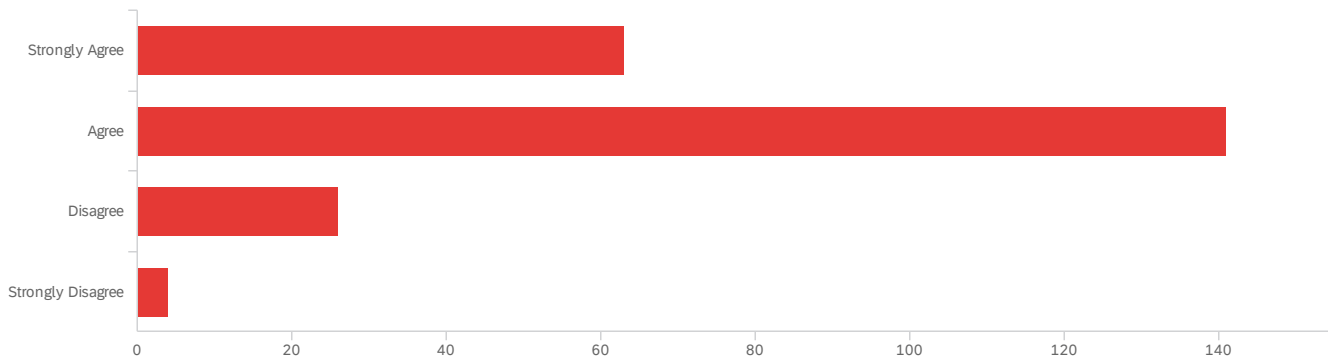


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural backgrounds, ethnicities, and identities.	1.00	4.00	2.04	0.58	0.34	234

#	Field	Choice Count
1	Strongly Agree	12.82% 30
2	Agree	72.65% 170
3	Disagree	12.39% 29
4	Strongly Disagree	2.14% 5
		234

Showing rows 1 - 5 of 5

Q9 - People of different cultural backgrounds, races, or ethnicities get along well at this school.

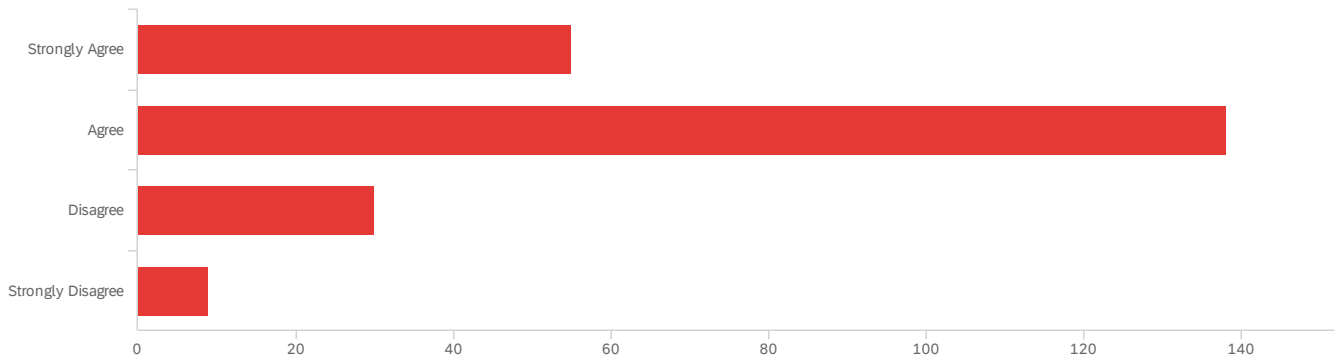


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	People of different cultural backgrounds, races, or ethnicities get along well at this school.	1.00	4.00	1.88	0.66	0.43	234

#	Field	Choice Count
1	Strongly Agree	26.92% 63
2	Agree	60.26% 141
3	Disagree	11.11% 26
4	Strongly Disagree	1.71% 4
		234

Showing rows 1 - 5 of 5

Q8 - Adults working at this school treat all students respectfully.

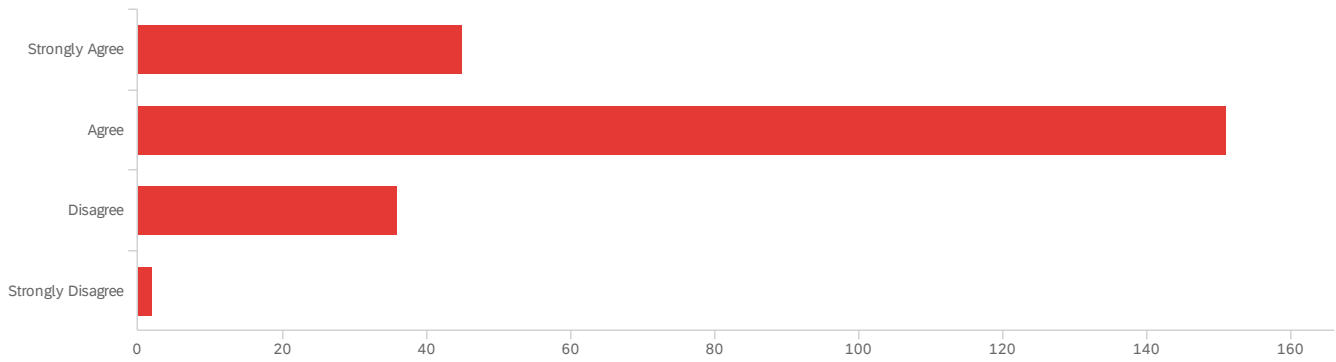


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Adults working at this school treat all students respectfully.	1.00	4.00	1.97	0.72	0.52	232

#	Field	Choice Count
1	Strongly Agree	23.71% 55
2	Agree	59.48% 138
3	Disagree	12.93% 30
4	Strongly Disagree	3.88% 9
		232

Showing rows 1 - 5 of 5

Q10 - Adults at my school care about me.

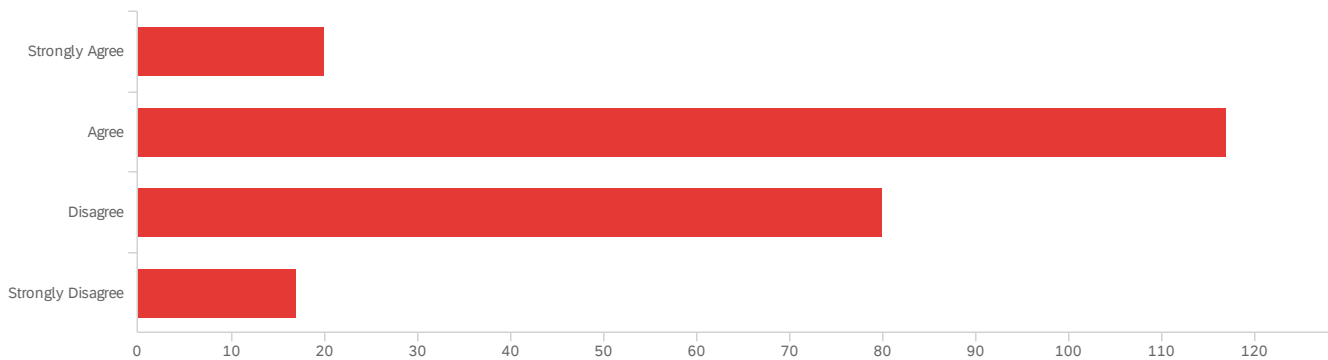


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Adults at my school care about me.	1.00	4.00	1.98	0.62	0.38	234

#	Field	Choice Count
1	Strongly Agree	19.23% 45
2	Agree	64.53% 151
3	Disagree	15.38% 36
4	Strongly Disagree	0.85% 2
		234

Showing rows 1 - 5 of 5

Q12 - Students respect one another.

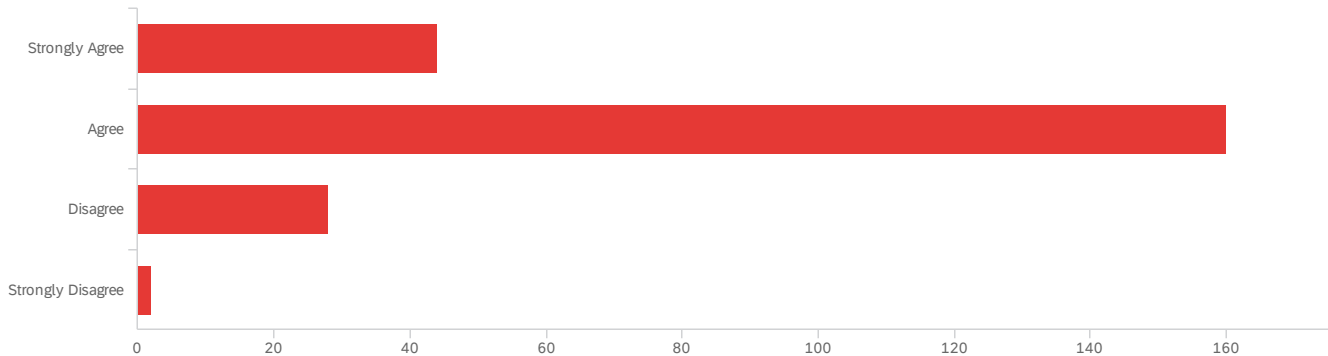


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students respect one another.	1.00	4.00	2.40	0.75	0.56	234

#	Field	Choice Count
1	Strongly Agree	8.55% 20
2	Agree	50.00% 117
3	Disagree	34.19% 80
4	Strongly Disagree	7.26% 17
		234

Showing rows 1 - 5 of 5

Q13 - If I am absent, there is a teacher or some other adult at school who will notice my absence.

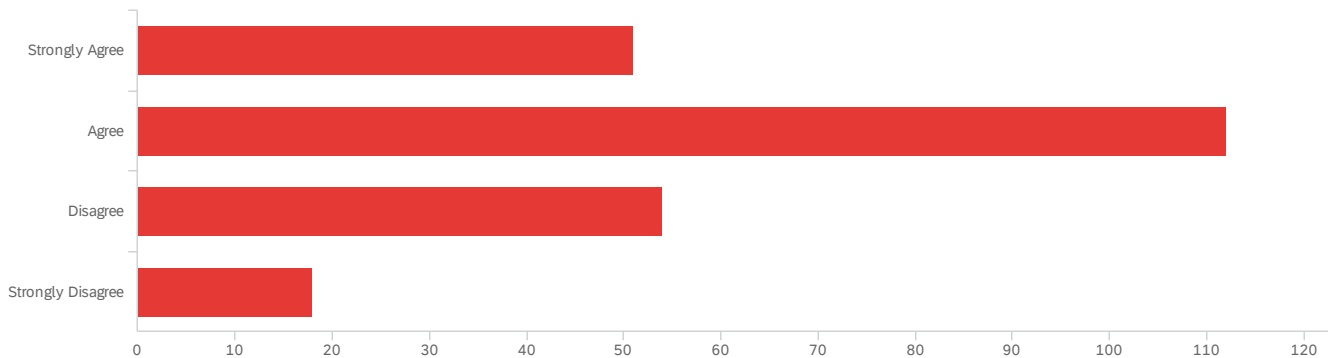


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If I am absent, there is a teacher or some other adult at school who will notice my absence.	1.00	4.00	1.95	0.58	0.34	234

#	Field	Choice Count
1	Strongly Agree	18.80% 44
2	Agree	68.38% 160
3	Disagree	11.97% 28
4	Strongly Disagree	0.85% 2
		234

Showing rows 1 - 5 of 5

Q11 - There is an adult at this school who I would feel comfortable talking to about a concern.

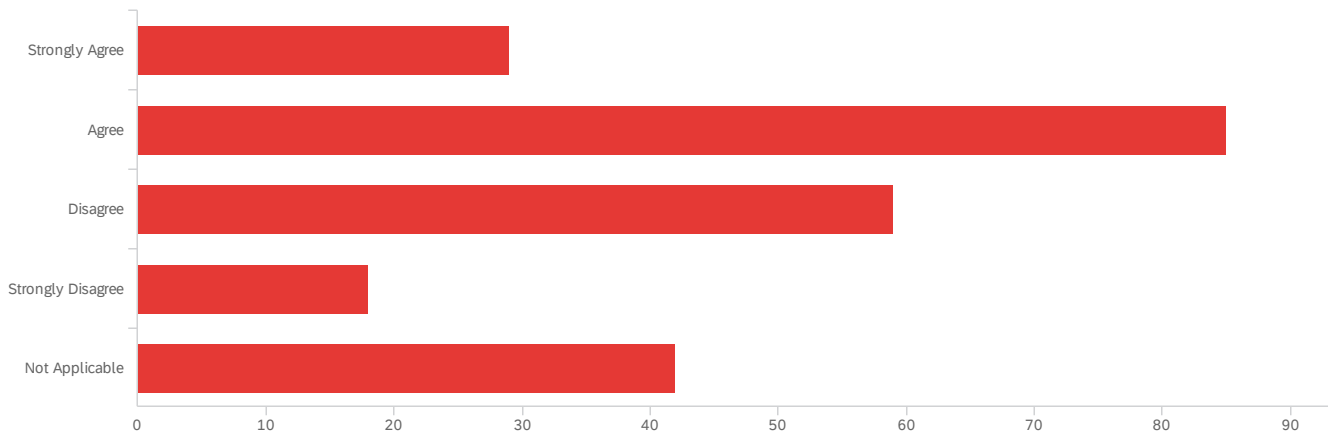


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is an adult at this school who I would feel comfortable talking to about a concern.	1.00	4.00	2.17	0.85	0.73	235

#	Field	Choice Count
1	Strongly Agree	21.70% 51
2	Agree	47.66% 112
3	Disagree	22.98% 54
4	Strongly Disagree	7.66% 18
		235

Showing rows 1 - 5 of 5

Q14 - I regularly participate in extra-curricular activities offered through this school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.

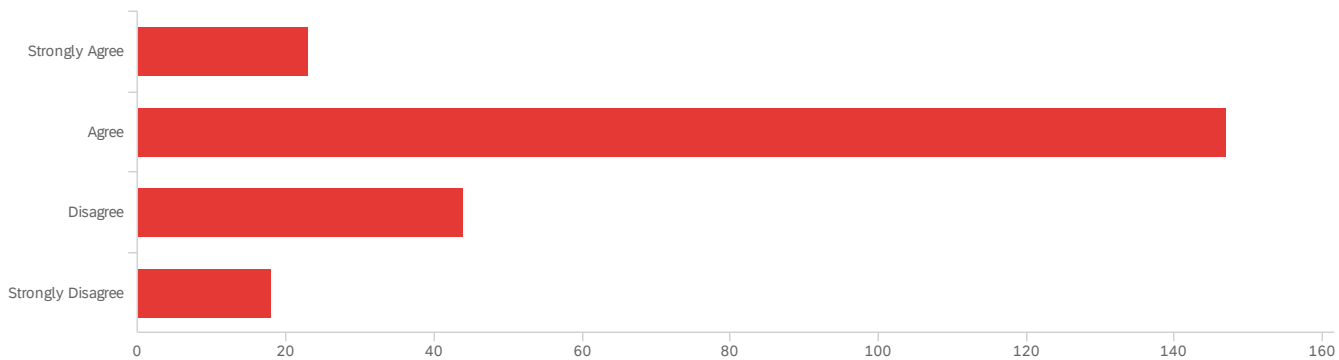


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I regularly participate in extra-curricular activities offered through this school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	1.00	5.00	2.82	1.28	1.63	233

#	Field	Choice Count
1	Strongly Agree	12.45% 29
2	Agree	36.48% 85
3	Disagree	25.32% 59
4	Strongly Disagree	7.73% 18
5	Not Applicable	18.03% 42
		233

Showing rows 1 - 6 of 6

Q15 - I feel like I belong at this school.

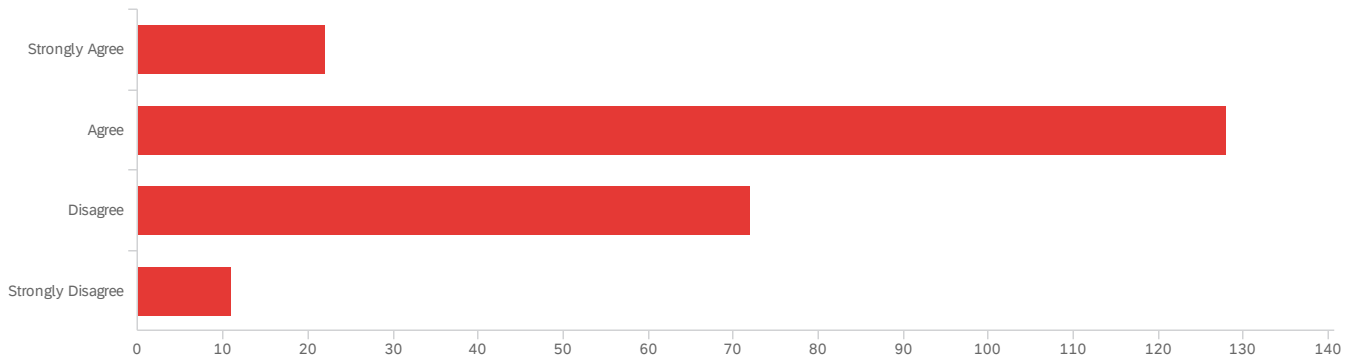


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel like I belong at this school.	1.00	4.00	2.25	0.73	0.54	232

#	Field	Choice Count
1	Strongly Agree	9.91% 23
2	Agree	63.36% 147
3	Disagree	18.97% 44
4	Strongly Disagree	7.76% 18
		232

Showing rows 1 - 5 of 5

Q16 - Students at this school get along with each other.

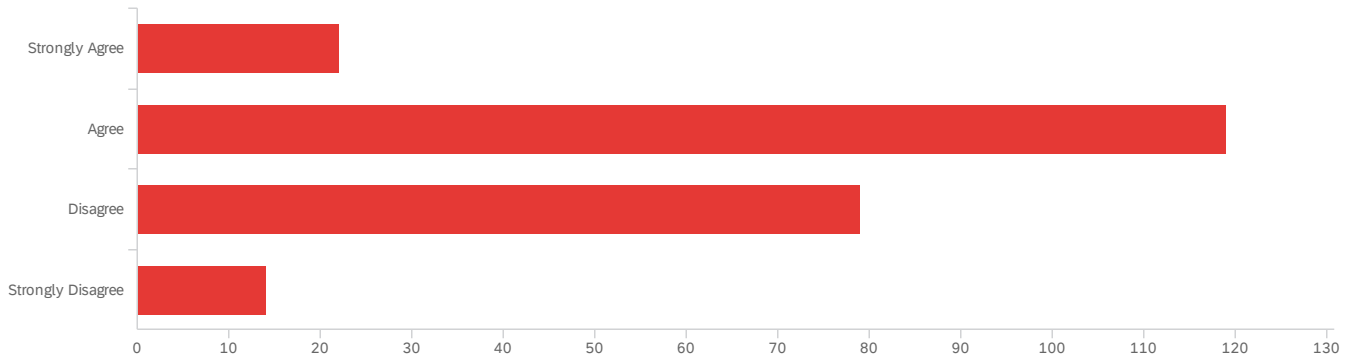


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students at this school get along with each other.	1.00	4.00	2.31	0.70	0.50	233

#	Field	Choice Count
1	Strongly Agree	9.44% 22
2	Agree	54.94% 128
3	Disagree	30.90% 72
4	Strongly Disagree	4.72% 11
		233

Showing rows 1 - 5 of 5

Q17 - At this school, there are discussions about understanding personal feelings and the feelings of others.

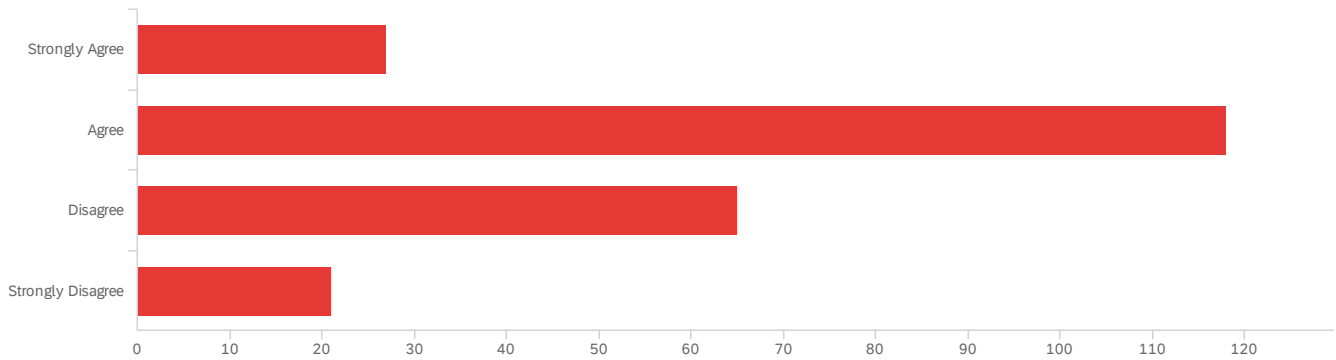


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	At this school, there are discussions about understanding personal feelings and the feelings of others.	1.00	4.00	2.36	0.73	0.54	234

#	Field	Choice Count
1	Strongly Agree	9.40% 22
2	Agree	50.85% 119
3	Disagree	33.76% 79
4	Strongly Disagree	5.98% 14
		234

Showing rows 1 - 5 of 5

Q18 - Most of the time I feel happy at this school.

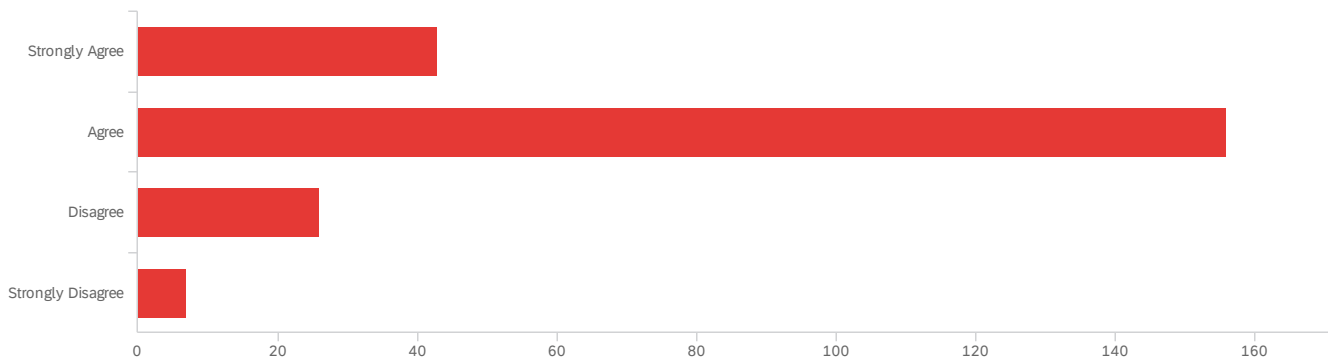


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Most of the time I feel happy at this school.	1.00	4.00	2.35	0.80	0.64	231

#	Field	Choice Count
1	Strongly Agree	11.69% 27
2	Agree	51.08% 118
3	Disagree	28.14% 65
4	Strongly Disagree	9.09% 21
		231

Showing rows 1 - 5 of 5

Q19 - I feel safe at this school.

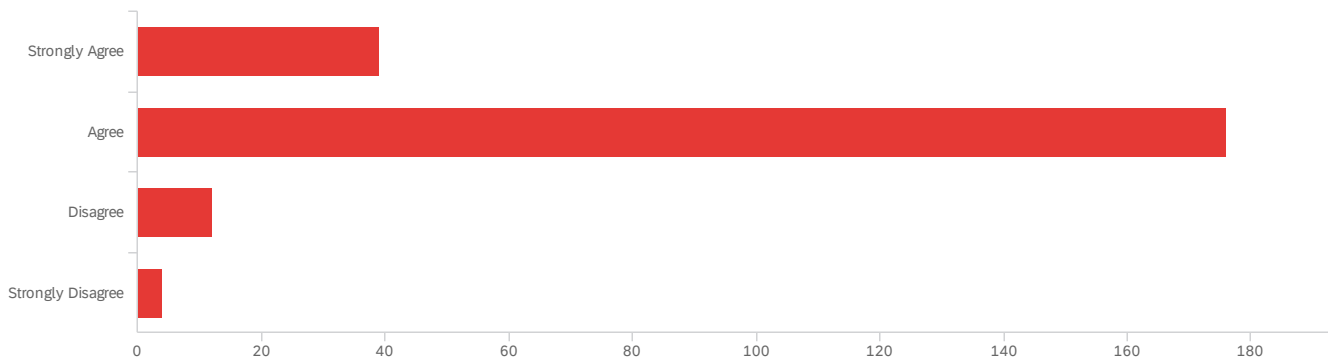


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel safe at this school.	1.00	4.00	1.99	0.65	0.42	232

#	Field	Choice Count
1	Strongly Agree	18.53% 43
2	Agree	67.24% 156
3	Disagree	11.21% 26
4	Strongly Disagree	3.02% 7
		232

Showing rows 1 - 5 of 5

Q20 - I feel safe going to and from school.

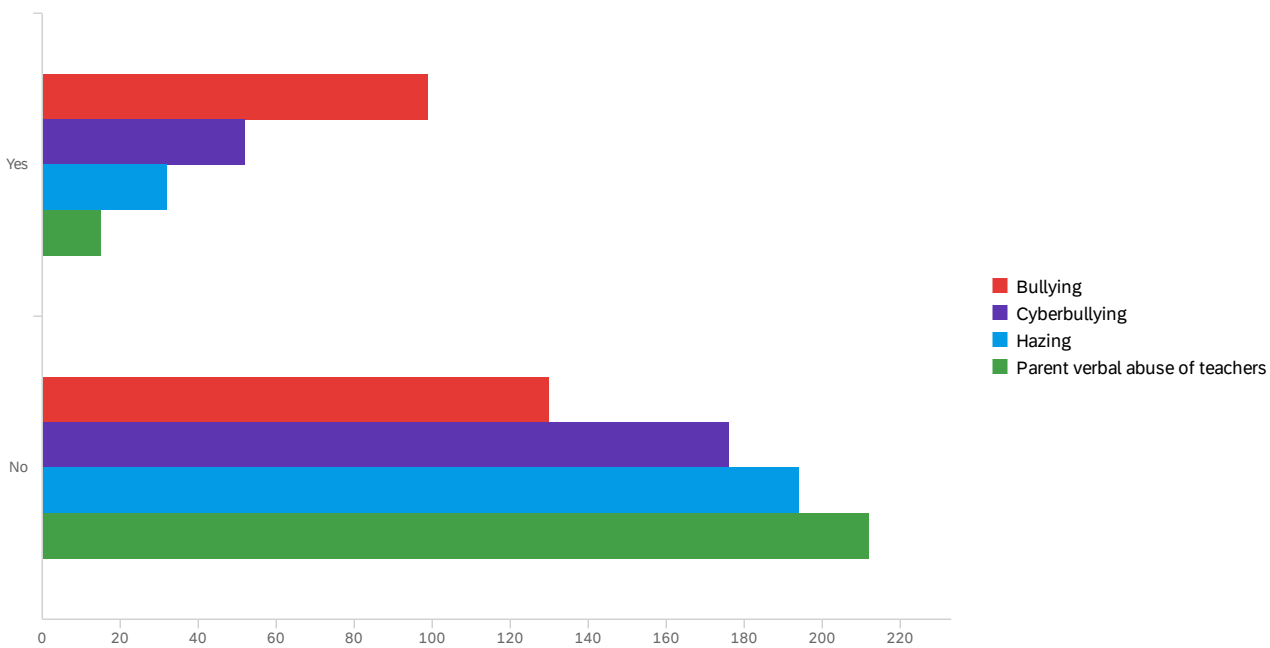


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel safe going to and from school.	1.00	4.00	1.92	0.53	0.28	231

#	Field	Choice Count
1	Strongly Agree	16.88% 39
2	Agree	76.19% 176
3	Disagree	5.19% 12
4	Strongly Disagree	1.73% 4
		231

Showing rows 1 - 5 of 5

Q21 - Do the following types of problems occur often at this school?

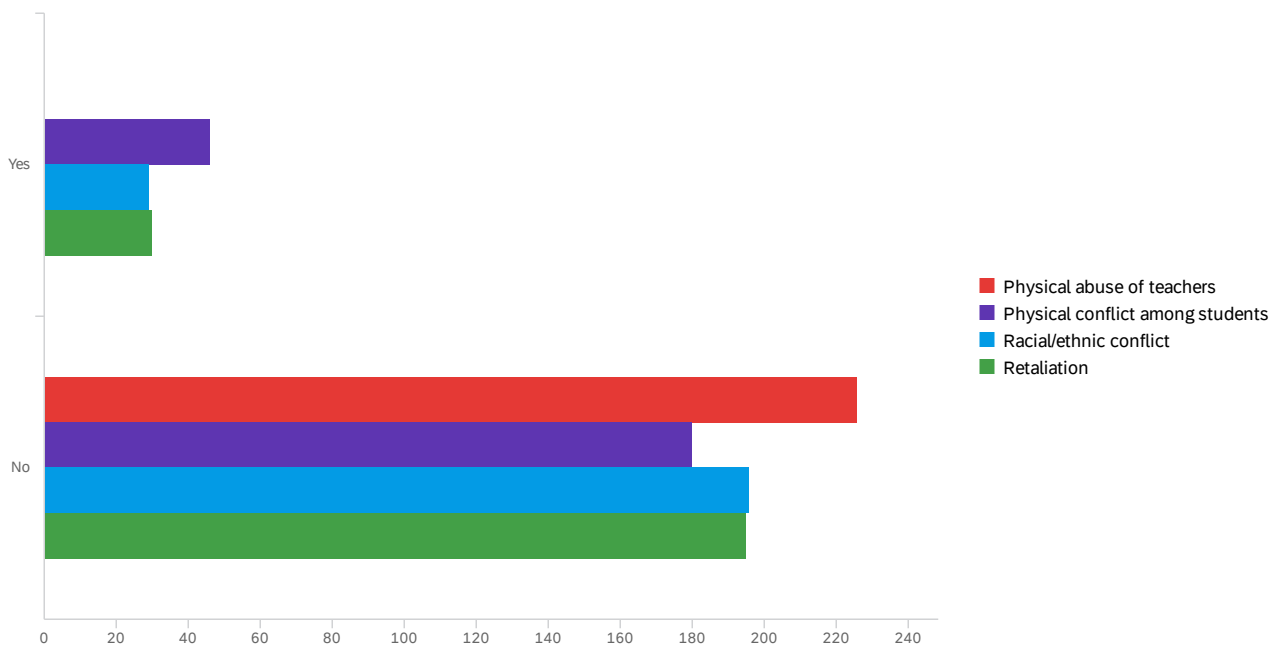


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Bullying	1.00	2.00	1.57	0.50	0.25	229
2	Cyberbullying	1.00	2.00	1.77	0.42	0.18	228
3	Hazing	1.00	2.00	1.86	0.35	0.12	226
4	Parent verbal abuse of teachers	1.00	2.00	1.93	0.25	0.06	227

#	Field	Yes	No	Total
1	Bullying	43.23% 99	56.77% 130	229
2	Cyberbullying	22.81% 52	77.19% 176	228
3	Hazing	14.16% 32	85.84% 194	226
4	Parent verbal abuse of teachers	6.61% 15	93.39% 212	227

Showing rows 1 - 4 of 4

Q98 - Do the following types of problems occur often at this school?

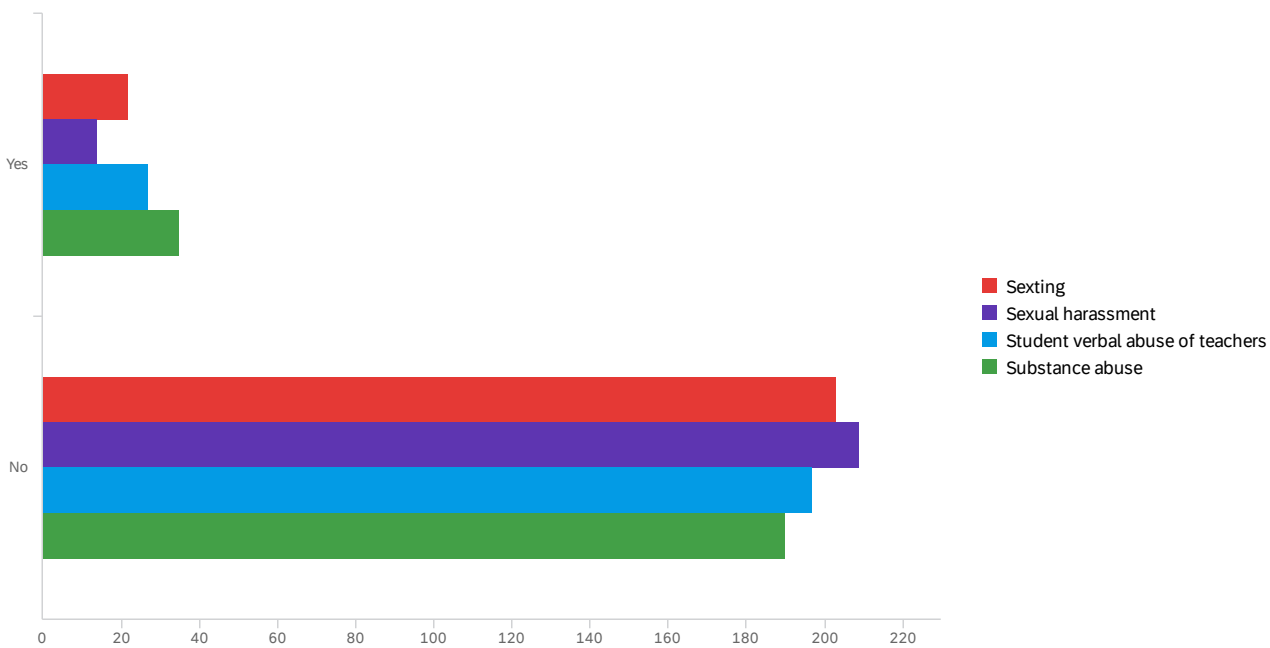


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Physical abuse of teachers	2.00	2.00	2.00	0.00	0.00	226
2	Physical conflict among students	1.00	2.00	1.80	0.40	0.16	226
3	Racial/ethnic conflict	1.00	2.00	1.87	0.34	0.11	225
4	Retaliation	1.00	2.00	1.87	0.34	0.12	225

#	Field	Yes	No	Total
1	Physical abuse of teachers	0.00% 0	100.00% 226	226
2	Physical conflict among students	20.35% 46	79.65% 180	226
3	Racial/ethnic conflict	12.89% 29	87.11% 196	225
4	Retaliation	13.33% 30	86.67% 195	225

Showing rows 1 - 4 of 4

Q99 - Do the following types of problems occur often at this school?

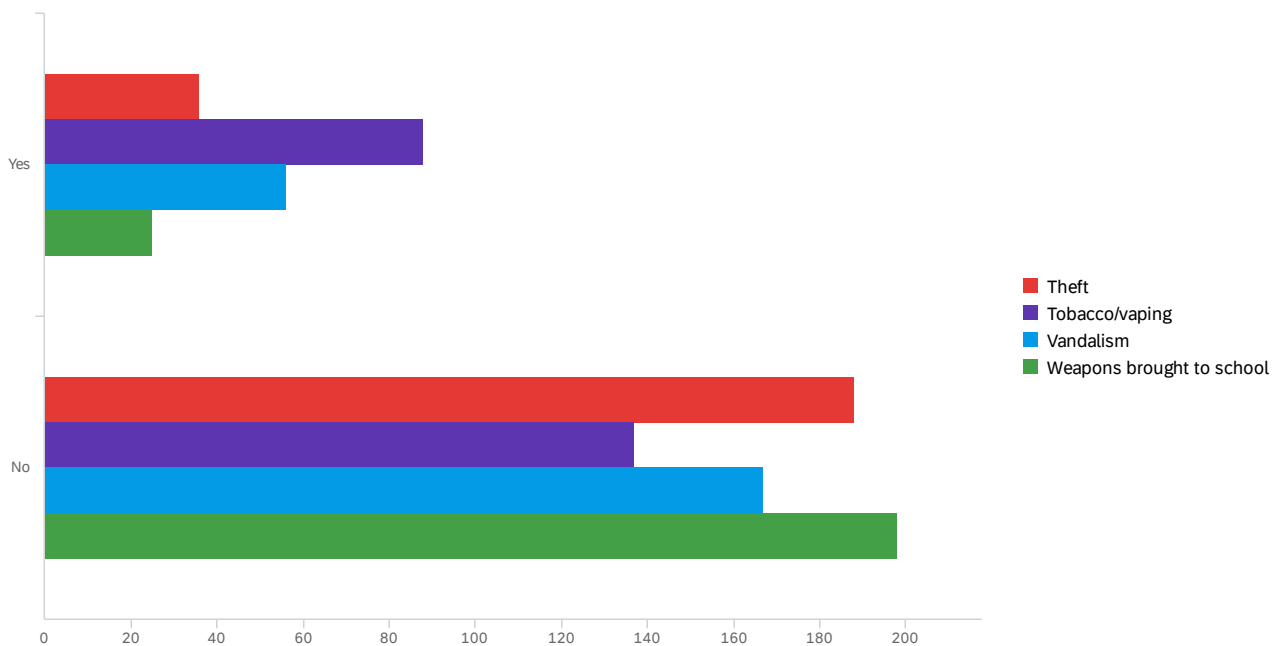


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Sexting	1.00	2.00	1.90	0.30	0.09	225
2	Sexual harassment	1.00	2.00	1.94	0.24	0.06	223
3	Student verbal abuse of teachers	1.00	2.00	1.88	0.33	0.11	224
4	Substance abuse	1.00	2.00	1.84	0.36	0.13	225

#	Field	Yes	No	Total
1	Sexting	9.78% 22	90.22% 203	225
2	Sexual harassment	6.28% 14	93.72% 209	223
3	Student verbal abuse of teachers	12.05% 27	87.95% 197	224
4	Substance abuse	15.56% 35	84.44% 190	225

Showing rows 1 - 4 of 4

Q100 - Do the following types of problems occur often at this school?

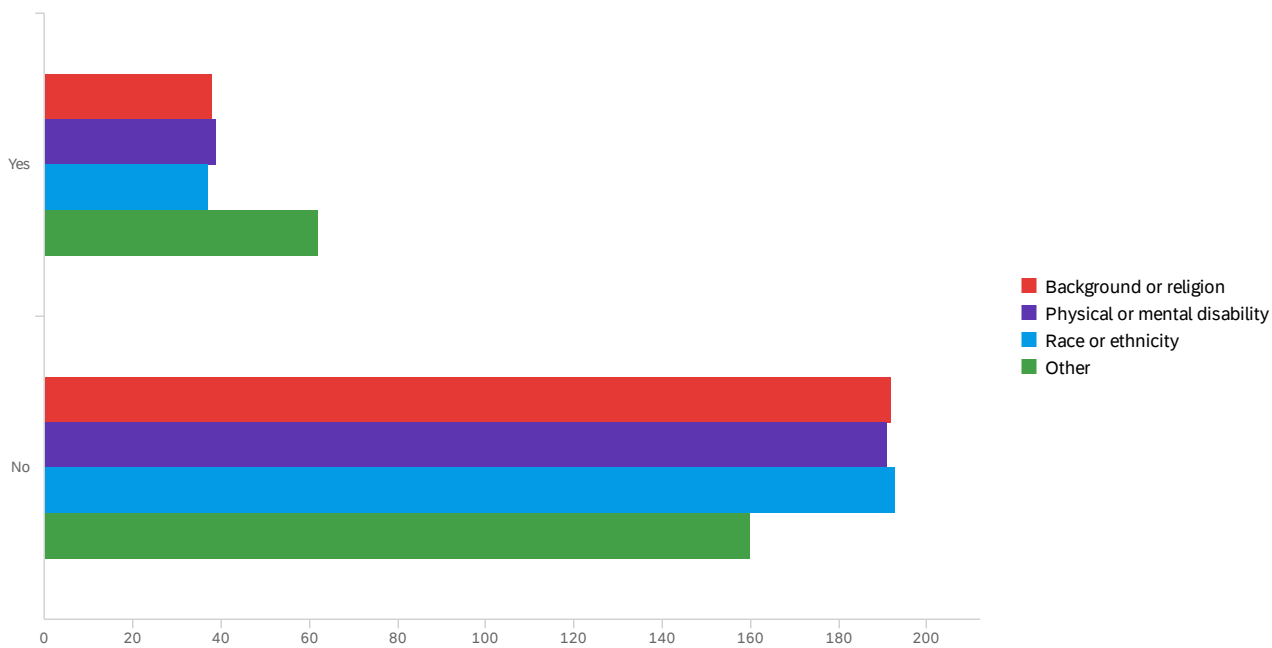


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Theft	1.00	2.00	1.84	0.37	0.13	224
2	Tobacco/vaping	1.00	2.00	1.61	0.49	0.24	225
3	Vandalism	1.00	2.00	1.75	0.43	0.19	223
4	Weapons brought to school	1.00	2.00	1.89	0.32	0.10	223

#	Field	Yes	No	Total
1	Theft	16.07% 36	83.93% 188	224
2	Tobacco/vaping	39.11% 88	60.89% 137	225
3	Vandalism	25.11% 56	74.89% 167	223
4	Weapons brought to school	11.21% 25	88.79% 198	223

Showing rows 1 - 4 of 4

Q22 - Are students teased or picked on for any of the following reasons?

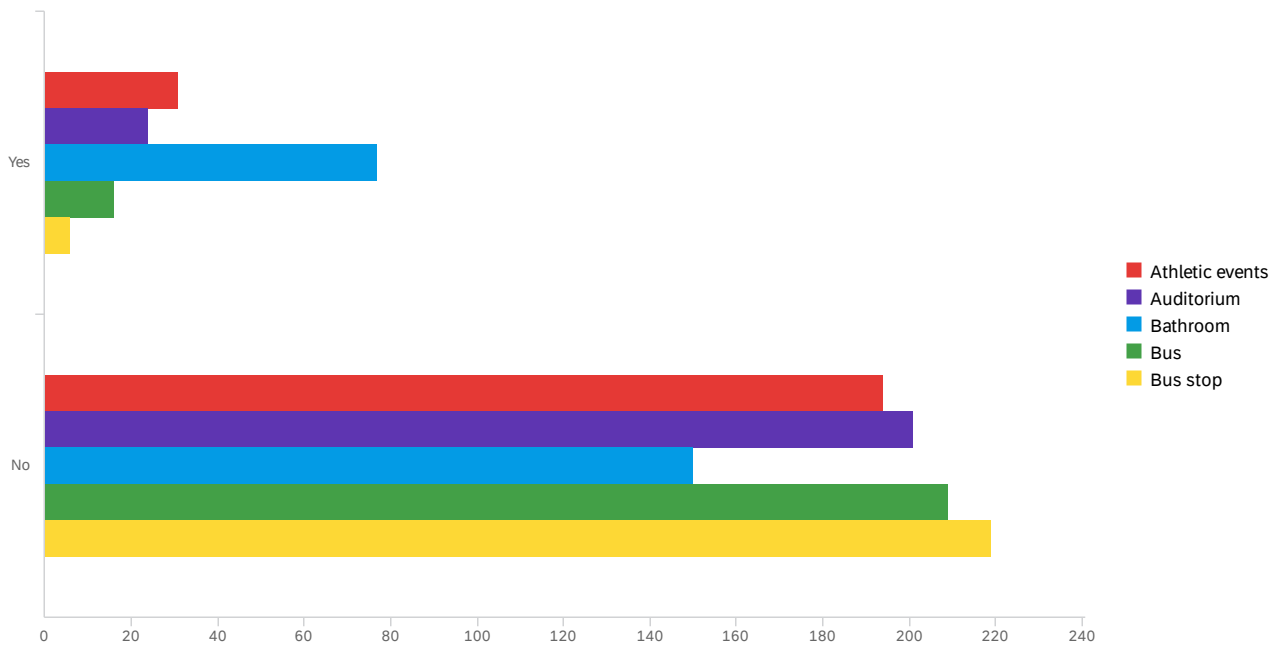


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Background or religion	1.00	2.00	1.83	0.37	0.14	230
2	Physical or mental disability	1.00	2.00	1.83	0.38	0.14	230
3	Race or ethnicity	1.00	2.00	1.84	0.37	0.13	230
4	Other	1.00	2.00	1.72	0.45	0.20	222

#	Field	Yes	No	Total
1	Background or religion	16.52% 38	83.48% 192	230
2	Physical or mental disability	16.96% 39	83.04% 191	230
3	Race or ethnicity	16.09% 37	83.91% 193	230
4	Other	27.93% 62	72.07% 160	222

Showing rows 1 - 4 of 4

Q23 - Does bullying take place in any of the following areas in this school?

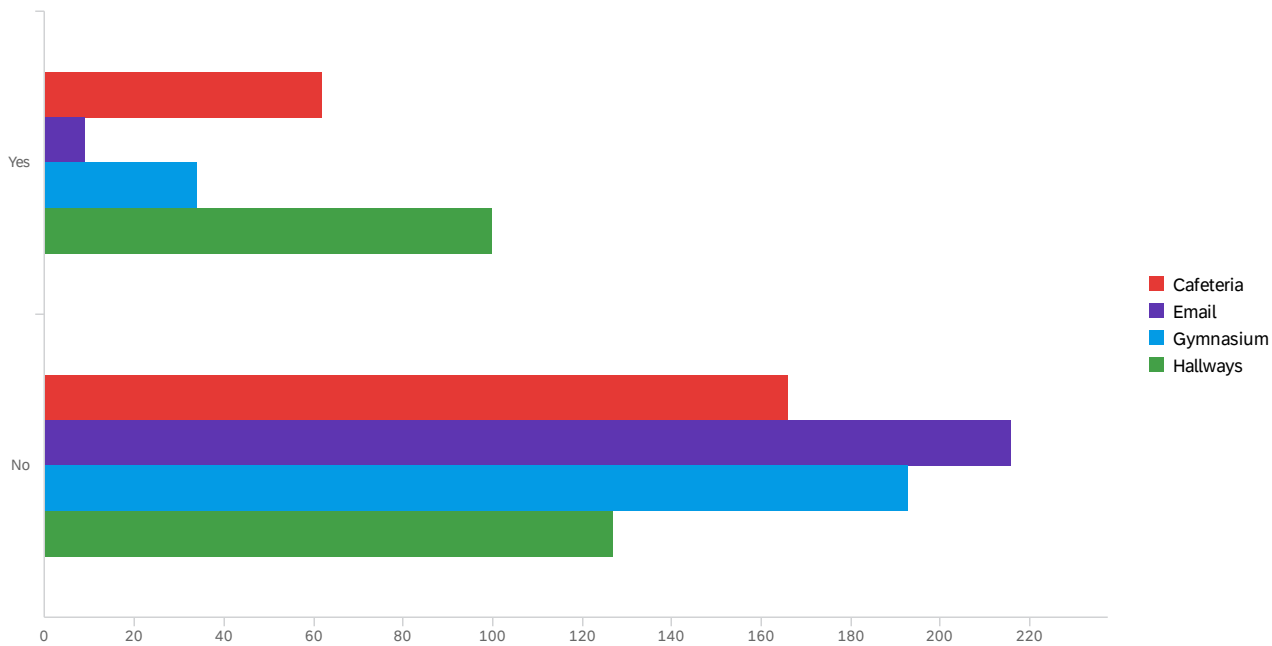


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Athletic events	1.00	2.00	1.86	0.34	0.12	225
2	Auditorium	1.00	2.00	1.89	0.31	0.10	225
3	Bathroom	1.00	2.00	1.66	0.47	0.22	227
4	Bus	1.00	2.00	1.93	0.26	0.07	225
5	Bus stop	1.00	2.00	1.97	0.16	0.03	225

#	Field	Yes	No	Total
1	Athletic events	13.78% 31	86.22% 194	225
2	Auditorium	10.67% 24	89.33% 201	225
3	Bathroom	33.92% 77	66.08% 150	227
4	Bus	7.11% 16	92.89% 209	225
5	Bus stop	2.67% 6	97.33% 219	225

Showing rows 1 - 5 of 5

Q101 - Does bullying take place in any of the following areas in this school?

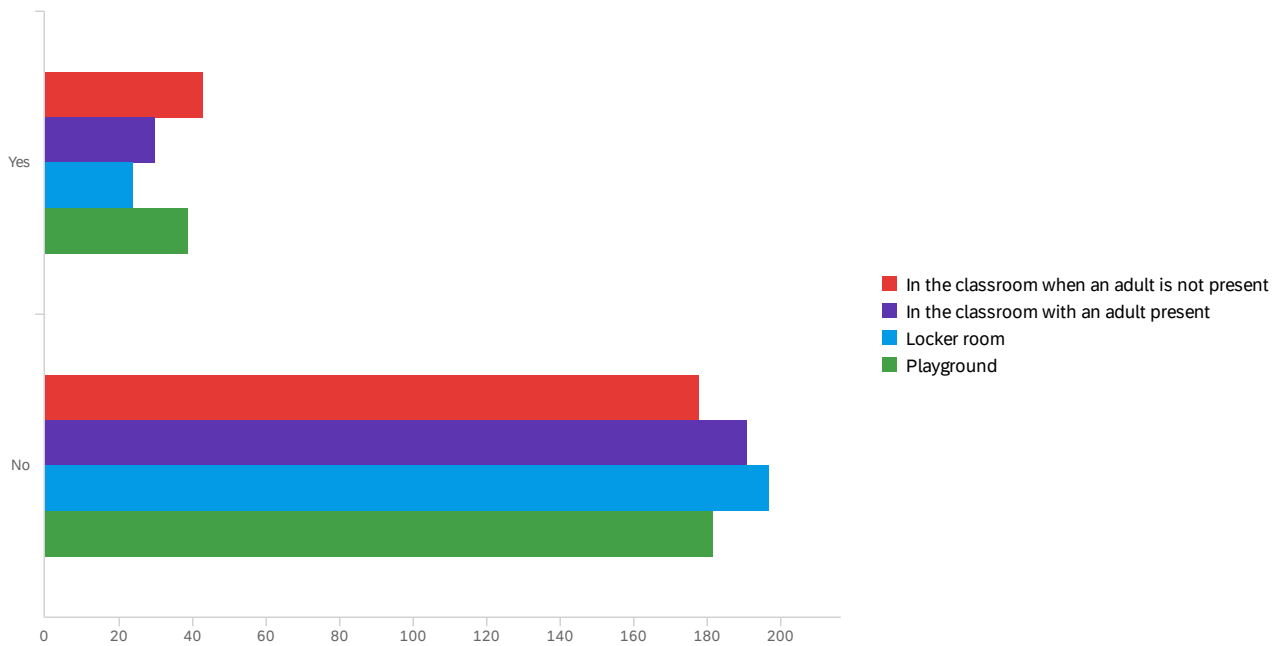


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Cafeteria	1.00	2.00	1.73	0.44	0.20	228
2	Email	1.00	2.00	1.96	0.20	0.04	225
3	Gymnasium	1.00	2.00	1.85	0.36	0.13	227
4	Hallways	1.00	2.00	1.56	0.50	0.25	227

#	Field	Yes	No	Total
1	Cafeteria	27.19% 62	72.81% 166	228
2	Email	4.00% 9	96.00% 216	225
3	Gymnasium	14.98% 34	85.02% 193	227
4	Hallways	44.05% 100	55.95% 127	227

Showing rows 1 - 4 of 4

Q102 - Does bullying take place in any of the following areas in this school?

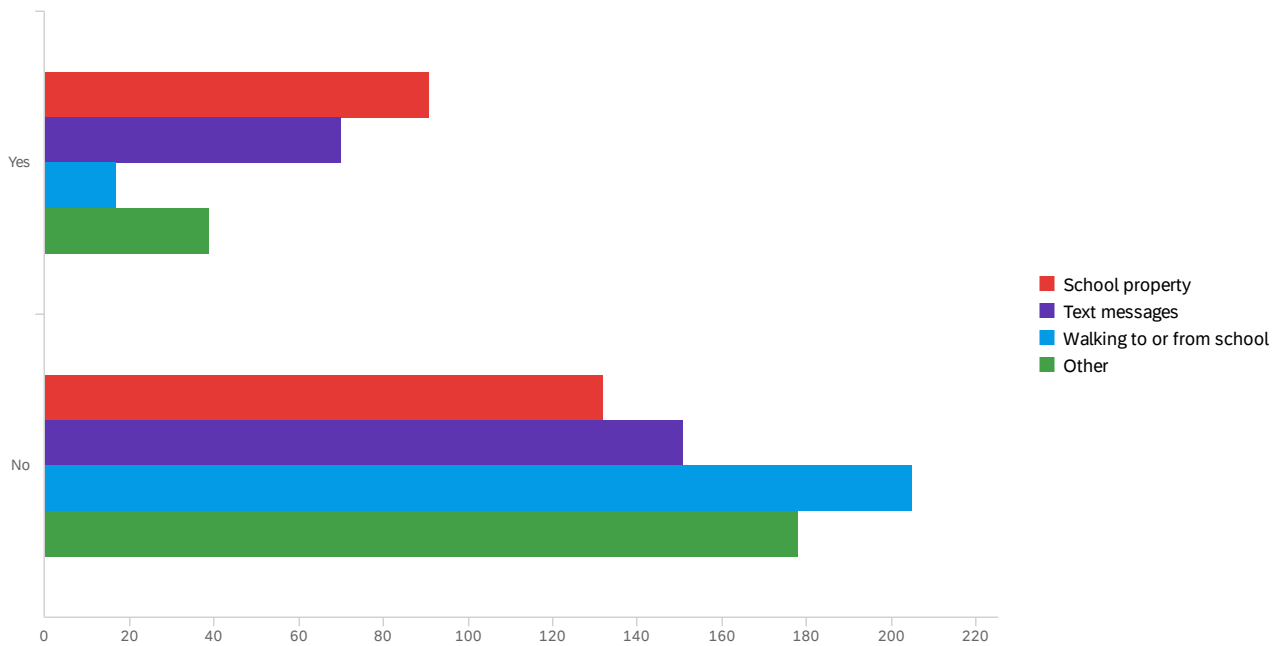


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In the classroom when an adult is not present	1.00	2.00	1.81	0.40	0.16	221
2	In the classroom with an adult present	1.00	2.00	1.86	0.34	0.12	221
3	Locker room	1.00	2.00	1.89	0.31	0.10	221
4	Playground	1.00	2.00	1.82	0.38	0.15	221

#	Field	Yes	No	Total
1	In the classroom when an adult is not present	19.46% 43	80.54% 178	221
2	In the classroom with an adult present	13.57% 30	86.43% 191	221
3	Locker room	10.86% 24	89.14% 197	221
4	Playground	17.65% 39	82.35% 182	221

Showing rows 1 - 4 of 4

Q103 - Does bullying take place in any of the following areas in this school?

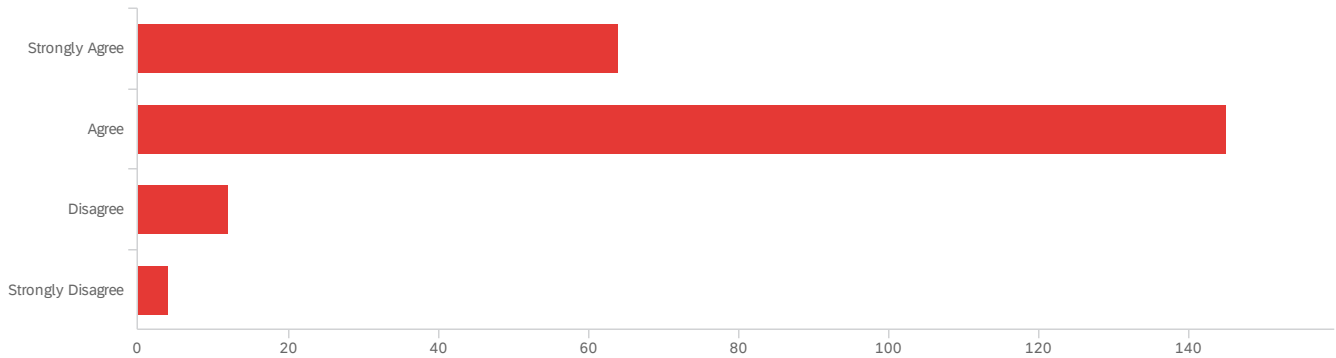


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	School property	1.00	2.00	1.59	0.49	0.24	223
2	Text messages	1.00	2.00	1.68	0.47	0.22	221
3	Walking to or from school	1.00	2.00	1.92	0.27	0.07	222
4	Other	1.00	2.00	1.82	0.38	0.15	217

#	Field	Yes	No	Total
1	School property	40.81% 91	59.19% 132	223
2	Text messages	31.67% 70	68.33% 151	221
3	Walking to or from school	7.66% 17	92.34% 205	222
4	Other	17.97% 39	82.03% 178	217

Showing rows 1 - 4 of 4

Q24 - I know what to do if there is an emergency, natural disaster, or a dangerous situation during the school day.

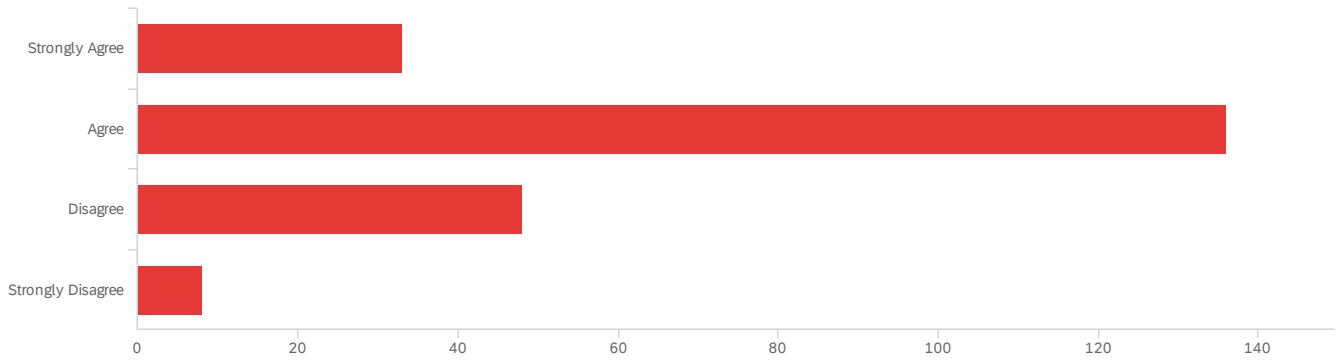


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I know what to do if there is an emergency, natural disaster, or a dangerous situation during the school day.	1.00	4.00	1.80	0.61	0.37	225

#	Field	Choice Count
1	Strongly Agree	28.44% 64
2	Agree	64.44% 145
3	Disagree	5.33% 12
4	Strongly Disagree	1.78% 4
		225

Showing rows 1 - 5 of 5

Q25 - Students at this school know how to report a safety concern, bullying, or dangerous situation.

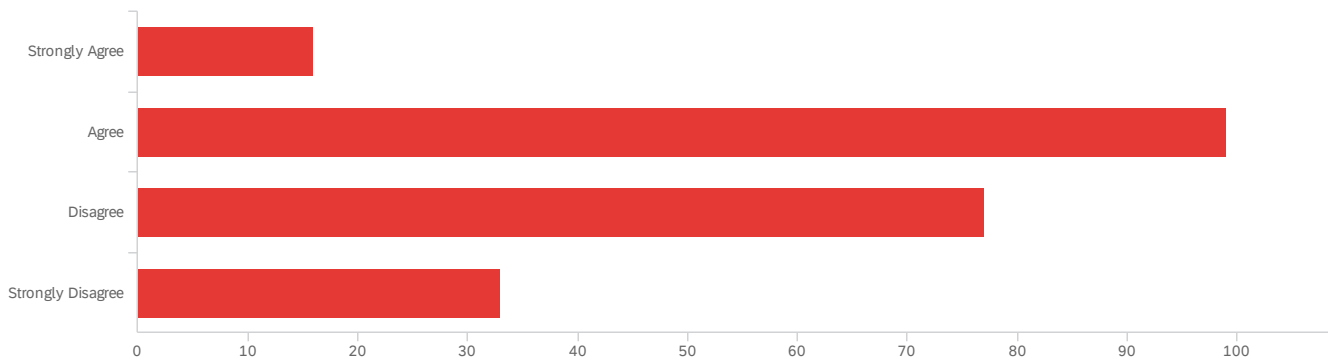


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students at this school know how to report a safety concern, bullying, or dangerous situation.	1.00	4.00	2.14	0.70	0.48	225

#	Field	Choice Count
1	Strongly Agree	14.67% 33
2	Agree	60.44% 136
3	Disagree	21.33% 48
4	Strongly Disagree	3.56% 8
		225

Showing rows 1 - 5 of 5

Q26 - The temperature in this school is comfortable all year round.

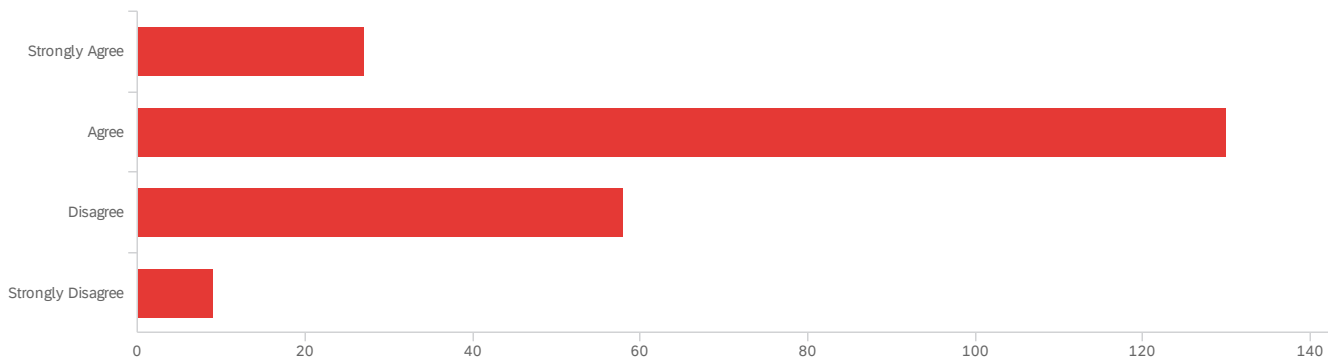


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The temperature in this school is comfortable all year round.	1.00	4.00	2.56	0.83	0.68	225

#	Field	Choice Count
1	Strongly Agree	7.11% 16
2	Agree	44.00% 99
3	Disagree	34.22% 77
4	Strongly Disagree	14.67% 33
		225

Showing rows 1 - 5 of 5

Q27 - Students are recognized for positive behaviors at this school.

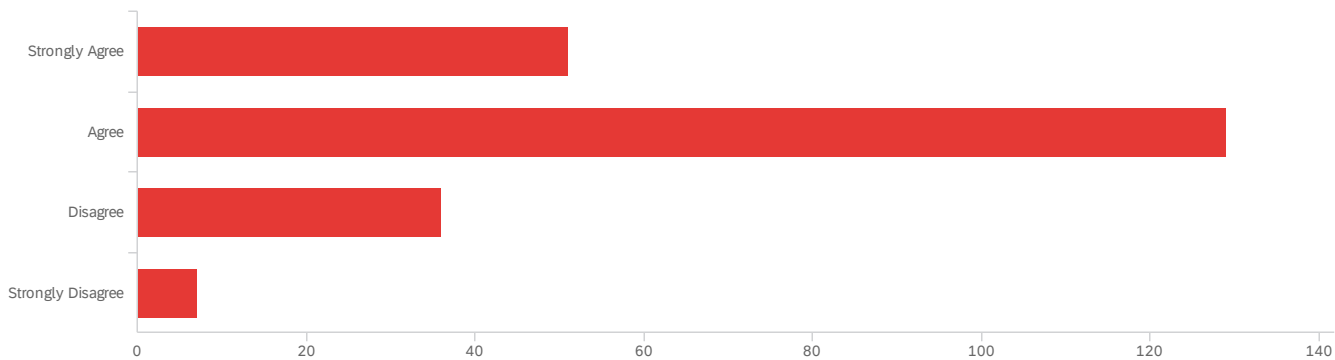


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students are recognized for positive behaviors at this school.	1.00	4.00	2.22	0.70	0.49	224

#	Field	Choice Count
1	Strongly Agree	12.05% 27
2	Agree	58.04% 130
3	Disagree	25.89% 58
4	Strongly Disagree	4.02% 9
		224

Showing rows 1 - 5 of 5

Q28 - School rules are applied equally to all students.

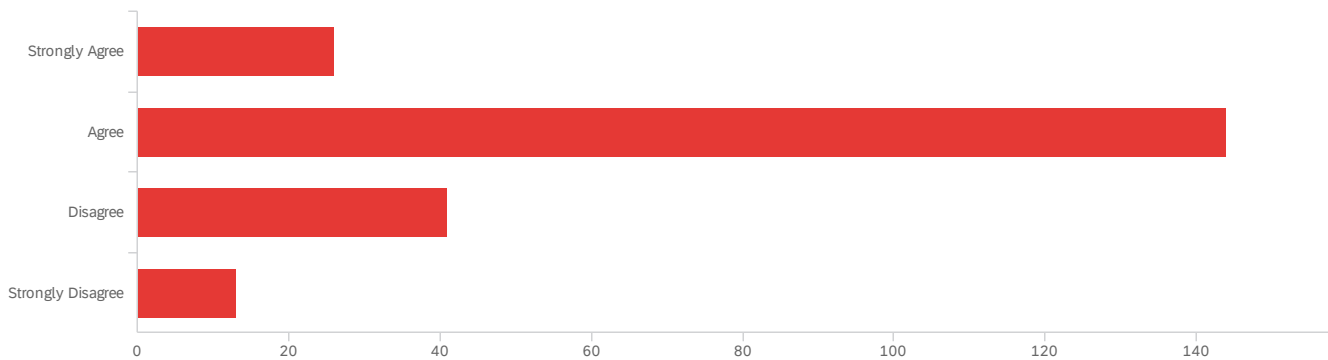


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	School rules are applied equally to all students.	1.00	4.00	2.00	0.72	0.52	223

#	Field	Choice Count
1	Strongly Agree	22.87% 51
2	Agree	57.85% 129
3	Disagree	16.14% 36
4	Strongly Disagree	3.14% 7
		223

Showing rows 1 - 5 of 5

Q29 - Discipline is fair at my school.

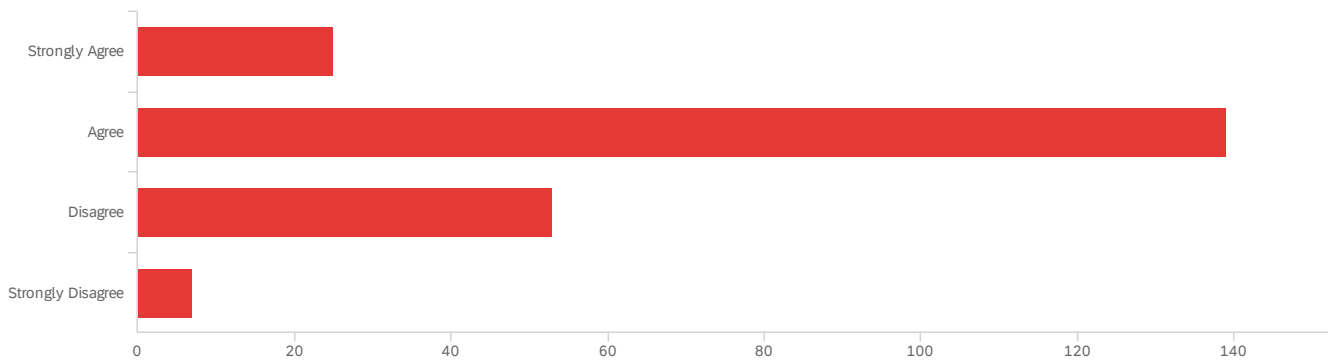


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Discipline is fair at my school.	1.00	4.00	2.18	0.71	0.50	224

#	Field	Choice Count
1	Strongly Agree	11.61% 26
2	Agree	64.29% 144
3	Disagree	18.30% 41
4	Strongly Disagree	5.80% 13
		224

Showing rows 1 - 5 of 5

Q30 - I have received lessons at my school about getting along with others.

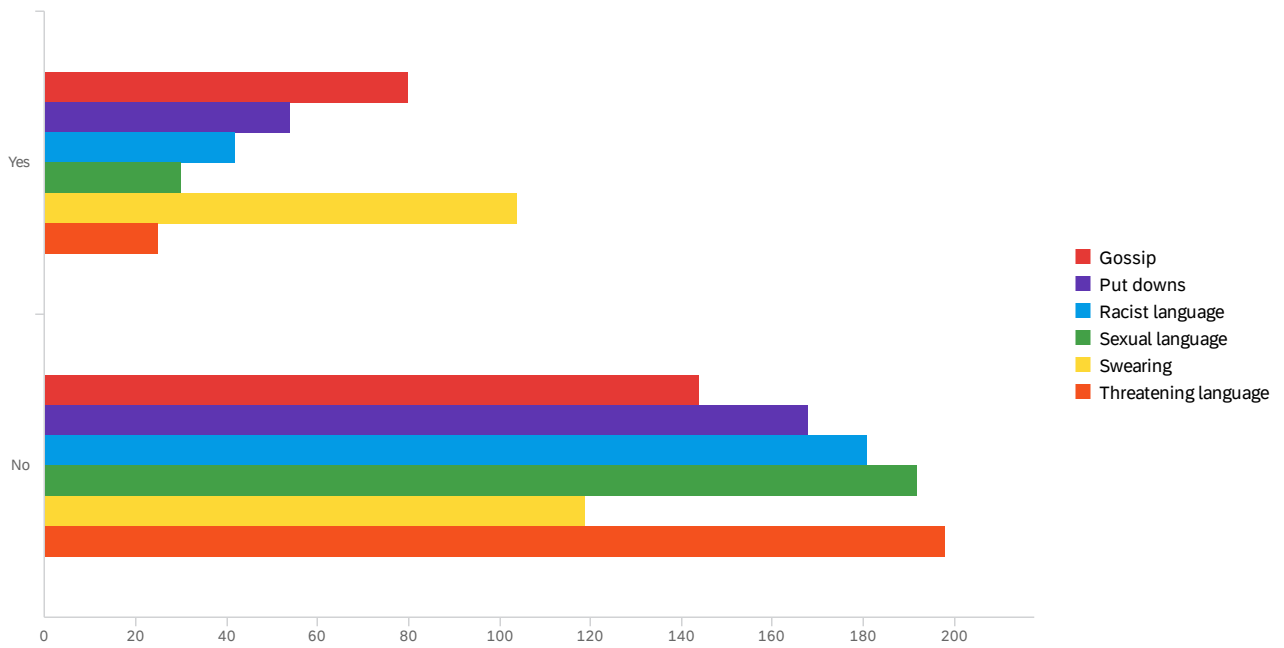


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have received lessons at my school about getting along with others.	1.00	4.00	2.19	0.66	0.44	224

#	Field	Choice Count
1	Strongly Agree	11.16% 25
2	Agree	62.05% 139
3	Disagree	23.66% 53
4	Strongly Disagree	3.13% 7
		224

Showing rows 1 - 5 of 5

Q31 - Have you heard this type of language from staff at your school?

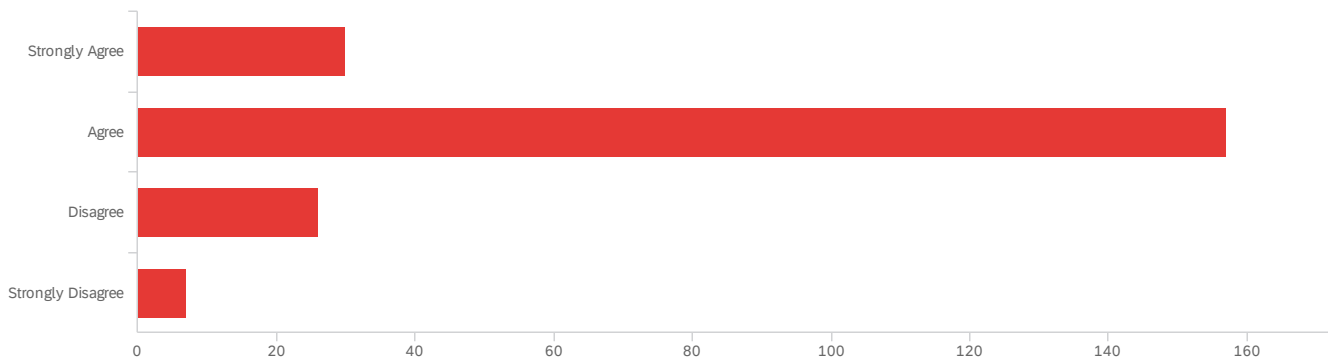


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Gossip	1.00	2.00	1.64	0.48	0.23	224
2	Put downs	1.00	2.00	1.76	0.43	0.18	222
3	Racist language	1.00	2.00	1.81	0.39	0.15	223
4	Sexual language	1.00	2.00	1.86	0.34	0.12	222
5	Swearing	1.00	2.00	1.53	0.50	0.25	223
6	Threatening language	1.00	2.00	1.89	0.32	0.10	223

#	Field	Yes	No	Total
1	Gossip	35.71% 80	64.29% 144	224
2	Put downs	24.32% 54	75.68% 168	222
3	Racist language	18.83% 42	81.17% 181	223
4	Sexual language	13.51% 30	86.49% 192	222
5	Swearing	46.64% 104	53.36% 119	223
6	Threatening language	11.21% 25	88.79% 198	223

Showing rows 1 - 6 of 6

Q32 - Students at our school feel safe.



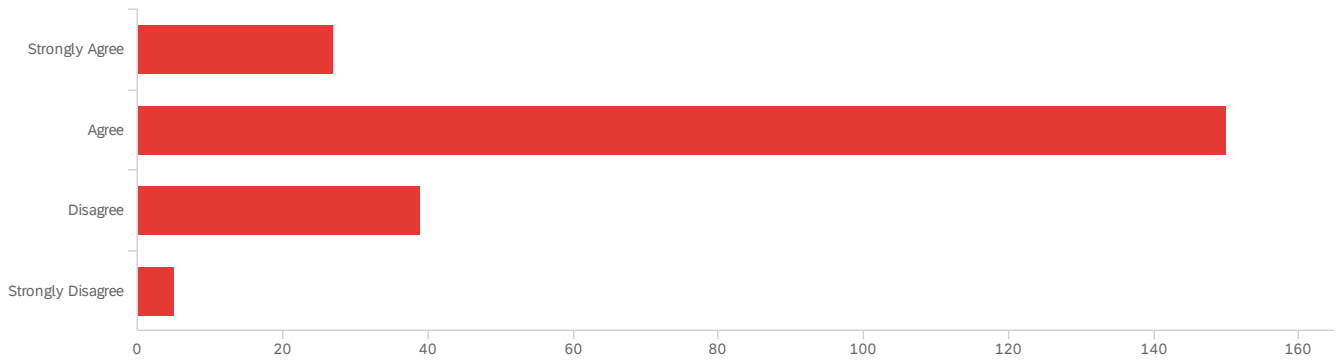
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students at our school feel safe.	1.00	4.00	2.05	0.62	0.38	220

#	Field	Choice Count
1	Strongly Agree	13.64% 30
2	Agree	71.36% 157
3	Disagree	11.82% 26
4	Strongly Disagree	3.18% 7

220

Showing rows 1 - 5 of 5

Q33 - All students feel welcome at our school.

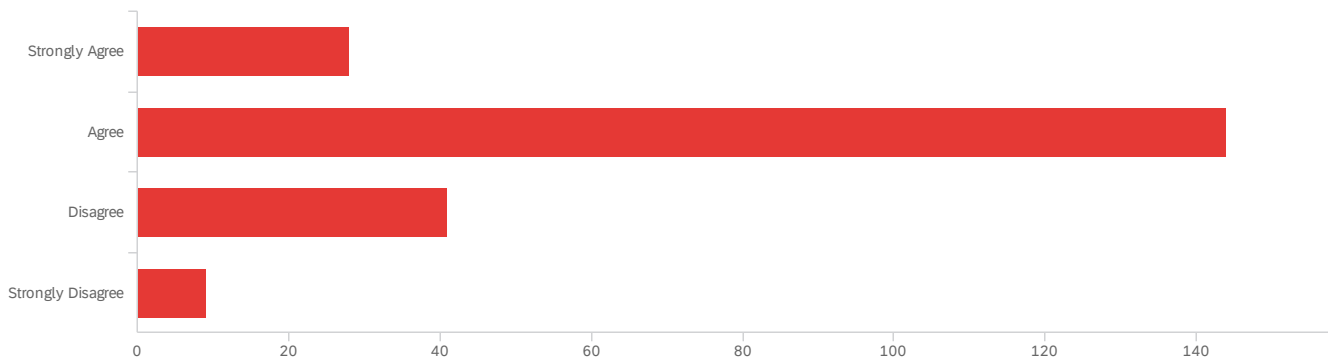


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	All students feel welcome at our school.	1.00	4.00	2.10	0.62	0.38	221

#	Field	Choice Count
1	Strongly Agree	12.22% 27
2	Agree	67.87% 150
3	Disagree	17.65% 39
4	Strongly Disagree	2.26% 5
		221

Showing rows 1 - 5 of 5

Q34 - If I feel unsafe, I know how to ask for help.

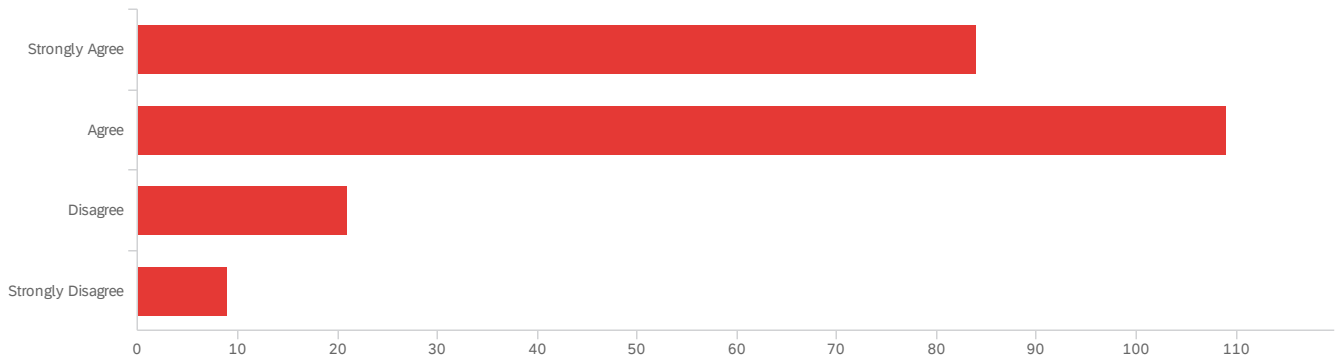


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If I feel unsafe, I know how to ask for help.	1.00	4.00	2.14	0.67	0.45	222

#	Field	Choice Count
1	Strongly Agree	12.61% 28
2	Agree	64.86% 144
3	Disagree	18.47% 41
4	Strongly Disagree	4.05% 9
		222

Showing rows 1 - 5 of 5

Q35 - I have a friend(s) that I trust at school.

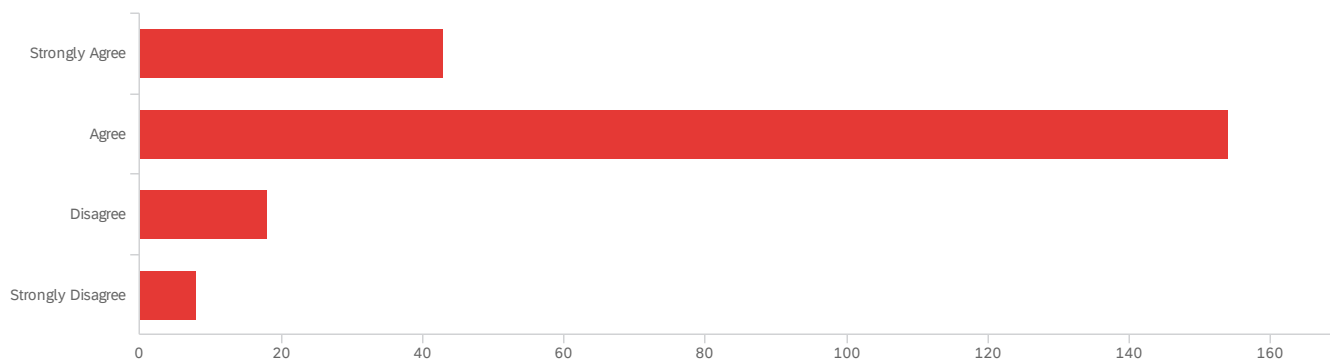


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have a friend(s) that I trust at school.	1.00	4.00	1.80	0.77	0.59	223

#	Field	Choice Count
1	Strongly Agree	37.67% 84
2	Agree	48.88% 109
3	Disagree	9.42% 21
4	Strongly Disagree	4.04% 9
		223

Showing rows 1 - 5 of 5

Q36 - I can overcome challenges in my life.

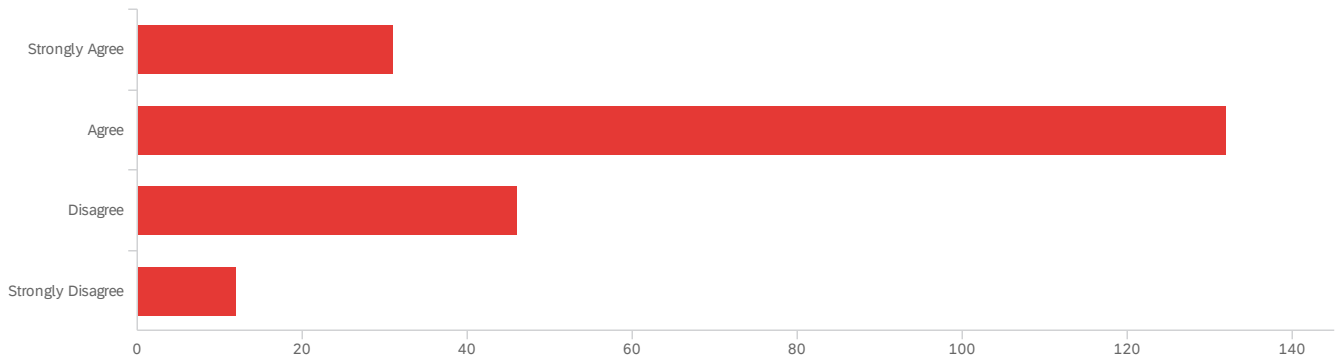


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I can overcome challenges in my life.	1.00	4.00	1.96	0.64	0.42	223

#	Field	Choice Count
1	Strongly Agree	19.28% 43
2	Agree	69.06% 154
3	Disagree	8.07% 18
4	Strongly Disagree	3.59% 8
		223

Showing rows 1 - 5 of 5

Q37 - Students and adults listen to each other at our school.

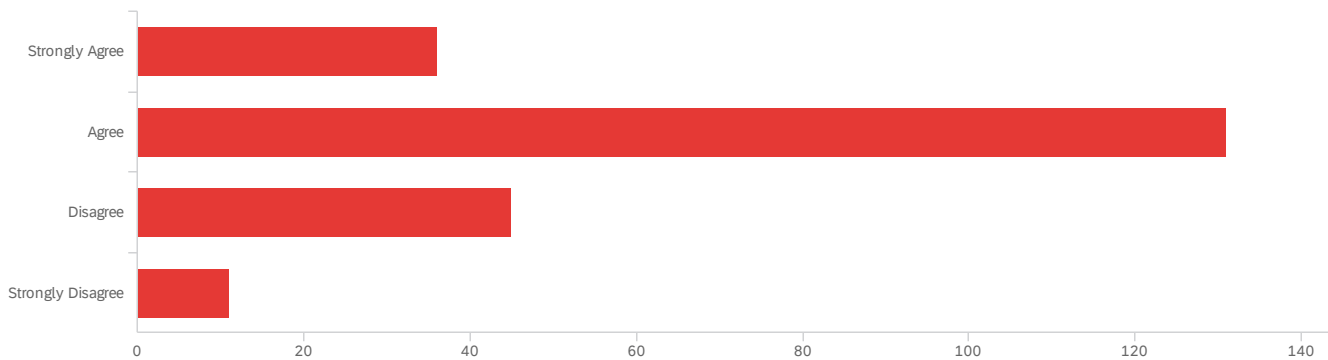


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students and adults listen to each other at our school.	1.00	4.00	2.18	0.73	0.53	221

#	Field	Choice Count
1	Strongly Agree	14.03% 31
2	Agree	59.73% 132
3	Disagree	20.81% 46
4	Strongly Disagree	5.43% 12
		221

Showing rows 1 - 5 of 5

Q38 - Adults at our school take action when they see a problem.

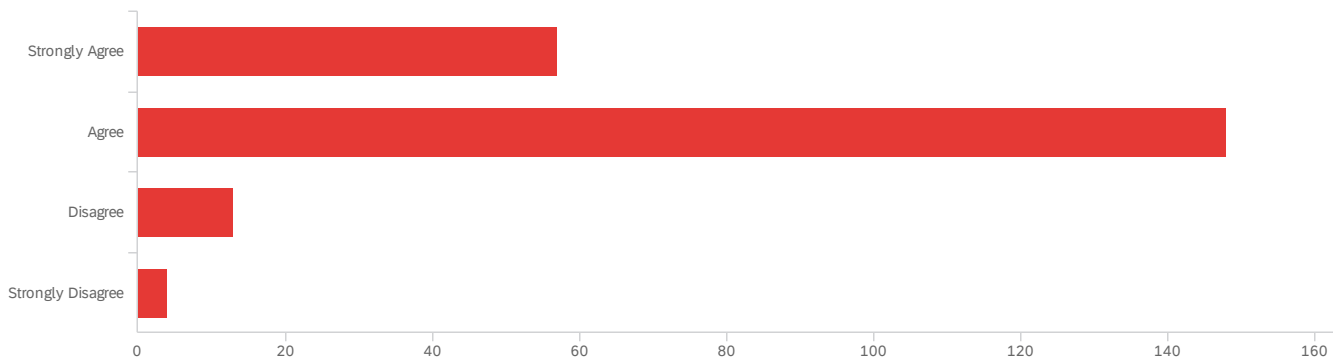


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Adults at our school take action when they see a problem.	1.00	4.00	2.14	0.74	0.54	223

#	Field	Choice Count
1	Strongly Agree	16.14% 36
2	Agree	58.74% 131
3	Disagree	20.18% 45
4	Strongly Disagree	4.93% 11
		223

Showing rows 1 - 5 of 5

Q39 - I know how to take action if I see a student getting bullied or harassed.

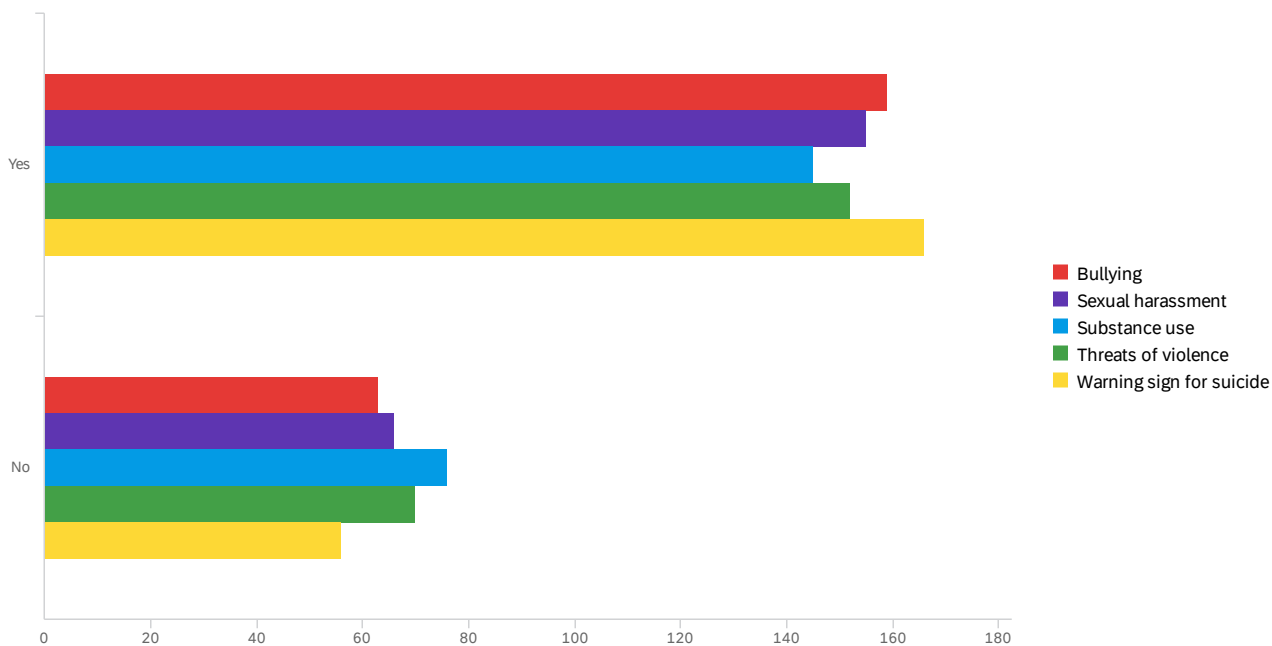


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I know how to take action if I see a student getting bullied or harassed.	1.00	4.00	1.84	0.60	0.36	222

#	Field	Choice Count
1	Strongly Agree	25.68% 57
2	Agree	66.67% 148
3	Disagree	5.86% 13
4	Strongly Disagree	1.80% 4
		222

Showing rows 1 - 5 of 5

Q40 - Do you feel comfortable reporting the following?

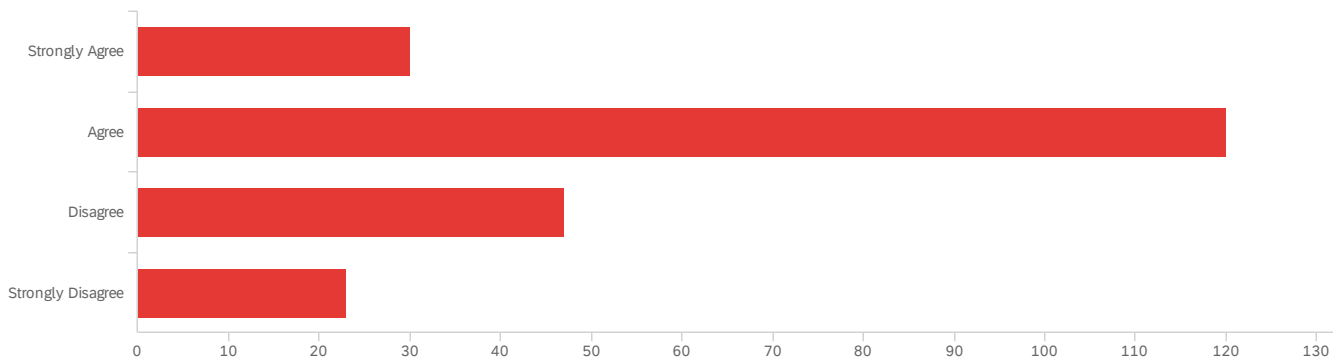


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Bullying	1.00	2.00	1.28	0.45	0.20	222
2	Sexual harassment	1.00	2.00	1.30	0.46	0.21	221
3	Substance use	1.00	2.00	1.34	0.48	0.23	221
4	Threats of violence	1.00	2.00	1.32	0.46	0.22	222
5	Warning sign for suicide	1.00	2.00	1.25	0.43	0.19	222

#	Field	Yes	No	Total
1	Bullying	71.62% 159	28.38% 63	222
2	Sexual harassment	70.14% 155	29.86% 66	221
3	Substance use	65.61% 145	34.39% 76	221
4	Threats of violence	68.47% 152	31.53% 70	222
5	Warning sign for suicide	74.77% 166	25.23% 56	222

Showing rows 1 - 5 of 5

Q41 - I know how to ask for help when I'm feeling sad or hopeless.

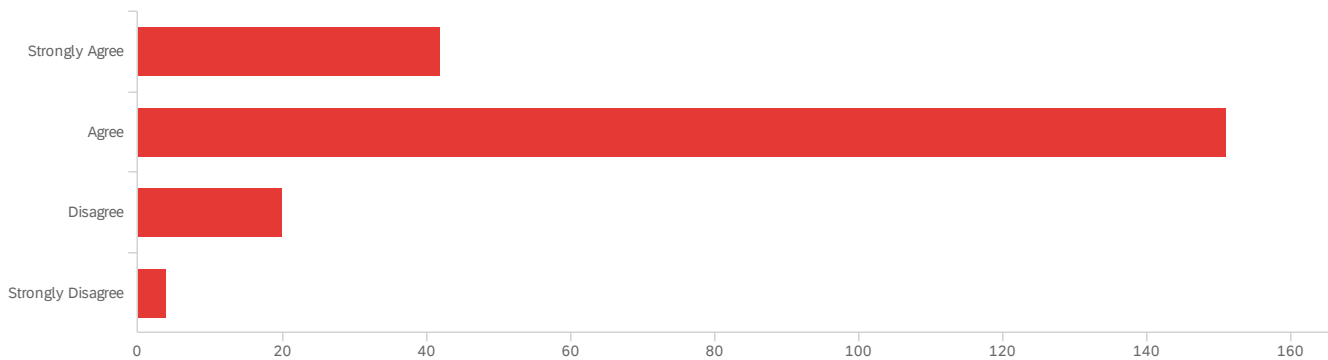


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I know how to ask for help when I'm feeling sad or hopeless.	1.00	4.00	2.29	0.83	0.69	220

#	Field	Choice Count
1	Strongly Agree	13.64% 30
2	Agree	54.55% 120
3	Disagree	21.36% 47
4	Strongly Disagree	10.45% 23
		220

Showing rows 1 - 5 of 5

Q42 - I understand the difference between bullying and natural conflict.

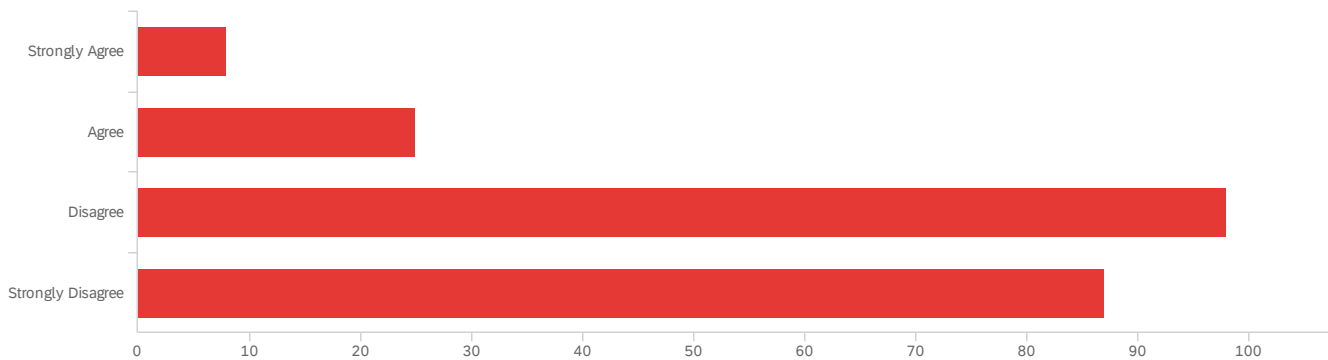


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I understand the difference between bullying and natural conflict.	1.00	4.00	1.94	0.60	0.36	217

#	Field	Choice Count
1	Strongly Agree	19.35% 42
2	Agree	69.59% 151
3	Disagree	9.22% 20
4	Strongly Disagree	1.84% 4
		217

Showing rows 1 - 5 of 5

Q46 - I let people do mean things to me so they accept me.

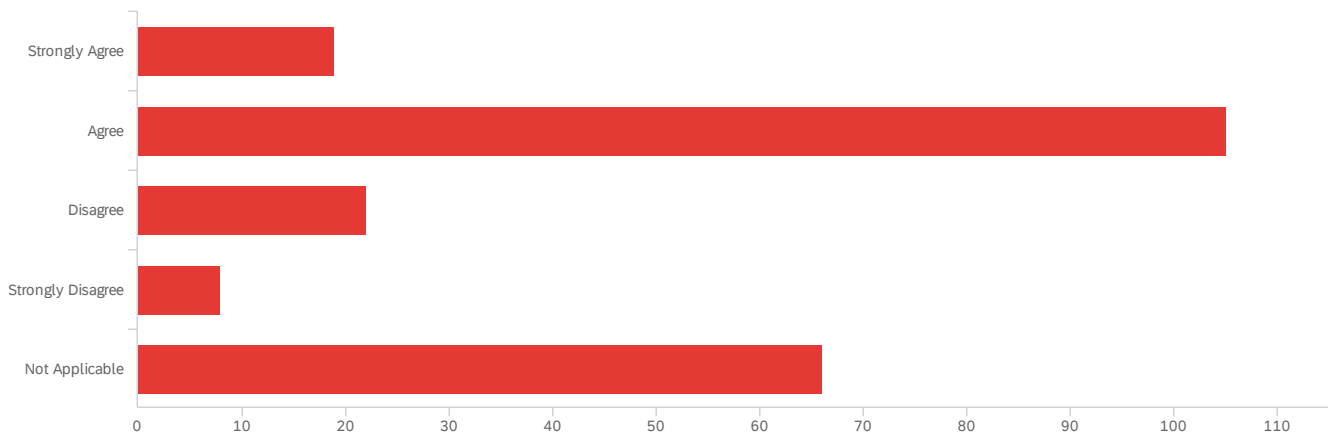


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I let people do mean things to me so they accept me.	1.00	4.00	3.21	0.78	0.62	218

#	Field	Choice Count
1	Strongly Agree	3.67% 8
2	Agree	11.47% 25
3	Disagree	44.95% 98
4	Strongly Disagree	39.91% 87
		218

Showing rows 1 - 5 of 5

Q43 - I feel the goal of a School Resource Officer (SRO) is to help me.

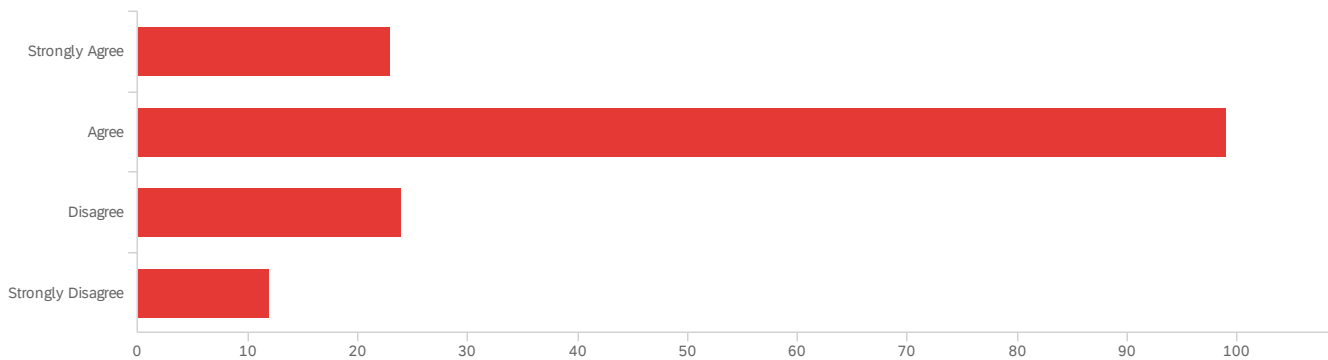


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel the goal of a School Resource Officer (SRO) is to help me.	1.00	5.00	2.99	1.43	2.06	220

#	Field	Choice Count
1	Strongly Agree	8.64% 19
2	Agree	47.73% 105
3	Disagree	10.00% 22
4	Strongly Disagree	3.64% 8
5	Not Applicable	30.00% 66
		220

Showing rows 1 - 6 of 6

Q44 - I can go to my SRO for help.

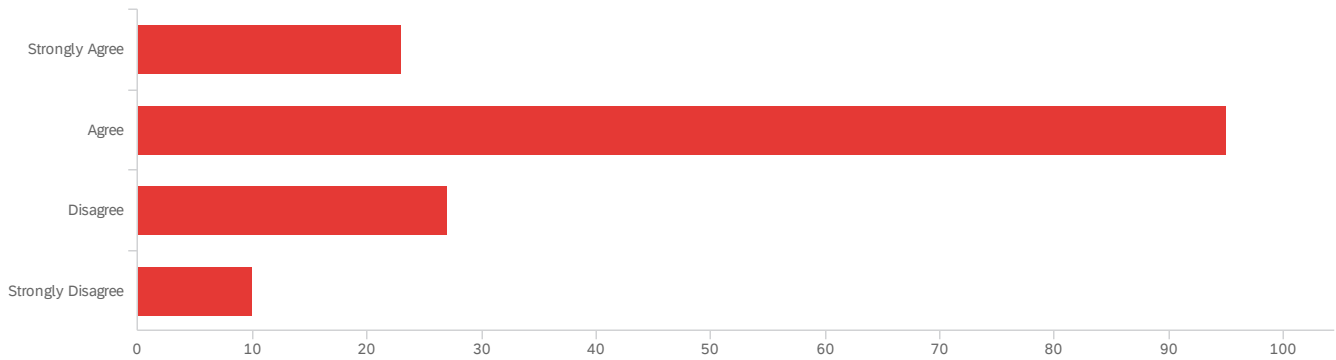


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I can go to my SRO for help.	1.00	4.00	2.16	0.76	0.58	158

#	Field	Choice Count
1	Strongly Agree	14.56% 23
2	Agree	62.66% 99
3	Disagree	15.19% 24
4	Strongly Disagree	7.59% 12
		158

Showing rows 1 - 5 of 5

Q45 - I feel safe when I know an SRO is in the school.

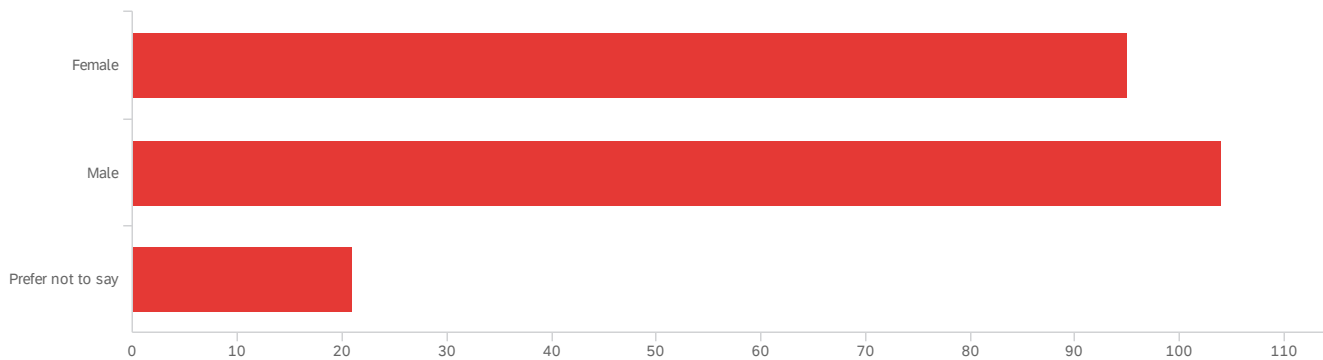


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel safe when I know an SRO is in the school.	1.00	4.00	2.15	0.75	0.56	155

#	Field	Choice Count
1	Strongly Agree	14.84% 23
2	Agree	61.29% 95
3	Disagree	17.42% 27
4	Strongly Disagree	6.45% 10
		155

Showing rows 1 - 5 of 5

Q2 - Are you male or female?

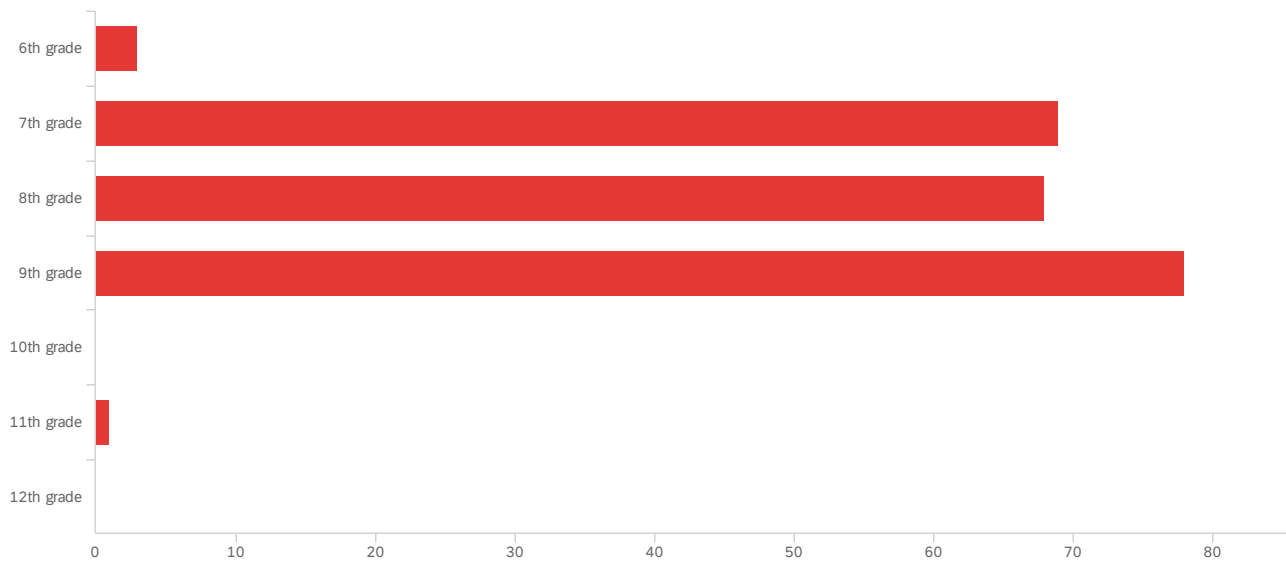


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you male or female?	1.00	3.00	1.66	0.64	0.41	220

#	Field	Choice Count
1	Female	43.18% 95
2	Male	47.27% 104
3	Prefer not to say	9.55% 21
		220

Showing rows 1 - 4 of 4

Q3 - What grade are you in?

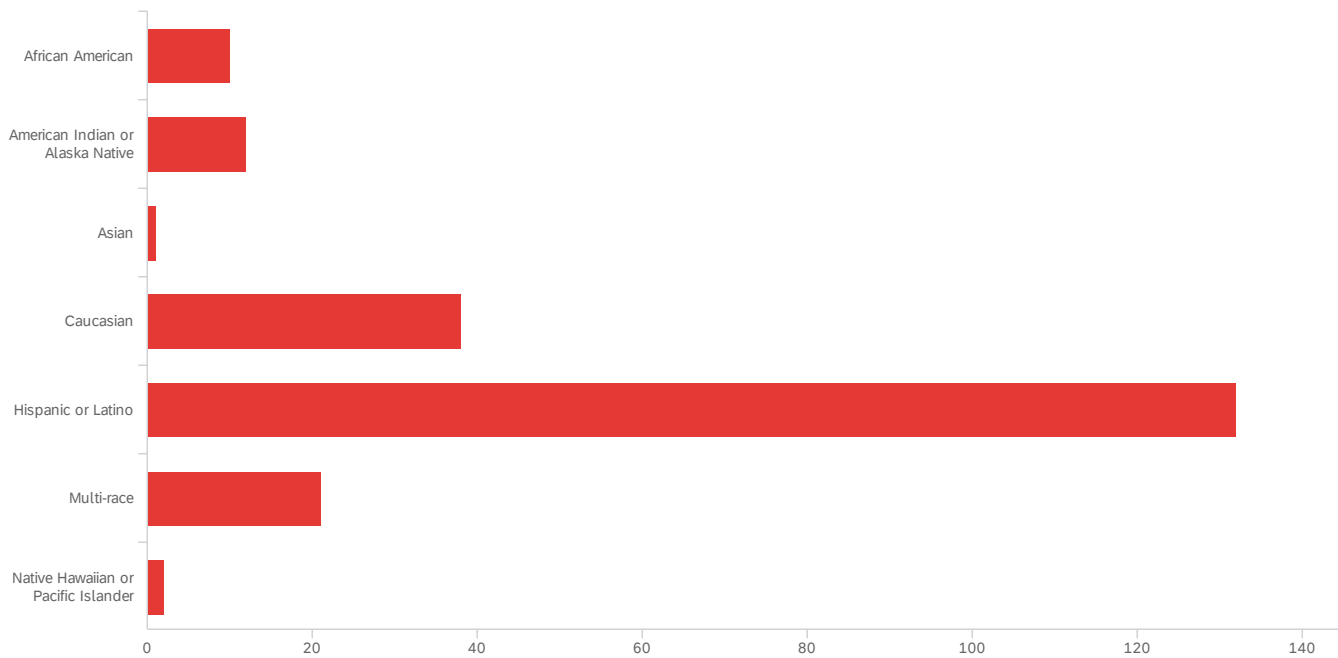


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What grade are you in?	1.00	6.00	3.03	0.88	0.77	219

#	Field	Choice Count
1	6th grade	1.37% 3
2	7th grade	31.51% 69
3	8th grade	31.05% 68
4	9th grade	35.62% 78
5	10th grade	0.00% 0
6	11th grade	0.46% 1
7	12th grade	0.00% 0
		219

Showing rows 1 - 8 of 8

Q4 - What is your race?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your race?	1.00	7.00	4.58	1.18	1.39	216

#	Field	Choice Count
1	African American	4.63% 10
2	American Indian or Alaska Native	5.56% 12
3	Asian	0.46% 1
4	Caucasian	17.59% 38
5	Hispanic or Latino	61.11% 132
6	Multi-race	9.72% 21
7	Native Hawaiian or Pacific Islander	0.93% 2
		216

Showing rows 1 - 8 of 8

End of Report



Public Health Indicator Based Information System (IBIS)

Utah's Public Health Data Resource

Path: [IBIS-PH](#) » [health indicators](#) » [index](#) » [report](#)

Definition

The adolescent birth rate is reported as the number of live births per 1,000 adolescent females aged 15-19.

Numerator

The number of live births to adolescent mothers aged 15-19.

Denominator

The number of adolescent females in the population.

Data Interpretation Issues

The adolescent birth rate does not include abortions or miscarriages, and is an underestimate of the adolescent pregnancy rate.

Why Is This Important?

Research indicates that bearing a child during adolescence is associated with long-term difficulties for the mother, her child, and society. These consequences are often attributable to poverty and other adverse socioeconomic circumstances that frequently accompany early childbearing.

Compared to babies born to older mothers, babies born to adolescent mothers, particularly young adolescent mothers, are at higher risk of low birth weight and infant mortality. These babies are more likely to grow up in homes that offer lower levels of emotional support and cognitive stimulation, and they are less likely to earn a high school diploma. For mothers, giving birth during adolescence is associated with limited educational attainment, which in turn can reduce future employment prospects and earning potential.

Other Objectives

Utah's 42 Community Health Indicators

Similar to HP2020 Objective FP-8: Reduce PREGNANCIES among adolescent females.

How Are We Doing?

The teen birth rates per 1,000 females aged 15-19 in Utah, for the past five years were:

2018: 13.1

2019: 12.0

2020: 10.5

2021: 9.2

2022: 8.2

According to the 2021 Pregnancy Risk Assessment Monitoring Survey (PRAMS) data, 39% of Utah teen mothers (age 15-19) reported their pregnancies as mistimed or unwanted. Another 26% reported that they were unsure whether or not they wanted to be pregnant.

How Do We Compare With the U.S.?

The adolescent birth rate in Utah has been lower than the U.S. overall rate over the past decade but is higher than

The adolescent birth rate in Utah has been lower than the U.S. overall rate over the past decade but is higher than in several other states. Utah and U.S. adolescent birth rates per 1,000 females aged 15-19 for the past five years were:

- 2018: Utah 13.1/U.S. 17.4
- 2019: Utah 12.0/U.S. 16.7
- 2020: Utah 10.5/U.S. 15.4
- 2021: Utah 9.2/U.S. 13.9
- 2022: Utah 8.2/U.S. 13.6

What Is Being Done?

Teen Pregnancy Prevention Programs:

The Utah Department of Health and Human Services receives federal funding from the U.S. Department of Health and Human Services, Administration for Children and Families, Family & Youth Services Bureau to provide two programs addressing teen pregnancy prevention in Utah.

The first program is Sexual Risk Avoidance Education (SRAE). Funds for this program must be used to implement evidence-based programs that teach participants to voluntarily refrain from sexual activity; normalize the optimal health behavior of avoiding non-marital sexual activity; and address the social, psychological, and health gains to be realized by refraining from sexual activity and engaging in healthy relationships.

SRAE prioritizes youth ages 10-19 and/or their parents, with a specific focus on youth in the Utah juvenile justice and foster care systems; youth of Hispanic, Black/African American, Pacific Islander, or American Indian origin; and youth residing in rural areas or other disadvantaged geographical areas with teen birth rates higher than the Utah average.

The second program is the Personal Responsibility Education Program (PREP). These funds must be used for evidence-based interventions designed to educate adolescents on both abstinence and contraception to prevent pregnancy and sexually transmitted infections, including HIV/AIDS, and at least three adulthood preparation subjects (healthy relationships, education and career success, healthy life skills, adolescent development, financial literacy, and parent-child communication).

The priority population for PREP in Utah is youth ages 14-19, and their parents, with a specific focus on youth in the Utah Juvenile Justice and foster care systems; pregnant and parenting teens; youth of Hispanic, Black/African American, Pacific Islander, or American Indian origin; and youth residing in rural areas or other disadvantaged geographical areas with teen birth rates higher than the Utah average.

The Utah Department of Health and Human Services (UDHHS) sub-contracts these federal funds to local health departments, community agencies, and tribal entities or governments.

Evidence-based Practices

The Utah teen pregnancy prevention programs utilize the following evidence-based interventions:

- Choosing the Best
- Families Talking Together
- INcluded
- Get Real
- Making Proud Choices
- Sexual Health and Adolescent Risk Prevention (SHARP)
- Teen Outreach Program (TOP)

Available Services

Youth development programs, resources for health teachers, and/or classes for youth and parents are available in local areas across the state.

For more information, contact Elizabeth Gerke at egerke@utah.gov or 801-273-2870.

Related Indicators

Related Relevant Population Characteristics Indicators:

- Utah Population Characteristics: Age Distribution of the Population
- Births from unintended pregnancies

Related Health Care System Factors Indicators:

- Prenatal care

Risk Factors

Experiencing birth during adolescence can increase a teen's risk of acquiring a sexually-transmitted infection as well as seriously hinder future financial stability due to limited educational attainment.

Related Risk Factors Indicators:

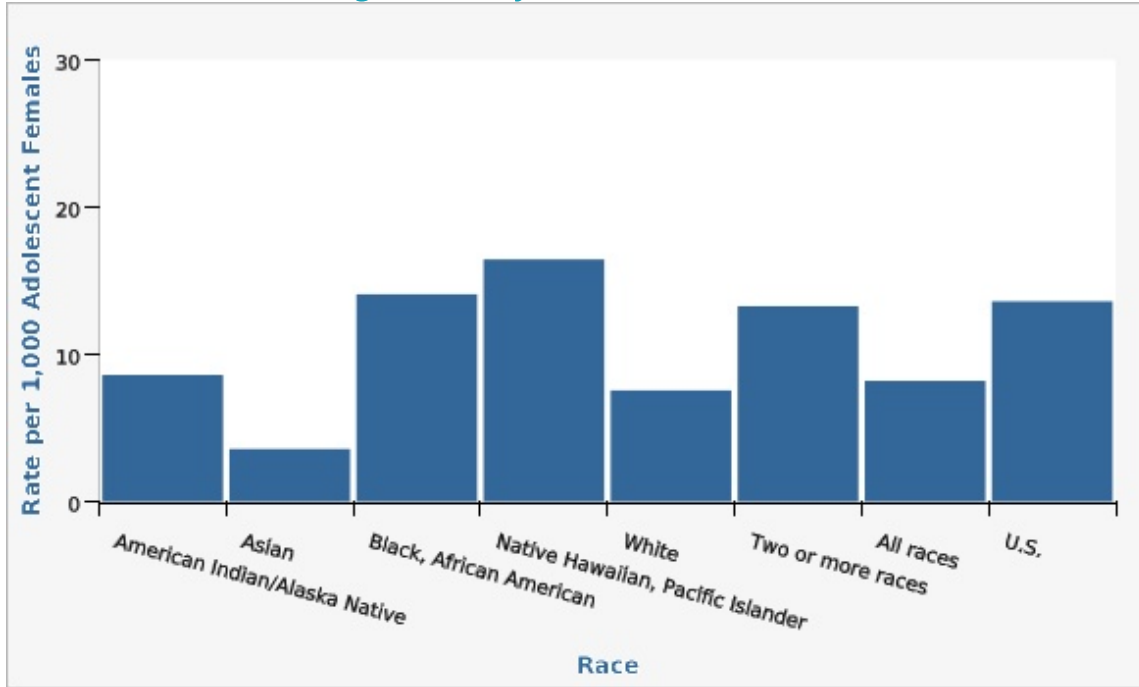
- Chlamydia Cases
- Utah Population Characteristics: Education Level in the Population
- Gonorrhea Cases
- Syphilis Cases - Primary and Secondary

Related Health Status Outcomes Indicators:

- Infant mortality
- Low Birth Weight

Graphical Data Views

Birth Rate for Females Aged 15-19 by Race, Utah, 2022



<u>Race</u>	<u>Rate per 1,000 Adolescent Females</u>	<u>Lower Limit</u>	<u>Upper Limit</u>	<u>Note</u>	<u>Numer-ator</u>	<u>Denom-inator</u>
American Indian/Alaska Native	8.6	5.1	13.6		18	2,094
Asian	3.6	1.7	6.6	*	10	2,802
Black, African American	14.1	9.6	20.0		31	2,202
Native Hawaiian, Pacific Islander	16.4	10.8	23.9		27	1,641
White	7.6	7.1	8.1		906	120,007

Two or more races	13.3	10.4	16.7	7.7	5,424
All races	8.2	7.7	8.7	1,280	139,963
U.S.	13.6				

Record Count: 8

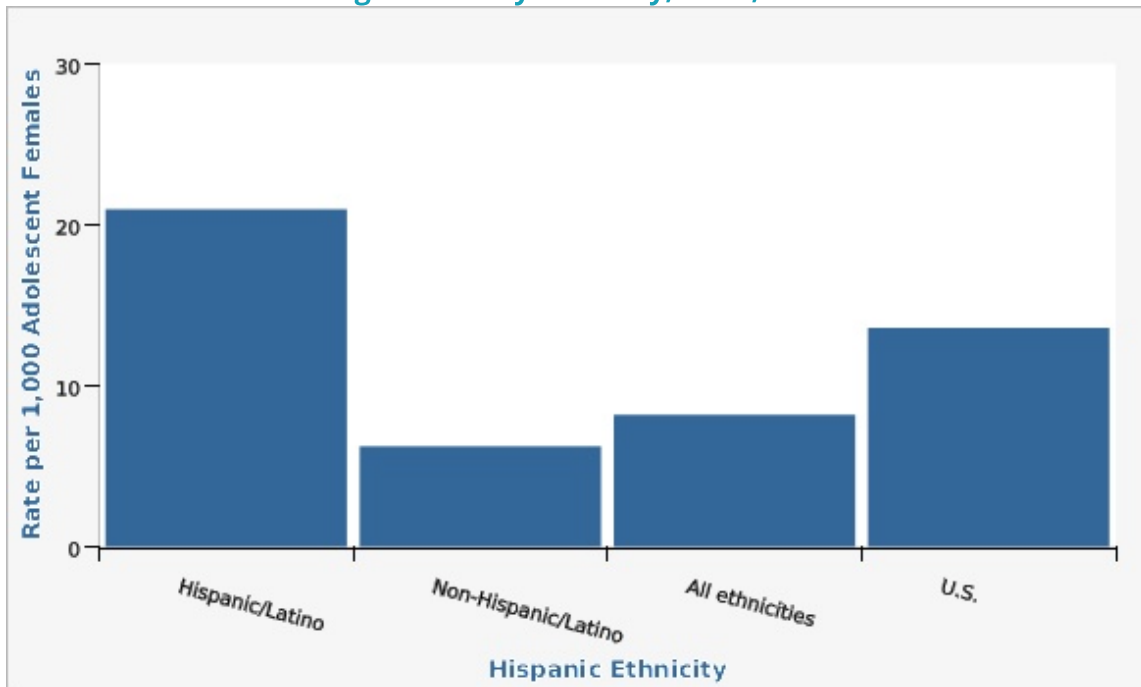
Data Notes

*Use caution in interpreting; the estimate has a coefficient of variation > 30% and is therefore deemed unreliable by Utah Department of Health and Human Services standards.

Data Sources

- Population Estimates by Age, Sex, Race, and Hispanic Origin for Counties in Utah, U.S. Bureau of the Census, IBIS Version 2022
- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

Birth Rate for Females Aged 15-19 by Ethnicity, Utah, 2022



Hispanic Ethnicity

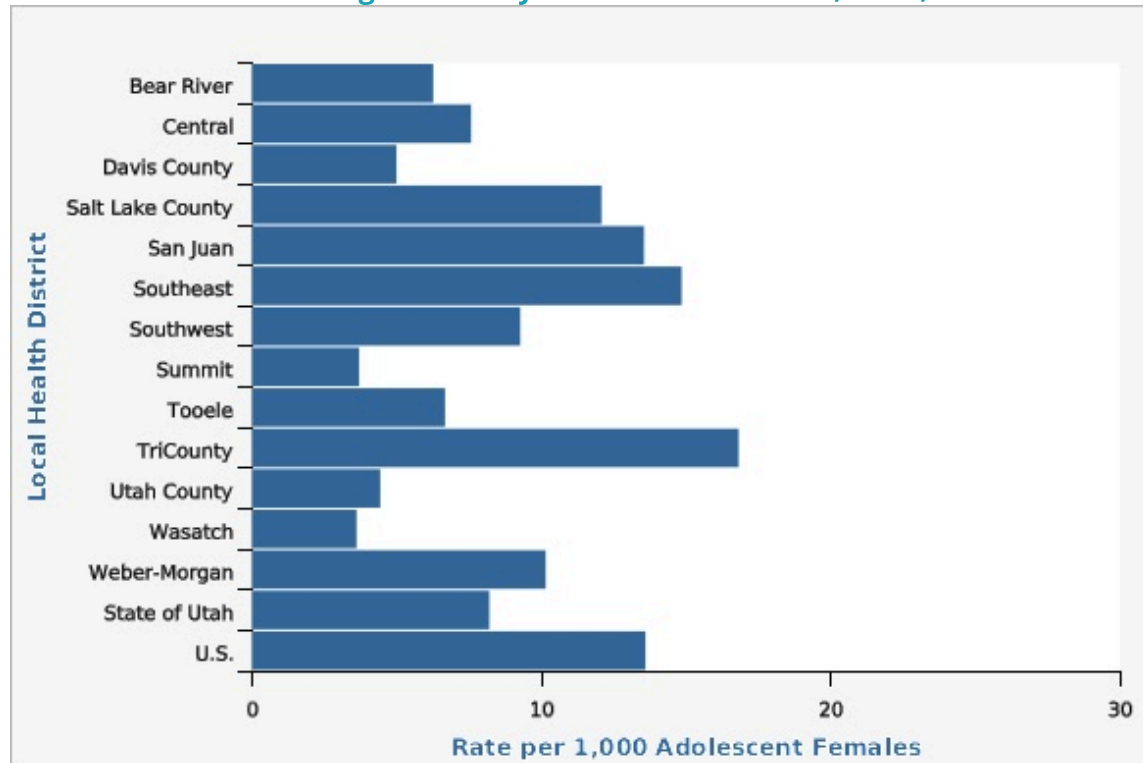
	Rate per 1,000 Adolescent Females	Limit	Limit	ator	inator
Hispanic/Latino	21.0	19.2	22.9	503	23,987
Non-Hispanic/Latino	6.2	5.8	6.7	687	110,183
All ethnicities	8.2	7.7	8.7		
U.S.	13.6				

Record Count: 4

Data Sources

- Population Estimates by Age, Sex, Race, and Hispanic Origin for Counties in Utah, U.S. Bureau of the Census, IBIS Version 2022
- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

Birth Rate for Females Aged 15-19 by Local Health District, Utah, 2022



Local Health District	Rate per 1,000 Adolescent Females	Lower Limit	Upper Limit	Note	Number	Denominator
Bear River	6.3	4.8	8.0		63	10,058
Central	7.6	5.2	10.6		34	4,491
Davis County	5.0	4.0	6.2		84	16,835
Salt Lake County	12.1	11.1	13.2		521	43,125
San Juan	13.6	5.8	26.7	*	8	590
Southeast	14.8	9.5	22.1		24	1,617
Southwest	9.3	7.6	11.1		115	12,404
Summit	3.7	1.4	8.0	*	6	1,623
Tooele	6.7	4.4	9.8		26	3,900
TriCounty	16.8	12.0	23.0		39	2,319
Utah County	4.4	3.8	5.2		165	37,254
Wasatch	3.6	1.3	7.9	*	6	1,662
Weber-Morgan	10.2	8.4	12.2		112	11,036
State of Utah	8.2	7.7	8.7			
U.S.	13.6					

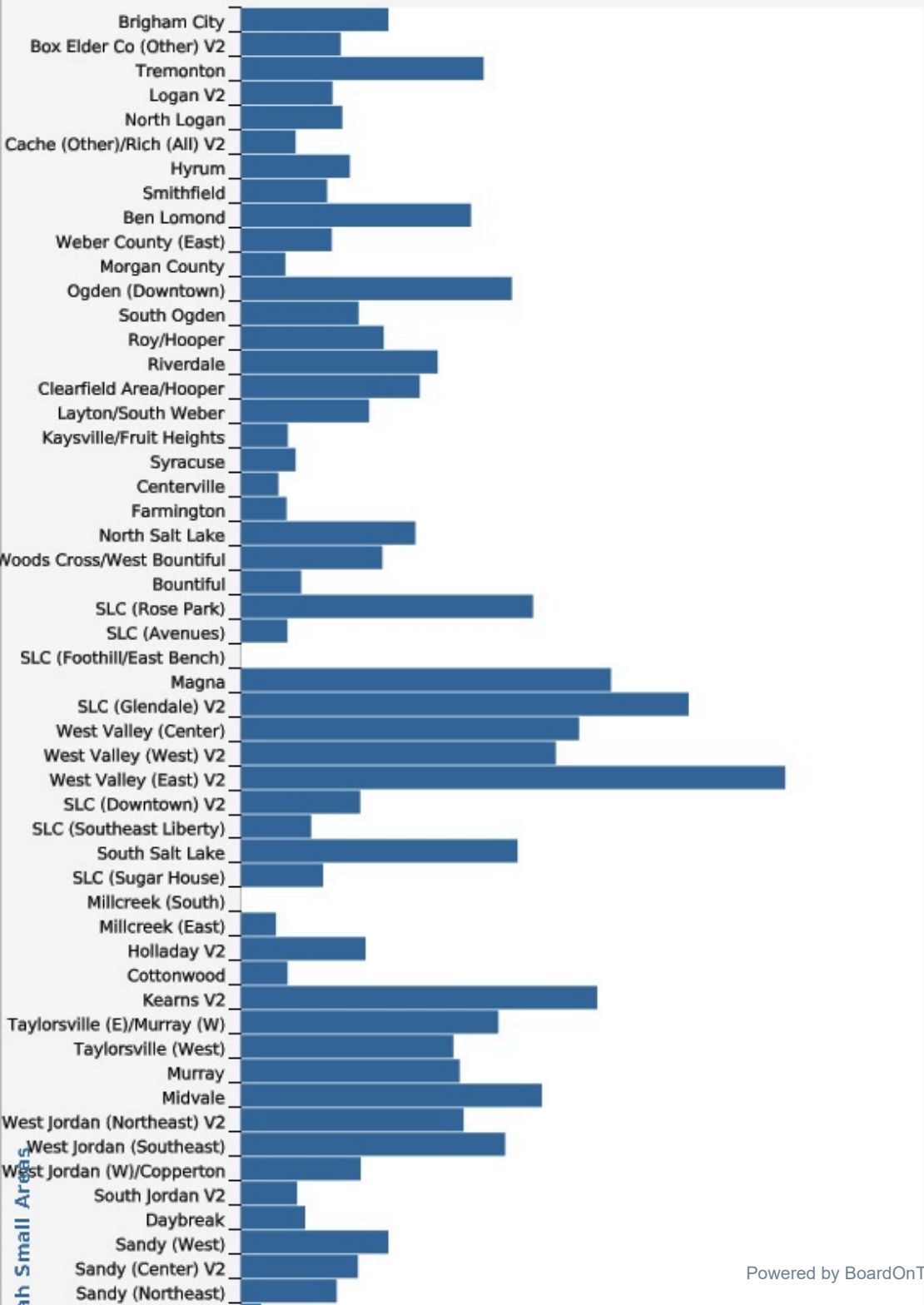
Record Count: 15

Data Notes

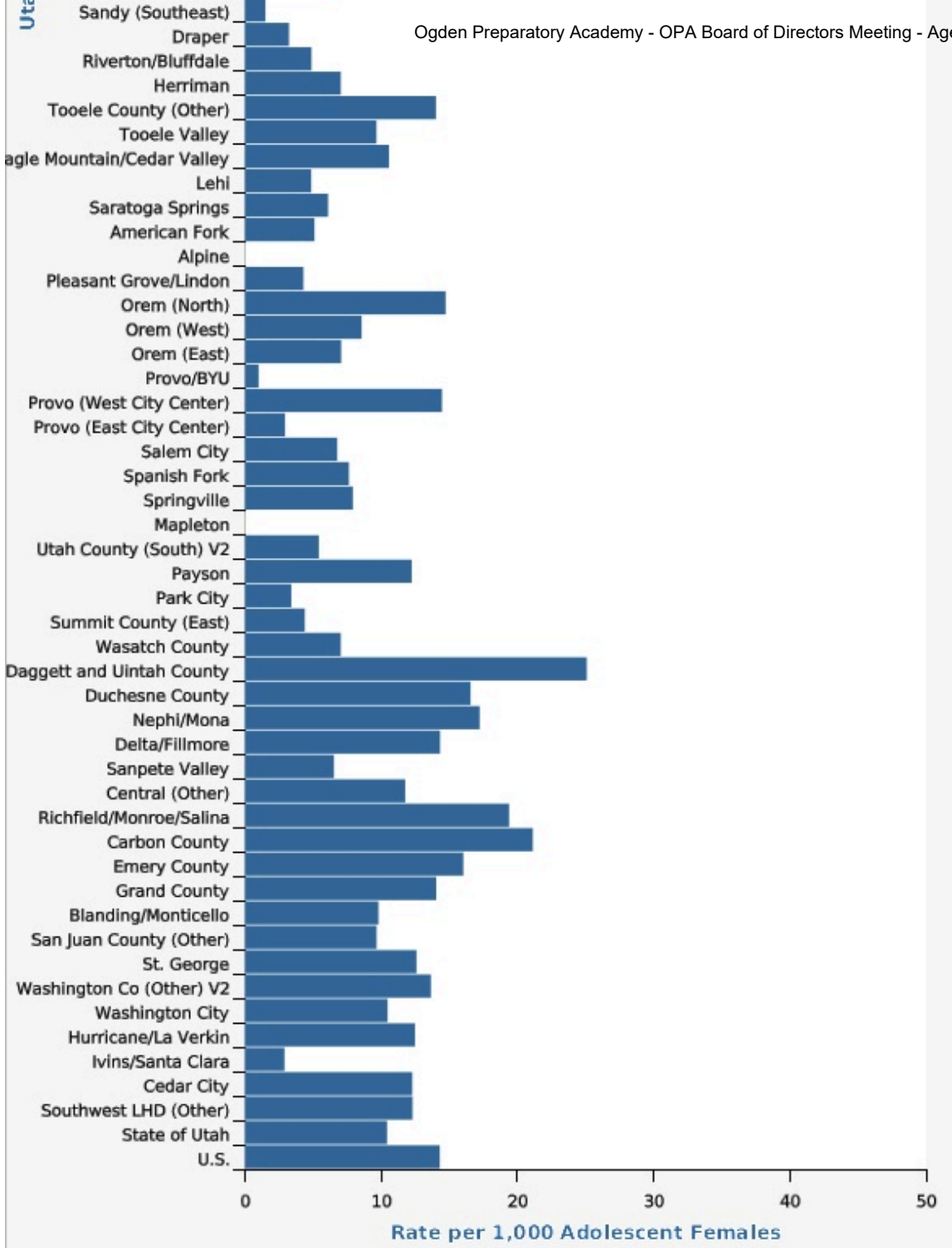
*Use caution in interpreting; the estimate has a coefficient of variation >30% and is therefore deemed unreliable by Utah Department of Health and Human Services standards.

Data Sources

- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- For years 2020 and later, the population estimates are provided by the Kem C. Gardner Policy Institute, Utah state and county annual population estimates are by single year of age and sex, IBIS Version 2022
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention



Small Areas



Utah Small Areas

	Rate per 1,000 Residents	Lower Limit	Upper Limit	Notes	Number	Denominator
Brigham City	10.8	7.3	15.4		30	2,775
Box Elder Co (Other) V2	7.3	3.5	13.5	*	10	1,366
Tremonton	17.8	12.4	24.6		36	2,025
Logan V2	6.7	5.1	8.6		61	9,083
North Logan	7.4	4.9	10.9		26	3,495
Cache (Other)/Rich (All) V2	4.0	2.1	7.0		12	2,986
Hyrum	8.0	4.0	14.3	*	11	1,377
Smithfield	6.3	3.2	11.3	*	11	1,737
Ben Lomond	16.9	13.9	20.3		113	6,701
Weber County (East)	6.7	4.4	9.7		27	4,048
Morgan County	3.3	0.9	8.4	*	4	1,222
Ogden (Downtown)	19.8	16.0	24.4		90	4,533
South Ogden	8.6	6.0	12.0		36	4,172
Roy/Hooper	10.5	7.8	13.7		53	5,063
Riverdale	14.4	10.4	19.6		41	2,843
Clearfield Area/Hooper	13.1	10.8	15.8		108	8,238
Layton/South Weber	9.4	7.5	11.6		88	9,364
Kaysville/Fruit Heights	3.4	2.0	5.6		16	4,634
Syracuse	4.0	2.3	6.5		16	3,980
Centerville	2.8	0.9	6.4	*	5	1,813
Farmington	3.4	1.4	6.6	*	8	2,383
North Salt Lake	12.8	8.4	18.7		26	2,033
Woods Cross/West Bountiful	10.4	5.8	17.1		15	1,446
Bountiful	4.4	2.7	6.8		21	4,736
SLC (Rose Park)	21.4	17.1	26.4		87	4,066

SLC (Avenues)	3.4	1.3	7.4	*	6	1,753
SLC (Foothill/East Bench)	**			**		
Magna	27.1	21.7	33.4		87	3,209
SLC (Glendale) V2	32.8	26.3	40.4		88	2,684
West Valley (Center)	24.8	20.8	29.3		137	5,532
West Valley (West) V2	23.1	18.2	28.8		78	3,381
West Valley (East) V2	39.9	34.6	45.7		208	5,218
SLC (Downtown) V2	8.8	6.2	12.0		38	4,341
SLC (Southeast Liberty)	5.2	2.6	9.2	*	11	2,130
South Salt Lake	20.3	14.9	27.0		47	2,319
SLC (Sugar House)	6.0	3.5	9.7		17	2,817
Millcreek (South)	**			**		
Millcreek (East)	2.6	1.0	5.6	*	6	2,324
Holladay V2	9.1	5.4	14.4		18	1,969
Cottonwood	3.4	1.8	6.0		12	3,496
Kearns V2	26.1	21.6	31.3		117	4,483
Taylorsville (E)/Murray (W)	18.9	14.5	24.1		63	3,340
Taylorsville (West)	15.6	11.8	20.1		58	3,724
Murray	16.0	11.8	21.3		48	2,994
Midvale	22.0	17.2	27.9		70	3,174
West Jordan (Northeast) V2	16.3	12.2	21.4		52	3,186
West Jordan (Southeast)	19.4	15.3	24.2		76	3,925
West Jordan (W)/Copperton	8.8	6.7	11.4		57	6,485
South Jordan V2	4.1	2.4	6.5		18	4,361
Daybreak	4.7	2.9	7.2		21	4,452
Sandy (West)	10.8	7.4	15.3		32	2,961
Sandy (Center) V2	8.6	5.4	12.9		23	2,681

	2025	2024	2023		2025	2024
Sandy (Northeast)	7.0	4.0	11.4		16	2,275
Sandy (Southeast)	1.5	0.5	3.5	*	5	3,342
Draper	3.2	1.9	5.2		17	5,259
Riverton/Bluffdale	4.9	3.2	7.0		28	5,742
Herriman	7.0	5.2	9.2		52	7,398
Tooele County (Other)	14.0	9.4	20.1		29	2,068
Tooele Valley	9.6	7.4	12.3		64	6,632
Eagle Mountain/Cedar Valley	10.6	7.8	13.9		50	4,731
Lehi	4.9	3.4	6.7		37	7,606
Saratoga Springs	6.1	4.0	8.8		28	4,593
American Fork	5.1	3.6	7.1		36	7,058
Alpine	**			**		
Pleasant Grove/Lindon	4.3	2.9	6.1		31	7,231
Orem (North)	14.7	11.2	19.0		60	4,072
Orem (West)	8.6	6.5	11.1		57	6,657
Orem (East)	7.1	4.3	10.9		20	2,834
Provo/BYU	1.0	0.6	1.6		16	15,965
Provo (West City Center)	14.5	10.7	19.2		48	3,319
Provo (East City Center)	2.9	1.8	4.6		19	6,453
Salem City	6.8	3.1	12.8	*	9	1,330
Spanish Fork	7.6	5.5	10.3		42	5,507
Springville	7.9	5.3	11.3		30	3,790
Mapleton	**			**		
Utah County (South) V2	5.4	2.8	9.5		12	2,212
Payson	12.2	8.9	16.5		43	3,514
Park City	3.4	1.6	6.3	*	10	2,939

Summit County (East)	4.4	1.4	10.2	*	5	1,139
Wasatch County	7.0	4.6	10.2		27	3,839
Daggett and Uintah County	25.1	20.3	30.7		94	3,746
Duchesne County	16.6	11.5	23.0		35	2,213
Nephi/Mona	17.2	10.5	26.6		20	1,161
Delta/Fillmore	14.3	8.2	23.3		16	1,117
Sanpete Valley	6.5	4.3	9.5		27	4,135
Central (Other)	11.8	7.8	17.1		27	2,295
Richfield/Monroe/Salina	19.4	13.4	27.2		33	1,702
Carbon County	21.1	15.3	28.5		43	2,035
Emery County	16.0	9.2	26.0		16	998
Grand County	14.0	7.2	24.5		12	855
Blanding/Monticello	9.8	4.5	18.6	*	9	918
San Juan County (Other)	9.7	4.2	19.0	*	8	828
St. George	12.6	10.5	14.9		133	10,566
Washington Co (Other) V2	13.6	7.5	22.9		14	1,026
Washington City	10.5	7.1	15.0		30	2,864
Hurricane/La Verkin	12.5	8.8	17.1		38	3,046
Ivins/Santa Clara	2.9	0.9	6.8	*	5	1,727
Cedar City	12.3	9.8	15.1		88	7,165
Southwest LHD (Other)	12.3	8.4	17.4		31	2,521
State of Utah	10.4	10.1	10.8		3,842	368,378
U.S.	14.3					

Record Count: 101

Data Notes

A description of the Utah Small Areas may be found on IBIS at the following URL:
<https://ibis.health.utah.gov/resource/Guidelines.html>.

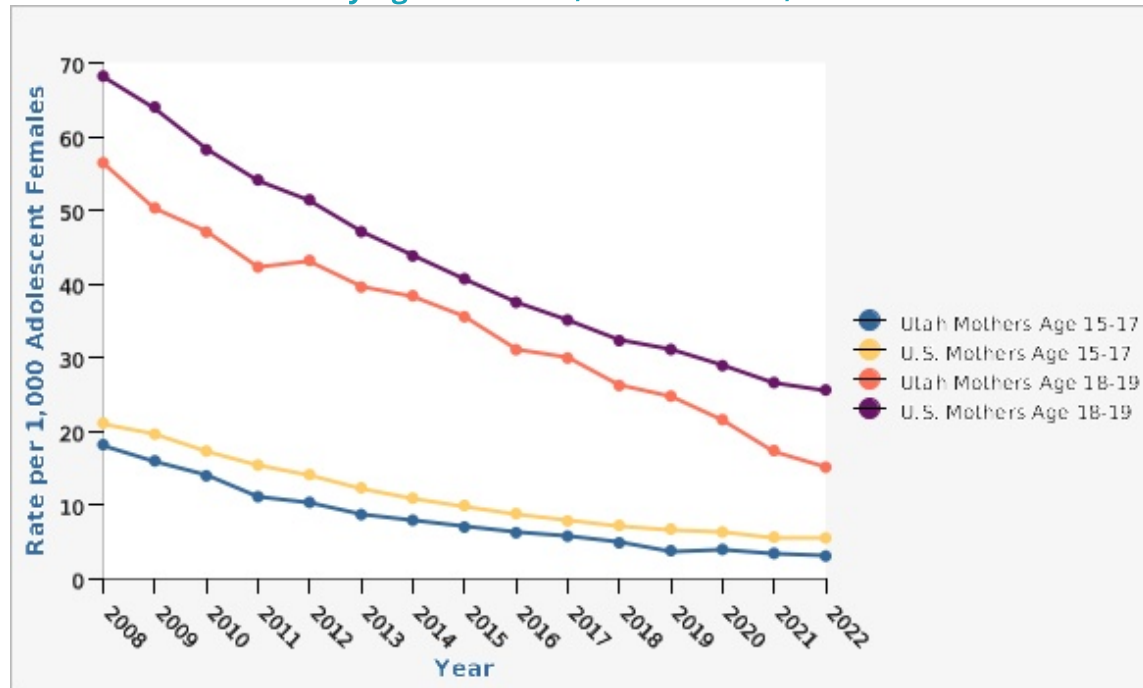
*Use caution in interpreting, the estimate has a coefficient of variation >30% and is therefore deemed unreliable by

**The estimate has been suppressed because 1) the relative standard error is greater than 50% or 2) the observed number of events is very small and not appropriate for publication.

Data Sources

- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- Population estimates used linear interpolation of U.S. Census Bureau, Kem C. Gardner Policy Institute population estimates, and ESRI ZIP Code data provided annual population estimates for ZIP Code areas by sex and age groups, IBIS Version 2022
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

Adolescent Birth Rate by Age of Mother, Utah and U.S., 2008-2022



<u>Age 15-17 vs 18-19, UT & US</u>	<u>Year</u>	<u>Rate per 1,000 Adolescent Females</u>	<u>Lower Limit</u>	<u>Upper Limit</u>	<u>Note</u>	<u>Numer-ator</u>	<u>Denom-inator</u>
Utah Mothers Age 15-17	2008	18.2	17.1	19.3			

Utah Mothers Age 15-17	2009	Ogden Preparatory Academy - OPA Board of Directors Meeting - Agenda Thursday March 19, 2026 at 4:30 PM						
Utah Mothers Age 15-17	2010	14.0	13.0	14.9				
Utah Mothers Age 15-17	2011	11.1	10.3	12.0				
Utah Mothers Age 15-17	2012	10.3	9.6	11.1				
Utah Mothers Age 15-17	2013	8.7	8.0	9.4				
Utah Mothers Age 15-17	2014	7.9	7.3	8.6				
Utah Mothers Age 15-17	2015	7.0	6.4	7.6				
Utah Mothers Age 15-17	2016	6.2	5.7	6.8				
Utah Mothers Age 15-17	2017	5.7	5.2	6.3				
Utah Mothers Age 15-17	2018	4.9	4.4	5.4				
Utah Mothers Age 15-17	2019	3.8	3.4	4.2				
Utah Mothers Age 15-17	2020	3.9	3.5	4.4				
Utah Mothers Age 15-17	2021	3.4	3.0	3.8				
Utah Mothers Age 15-17	2022	3.0	2.7	3.4		257	84,333	
U.S. Mothers Age 15-17	2008	21.1						
U.S. Mothers Age 15-17	2009	19.6						

Utah Mothers Age 18-19	2011	42.3	40.4	44.3			
Ogden Preparatory Academy - OPA Board of Directors Meeting - Agenda - Thursday March 19, 2026 at 4:30 PM							
Utah Mothers Age 18-19	2012	43.2	41.2	45.2			
Utah Mothers Age 18-19	2013	39.6	37.7	41.5			
Utah Mothers Age 18-19	2014	38.4	36.5	40.3			
Utah Mothers Age 18-19	2015	35.5	33.8	37.4			
Utah Mothers Age 18-19	2016	31.0	29.4	32.7			
Utah Mothers Age 18-19	2017	29.9	28.4	31.6			
Utah Mothers Age 18-19	2018	26.2	24.8	27.7			
Utah Mothers Age 18-19	2019	24.8	23.4	26.2			
Utah Mothers Age 18-19	2020	21.6	20.3	22.9			
Utah Mothers Age 18-19	2021	17.4	16.3	18.5		998	57,450
Utah Mothers Age 18-19	2022	15.1	14.2	16.1		946	62,582
U.S. Mothers Age 18-19	2008	68.2					
U.S. Mothers Age 18-19	2009	64.0					
U.S. Mothers Age 18-19	2010	58.2					
U.S. Mothers Age 18-19	2011	54.1					
U.S. Mothers Age 18-19	2012	51.4					
Powered by BoardOnTrack							
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U.S. Mothers Age 18-19	2012	51.4					
Ogden Preparatory Academy - OPA Board of Directors Meeting - Agenda - Thursday March 19, 2026 at 4:30 PM							
U.S. Mothers Age 18-19	2013	47.1					
U.S. Mothers Age 18-19	2014	43.8					
U.S. Mothers Age 18-19	2015	40.7					
U.S. Mothers Age 18-19	2016	37.5					
U.S. Mothers Age 18-19	2017	35.1					
U.S. Mothers Age 18-19	2018	32.3					
U.S. Mothers Age 18-19	2019	31.1					
U.S. Mothers Age 18-19	2020	28.9					
U.S. Mothers Age 18-19	2021	26.6					
U.S. Mothers Age 18-19	2022	25.6			*		

Record Count: 60

Data Notes

*2022 Provisional Data

Data Sources

- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- For years 2020 and later, the population estimates are provided by the Kem C. Gardner Policy Institute, Utah state and county annual population estimates are by single year of age and sex, IBIS Version 2022
- Population Estimates for 2000-2019: National Center for Health Statistics (NCHS) through a collaborative agreement with the U.S. Census Bureau, IBIS Version 2020
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

References and Community Resources

Utah Department of Health and Human Services

Adolescent Health Program

<https://adolescenthealth.utah.gov/teen-pregnancy-prevention/>

Power to Decide: The Campaign to Prevent Unplanned Pregnancy

<https://powertodecide.org/news/we-are-power-decide>

Center for Disease Control and Prevention, Division of Adolescent and School Health (DASH)

<http://www.cdc.gov/healthyyouth/>

U.S. Department of Health & Human Services, Administration for Children & Families, Family and Youth Services Bureau (FYSB)

<https://www.acf.hhs.gov/fysb>

More Resources and Links

Evidence-based community health improvement ideas and interventions may be found at the following sites:

- Centers for Disease Control and Prevention (CDC) WONDER Database, a system for disseminating public health data and information.
- United States Census Bureau data dashboard.
- Utah healthy Places Index, evidence-based and peer-reviewed tool, supports efforts to prioritize equitable community investments, develop critical programs and policies across the state, and much more.
- County Health Rankings
- Kaiser Family Foundation's StateHealthFacts.org
- Medical literature can be queried at PubMed library.

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STUDENT HEALTH AND RISK PREVENTION

2025

SHARP survey (Prevention Needs Assessment) Results for Weber And Morgan Counties LSAA

State of Utah
Department of Health & Human Services
Office of Substance Use and Mental Health



Utah Department of
Health & Human
Services

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WHAT PARENTS NEED TO KNOW

Using SHARP data to protect your kids

The Utah Student Health and Risk Prevention (SHARP) survey is the most comprehensive source of information about the challenges and opportunities our youth face—because the data comes straight from the students themselves. We know parents and caregivers make the best decisions for their children when they have the information they need, at the right time. This report can help you know the types of challenges your child is up against, so you can talk about them with your child and help them navigate the world around them.

Life and parenting can feel really hard sometimes. But we've learned from decades of data and thousands of Utah kids that most of the time it's the little things you do in your family that make the most difference, like eating family meals, getting enough sleep, and having important conversations.

Students' real-world experiences shape stronger families and communities.

SHARP data helps us build stronger families and communities. For more than 20 years, parents, schools, teachers, public health, local prevention coalitions, and community leaders have worked together to help Utah kids.

- Educational campaigns for parents (like [Strong Families](#), [LiveOn Utah](#), [Social Harms](#), [Gray Matters](#), [Parents Empowered](#), and [See Through the Vape](#)).
- Interventions (like [SafeUT](#), Foster Grandparents, [Youth Garden Project](#), and youth mentoring programs).
- Policy and legislation (like removal of flavored vape products, restricting where vape products can be sold, expanded mental and behavioral health services, and being the 1st state in the nation to protect kids from the harms of social media).
- [Local prevention coalitions](#) where parents can take an active role in shaping a safer school and community for their child.

What we've learned from the latest SHARP data: Utah youth are making better choices and feeling better.

The latest SHARP data show Utah youth are making healthier choices and feeling more connected to their families and school. **This is a sign that what we're doing as parents and in our communities is making a difference in the lives of our kids.** This is a big win, but there is still work we can all do to address concerns.

Fewer kids are using drugs and alcohol.

SHARP data show fewer students are using drugs and alcohol across all grades.

Alcohol

The rates in Utah for alcohol use among youth have always been among the lowest in the nation (only 3.8% of students report drinking in the last 30 days, compared to 12.5% [nationally](#)). The number of students in Utah who experiment with alcohol continues to trend down (currently 10.9%).

SHARP 2025

What parents need to know

Drugs

The number of students who have ever used marijuana is also trending down in an impressive way. The number of students **who have ever** used marijuana **decreased by 34.7% from the last survey** (from 9.5% in 2023 to 6.2% in 2025). Those reporting marijuana use in the last 30 days decreased by 32.6% (from 4.3% in 2023 to 2.9% in 2025).

The decrease in marijuana use by Utah youth is something to be really excited about. It's important for parents to understand and talk to their children about how the marijuana available to today's youth is [far more potent](#) than what previous generations experienced. Even experimenting casually with today's marijuana products show harmful effects on [adolescent brain development](#), their [mental and emotional health](#), and puts them at an [increased risk of addiction](#).

Vaping and tobacco products

Another reason to celebrate is the decrease in vaping among Utah youth. We've seen a profound and exciting change in a very short time. The number of students experimenting with vape products decreased by 33.6% (from 12.2% in 2023 to 8.1% in 2025). About 42% fewer students used vape products in the last 30 days (6.0% in 2023 to 3.5% in 2025).

However, we want to make parents aware of a growing area of concern: **nicotine pouches**. We've seen an increase in the number of youth using nicotine pouches over the last few years. The number of **Utah youth who used a nicotine pouch to try tobacco for the FIRST TIME increased by 300% for all grades** (from 1.6% in 2023 to 6.4% in 2025).

It's important to talk to your children about the dangers of nicotine pouches and help them make healthy choices by setting clear rules about using them, just like you would with alcohol, marijuana, and vaping. Nicotine pouches **are** smokeless tobacco and are addictive. SHARP data show kids are less likely to experiment with **any** substance when their parents have discussed clear rules and expectations about substance use.

School and learning are important to Utah youth.

More than half of Utah students believe that what they learn in school is important for their future lives (51%) and 37% of students feel their school work is meaningful and important.

Utah teachers deserve a real shout out! More than 60% of students said that their teachers' praise and support made school a more positive place to be. This is a clear sign Utah teachers make a real difference in the lives of their students.

Mental health is improving.

Data shows a positive trend in mental health for Utah youth. Fewer students report having symptoms of depression. This is a 55.8% increase from 2023 to 2025 in the number of students who report no symptoms of depression. Students with high or moderate symptoms of depression are also down.

- We saw a 28.4% decrease in the number of students who seriously considered suicide (from 2023 to 2025).
- Plans of suicide decreased for all grades by 28.0% from 2023 to 2025 (13.2% to 9.5%).
- Actual suicide attempts decreased for all grades by 23.3% from 2023 to 2025 (7.3% to 5.6%).

These are fantastic improvements in students' mental and emotional health. More students are talking to their parents, friends, and even school counselors when they feel very sad or hopeless. However, it's important to continue to provide support for those who are struggling or at risk. The message about talking to someone and asking for help is getting through to kids.

SHARP2025

What parents need to know

It can be hard to talk to your kids when they're struggling. The most important thing parents should know is that they are not alone. One of the best things you can do as a parent is to make sure your child knows you are always there to listen without judgement, no matter how big or small the problem. There are a lot of resources you can turn to for support.

- [988](#)
- [Live On Utah](#)
- [SafeUT](#)

Parents matter and play a critical role in their child's success.

There's no doubt about it, you have a critical impact on your child's health and well-being. Data show the majority (81.7%) of students report their parents have rules about screen time and rules about content, apps, and when devices can be used. However, only half say their parents enforce family rules around screentime—and almost 1 in 3 students say their parents **never** do. These rules help with important issues like getting enough sleep, finishing schoolwork, and spending time with family.

Sleep

Sleep is essential for healthy growth during childhood (and yes, during the teen years too). SHARP data shows a strong relationship between screen time and lack of sleep, thoughts of suicide, substance use, and grades. When kids get the sleep their bodies and brains need, they get better grades, and report better mental health. They're also less likely to use substances like alcohol or drugs, and spend less time on screens and devices. In fact, 85.4% of students who got 8 hours of sleep or more a night reported mostly A and B grades.

Family meals

It's hard to believe, but one of the most important things we've learned over the years at the Utah Department of Health and Human Services is the importance of family meals. It's so simple, but eating meals together as a family—as often as you can—has a long-lasting positive impact on the rest of your child's life.

Data show 60% of families eat at least 1 meal together 5 or more times a week. Kids who have regular family meals make healthier food choices, feel closer to their families, and do better in school. Utah youth who eat at least one meal a week with their family are:

- 32% less likely to feel depressed.
- 49% less likely to vape.
- 34% less likely to consider suicide.

Start small—connection grows from consistency. Start with a few meals a week that work for everyone's schedule.

How can parents use research and SHARP data to build stronger families?

No one knows your child better than you do. But being a parent isn't easy—and no parent has all the answers or does it right all the time.

- Get more insights into the things kids are experiencing, and what you can do as a parent to help them, at sharp.utah.gov.
- Visit our [Strong Families website](#) for expert tips.
- Make a goal to [connect with your child](#) every day—even 10 to 15 minutes of time together can make an impact. Family meals are a great way to connect!

- Ask questions and talk to your child about their experiences (or their friends' experiences) with the topics mentioned in this report.
- Set clear expectations when it comes to substance use, screens, and sleep time.
- Remind your kid it's OK to ask for help when life gets hard.
- And don't be afraid to reach out for help yourself if you're worried about your child's emotional or mental health. There are many free resources to help—a good place to start is by calling or texting 988. It's free and confidential.

ACKNOWLEDGMENTS

Coordination and administration of the Utah SHARP/PNA survey was a collaborative effort of the state of Utah, Department of Health and Human Services; and Bach Harrison, LLC. We also wish to acknowledge the tremendous contributions of many local and state agency representatives and members of the SHARP Advisory Workgroup.

INTRODUCTION

2025 Weber And Morgan Counties LSAA (Prevention Needs Assessment) survey report

In Spring 2025, the Utah Department of Health and Human Services (DHHS) conducted the School Health and Risk Prevention (SHARP) survey in public schools throughout Utah. The survey includes the Prevention Needs Assessment (PNA), the results of which are presented in this report. Students in grades 6, 8, 10, and 12 were surveyed on substance abuse, mental health, chronic conditions, healthy lifestyles, violence and injury, social drivers of health, screen time and risk and protective factors. The survey was administered by a monitored web survey or a self-administered paper/pencil questionnaire. Across the state, 39 school

districts, 16 charter schools, and 1 private school participated in SHARP/PNA.

Results across seven categories are presented in this report: substance use, antisocial behavior, community and school climate and safety, social and emotional health, substance-related indicators, screen time, physical health and safety, and risk and protective factors.

Please see the Characteristics of Participants table below for participation information, and note that because not all students answer all of the questions, the total number of survey respondents by gender and survey respondents by ethnicity may be less than the reported total students.

Characteristics of participants

	LSAA 2021		LSAA 2023		LSAA 2025		State 2025	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
What grade are you in?								
6	2,540	35.6	1,592	34.7	2,374	35.4	25,867	32.9
8	2,434	34.1	1,553	33.9	2,014	30.0	22,019	28.0
10	1,481	20.8	1,042	22.7	1,532	22.8	19,963	25.4
12	676	9.5	396	8.6	792	11.8	10,856	13.8
All grades	7,131	100.0	4,583	100.0	6,712	100.0	78,705	100.0
Are you:								
Male	3,503	49.5	2,155	47.6	3,258	48.9	38,805	49.7
Female	3,570	50.5	2,371	52.4	3,398	51.1	39,227	50.3
Which of the following best describe you?*								
Heterosexual (straight)	3,639	80.6	2,409	82.0	*	*	11,686	83.3
Gay or lesbian	104	2.3	76	2.6	*	*	362	2.6
Bisexual	412	9.1	240	8.2	*	*	979	7.0
Not sure/Other	359	8.0	214	7.3	*	*	1,004	7.2
What is your race? (Select one or more)~								
African American	114	1.6	60	1.3	90	1.4	1,224	1.6
American Indian	103	1.5	53	1.2	91	1.4	1,034	1.3
Asian	73	1.0	35	0.8	43	0.7	1,275	1.7
Hispanic or Latino	1,557	22.2	650	14.6	1,408	21.6	13,992	18.2
Pacific Islander	49	0.7	16	0.4	22	0.3	947	1.2
White	4,764	68.0	3,390	76.2	4,418	67.7	53,912	70.0
Multi-racial	348	5.0	246	5.5	458	7.0	4,661	6.0

* A question about sexual orientation was first added to the 2019 survey instrument for 8th, 10th, and 12th-graders (excluded from the 6th-grade survey). Not all school districts chose to include this question in their 2023 or 2025 surveys.

~ To accurately represent Hispanic/Latino participation in the SHARP survey, students indicating Hispanic or Latino ethnicity and up to one race are reported as Hispanic or Latino. Students selecting more than one race are reported as multi-racial (regardless of ethnicity).

According to Utah Department of Health and Human Services standards, any response category with fewer than 11 responses is suppressed to protect against the release of identifying information. There must be at least 20 students for grade level reporting. If there is less than 20 students, they will be included in All grades and Gender reporting only.

UNDERSTANDING THE CHARTS

There are nine types of charts presented in this report:

1. Substance use
2. Antisocial behavior
3. Community and school climate and safety
4. Social and emotional health
5. Screen time
6. Physical health and safety
7. Substance-related indicators
8. Protective factor profiles
9. Risk factor profiles

Data from the charts are presented in tables directly below them. Additional data useful for prevention planning are found in the appendices. Note that data reported in the tables are rounded to one decimal place. (Rates of 0% to 0.049% are displayed as 0.0%.)

To better match the needs of younger students, a shorter, age-appropriate version of the SHARP survey was created for 6th graders in 2025. This version is about one-third shorter than the one used in grades 8, 10, and 12. Because of these changes, some charts and tables in this report do not include 6th-grade data. When that happens, we've included footnotes to explain why or to show when questions were changed to better fit younger students.

Understanding the format of the charts

There are several graphical elements common to all the charts. Understanding the format of the charts and what these elements represent is essential in interpreting the results of the 2025 SHARP survey.

The bars found in most of the charts represent the percentage of students in that grade who reported a given behavior. The bars on the risk and protective factor charts represent the percentage of students whose answers reflect significant risk or protection in that category.

Each set of differently colored bars represents one of the last three administrations of the SHARP (PNA): 2021, 2023, and 2025. By looking at the percentages over time, it is possible to identify trends in substance use and antisocial behavior. By studying the

percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

Dots, Diamonds, Triangles, and Xs provide points of comparison to larger samples. The dots on the charts represent the percentage of all youth surveyed across Utah who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds and stars represent national data from the Monitoring the Future (MTF) Survey and the Bach Harrison Norm, respectively.

The dots represent state-level data for the current year. For the 2025 SHARP (PNA) Survey, there were 79,794 participants in grades 6, 8, 10, and 12. Data were cleaned and weighted by school, grade, and gender to ensure that the data reported at all levels accurately represent the population of Utah. The survey results provide considerable information for communities to use in planning prevention services.

A comparison to state-wide and national results provides additional information for your community in determining the relative importance of levels of Alcohol, Tobacco, and Other Drugs (ATOD) use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior.

Note that while the national data are visually represented on the charts, they may be omitted from the tables due to limitations on available space in the new SHARP (PNA) report format.

The diamonds represent national data from the Monitoring the Future (MTF) survey, a long-term epidemiological study that surveys trends in drug and alcohol use among American adolescents. Funded by research grants from the National Institute on Drug Abuse, it features nationally representative samples of 8th, 10th, and 12th-grade students. (MTF is not administered to 6th graders and as such 6th grade data cannot be represented on the charts.)

The triangles represent national data from the Bach Harrison Norm (BH Norm). Bach Harrison Norm was developed by Bach Harrison LLC to provide states and communities with the ability to compare their results on risk, protection, and antisocial measures with more national measures. Survey participants from 9

SHARP 2025

Understanding the charts

statewide surveys and one regional survey were combined into a database of approximately 582,000 students in grades 6, 8, 10, and 12. The results were weighted to make the contribution of each state proportional to its share of the national population. Bach Harrison analysts then calculated rates for antisocial behavior and for students at risk and with protection. The results appear on the charts as the BH Norm. In order to keep the Bach Harrison Norm relevant, it is updated every 2-3 yrs as new data become available. The last BH Norm update was completed in 2022.

Scanning across the charts, it is important to observe the factors that differ the most from the Bach Harrison Norm. The risk factors that are higher than the Bach Harrison Norm and the protective factors that are lower than the Bach Harrison Norm are factors your community should consider addressing when planning prevention programs.

The Xs represent national mental health data gathered by the Youth Risk Behavior Survey (YRBS). National comparison points are available for grades 10 and 12 on the topic of suicide and depression. YRBS data for 2025 is not yet available so 2023 data is used for comparison.

The Daggers (†, ††) are used when one should use caution in interpreting results as the estimate has a relative standard error >30% and is therefore deemed unreliable by Utah Department of Health and Human Services standards (†), or, the estimate has been completely suppressed because the relative standard error is greater than 50% (††).

Substance use

There are four types of use measured on the drug use charts.

State identified priority substance use measures lifetime and 30-day use rates for alcohol, marijuana, tobacco (including e-cigarettes), prescription narcotics, and overall prescription drug abuse.

Other substance use measures lifetime and 30-day use rates for a variety of illicit drugs, including cocaine, heroin, and methamphetamine.

Risky substance use-related behavior is measured in several different ways: binge drinking (having five or more drinks in a

row during the two weeks prior to the survey), use of one-half a pack or more of cigarettes per day, and youth indicating drinking alcohol and driving or reporting riding with a driver who had been drinking alcohol during the past 30 days.

Substance use treatment needs are estimates of youth in need of alcohol and drug treatment as well as an estimate of students that need either alcohol OR drug treatment.

The need for substance use treatment is defined as students who report using alcohol on 10 or more occasions in their lifetime or any drugs in their lifetime and marked at least three of the following items specific to their drug or alcohol use in the past year:

- *Spent more time using than intended*
- *Neglected some of your usual responsibilities because of use*
- *Wanted to cut down on use*
- *Others objected to your use*
- *Frequently thought about using*
- *Used alcohol or drugs to relieve feelings such as sadness, anger, or boredom*

Students could mark whether these items related to their drug use and/or their alcohol use.

Antisocial behavior

Antisocial behavior (ASB) profiles show the percentage of youth who reported antisocial behaviors during the past year, including suspension from school, selling illegal drugs, and attacking another person with the intention of doing them serious harm.

Community and school climate and safety

These charts present data related to perceived importance of school, positive school environment, student concerns about their school environment, perceived school safety, and bullying. The section also includes data for perceived reasons of bullying, with data being presented of students reporting being bullied in the past year (a subset of the total survey sample).

Social and emotional health

Needs mental health treatment was estimated using the K6 Scale that was developed with support from the National Center for Health Statistics for use in the National Health Interview

SHARP 2025

Understanding the charts

Survey. The tool screens for psychological distress by asking students

During the past 30 days, how often did you:

- *feel nervous?*
- *feel hopeless?*
- *feel restless or fidgety?*
- *feel so depressed that nothing could cheer you up?*
- *feel that everything was an effort?*
- *feel worthless?*

Answers to each were scored based on responses: None of the time (0 points), A little of the time (1 point), Some of the time (2 points), Most of the time (3 points), All of the time (4 points). Students with a total score of 13 or more points were determined to have high mental health treatment needs. Table 6 also shows the percentage of students with moderate (scoring 7-12 points) and low (scoring 0-6 points) mental health treatment needs.

Depression-related indicators are divided into two sections. The first asks about depression in the past year:

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

A second part, the depressive symptoms scale, is also reported. This part is calculated from student responses to the following statements:

- *Sometimes I think that life is not worth it.*
- *At times I think I am no good at all.*
- *All in all, I am inclined to think that I am a failure.*
- *In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?*

These four depressive symptoms questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the High Depressive Symptoms group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked *Definitely Yes (YES!)* to all four items or marked *Somewhat Yes (yes)* to one item and *Definitely Yes (YES!)* to three. The second group was the No Depressive Symptoms group who marked *Definitely*

No (NO!) to all four of the items, and the third group was a middle group who comprised the remaining respondents.

Suicide related indicators are based on a series of questions about suicide. These questions provide information about suicidal ideation and attempts of suicide (e.g., “During the past 12 months, did you ever seriously consider attempting suicide?” and “During the past 12 months, how many times did you actually attempt suicide?”).

Self-harm inquiries ask about destructive behavior other than suicide. Students are considered to have engaged in self-harm if they responded they had done “*something to purposefully hurt yourself without wanting to die, such as cutting or burning yourself on purpose*” one or more times during the past 12 months.

Attitudes toward mental health treatment are explored in a series of questions to help inform us on why students are or are not inclined to seek mental health treatment. survey. These data include how often they talked to an adult about “*feeling very sad, hopeless, or suicidal,*” and if so, who they talked with. The final question in this section explores student attitudes toward seeking professional mental health treatment when they are feeling this way.

Screen time indicators

In 2025, the SHARP survey added new questions about screen time to learn more about how, when, and why students use digital devices. Earlier surveys (from 2021 and 2023) only asked about how much time students spent on screens. The new version goes further—it asks about what kinds of devices students use, how often they check their phones, what rules their families have about screen use, and whether students feel screen time helps or gets in the way of things like school, sleep, and friendships.

To make the questions a better fit for younger students, 6th graders received a shorter, age-appropriate version of this section. As a result, some charts don’t show 6th-grade results or may show different response options. Footnotes are included to explain when questions or answer choices were different.

These questions give schools and communities helpful information about students’ screen habits. They also support prevention and wellness efforts that help students find balance in a digital world.

Substance-related behaviors

The charts in this section explore additional data related to substance use. The charts present data regarding student perceptions of parental disapproval, student attitudes toward peer use, and student perceptions of how harmful substance use is. Further, the charts explore student places of alcohol use (data are presented of past-year alcohol users), as well as student sources of obtaining e-cigarette/vaping devices and places of e-cigarette/vape device use of students who have vaped in the past year.

Physical health and safety

This section focuses on student physical health and safety. Charts display the percent of students reporting safe vehicle habits and positive habits related to physical health and activity. New screen time and device use data are also reported in this section.

Risk and protective factors

Risk and protective factor scales measure specific aspects of a youth's life experience that predict whether he/she will engage in problem behaviors. The scales, defined in Table 2, are grouped into four domains: community, family, school, and peer/individual. The risk and protective factor charts show the percentage of students at risk and with protection for each of the scales.

Protective factor charts show the percentage of youth who are considered high in protection across a variety of protective factor scales.

Risk factor charts show the percentage of youth who are considered "higher risk" across a variety of risk factor scales.

For more information on risk and protective factors see the appendices.

Additional tables in this report

Appendices B and C contain additional data for prevention planning and reporting to state and federal agencies.

Perceived parental approval and ATOD use

Appendix B explores the relationship between perceived parental approval and alcohol, tobacco, and other drug (ATOD) use. A full explanation of how to interpret these data is available accompanying the tables.

Drug Free Communities

Appendix C contains information relevant to Drug Free Community (DFC) grantees. This table reports the four DFC Core Measures on alcohol, tobacco, marijuana and prescription drugs:

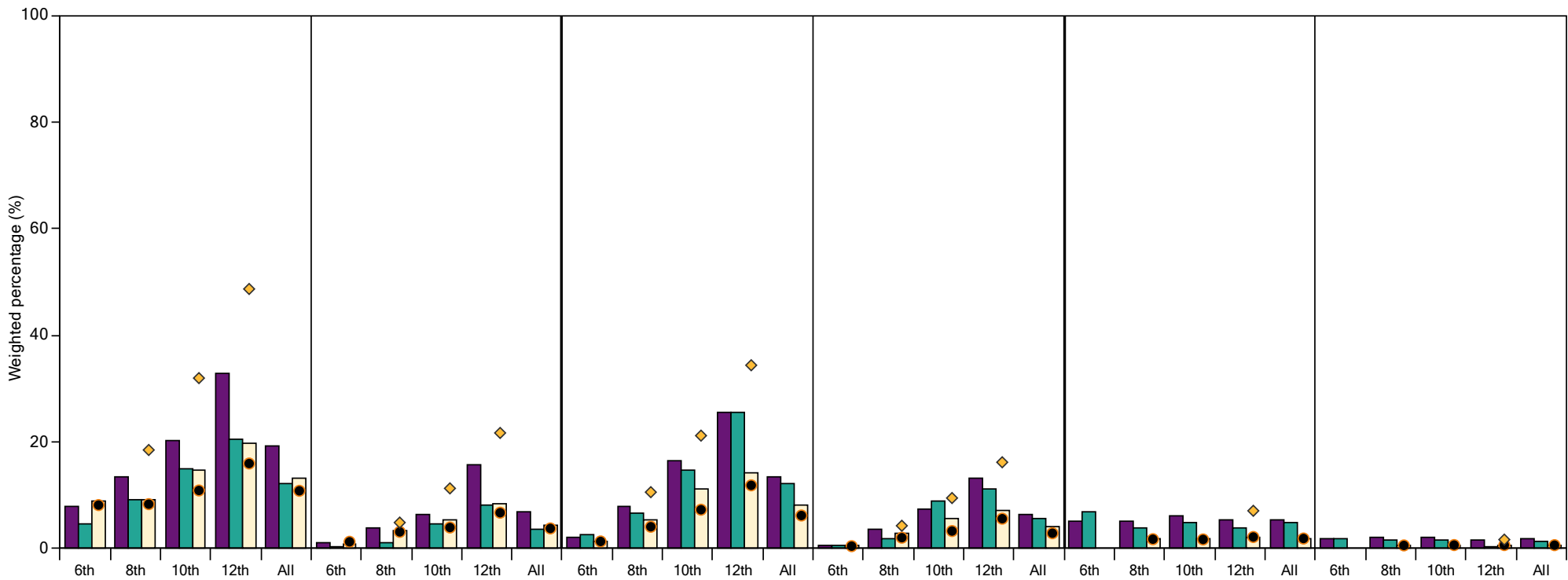
Perception of risk - The percentage of respondents who report that regular use of the substance has *moderate risk* or *great risk*.

Perception of parental disapproval - The percentage of respondents who report their parents would feel regular use of alcohol or any use of cigarettes, e-cigarettes, marijuana, or the misuse of prescription drugs is *wrong* or *very wrong*.

Perception of peer disapproval - The percentage of respondents who report their friends would feel regular use of alcohol or any use of cigarettes, marijuana, or misuse of prescription drugs is *wrong* or *very wrong*.

Past 30-day use - The percentage surveyed reporting using the substance at least once in the past 30 days.

State-identified priority substance use - Alcohol, marijuana, and prescription drugs Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



Grade	Alcohol								Marijuana								Prescription drugs (all types combined)***~							
	Lifetime use				Past 30-day use*				Lifetime use				Past 30-day use*				Lifetime use				Past 30-day use*			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	7.9	4.6	8.9	8.2	1.0	0.5	0.9	1.3	2.0	2.5	1.4	1.4	0.5	0.6	0.6	0.5	5.2	6.8	N/A	N/A	2.0	1.7	N/A	N/A
8th	13.5	9.1	9.2	8.4	3.8	1.2	3.3	3.1	7.9	6.6	5.4	4.1	3.7	2.0	2.9	2.1	5.1	3.9	1.8	1.8	2.0	1.7	0.5	0.6
10th	20.3	15.0	14.8	10.9	6.4	4.7	5.3	4.0	16.5	14.7	11.2	7.3	7.5	8.9	5.7	3.3	6.1	4.9	1.9	1.7	2.2	1.7	0.7	0.7
12th	33.0	20.5	19.8	16.0	15.7	8.3	8.5	6.7	25.5	25.4	14.2	11.9	13.2	11.2	7.2	5.6	5.5	3.8	2.2	2.2	1.7	0.4	0.6	0.7
All	19.2	12.2	13.1	10.9	7.0	3.6	4.5	3.8	13.5	12.2	8.1	6.2	6.5	5.6	4.1	2.9	5.5	4.9	1.9	1.9	2.0	1.4	0.6	0.6

* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

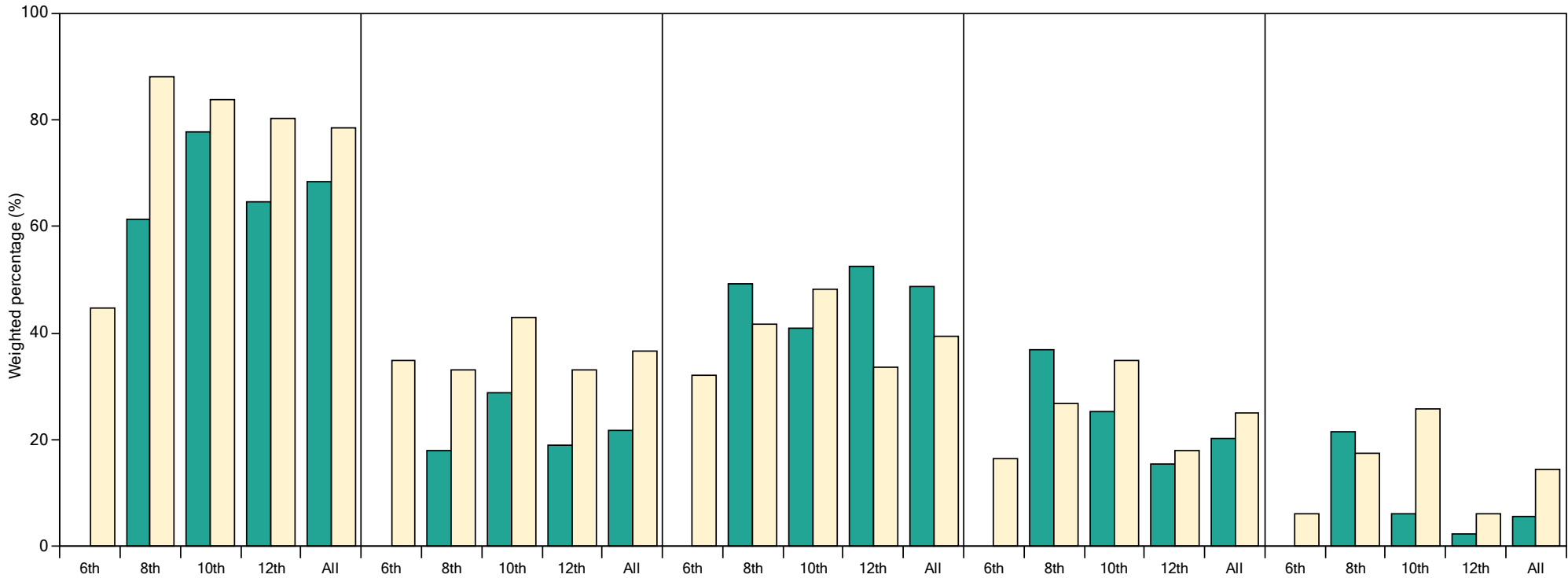
** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

*** The response options on the 6th-grade survey were updated to make the question more age-appropriate. The 6th-grade response options for 2025 do not align with the response options for the 8th-, 10th-, and 12th-grade surveys.

~ "Prescription drug abuse" is a combined measure showing the total rate of abuse of any prescription stimulant and prescription narcotic drugs. Note that 2021 and 2023 data also included use of prescription sedatives and prescription tranquilizers.

■ LSAA 2021 ■ LSAA 2023 ■ LSAA 2025 ● State 2025 ◆ MTF**

How marijuana was used (of past-month marijuana users)* State of Utah 2025 SHARP (PNA) Student Survey



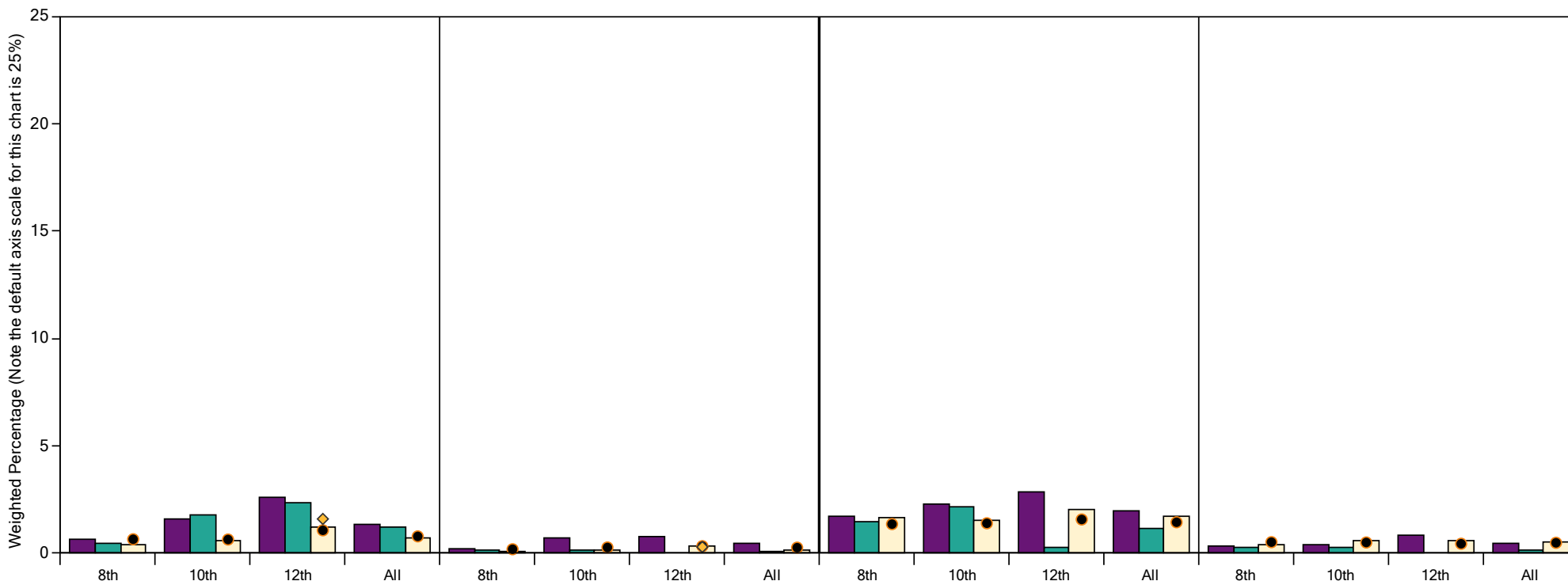
During the past 30 days, how did you use marijuana? (Mark ALL that apply.)

Grade	I smoked it		I ate it (in an edible, candy, tincture or other food)		I used a vaporizer		I dabbed it		I used it in some other way	
	State 2023	State 2025	State 2023	State 2025	State 2023	State 2025	State 2023	State 2025	State 2023	State 2025
6th	N/A	44.7	N/A	35.0	N/A	32.1	N/A	16.6	N/A	6.2
8th	61.3	88.1	18.0	33.1	49.1	41.7	36.8	26.9	21.4	17.5
10th	77.7	83.8	28.8	43.0	40.8	48.1	25.2	35.0	6.1	25.8
12th	64.6	80.3	19.0	33.1	52.6	33.6	15.4	18.0	2.3	6.1
All	68.3	78.5	21.7	36.7	48.7	39.5	20.3	24.9	5.6	14.5

* These data represent youth who had used marijuana in the past month and chose at least one source of consuming it. According to Utah Department of Health and Human Services standards, any response category with fewer than 11 responses is suppressed to protect against the release of identifying information. Any category with fewer than 11 responses will be reported as '<11'. The 2025 sample sizes represented in these data are 6th grade: <11 students (State: 36); 8th grade: <11 students (State: 42); 10th grade: <11 students (State: 62); 12th grade: <11 students (State: 59); all grades combined: <11 students (State: 199).

State 2023 State 2025

State-identified priority substance use - Prescription drugs Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



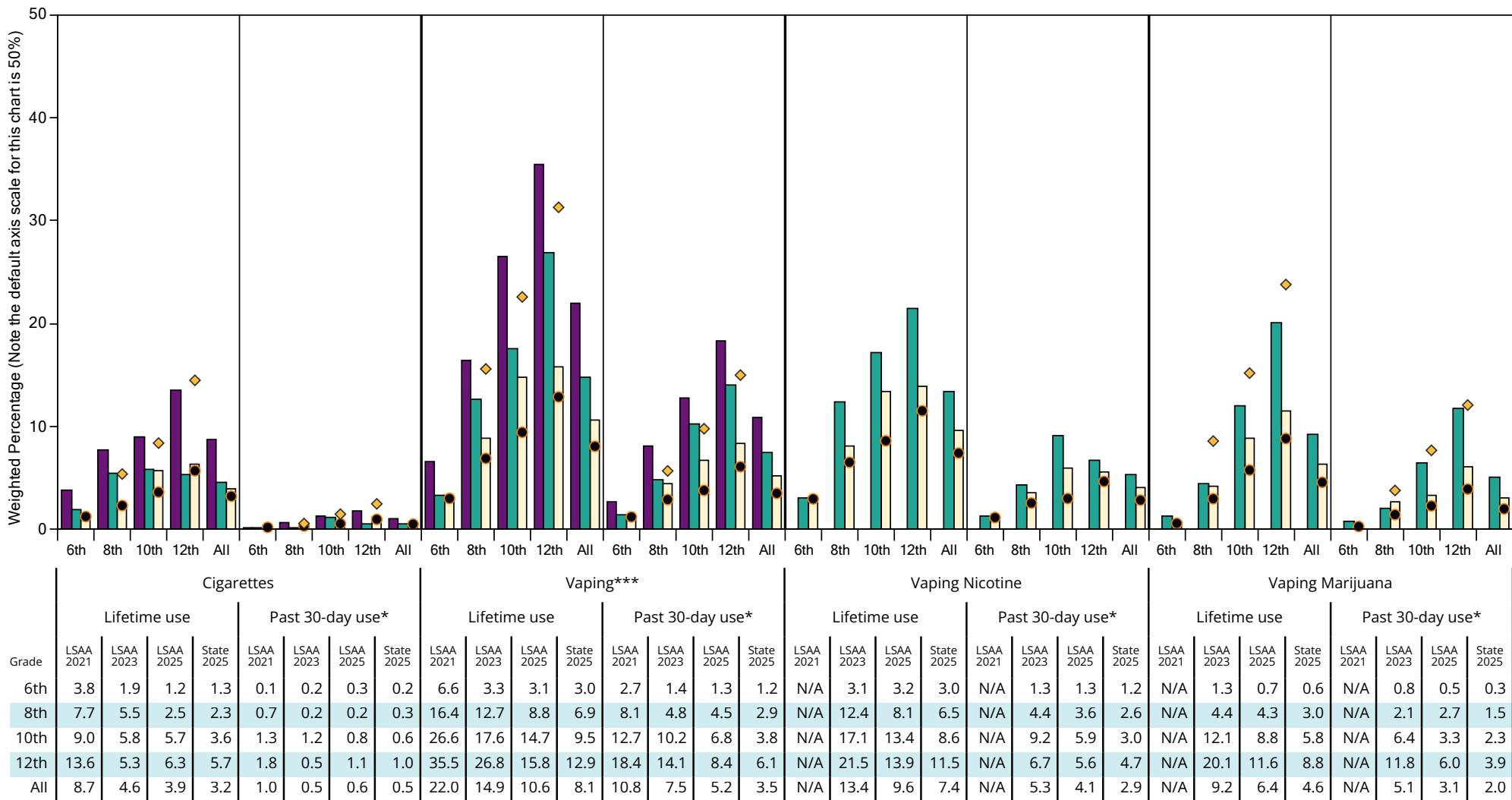
Grade	Prescription narcotic abuse**								Prescription stimulant abuse**							
	Lifetime use				Past 30-day use*				Lifetime use				Past 30-day use*			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
8th	0.7	0.4	0.4	0.7	0.2	0.2	0.1	0.2	1.7	1.5	1.7	1.4	0.4	0.3	0.4	0.5
10th	1.6	1.8	0.6	0.6	0.7	0.2	0.1	0.3	2.3	2.2	1.5	1.4	0.4	0.3	0.6	0.5
12th	2.6	2.4	1.2	1.1	0.8	0.0	0.3	0.3	2.9	0.3	2.1	1.6	0.8	0.0	0.6	0.4
All	1.3	1.2	0.7	0.8	0.4	0.1	0.2	0.3	2.0	1.1	1.8	1.4	0.5	0.1	0.5	0.5

* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use. * These items were not included in the 2025 revised survey for students in 6th grade.

** These items were not included in the 2025 revised survey for students in 6th grade.

■ LSAA 2021 ■ LSAA 2023 ■ LSAA 2025 ● State 2025 ◆ MTF**

State-identified priority substance use - Cigarettes and vaping products Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



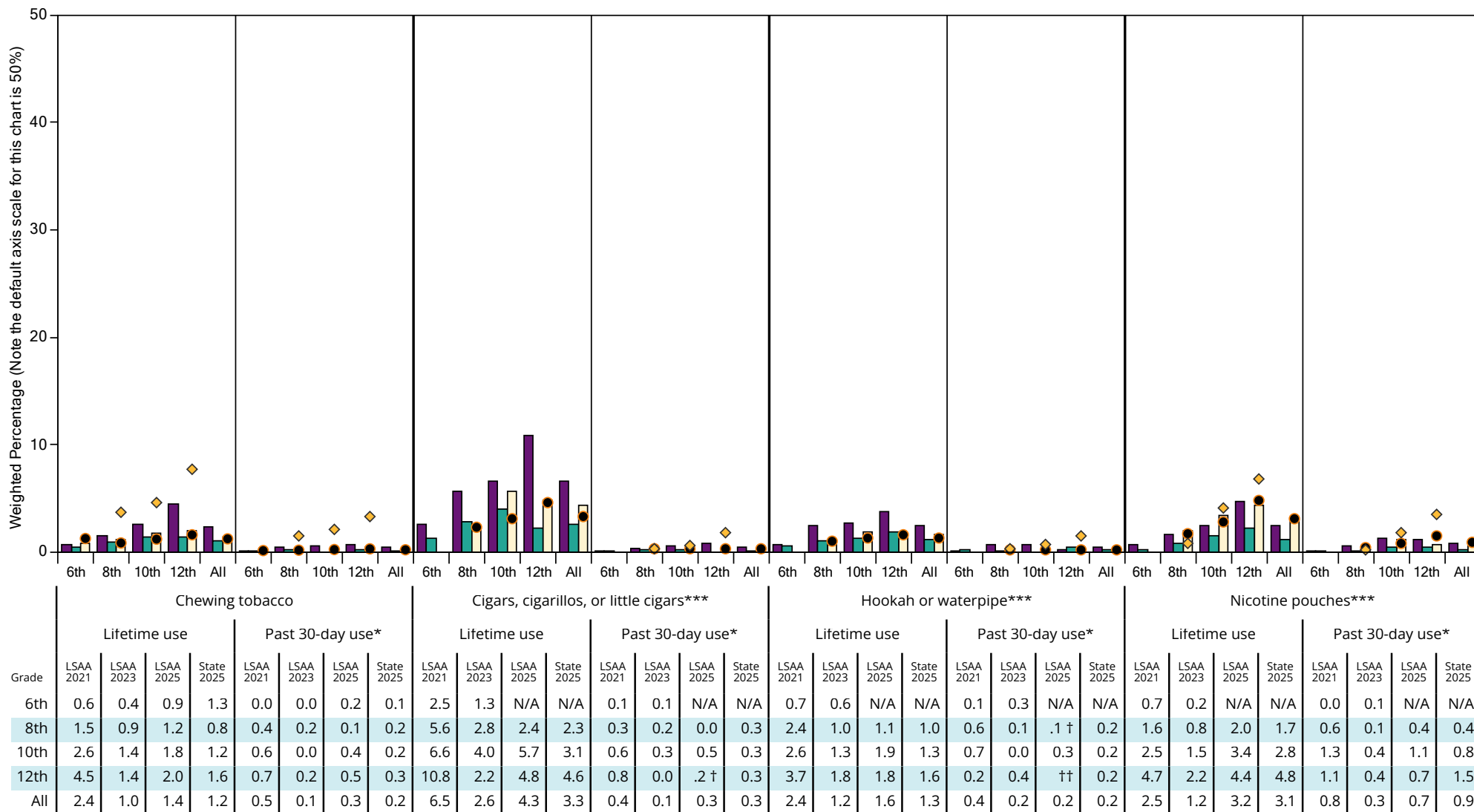
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

*** In 2021, lifetime and 30-day vaping use questions were about general vape device use. In 2025, the survey was revised to ask about vaping nicotine and vaping marijuana separately. The 2025 vaping data presented here are for any vaped nicotine OR vaped marijuana.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025 MTF**

State-identified priority substance use - Other tobacco products Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



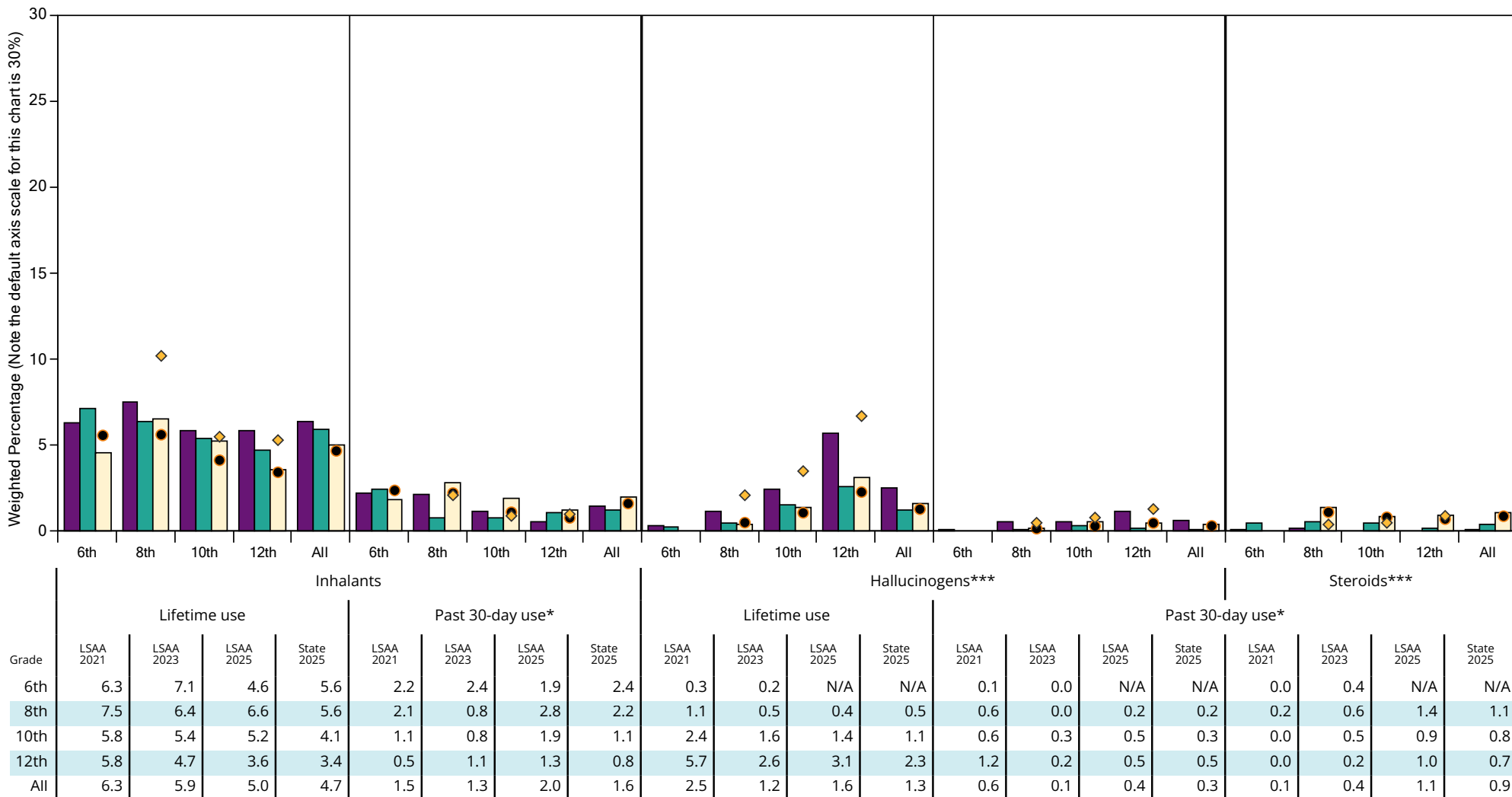
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

*** These items were not included in the 2025 revised survey for students in 6th grade.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025 MTF**

Other drugs - Inhalants, hallucinogens, steroids Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



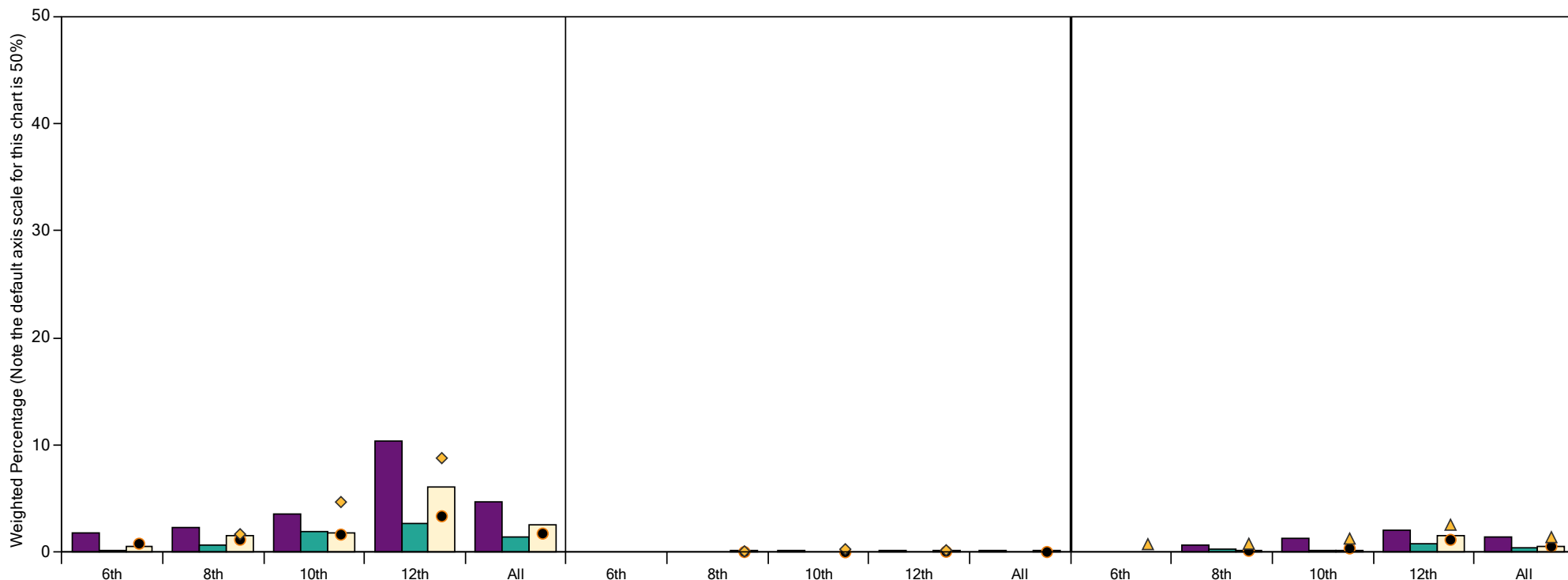
* Since not all students answer all questions, the percentage of students reporting use in the past 30 days may be greater than the percentage reporting lifetime use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

*** The response options on the 6th-grade survey were updated to make the question more age-appropriate. The 6th-grade response options for 2025 do not align with the response options for the 8th-, 10th-, and 12th-grade surveys.

■ LSAA 2021 ■ LSAA 2023 ■ LSAA 2025 ● State 2025 ◆ MTF**

Risky substance use-related behavior Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



Grade	Binge drinking*				1/2 pack of cigarettes/day***				Drinking and driving***			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	1.8	0.2	0.6	0.8	0.0	0.0	N/A	N/A	N/A	N/A	N/A	N/A
8th	2.4	0.7	1.6	1.2	0.0	0.0	0.1	0.0	0.7	0.3	0.2	0.2
10th	3.6	2.0	1.9	1.7	0.0	0.0	0.0	0.0	1.3	0.1	0.2	0.4
12th	10.4	2.7	6.0	3.4	0.1	0.0	0.2	0.1	2.1	0.8	1.5	1.2
All	4.7	1.4	2.5	1.8	0.1	0.0	0.1	0.0	1.4	0.4	0.6	0.6

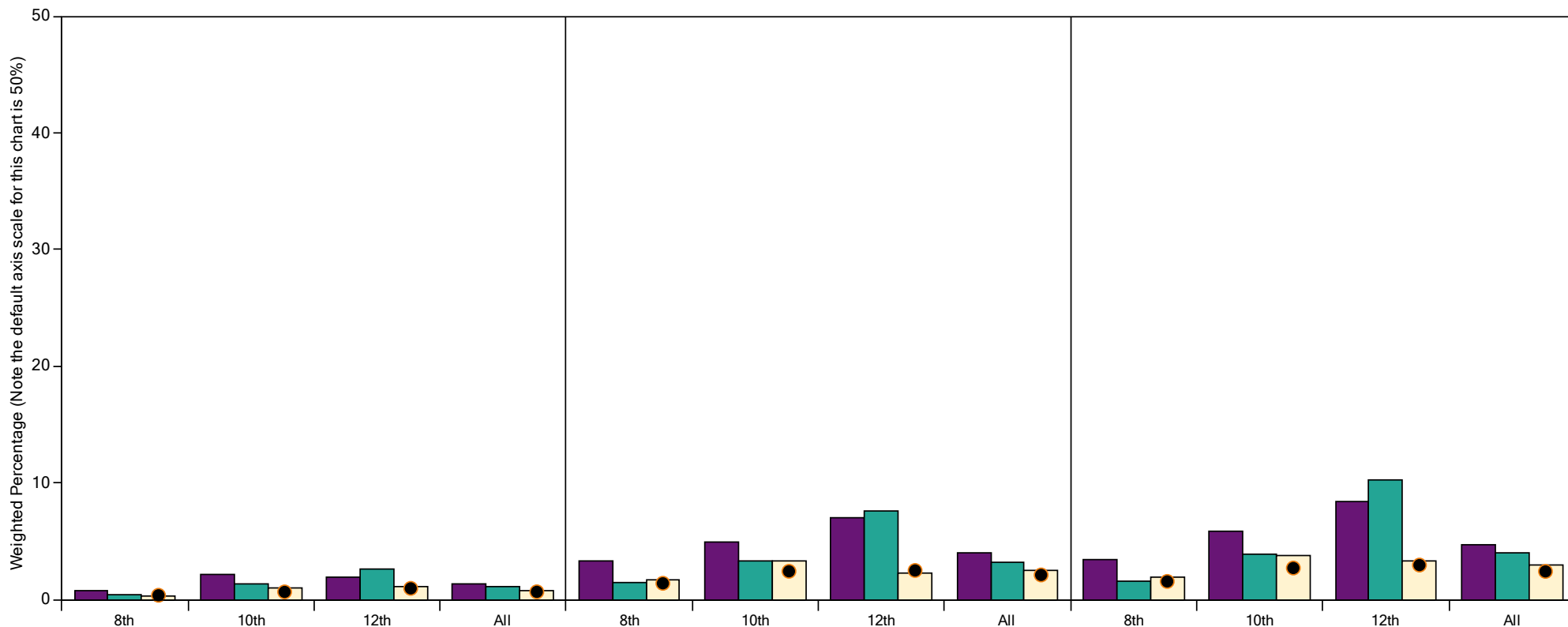
* Since not all students answer all questions, the percentage of students reporting binge drinking may be greater than the percentage reporting 30-day alcohol use.

** National comparison data are available for 8th, 10th, and 12th grade only. Monitoring the Future does not survey 6th graders.

*** These items were not included in the 2025 revised survey for students in 6th grade.

■ LSAA 2021 ■ LSAA 2023 ■ LSAA 2025 ● State 2025 ▲ BH Norm ◆ MTF**

Substance treatment needs Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



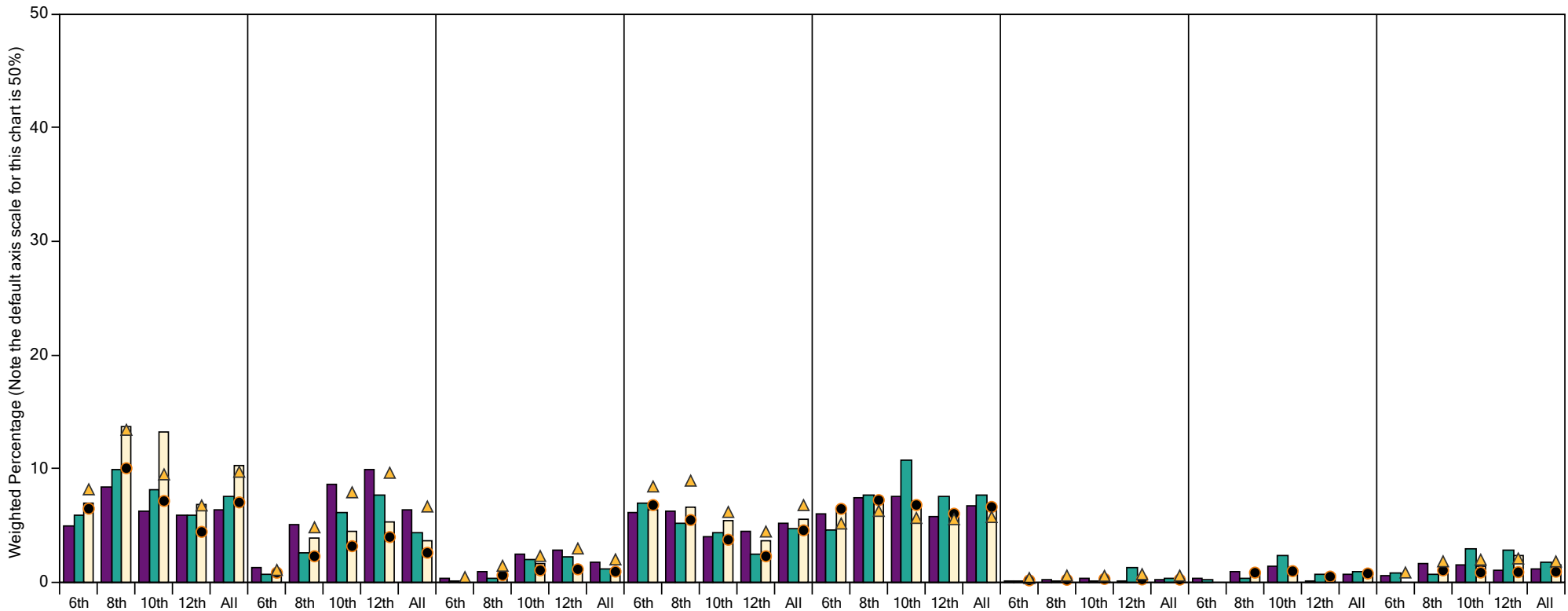
Substance use treatment needs scale*

Grade	Needs alcohol treatment				Needs drug treatment				Needs alcohol or drug treatment			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
8th	0.8	0.4	0.2	0.4	3.3	1.5	1.7	1.4	3.4	1.6	1.9	1.6
10th	2.1	1.3	1.0	0.7	5.0	3.3	3.3	2.4	5.8	3.9	3.8	2.7
12th	1.9	2.6	1.1	1.0	7.0	7.6	2.3	2.5	8.3	10.3	3.3	3.0
All	1.3	1.1	0.8	0.7	4.0	3.2	2.5	2.1	4.7	4.0	3.0	2.4

* These items were not included in the 2025 revised survey for students in 6th grade.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

Antisocial behavior Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



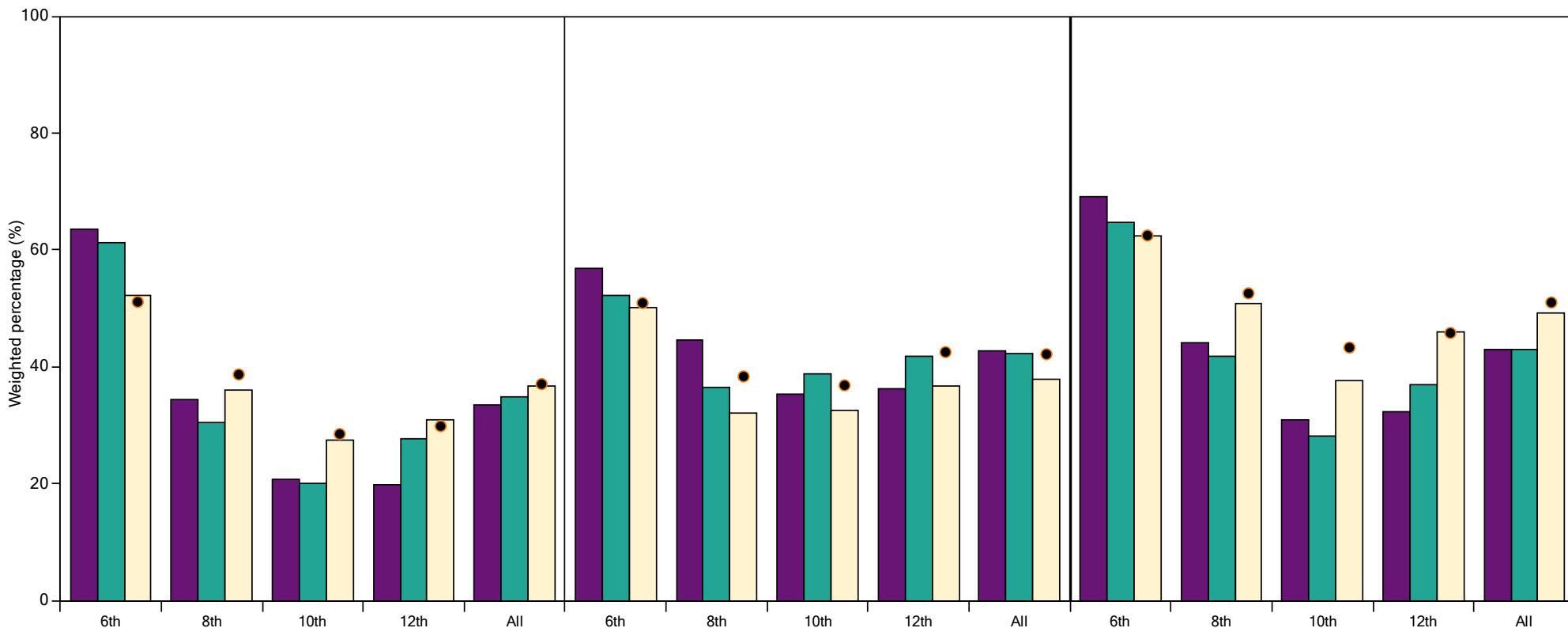
Antisocial behaviors reported one or more times during the past year

Grade	Suspended from school				Drunk or high at school				Sold illegal drugs*				Attacked someone w/idea of seriously hurting them				Carried a handgun				Handgun to school				Stolen a vehicle*				Been arrested*			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	4.9	5.9	7.0	6.5	1.3	0.7	0.8	0.8	0.3	0.1	N/A	N/A	6.1	6.9	6.4	6.8	6.0	4.6	6.5	6.4	0.0	0.1	0.2	0.2	0.4	0.2	N/A	N/A	0.6	0.8	N/A	N/A
8th	8.4	9.9	13.7	10.0	5.0	2.6	3.8	2.3	0.9	0.3	0.7	0.6	6.2	5.2	6.6	5.5	7.4	7.6	7.1	7.2	0.2	0.1	0.3	0.2	0.9	0.3	0.6	0.8	1.6	0.7	0.8	1.0
10th	6.2	8.2	13.3	7.1	8.6	6.2	4.4	3.2	2.5	2.0	1.6	1.0	4.0	4.4	5.4	3.7	7.5	10.7	6.7	6.8	0.3	0.0	0.2	0.3	1.4	2.3	0.9	1.0	1.5	2.9	1.4	0.8
12th	5.9	5.9	6.8	4.4	9.8	7.7	5.3	4.0	2.8	2.2	1.1	1.1	4.5	2.4	3.7	2.3	5.8	7.5	6.1	6.0	0.1	1.2	0.2	0.2	0.1	0.6	0.6	0.5	1.0	2.8	2.3	0.9
All	6.4	7.5	10.2	7.0	6.4	4.3	3.6	2.6	1.7	1.1	1.1	0.9	5.1	4.7	5.5	4.6	6.7	7.6	6.6	6.6	0.2	0.4	0.2	0.2	0.7	0.9	0.7	0.8	1.2	1.8	1.5	0.9

* These items were not included in the 2025 revised survey for students in 6th grade.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025 BH Norm

Perceived importance of school Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



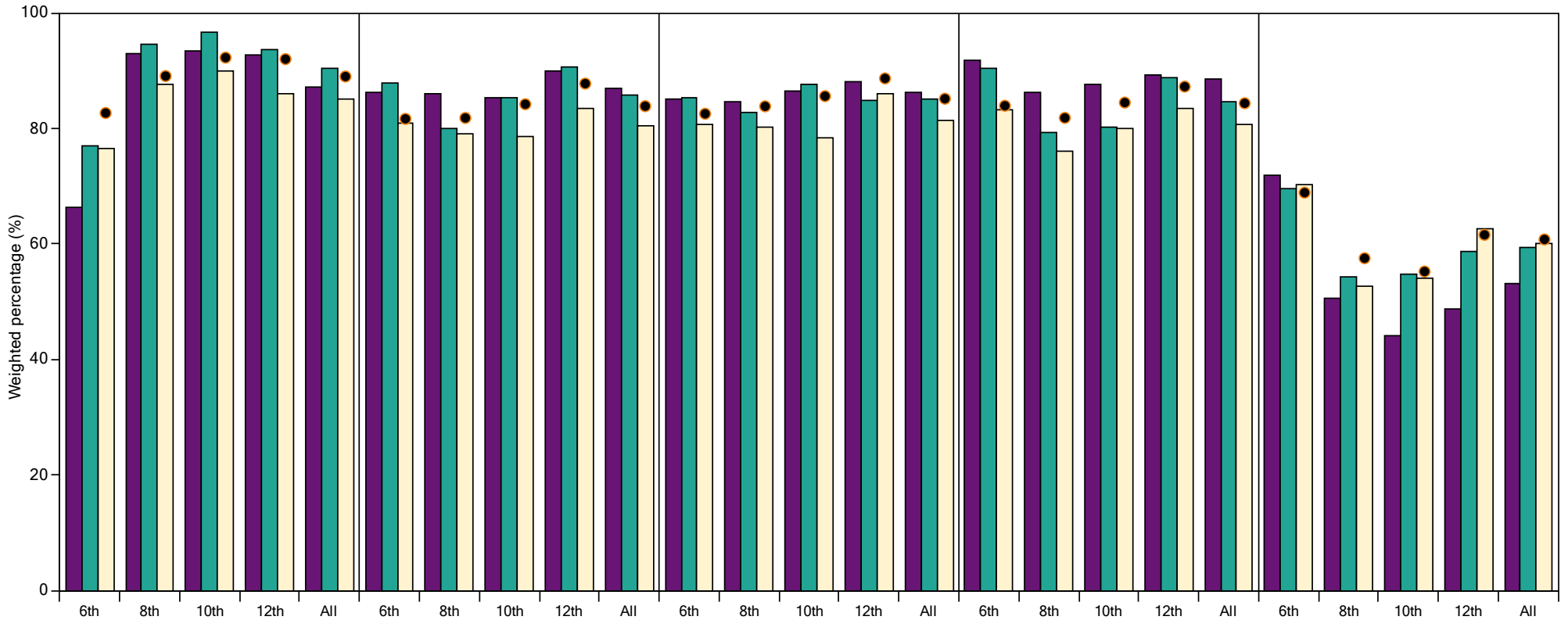
Students answering "Often" or "Almost Always"

Students answering "Quite important" or "Very important"

Grade	How often do you feel that the school work you are assigned is meaningful and important?				Now, thinking back over the past year in school, how often did you enjoy being in school?				How important do you think the things you are learning in school are going to be for your later life?			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	63.6	61.4	52.3	51.1	56.8	52.3	50.2	50.9	69.1	64.6	62.5	62.5
8th	34.3	30.4	36.0	38.7	44.6	36.4	32.2	38.4	44.1	41.8	50.8	52.6
10th	20.8	20.0	27.4	28.5	35.3	38.7	32.5	36.8	31.0	28.1	37.6	43.3
12th	19.8	27.6	30.8	29.8	36.3	41.9	36.6	42.5	32.2	36.9	45.9	45.8
All	33.4	34.8	36.8	37.0	42.7	42.3	38.0	42.2	43.0	42.9	49.3	51.0

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

Positive school environment Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



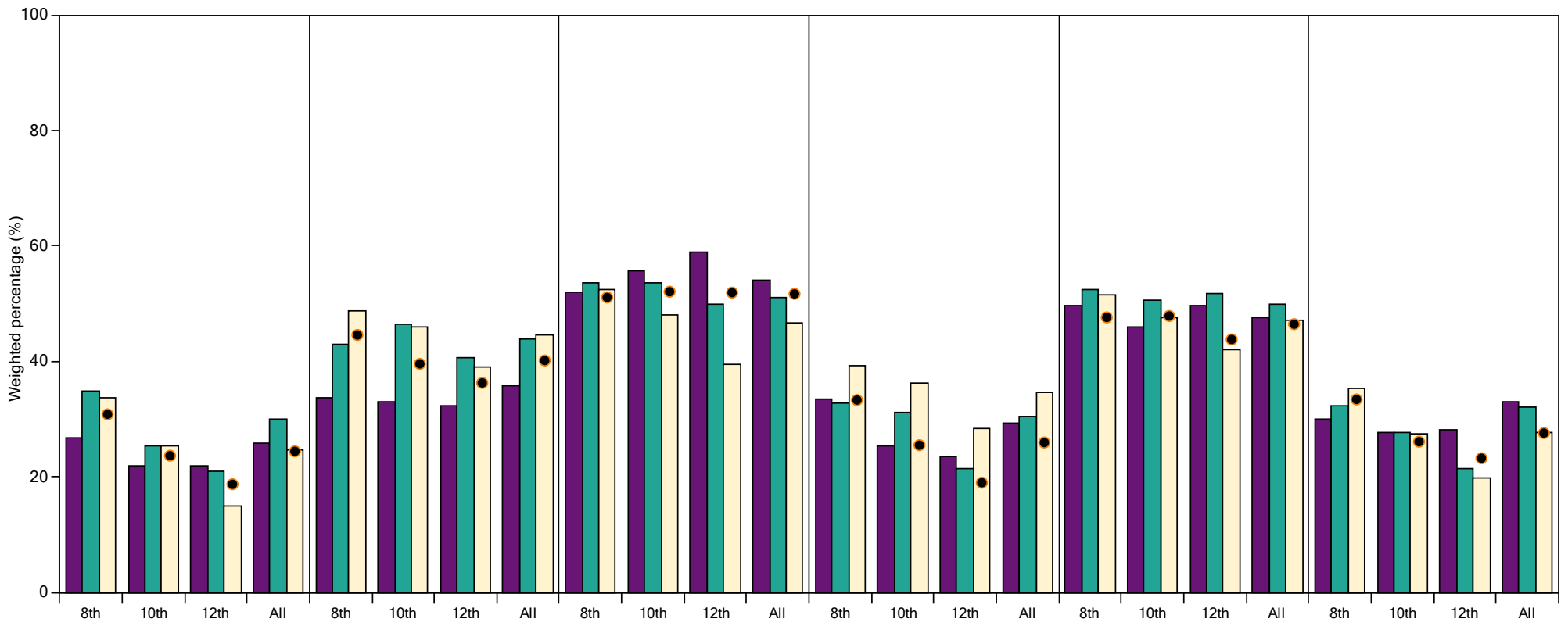
Students answering "Somewhat Yes" or "Definitely yes"

Grade	There are lots of chances for students to get involved in sports, clubs, etc				There are lots of chances for students in my school to talk with a teacher one-on-one				I have lots of chances to be part of class discussions or activities				I feel safe at my school				My teachers praise me when I work hard in school			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	66.2	76.9	76.6	82.7	86.3	87.9	81.0	81.7	85.1	85.4	80.8	82.6	91.7	90.4	83.1	83.9	72.0	69.7	70.4	68.9
8th	92.9	94.7	87.7	89.1	86.0	80.0	79.1	81.8	84.6	82.8	80.2	83.9	86.2	79.4	76.0	81.9	50.5	54.3	52.8	57.5
10th	93.5	96.7	89.9	92.3	85.4	85.3	78.7	84.2	86.5	87.5	78.5	85.6	87.6	80.3	80.1	84.5	44.1	54.7	54.2	55.2
12th	92.7	93.6	86.1	92.0	90.0	90.6	83.5	87.8	88.1	84.8	86.0	88.7	89.2	88.9	83.4	87.3	48.9	58.7	62.7	61.6
All	87.1	90.5	85.0	89.0	87.0	85.9	80.6	83.9	86.2	85.1	81.4	85.2	88.6	84.7	80.6	84.4	53.1	59.3	60.0	60.8

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

Student concerns about school environment

Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



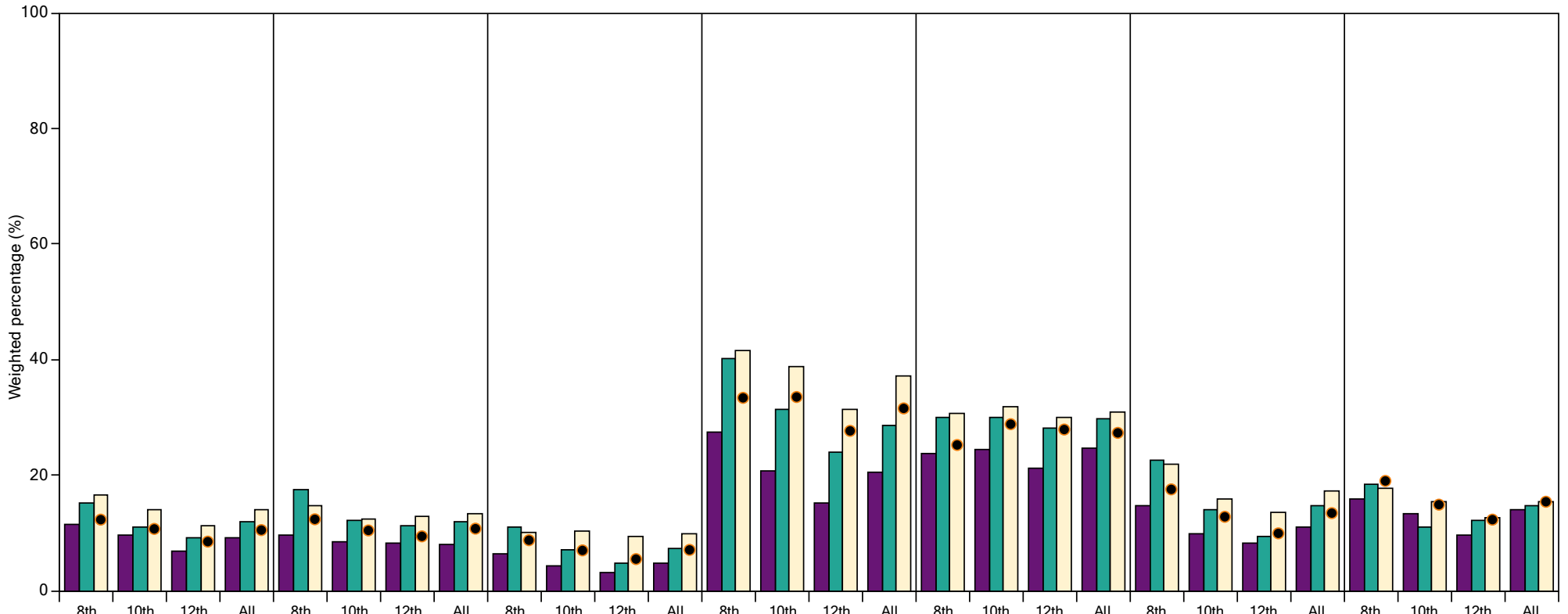
Students who report they are "Somewhat" or "Very worried" about the possibility of the following:*

Grade	Getting bullied				Gun violence or active shooter situation				Suicide by a student				Gang activity				Students using alcohol or drugs				Earthquake/fire			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
8th	26.8	34.8	33.7	30.8	33.7	43.0	48.9	44.6	52.0	53.6	52.5	51.1	33.4	32.9	39.3	33.3	49.7	52.4	51.6	47.6	29.9	32.4	35.4	33.4
10th	22.0	25.5	25.5	23.7	33.0	46.5	45.9	39.6	55.8	53.6	48.0	52.1	25.4	31.2	36.1	25.5	45.9	50.7	47.5	47.9	27.6	27.6	27.6	26.1
12th	22.0	21.1	14.8	18.7	32.4	40.6	38.9	36.3	59.0	49.8	39.4	51.9	23.5	21.5	28.3	19.0	49.6	51.8	42.0	43.8	28.1	21.5	19.8	23.2
All	25.7	29.9	24.8	24.4	35.7	43.9	44.6	40.2	54.1	51.0	46.7	51.7	29.3	30.5	34.6	26.0	47.7	50.0	47.1	46.5	33.0	32.1	27.7	27.6

* These items were not included in the 2025 revised survey for students in 6th grade.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

Perceived school safety Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



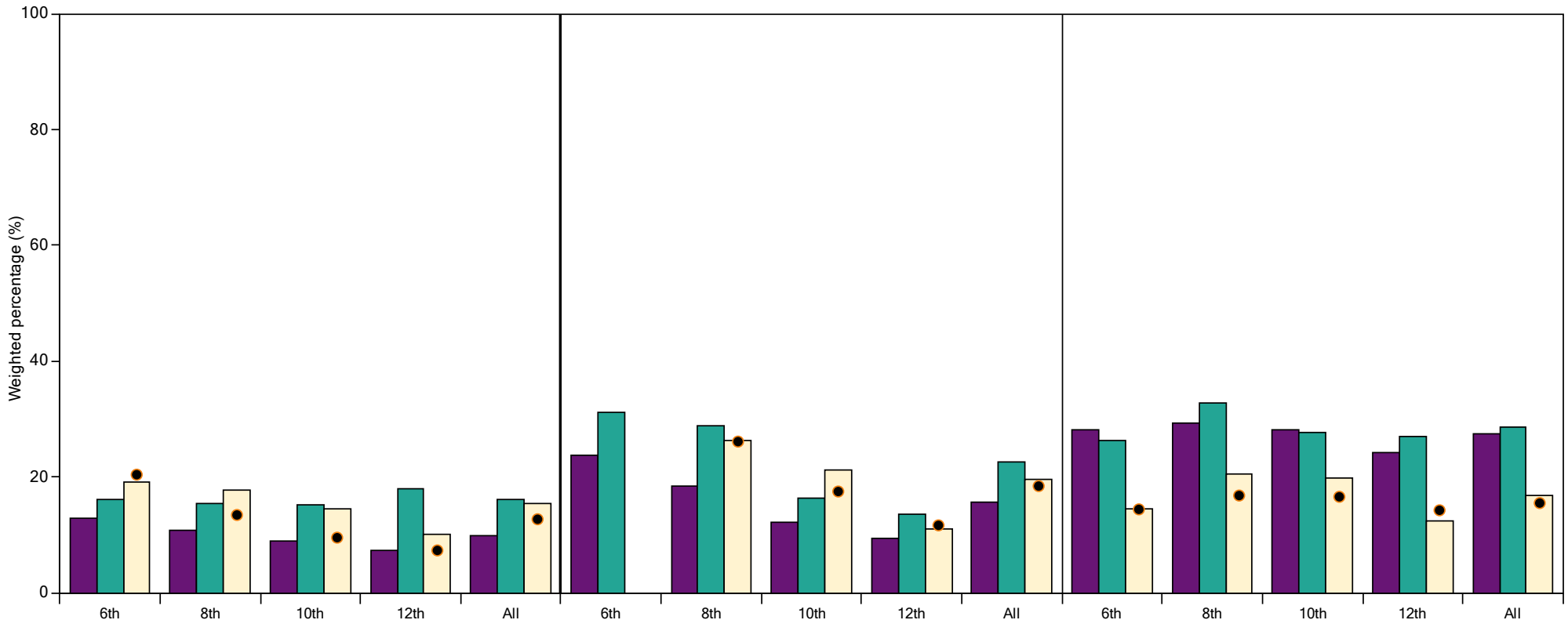
Students who report they feel "Somewhat" or "Very unsafe" before/during/after school in/on:*

Grade	Playgrounds or fields				Lunchroom/cafeteria				Classrooms				Bathrooms				Parking lots				Stairs and hallways				The school bus			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
8th	11.5	15.1	16.5	12.3	9.6	17.5	14.8	12.4	6.3	11.0	10.0	8.7	27.4	40.1	41.6	33.4	23.7	29.9	30.6	25.2	14.8	22.7	22.0	17.5	15.8	18.3	17.8	19.0
10th	9.5	11.1	14.0	10.7	8.4	12.1	12.4	10.4	4.4	7.1	10.3	7.0	20.7	31.4	38.7	33.5	24.4	29.9	32.0	28.8	9.9	14.0	16.0	12.8	13.4	10.9	15.5	14.9
12th	7.0	9.1	11.3	8.5	8.2	11.3	12.9	9.4	3.3	4.7	9.3	5.5	15.1	24.0	31.3	27.7	21.2	28.1	30.1	27.9	8.2	9.5	13.5	9.9	9.7	12.1	12.6	12.3
All	9.2	12.0	14.0	10.5	8.0	11.9	13.4	10.7	4.8	7.2	9.9	7.1	20.5	28.5	37.3	31.6	24.7	29.8	30.9	27.3	10.9	14.7	17.2	13.4	14.1	14.7	15.4	15.4

* These items were not included in the 2025 revised survey for students in 6th grade.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

Bullying Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



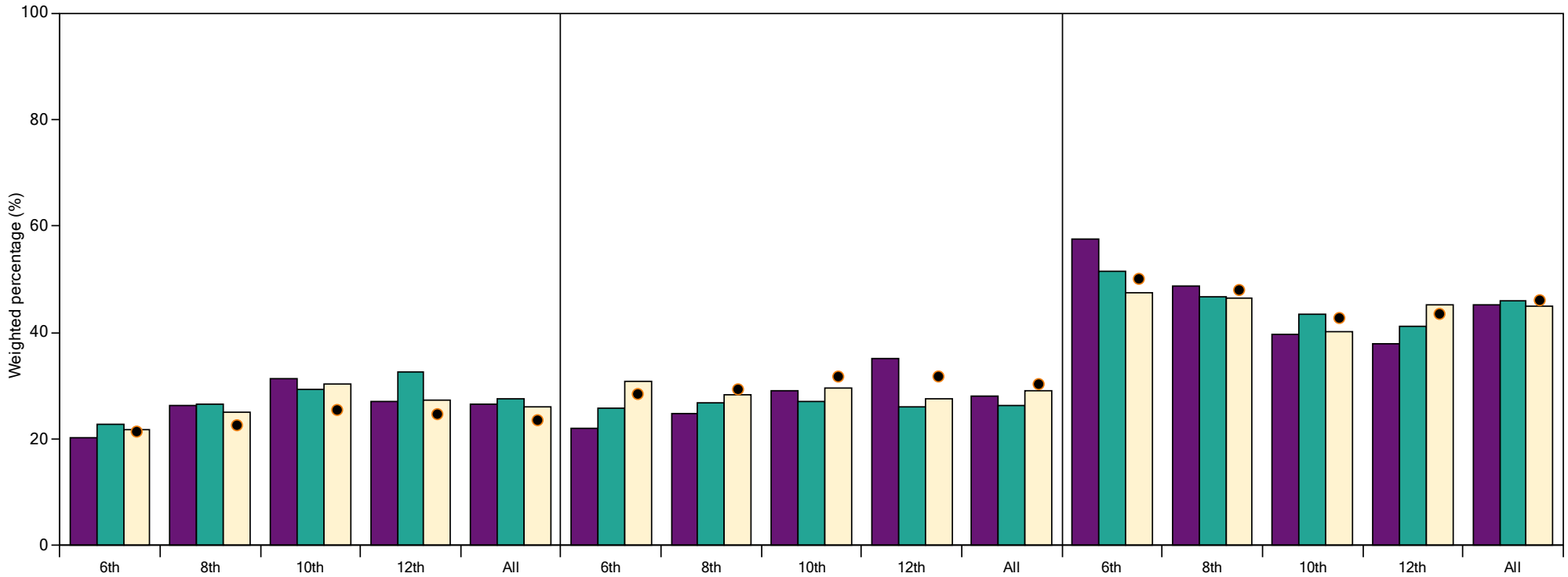
Grade	During the past 30 days, student has...				During the past 12 months, student has been...				During the past 12 months, student has been...			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	13.0	16.1	19.2	20.4	23.8	31.1	N/A	N/A	28.2	26.4	14.4	14.4
8th	10.8	15.5	17.6	13.4	18.4	28.8	26.2	26.1	29.3	32.7	20.6	16.8
10th	9.0	15.1	14.5	9.5	12.1	16.3	21.2	17.5	28.2	27.7	19.7	16.6
12th	7.3	17.9	10.1	7.3	9.3	13.6	11.0	11.6	24.2	27.1	12.5	14.2
All	9.8	16.1	15.4	12.7	15.5	22.6	19.6	18.4	27.5	28.5	16.7	15.5

* These items were not included in the 2025 revised survey for students in 6th grade.

** The decline from 2023 to 2025 may reflect a change in survey placement of this question to the end of the instrument.

■ LSAA 2021 ■ LSAA 2023 ■ LSAA 2025 ● State 2025

Mental health treatment needs Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



Mental health treatment needs scale*

Grade	High treatment needs				Moderate treatment needs				Low treatment needs			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	20.2	22.7	21.8	21.4	22.1	25.7	30.8	28.5	57.7	51.6	47.4	50.1
8th	26.4	26.5	25.1	22.6	24.7	26.7	28.4	29.4	48.8	46.8	46.5	48.0
10th	31.2	29.3	30.3	25.5	29.1	27.1	29.5	31.8	39.7	43.6	40.1	42.8
12th	27.1	32.6	27.3	24.7	35.1	26.1	27.5	31.8	37.8	41.3	45.3	43.5
All	26.6	27.7	26.1	23.6	28.1	26.4	29.1	30.3	45.3	45.9	44.9	46.1

* Mental health treatment needs are calculated from student responses to specific questions. See text for further explanation.

■ LSAA 2021 ■ LSAA 2023 ■ LSAA 2025 ● State 2025

Attitudes toward mental health treatment

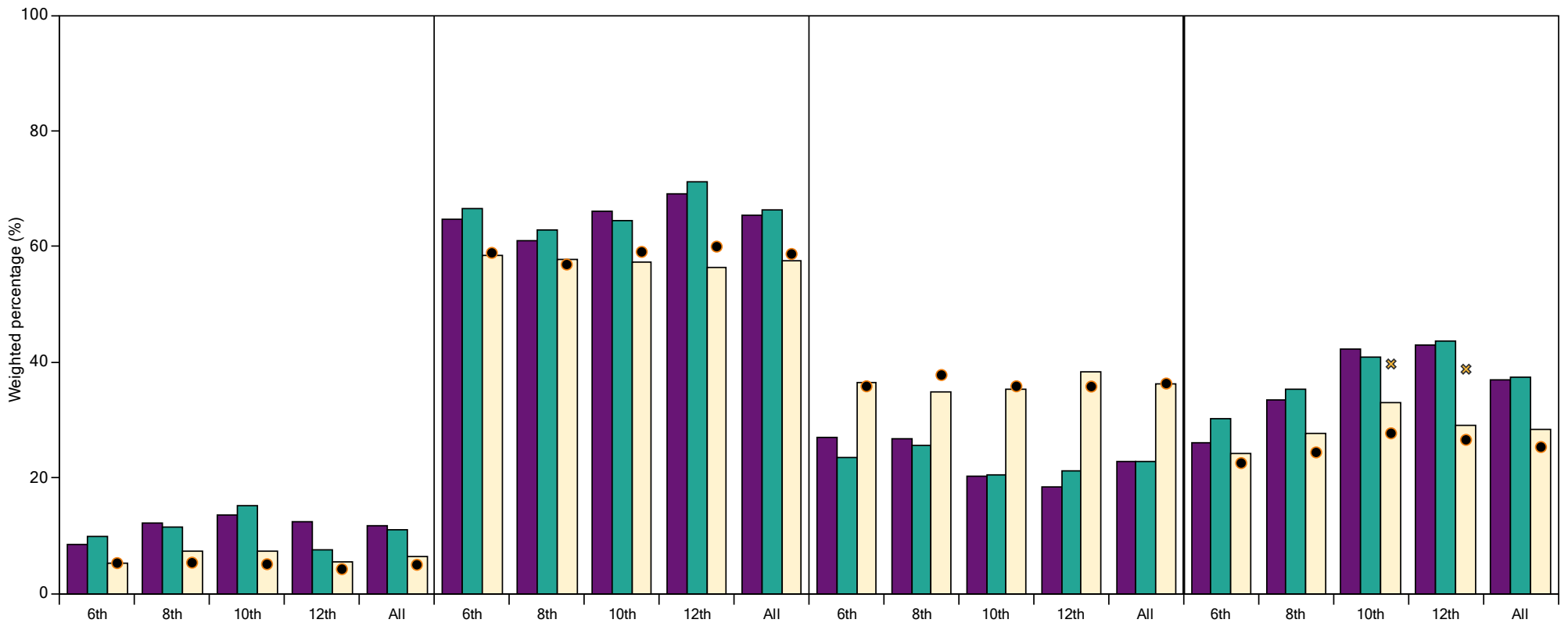
		6th				8th				10th				12th				All			
		LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
How often in the last thirty days did you talk to an adult (parent, doctor, counselor, teacher, etc.) about feeling very sad, hopeless, or suicidal? (Answered 1 or more times)		16.5	28.0	15.6	18.1	19.7	17.5	14.6	14.9	19.4	22.5	20.0	16.6	26.7	21.4	15.4	17.4	20.8	22.4	16.3	16.7
Who, in the last thirty days, did you talk to about feeling very sad, hopeless, or suicidal? (Treated as "Mark all that apply")*	Sample size**	148	226	319	3,705	342	232	324	3,294	327	191	252	3,376	132	82	131	1,722	949	731	1,026	12,097
	I felt this way but did not talk to anyone about it	43.1	54.4	42.6	43.5	48.5	50.2	47.4	43.1	48.9	41.1	34.1	35.8	43.8	37.9	31.1	33.4	46.3	45.3	38.6	38.8
	Parent	44.8	31.8	38.9	42.9	26.5	31.3	35.0	39.0	24.3	38.7	34.6	41.7	24.8	30.0	44.0	43.7	27.9	33.2	38.0	41.8
	Friend/Peer	29.5	34.6	41.8	37.2	40.6	44.5	35.1	40.5	41.1	43.7	49.6	45.4	50.7	51.8	43.5	44.2	42.4	44.2	42.6	42.0
	Teacher	6.4	12.4	7.8	7.6	3.1	4.4	3.5	5.3	2.2	0.6	6.0	4.8	4.9	2.2	3.4	5.7	3.9	4.3	5.1	5.8
	Doctor	7.9	5.4	4.7	5.8	6.7	5.4	4.2	6.2	3.8	1.9	5.4	6.5	6.5	4.7	5.3	7.0	5.8	4.2	4.9	6.4
	Clergy (e.g. Bishop, Priest or Nun, Minister, Pastor)	1.3	1.7	2.4	3.3	0.8	1.8	1.7	2.6	2.2	0.6	1.7	3.1	2.3	0.0	3.7	2.6	1.8	1.0	2.4	2.9
	School Counselor	11.2	15.5	9.0	10.1	5.8	9.9	6.0	8.3	3.6	2.8	7.6	5.7	4.5	1.1	5.3	5.4	5.4	6.7	6.9	7.3
	School Nurse	1.7	2.0	1.9	1.2	0.3	0.1	0.7	1.1	0.6	0.8	1.3	1.2	0.0	0.0	0.0	0.6	0.5	0.6	1.0	1.0
	Therapist	13.7	19.0	12.5	13.5	13.4	11.9	18.0	15.9	9.9	16.4	17.1	17.1	10.5	15.9	13.0	18.6	11.3	15.6	15.3	16.3
Other adult	7.1	13.0	13.9	12.6	8.8	6.3	10.7	10.2	7.1	4.8	11.1	9.3	4.4	7.1	12.4	9.5	6.6	7.4	12.0	10.4	
Do you think it's ok to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?	Yes	83.6	88.1	79.7	81.4	80.7	79.3	80.4	81.9	76.4	73.5	79.6	81.4	83.7	78.5	76.5	84.2	80.9	80.0	79.1	82.2
	No	4.3	2.0	5.2	4.6	2.0	2.4	2.3	3.4	2.5	5.6	6.7	3.8	4.1	3.6	5.0	3.3	3.2	3.4	4.7	3.8
Do you think it's ok to seek help and talk to a professional counselor, therapist, or doctor if you've been feeling very sad, hopeless, or suicidal?	I think it's ok for other people to seek help, but not for me to seek help	12.2	10.0	15.1	14.1	17.3	18.3	17.3	14.7	21.1	20.9	13.7	14.7	12.2	17.9	18.5	12.5	15.9	16.7	16.1	14.0

* These data represent youth who chose any answer other than "I have not felt this way in the past 30 days."

** According to Utah Department of Health and Human Services standards, any response category with fewer than 11 responses is suppressed to protect against the release of identifying information. Any category with fewer than 11 responses will be suppressed following DHHS suppression policy.

Depression

Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



Depressive symptoms scale*

Grade	High depressive symptoms				Moderate depressive symptoms				No depressive symptoms				Felt sad or hopeless for two weeks or more in a row during the past year**			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	8.4	9.8	5.1	5.2	64.6	66.6	58.4	58.9	26.9	23.5	36.5	35.8	26.0	30.2	24.2	22.6
8th	12.2	11.5	7.3	5.3	61.0	62.9	57.9	56.9	26.8	25.6	34.9	37.8	33.6	35.4	27.6	24.4
10th	13.5	15.2	7.4	5.1	66.1	64.4	57.3	59.1	20.4	20.4	35.3	35.8	42.3	40.8	33.0	27.7
12th	12.3	7.5	5.4	4.2	69.1	71.3	56.4	60.0	18.5	21.2	38.2	35.8	42.9	43.6	29.2	26.6
All	11.8	11.0	6.3	5.0	65.3	66.3	57.5	58.7	22.9	22.7	36.2	36.3	36.8	37.3	28.5	25.3

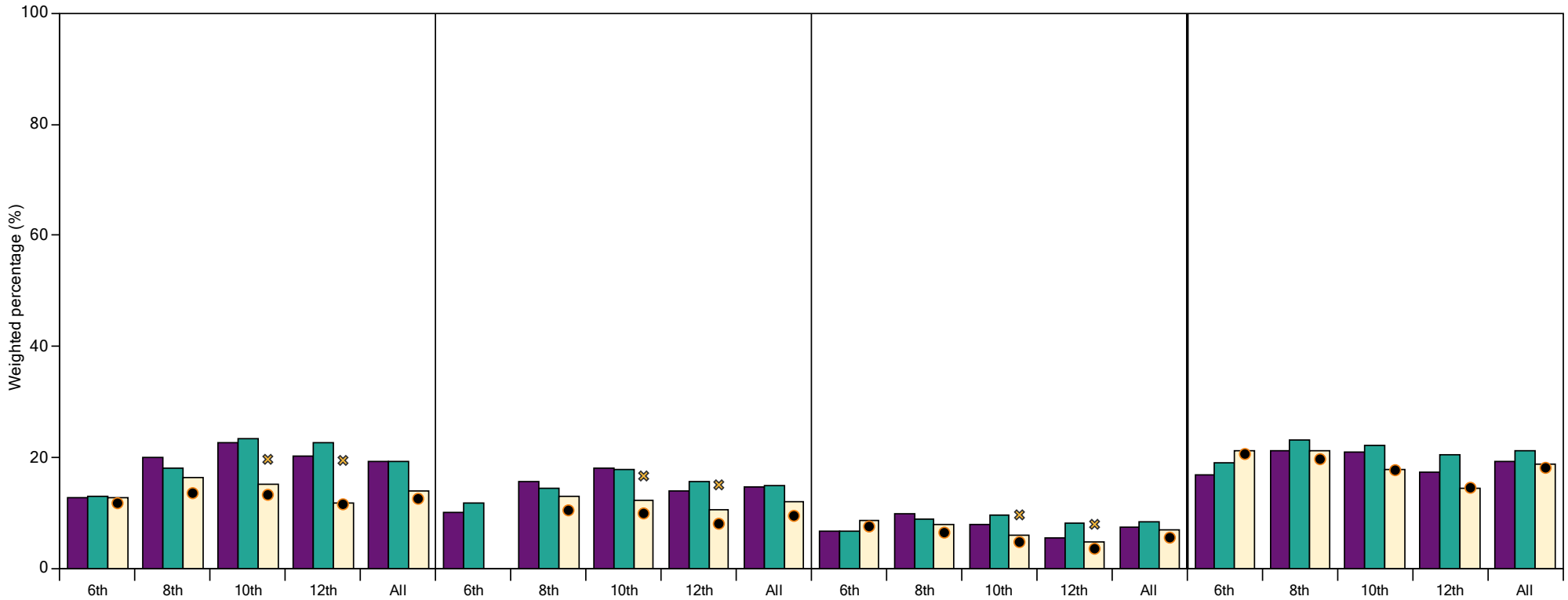
* Depressive symptoms are calculated from student responses to specific questions. See text for further explanation. * These items were not included in the 2025 revised survey for students in 6th grade.

** National YRBS comparison data are available for 10th and 12th grade only.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025 YRBS**

Suicide indicators and self harm

Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



Suicide Related Indicators

Grade	During the past 12 months, did you ever seriously consider attempting suicide? (Answered 'Yes')				During the past 12 months, did you make a plan about how you would attempt suicide? (Answered 'Yes')*				During the past 12 months, how many times did you actually attempt suicide? (Answered 1 or more times)				Purposeful self harm (without suicidal intention, e.g. cutting or burning) 1 or more times during the past 12 months			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	12.8	13.0	12.8	11.8	10.0	11.8	N/A	N/A	6.7	6.8	8.7	7.6	16.9	19.1	21.2	20.6
8th	20.0	18.0	16.3	13.6	15.7	14.5	13.0	10.5	9.8	8.9	8.0	6.5	21.3	23.2	21.3	19.7
10th	22.7	23.5	15.3	13.3	18.2	17.9	12.3	10.0	8.1	9.7	6.1	4.8	20.9	22.2	17.9	17.7
12th	20.3	22.7	11.9	11.6	14.0	15.8	10.6	8.1	5.6	8.1	4.9	3.6	17.5	20.4	14.5	14.6
All	19.3	19.2	14.1	12.6	14.7	15.0	12.0	9.5	7.5	8.4	7.0	5.6	19.2	21.2	18.8	18.2

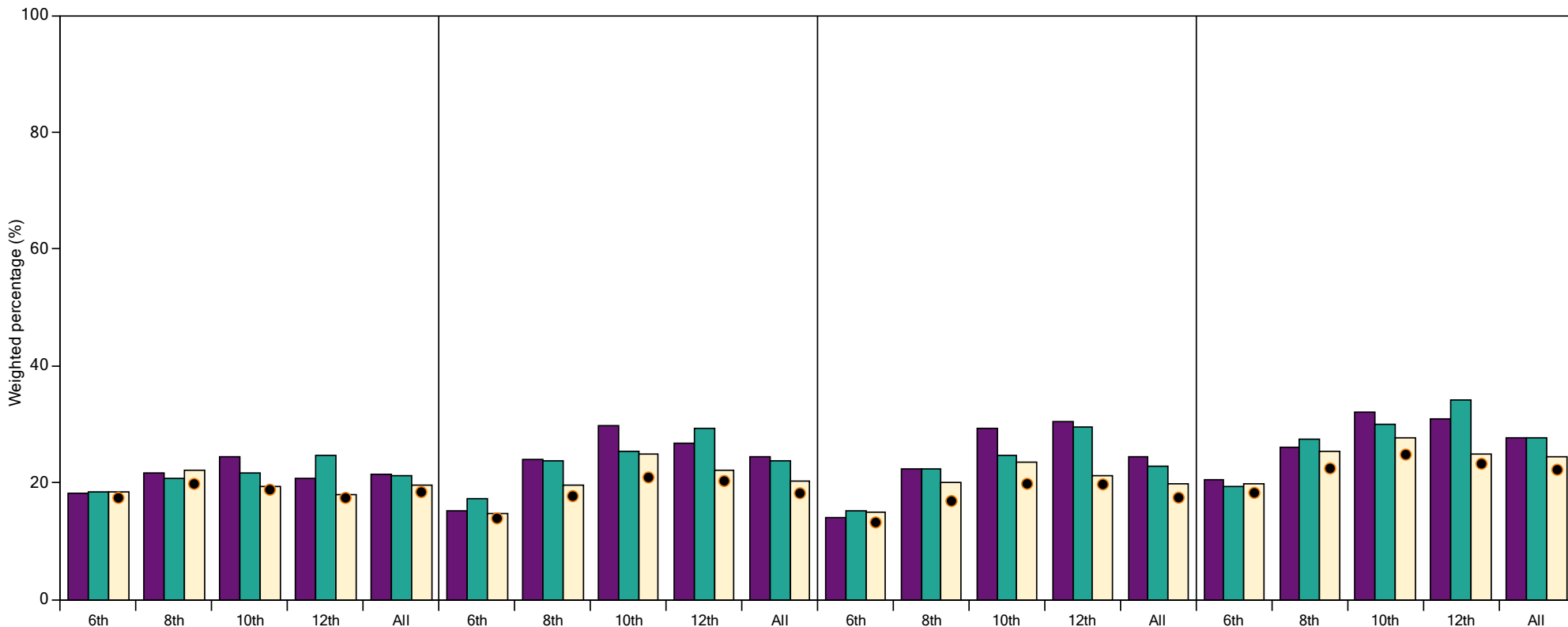
* These items were not included in the 2025 revised survey for students in 6th grade.

** National YRBS comparison data are available for 10th and 12th grade only.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025 YRBS**

Social isolation

Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



Students who reported during the past seven days "Often" or "Always"...

Grade	felt left out				felt that people barely know me				felt isolated from others				felt that people are around me but not with me			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	18.1	18.4	18.4	17.4	15.2	17.2	14.7	13.9	13.9	15.1	15.0	13.2	20.5	19.5	19.7	18.3
8th	21.7	20.8	22.2	19.8	23.9	23.8	19.6	17.7	22.3	22.5	20.0	16.9	26.1	27.5	25.3	22.4
10th	24.4	21.6	19.4	18.8	29.7	25.3	25.0	20.9	29.4	24.7	23.5	19.8	32.0	30.1	27.6	24.8
12th	20.7	24.6	18.0	17.4	26.8	29.3	22.1	20.3	30.4	29.4	21.2	19.7	30.9	34.1	24.9	23.2
All	21.4	21.3	19.5	18.4	24.3	23.8	20.3	18.2	24.5	22.9	19.9	17.4	27.7	27.7	24.3	22.2

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

SHARP2025

Screen time indicators

Student device use*

		8th	10th	12th	All
		LSAA 2025			
Which of the these have you used in the past month? You can choose more than one.	Cell phone or smart phone	95.4	98.3	98.8	97.5
	TV	91.7	90.6	90.7	91.0
	Laptop or desktop	80.6	79.3	80.8	80.2
	Video game console	64.0	63.8	52.2	60.0
	Tablet	32.4	27.6	22.0	27.4
	Smartwatch	22.0	20.5	23.4	22.0
	VR	23.7	18.3	8.8	17.0
How often do you check your phone when you're not asleep or in school?	Every 15 minutes or less	37.2	45.0	47.7	43.3
	Every half hour to hour	36.4	36.7	37.2	36.8
	Every 2 or more hours	26.4	18.2	15.1	19.9

* These items were not included in the 2025 revised survey for students in 6th grade. "All Grades" data for this question in 2025 therefore include only grades 8, 10, and 12.

Student screen time rules

		6th	8th	10th	12th	All
		LSAA 2025				
What rules does your family have about screentime? You can choose more than one.	Content you can't look at (like websites or videos)	61.1	67.9	63.8	61.2	63.6
	Places you can't use it	33.4	33.8	29.8	25.5	31.2
	Apps you can't use	61.5	64.0	51.7	41.6	56.3
	Times you can't use it	48.0	51.6	42.3	34.8	45.3
	Total time limits	45.6	44.7	34.2	24.1	38.8
	None of these, but we have other rules	16.4	15.1	20.8	25.6	18.7
How often do your parents/caregivers enforce or make you follow rules about screen time?*	Always/Often	N/A	57.4	45.3	36.0	46.5
	Sometimes	N/A	18.0	14.0	14.4	15.6
	Rarely/Never	N/A	24.6	40.7	49.5	37.9

* These items were not included in the 2025 revised survey for students in 6th grade. "All Grades" data for this question in 2025 therefore include only grades 8, 10, and 12.

SHARP2025

Screen time indicators

Does screen time help or get in the way*

		8th	10th	12th	All
		LSAA 2025			
Sleep	Gets in the way	45.9	55.3	61.6	54.3
	Neither	33.6	28.6	26.4	29.6
	Helps	20.4	16.0	12.0	16.2
Time spent with family	Gets in the way	43.9	47.0	46.5	45.8
	Neither	34.6	36.8	40.6	37.3
	Helps	21.5	16.2	12.9	16.9
Schoolwork and homework	Gets in the way	51.4	59.9	59.3	56.9
	Neither	24.4	20.7	22.1	22.4
	Helps	24.2	19.3	18.6	20.7
Physical exercise	Gets in the way	36.1	39.0	37.9	37.7
	Neither	36.0	36.7	41.5	38.1
	Helps	27.9	24.3	20.6	24.3
Time spent with friends	Gets in the way	24.7	26.0	29.0	26.6
	Neither	39.0	37.5	41.7	39.4
	Helps	36.3	36.5	29.3	34.0

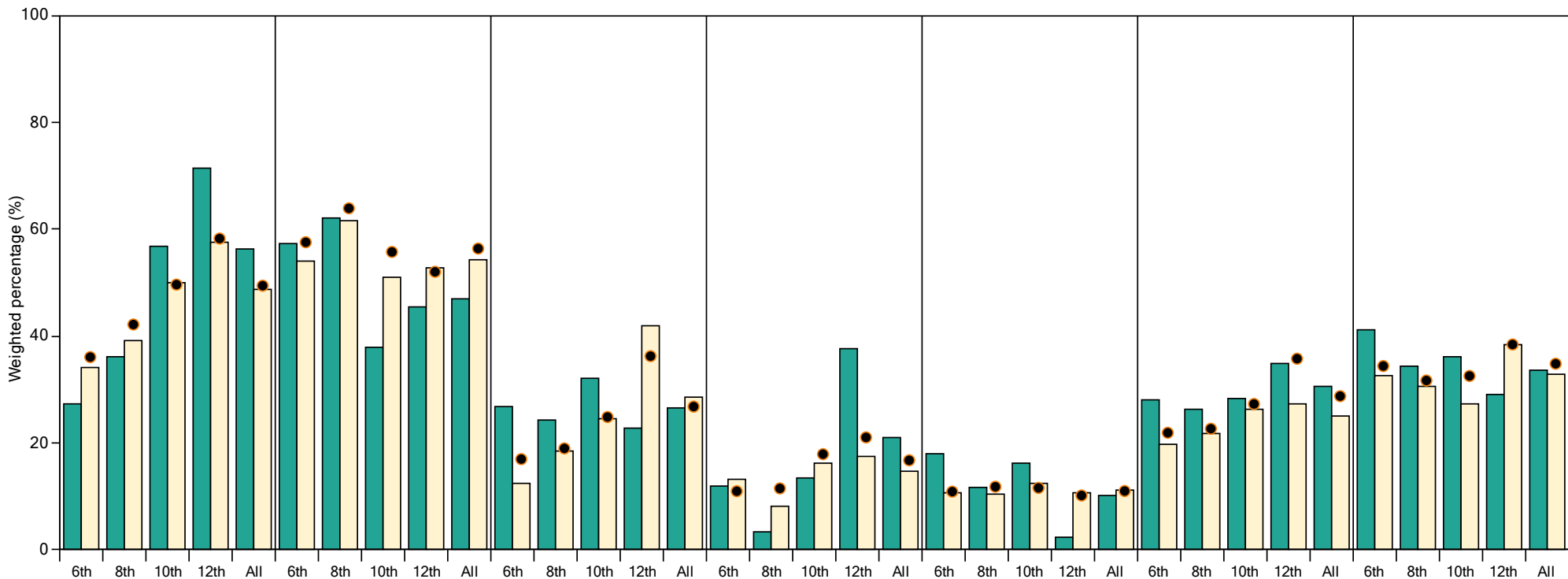
* These items were not included in the 2025 revised survey for students in 6th grade. "All Grades" data for this question in 2025 therefore include only grades 8, 10, and 12.

Does social media makes each better/worse*

		8th	10th	12th	All
		LSAA 2025			
How you feel about your body	Worse about body	40.1	40.4	40.4	40.3
	Neither	45.6	46.2	47.7	46.5
	Better about body	14.3	13.4	11.8	13.2
Grades in school	Worse about grades	21.9	24.4	23.9	23.4
	Neither	57.5	55.3	59.9	57.6
	Better about grades	20.6	20.4	16.2	19.0
Family relationships	Worse about family relationships	20.2	19.9	19.5	19.9
	Neither	57.6	55.9	59.5	57.7
	Better about family relationships	22.2	24.2	20.9	22.4
Friend relationships	Worse about friend relationships	21.7	21.8	22.6	22.0
	Neither	51.7	48.2	51.1	50.3
	Better about friend relationships	26.6	30.0	26.3	27.6

* These items were not included in the 2025 revised survey for students in 6th grade. "All Grades" data for this question in 2025 therefore include only grades 8, 10, and 12.

Places of alcohol use (of past-year alcohol users)* Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



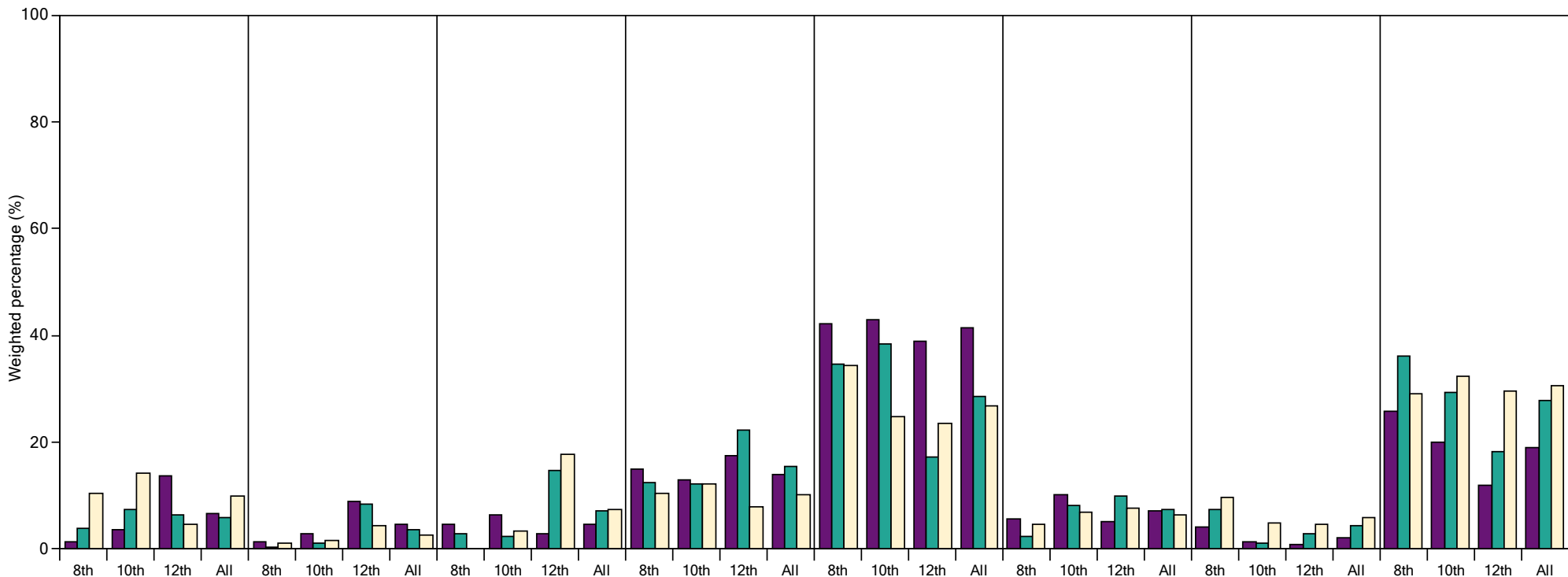
During the past year, how many times (if any) did you drink alcohol at any of the following places? (Students responding 1 or more times)

Grade	At my home or someone else's home without any parent permission				At my home with my parent's permission				At someone else's home with their parent's permission				In a car				At or near school				Outside of town (public lands, desert, or campground)				In another place			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	N/A	27.3	34.1	36.1	N/A	57.2	54.0	57.6	N/A	26.8	12.4	17.0	N/A	11.8	13.1	11.0	N/A	18.1	10.7	10.9	N/A	28.0	19.8	21.9	N/A	41.2	32.5	34.4
8th	N/A	36.2	39.2	42.2	N/A	62.2	61.7	63.9	N/A	24.2	18.6	19.0	N/A	3.5	8.2	11.5	N/A	11.7	10.5	11.8	N/A	26.3	21.7	22.7	N/A	34.4	30.5	31.7
10th	N/A	56.9	49.9	49.6	N/A	37.9	51.1	55.8	N/A	32.2	24.5	24.9	N/A	13.6	16.3	17.9	N/A	16.1	12.4	11.6	N/A	28.3	26.3	27.3	N/A	36.2	27.2	32.6
12th	N/A	71.5	57.6	58.3	N/A	45.4	52.8	52.0	N/A	22.9	42.0	36.3	N/A	37.6	17.5	21.1	N/A	2.5	10.6	10.2	N/A	35.0	27.3	35.8	N/A	29.0	38.4	38.4
All	N/A	56.3	48.8	49.5	N/A	46.9	54.2	56.4	N/A	26.7	28.6	26.8	N/A	21.1	14.8	16.8	N/A	10.2	11.1	11.0	N/A	30.5	25.0	28.8	N/A	33.5	32.9	34.8

* These data represent youth who had drunk alcohol in the past month and chose at least one place for consuming it. According to Utah Department of Health and Human Services standards, any response category with fewer than 11 responses is suppressed to protect against the release of identifying information. Any category with fewer than 11 responses will be reported as <11. The 2025 sample sizes represented in these data are 6th grade: 111 students (State: 1,095); 8th grade: 153 students (State: 1,628); 10th grade: 165 students (State: 1,856); 12th grade: 122 students (State: 1,458); all grades combined: 551 students (State: 6,037).

LSAA 2023 LSAA 2025 State 2025

Sources of vaping products (of past-month vaping product users)** State of Utah 2025 SHARP (PNA) Student Survey



If you used vape products in the past 30 days, how did you usually get your own vape products? (Choose only one answer)*

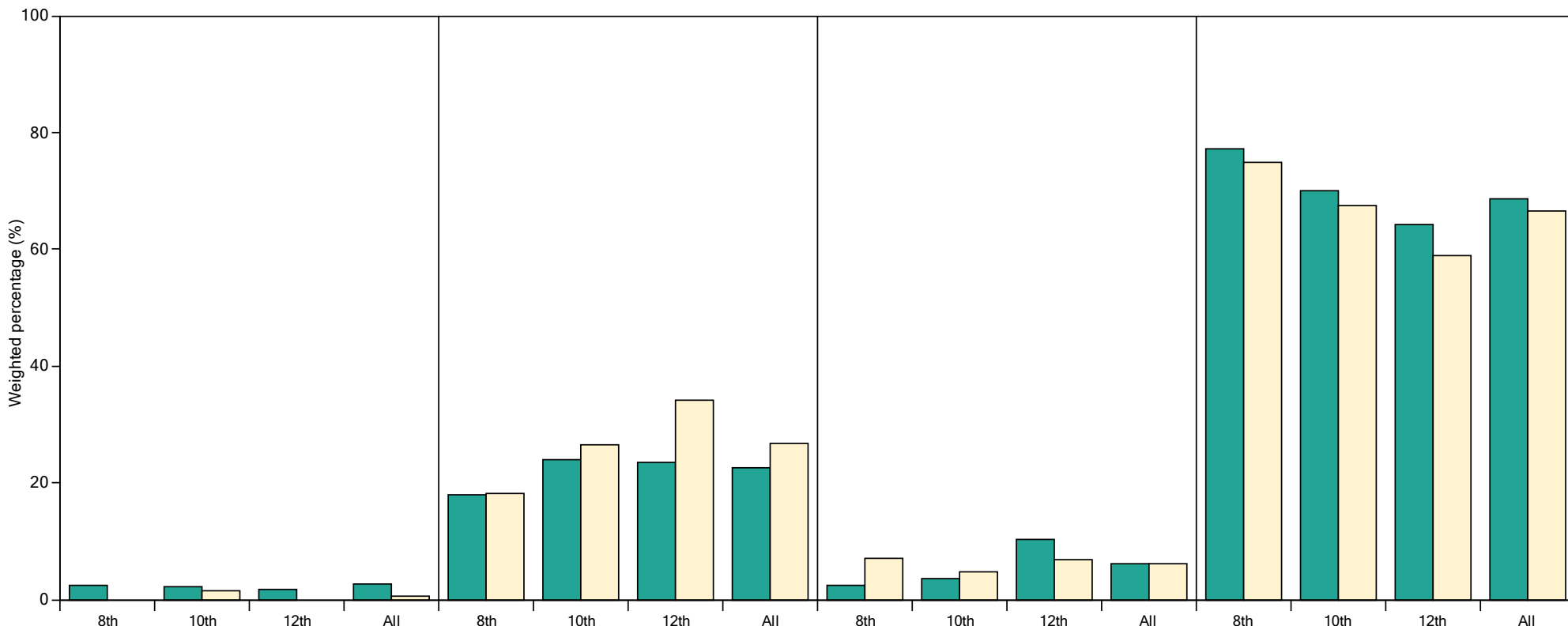
Grade	I bought them in a convenience store, supermarket, discount store, or gas station			I bought them at a smoke or vape shop			I bought them on the Internet or social media (such as Facebook, Instagram, or SnapChat)			I gave someone else money to buy them for me			I borrowed (or bummed) them from somebody else			A person 18 years old or older gave them to me			I took them from a store or family member			I got them some other way		
	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025
8th	1.5	3.8	10.5	1.3	0.2	1.1 †	4.5	2.9	0.0	14.9	12.5	10.5	42.2	34.5	34.3	5.8	2.2	4.7	4.1	7.5	9.7	25.8	36.3	29.1
10th	3.5	7.3	14.1	2.8	1.2	1.7	6.3	2.3	3.4	12.9	12.1	12.2	43.0	38.4	24.7	10.1	8.2	6.8	1.4	1.1	4.8	20.0	29.5	32.4
12th	13.6	6.3	4.6	9.0	8.4	4.4	3.0	14.6	17.8	17.4	22.3	7.8	39.0	17.2	23.6	5.2	9.9	7.6	0.8	2.9	4.6	12.0	18.3	29.6
All	6.6	5.8	10.0	4.7	3.5	2.5	4.6	7.1	7.3	14.0	15.6	10.3	41.5	28.5	26.8	7.2	7.5	6.5	2.2	4.3	6.0	19.1	27.7	30.6

* These items were not included in the 2025 revised survey for students in 6th grade.

** These data represent youth who had used a vaping device in the past month and chose at least one source of obtaining vaping products. According to Utah Department of Health and Human Services standards, any response category with fewer than 11 responses is suppressed to protect against the release of identifying information. Any category with fewer than 11 responses will be reported as '<11'. The 2025 sample sizes represented in these data are 8th grade: <11 students (State: 96); 10th grade: <11 students (State: 145); 12th grade: <11 students (State: 82); all grades combined: <11 students (State: 323).

■ State 2021 ■ State 2023 ■ State 2025

Flavors students vape most often (of past-month vaping product users)** State of Utah 2025 SHARP (PNA) Student Survey



If you used vape products in the past 30 days, such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars, what flavor did you use most often?*

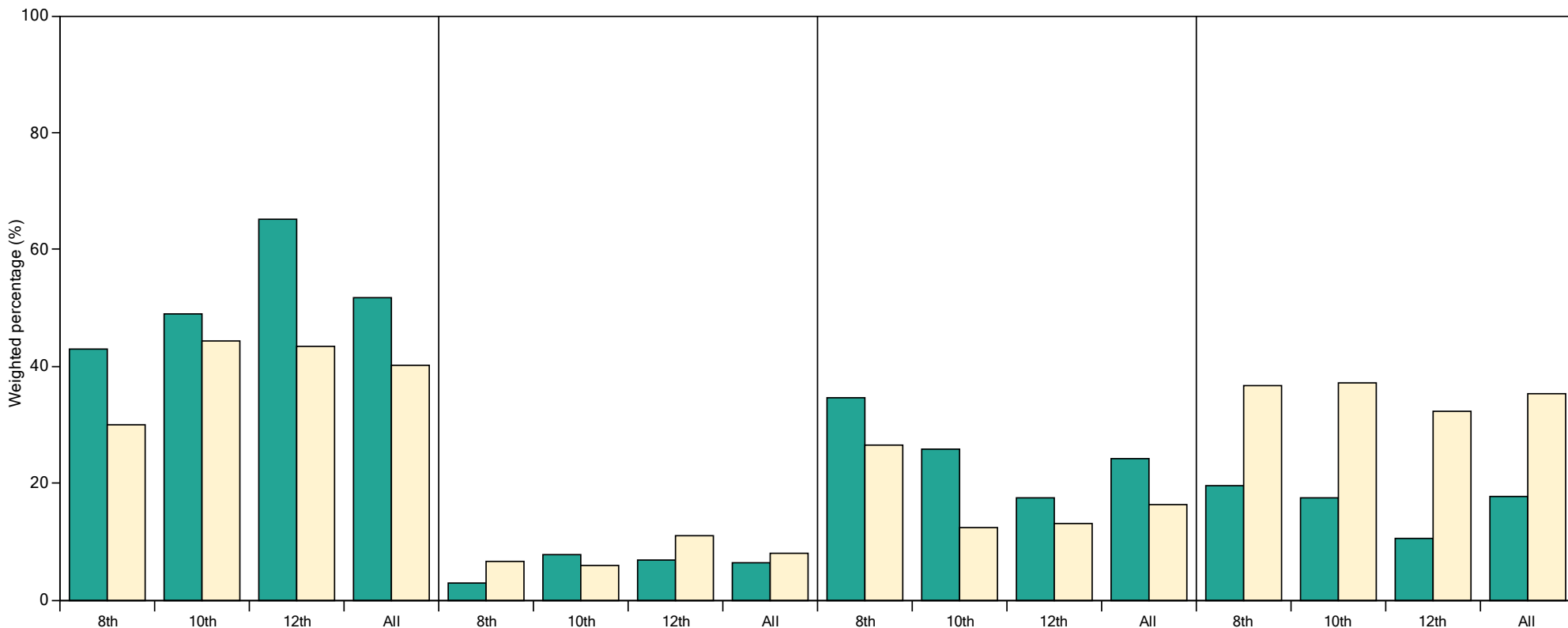
Grade	Tobacco flavor			Mint flavor			Menthol flavor			Sweet, alcohol, or other flavor		
	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025
8th	N/A	2.5	0.0	N/A	18.0	18.2	N/A	2.4	7.0	N/A	77.1	74.8
10th	N/A	2.3	1.4	N/A	24.0	26.4	N/A	3.6	4.7	N/A	70.1	67.4
12th	N/A	1.8	0.0	N/A	23.6	34.2	N/A	10.4	6.9	N/A	64.2	59.0
All	N/A	2.7	0.5	N/A	22.6	26.7	N/A	6.1	6.1	N/A	68.7	66.6

* These items were not included in the 2025 revised survey for students in 6th grade.

** These data represent youth who had used a vaping device in the past month and chose at least one source of obtaining vaping products. According to Utah Department of Health and Human Services standards, any response category with fewer than 11 responses is suppressed to protect against the release of identifying information. Any category with fewer than 11 responses will be reported as '<11'. The 2025 sample sizes represented in these data are 8th grade: <11 students (State: 61); 10th grade: <11 students (State: 69); 12th grade: <11 students (State: 47); all grades combined: <11 students (State: 177).

State 2023 State 2025

Nicotine in vape (of students who vape)** State of Utah 2025 SHARP (PNA) Student Survey



Do you usually vape with nicotine, without nicotine, or both?*

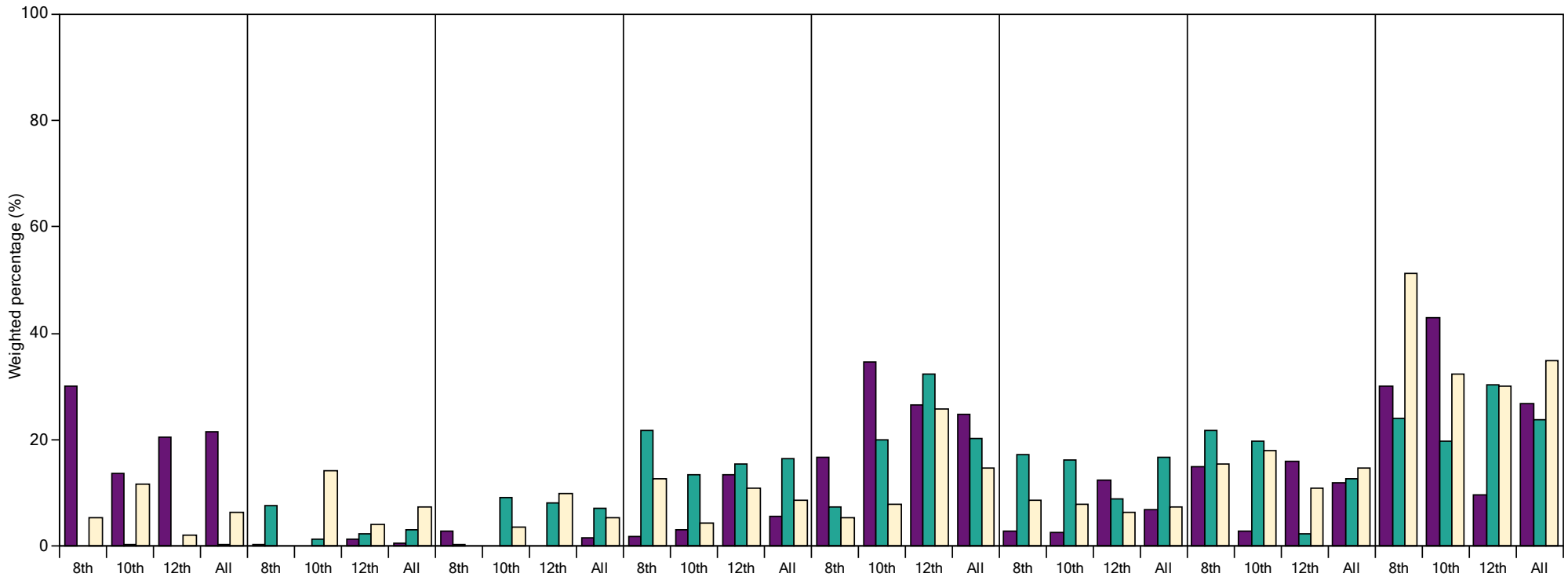
Grade	With nicotine			Without nicotine			Both with and without nicotine			Not sure		
	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025
8th	N/A	42.9	30.1	N/A	2.9	6.6	N/A	34.5	26.6	N/A	19.7	36.7
10th	N/A	49.0	44.4	N/A	7.7	6.0	N/A	25.9	12.5	N/A	17.5	37.1
12th	N/A	65.1	43.4	N/A	6.9	11.1	N/A	17.4	13.0	N/A	10.5	32.4
All	N/A	51.8	40.3	N/A	6.3	8.0	N/A	24.2	16.4	N/A	17.6	35.3

* These items were not included in the 2025 revised survey for students in 6th grade.

** These data represent youth who had used a vaping device in the past month and chose at least one source of obtaining vaping products. According to Utah Department of Health and Human Services standards, any response category with fewer than 11 responses is suppressed to protect against the release of identifying information. Any category with fewer than 11 responses will be reported as '<11'. The 2025 sample sizes represented in these data are 8th grade: <11 students (State: 132); 10th grade: <11 students (State: 176); 12th grade: <11 students (State: 105); all grades combined: <11 students (State: 413).

State 2023 State 2025

Sources of cigarettes (of past-month cigarette users)** State of Utah 2025 SHARP (PNA) Student Survey



If you smoked cigarettes in the past 30 days, how did you usually get your own cigarettes? (Choose only one answer)*

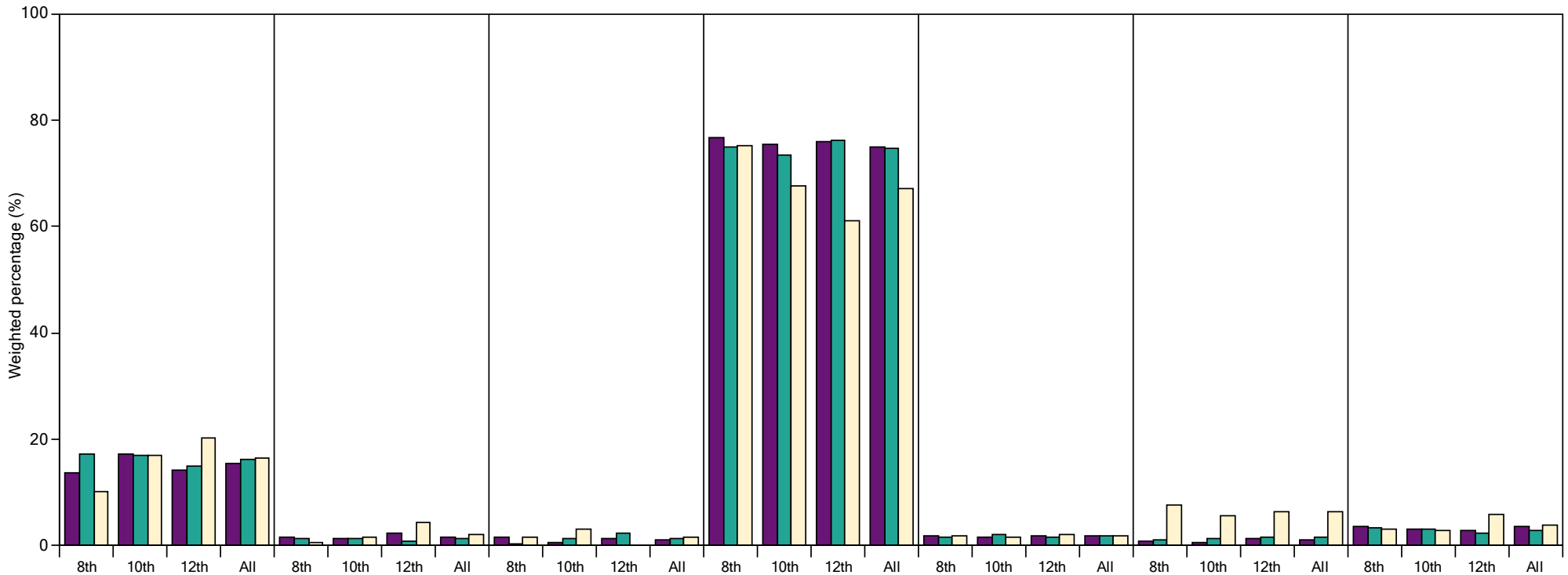
Grade	I bought them in a convenience store, supermarket, discount store, or gas station			I bought them at a smoke or vape shop			I bought them on the Internet or social media (such as Facebook, Instagram, or SnapChat)			I gave someone else money to buy them for me			I borrowed (or bummed) them from somebody else			A person 18 years old or older gave them to me			I took them from a store or family member			I got them some other way		
	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025
8th	30.2	0.0	5.3	0.3	7.6	††	2.8	0.2	0.0	1.8	21.9	12.6	16.8	7.3	5.5	3.0	17.2	8.7	15.0	21.9	15.5	30.2	23.9	51.1
10th	13.8	0.3	11.6	0.0	1.3	14.2	0.0	9.2	3.6	3.0	13.4	4.4	34.7	20.1	7.9	2.6	16.2	7.8	2.9	19.8	18.0	43.0	19.8	32.4
12th	20.4	0.0	2.0 †	1.4	2.3	4.1	0.0	8.1	9.8	13.5	15.5	11.0	26.6	32.3	25.7	12.4	9.0	6.5	16.1	2.3	10.9	9.6	30.4	30.0
All	21.6	0.1	6.4	0.5	3.0	7.5	1.7	7.1	5.5	5.6	16.4	8.7	24.7	20.3	14.8	7.0	16.7	7.4	11.9	12.7	14.6	26.9	23.7	35.0

* These items were not included in the 2025 revised survey for students in 6th grade.

** These data represent youth who had smoked cigarettes in the past month and chose at least one source of obtaining them. According to Utah Department of Health and Human Services standards, any response category with fewer than 11 responses is suppressed to protect against the release of identifying information. Any category with fewer than 11 responses will be reported as '<11'. The 2025 sample sizes represented in these data are 8th grade: <11 students (State: 39); 10th grade: <11 students (State: 62); 12th grade: <11 students (State: 49); all grades combined: <11 students (State: 150).

State 2021 State 2023 State 2025

First use of tobacco (of students who have ever tried tobacco products)** State of Utah 2025 SHARP (PNA) Student Survey



If you have ever tried a tobacco product, which one did you try first?*

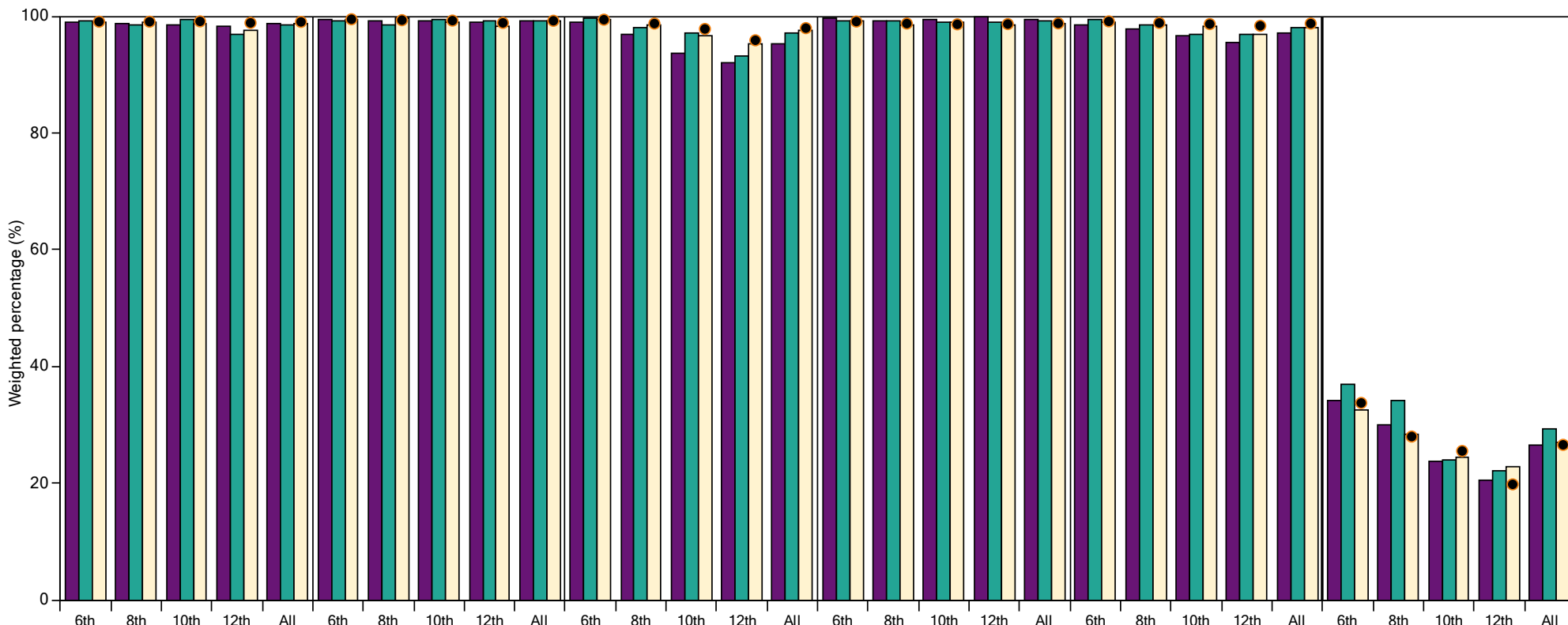
Grade	Cigarettes			Cigars, cigarillos, or little cigars			Tobacco in a hookah or waterpipe			Vape products such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars			Chewing tobacco, snuff, or dip			Nicotine pouches like Zyn, On, or Velo			Other		
	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025	State 2021	State 2023	State 2025
8th	13.6	17.3	10.2	1.5	1.3	0.5	1.7	0.4	1.7	76.7	74.9	75.2	1.9	1.5	1.8	0.9	1.2	7.6	3.7	3.4	3.0
10th	17.3	17.1	17.1	1.4	1.4	1.5	0.6	1.4	3.1	75.4	73.5	67.6	1.6	2.2	1.5	0.7	1.3	5.6	3.1	3.1	2.8
12th	14.2	14.9	20.2	2.3	0.9	4.3	1.3	2.3	0.0	76.1	76.3	61.0	1.7	1.5	2.2	1.5	1.7	6.5	2.9	2.3	5.8
All	15.6	16.3	16.4	1.7	1.3	2.2	1.2	1.5	1.7	75.0	74.8	67.2	1.8	1.8	1.8	1.1	1.6	6.4	3.7	2.9	3.9

* These items were not included in the 2025 revised survey for students in 6th grade.

** These data do not include students who have never used a tobacco product. According to Utah Department of Health and Human Services standards, any response category with fewer than 11 responses is suppressed to protect against the release of identifying information. Any category with fewer than 11 responses will be reported as <11. The 2025 sample sizes represented in these data are 8th grade: <11 students (State: 177); 10th grade: <11 students (State: 231); 12th grade: <11 students (State: 134); all grades combined: <11 students (State: 542).

State 2021 State 2023 State 2025

Perception of parental disapproval Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey

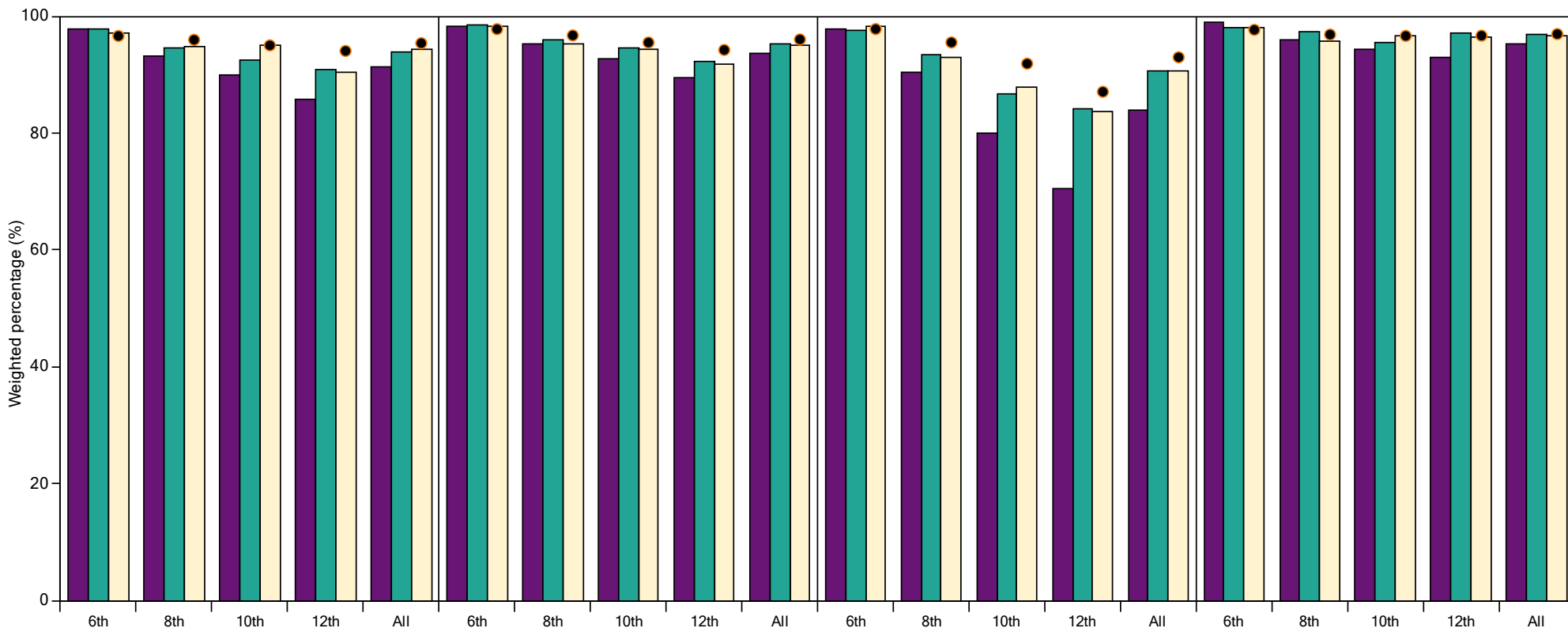


Parents feel it would be "Wrong" or "Very Wrong" to...

Grade	have one or two drinks of an alcoholic beverage nearly every day				smoke cigarettes				smoke marijuana				use prescription drugs not prescribed to you				use vape products such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars				Parents communicate expectations of NO alcohol use at least twice a year			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	99.0	99.3	99.1	99.1	99.5	99.3	99.6	99.5	99.0	99.6	99.4	99.4	99.6	99.3	99.3	99.1	98.6	99.4	99.1	99.1	34.2	37.0	32.6	33.8
8th	98.8	98.6	99.1	99.1	99.3	98.6	99.6	99.3	97.0	98.2	98.6	98.8	99.3	99.3	98.6	98.8	97.8	98.6	98.4	98.9	30.0	34.1	28.5	28.0
10th	98.5	99.4	98.8	99.1	99.3	99.4	99.0	99.3	93.7	97.2	96.7	97.9	99.4	99.0	99.1	98.6	96.7	96.9	98.2	98.7	23.8	23.9	24.5	25.5
12th	98.4	97.0	97.6	98.9	99.0	99.3	98.3	98.9	92.1	93.3	95.3	95.9	99.8	98.9	98.6	98.7	95.6	97.0	97.0	98.4	20.6	22.2	22.9	19.8
All	98.7	98.6	98.7	99.1	99.2	99.2	99.1	99.3	95.3	97.1	97.5	98.0	99.5	99.1	98.9	98.8	97.1	98.0	98.2	98.8	26.6	29.3	27.0	26.6

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

Perception of peer disapproval Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey

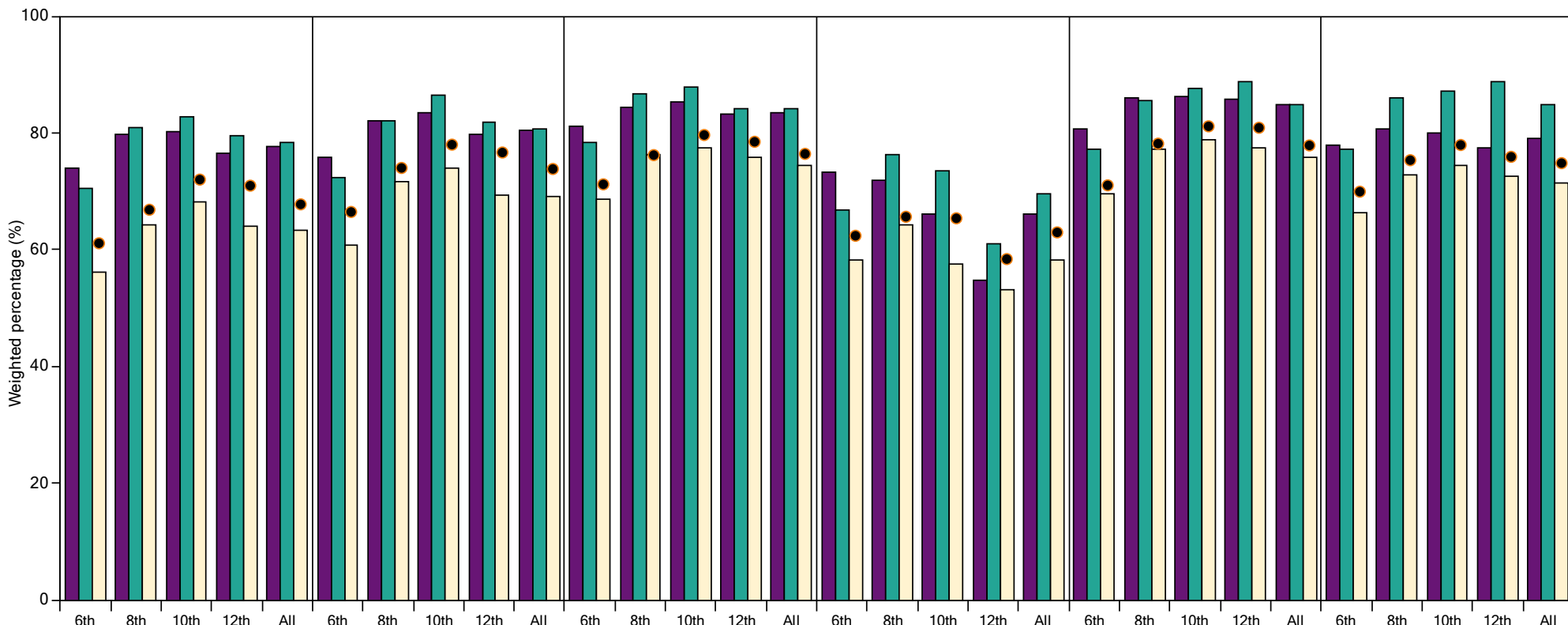


Friends feel it would be "Wrong" or "Very Wrong" to...

Grade	have one or two drinks of an alcoholic beverage nearly every day				smoke tobacco				smoke marijuana				use prescription drugs not prescribed to you			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	97.7	97.8	97.0	96.6	98.4	98.4	98.3	97.8	97.9	97.7	98.4	97.8	98.9	98.0	98.0	97.7
8th	93.1	94.6	94.8	96.0	95.2	95.9	95.3	96.7	90.4	93.3	92.9	95.5	95.9	97.3	95.7	96.9
10th	90.0	92.6	95.0	95.0	92.8	94.6	94.5	95.5	80.0	86.7	88.0	91.9	94.4	95.6	96.7	96.7
12th	85.8	90.8	90.5	94.1	89.6	92.2	91.9	94.3	70.6	84.1	83.8	87.1	93.0	97.1	96.3	96.7
All	91.4	94.0	94.3	95.4	93.8	95.3	95.0	96.1	84.0	90.6	90.7	93.0	95.4	97.0	96.7	97.0

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

Perception of risk Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



People are at "Moderate" or "Great risk" of harming themselves if they...

Grade	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day				take five or more drinks of an alcoholic beverage once or twice a week				smoke one or more packs of cigarettes per day				smoke marijuana regularly				use prescription drugs that are not prescribed to them				use vape products such as e-cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	74.0	70.5	56.3	61.1	75.8	72.3	60.8	66.5	81.2	78.3	68.6	71.2	73.3	66.7	58.2	62.4	80.6	77.2	69.5	71.0	77.9	77.2	66.3	70.0
8th	79.8	80.9	64.2	66.9	82.1	82.0	71.8	74.0	84.3	86.6	76.2	76.2	71.9	76.4	64.2	65.7	86.1	85.6	77.2	78.2	80.7	86.1	72.8	75.4
10th	80.1	82.8	68.3	72.0	83.6	86.4	74.0	78.0	85.2	87.8	77.5	79.7	66.1	73.6	57.6	65.4	86.2	87.6	78.9	81.2	80.1	87.3	74.4	78.0
12th	76.6	79.5	64.1	71.0	79.8	81.8	69.5	76.7	83.3	84.3	75.8	78.5	54.8	61.1	53.3	58.4	85.7	88.8	77.4	80.9	77.5	88.7	72.6	75.9
All	77.8	78.5	63.2	67.8	80.5	80.7	69.0	73.8	83.6	84.3	74.5	76.4	66.2	69.5	58.3	63.0	84.8	84.8	75.8	77.9	79.1	84.9	71.6	74.9

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

Perceived vs. actual ATOD use*

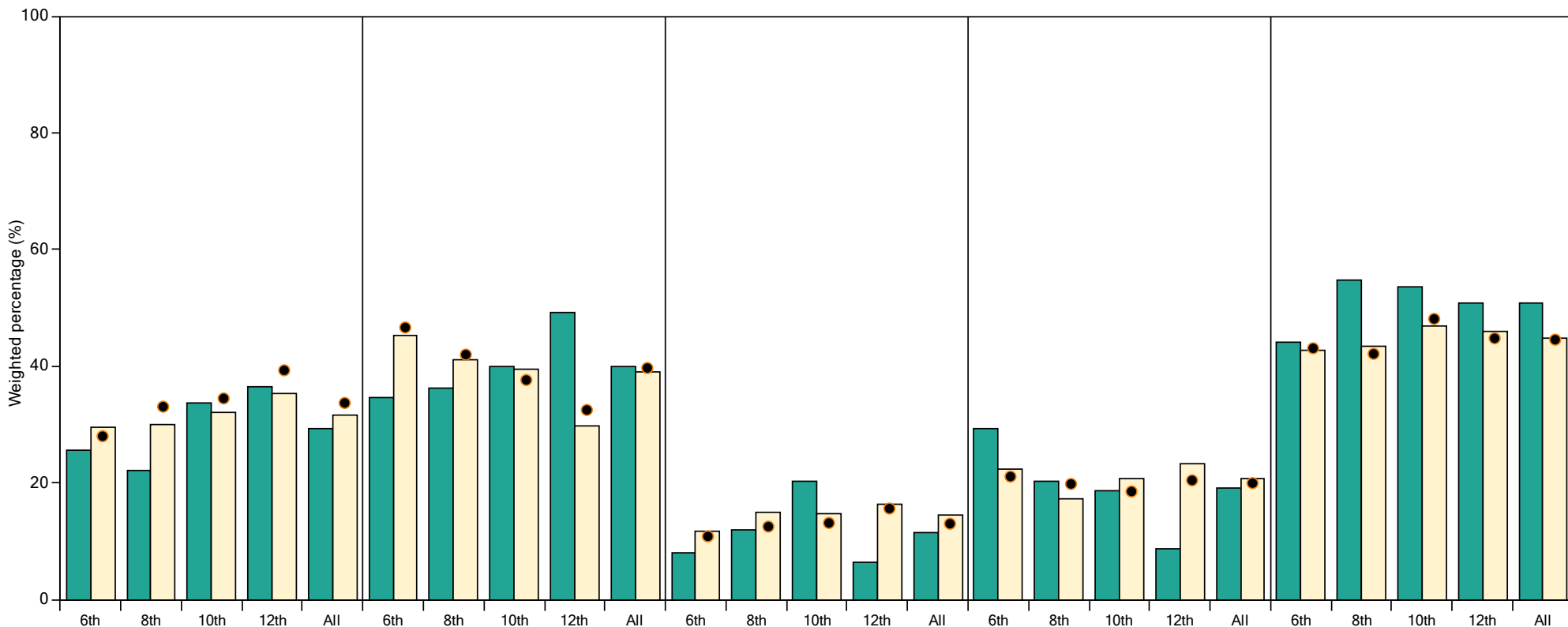
		8th				10th				12th				All			
		LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
Smoke cigarettes every day	Perceived use	14.2	13.0	14.2	11.4	18.5	16.9	17.8	16.6	18.8	13.5	17.3	15.5	13.9	11.0	16.3	14.6
	Actual use	0.1	0.0	.2 †	0.1	0.2	0.0	.2 †	0.1	0.5	0.0	.3 †	0.2	0.2	0.0	0.2	0.1
Drank alcohol in past 30 days	Perceived use	19.1	15.4	15.8	12.9	31.0	25.1	24.9	21.8	36.9	28.5	27.7	23.7	23.6	17.4	22.6	19.6
	Actual use	3.8	1.2	3.3	3.1	6.4	4.7	5.3	4.0	15.7	8.3	8.5	6.7	7.0	3.6	4.5	3.8
Used marijuana in past 30 days	Perceived use	17.7	15.7	15.1	11.4	31.0	23.7	25.7	20.2	36.9	23.1	25.8	21.6	23.0	15.6	22.0	17.8
	Actual use	3.7	2.0	2.9	2.1	7.5	8.9	5.7	3.3	13.2	11.2	7.2	5.6	6.5	5.6	4.1	2.9
Used a vape product**	Perceived use	N/A	26.7	27.1	20.5	N/A	35.1	36.5	30.0	N/A	37.1	36.4	30.5	N/A	25.2	33.1	27.1
	Actual use	N/A	4.4	3.6	2.6	N/A	9.2	5.9	3.0	N/A	6.7	5.6	4.7	N/A	5.3	4.1	2.9

* Students were asked to report the percent of their peers they perceived were using cigarettes, alcohol, and marijuana. The data in this table represent their perceived use amongst similarly aged peers compared to the actual use of those substances by grade. These items were not included in the 2025 revised survey for students in 6th grade.

** These items were not included in the 2025 revised survey for students in 6th grade.

Social drivers of health

Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



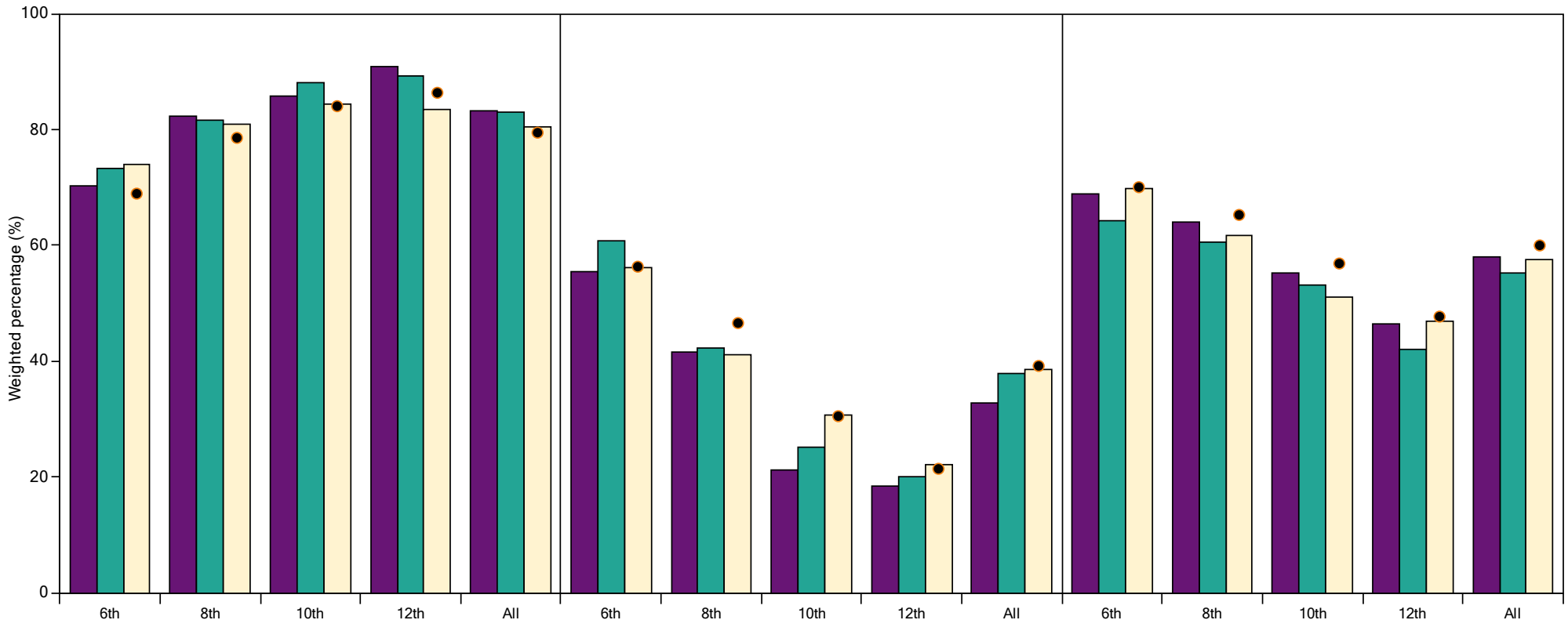
This past year, did you experience any of the following? (Mark all that apply.)

Grade	One or more people living in my home lost their job				I had to move or change homes in the past year				Skipped one or more meals because my family didn't have enough money to buy food				I had difficulty keeping up with school work because I didn't have access to a reliable computer or internet service				I did not have a quiet place to study			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	N/A	25.6	29.4	28.0	N/A	34.6	45.3	46.6	N/A	8.0	11.6	10.8	N/A	29.4	22.3	21.1	N/A	44.0	42.8	43.1
8th	N/A	22.1	30.1	33.1	N/A	36.2	41.0	42.0	N/A	11.9	15.0	12.5	N/A	20.3	17.4	19.8	N/A	54.8	43.5	42.1
10th	N/A	33.7	32.2	34.5	N/A	40.0	39.5	37.6	N/A	20.3	14.8	13.1	N/A	18.6	20.7	18.5	N/A	53.6	46.9	48.1
12th	N/A	36.4	35.4	39.3	N/A	49.3	29.7	32.5	N/A	6.4	16.3	15.6	N/A	8.7	23.3	20.4	N/A	50.9	46.0	44.8
All	N/A	29.3	31.7	33.7	N/A	40.1	39.1	39.7	N/A	11.4	14.4	13.0	N/A	19.1	20.8	20.0	N/A	50.8	44.8	44.6

LSAA 2023 LSAA 2025 State 2025

Student health habits and routines

Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey

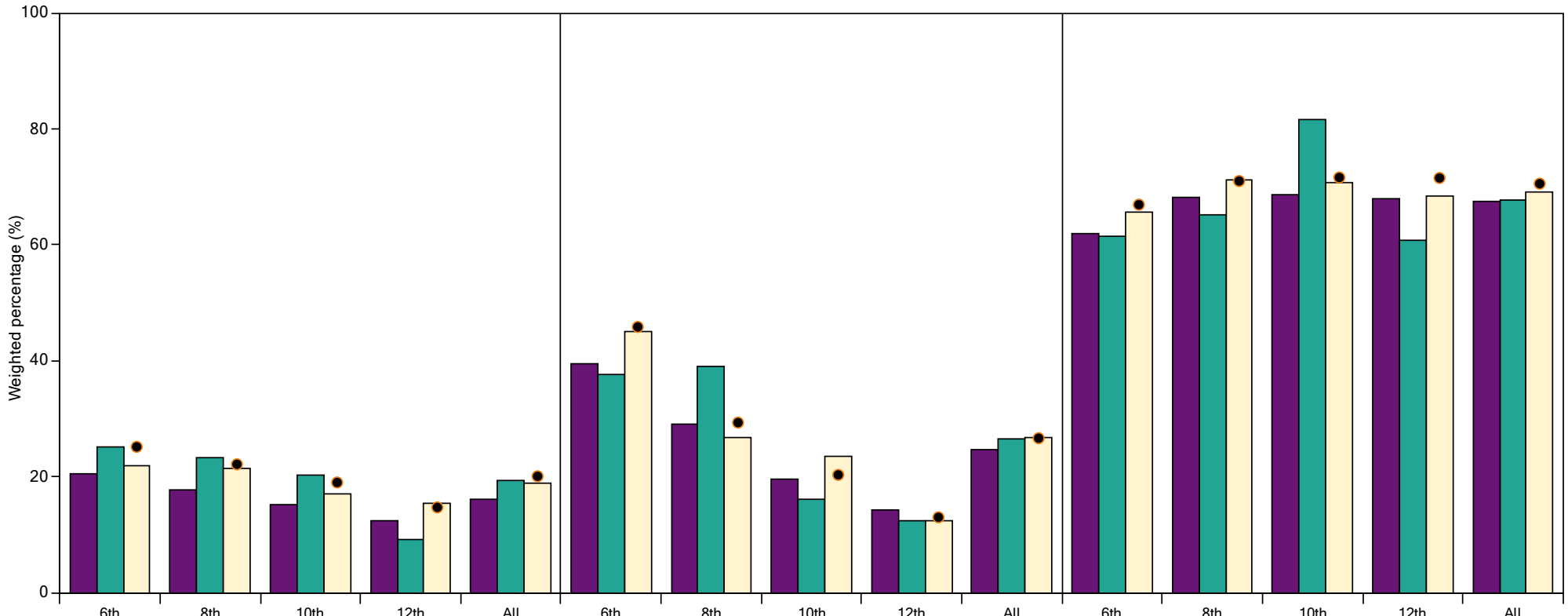


Grade	Spends 2 or more hours per school day playing Xbox, PlayStation, texting, or YouTube, Instagram, Facebook, etc. (not counting school work)				Students reporting 8 or more hours of sleep on an average school night				Eat at least one meal as a family 5 or more times in a typical week			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	70.4	73.3	74.0	69.0	55.5	60.8	56.2	56.3	68.9	64.3	69.9	70.1
8th	82.3	81.6	80.9	78.6	41.6	42.4	41.1	46.6	63.9	60.7	61.6	65.3
10th	85.7	88.1	84.3	84.1	21.2	25.2	30.8	30.5	55.2	53.2	51.1	56.9
12th	90.9	89.2	83.4	86.4	18.4	20.0	22.2	21.4	46.5	42.1	46.8	47.7
All	83.2	82.9	80.5	79.5	32.7	37.9	38.7	39.2	58.1	55.2	57.5	60.0

■ LSAA 2021 ■ LSAA 2023 ■ LSAA 2025 ● State 2025

Student physical health and activity levels

Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey

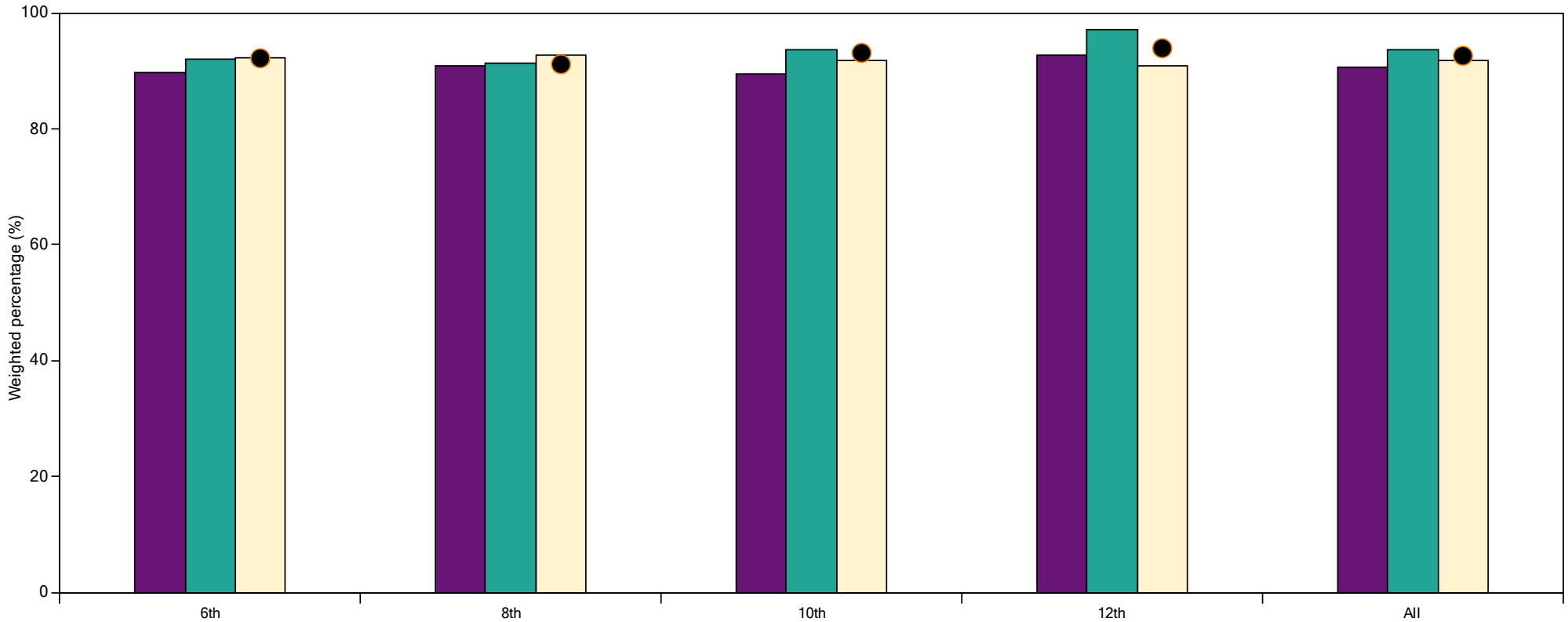


Grade	Physically active all seven days during the past week				Walk or ride non-motorized scooter/bike to/from school 1 or more times in a typical week				Adolescents reporting healthy body weight (between 5th and 85th percentiles)			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	20.5	25.2	21.8	25.2	39.5	37.6	45.1	45.8	61.9	61.4	65.6	66.9
8th	17.7	23.2	21.4	22.1	29.1	39.1	26.7	29.3	68.3	65.2	71.2	71.0
10th	15.3	20.2	17.1	19.0	19.7	16.1	23.6	20.3	68.5	81.7	70.7	71.6
12th	12.4	9.2	15.4	14.7	14.3	12.3	12.5	13.0	68.1	60.8	68.5	71.6
All	16.2	19.4	18.8	20.1	24.7	26.4	26.6	26.6	67.4	67.7	69.2	70.6

■ LSAA 2021 ■ LSAA 2023 ■ LSAA 2025 ● State 2025

Safe vehicle habits

Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey

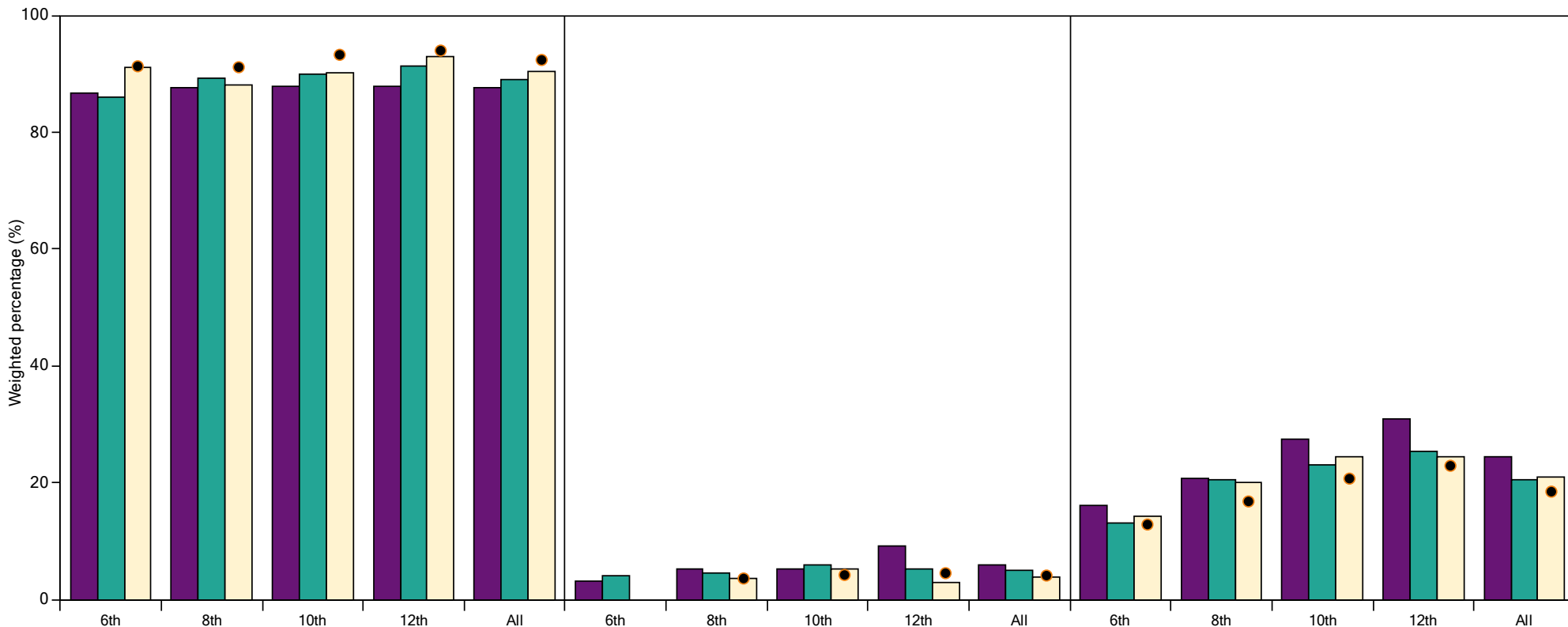


Grade	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	89.7	92.1	92.3	92.2
8th	90.8	91.3	92.8	91.2
10th	89.5	93.8	91.8	93.1
12th	92.9	97.1	90.8	93.9
All	90.8	93.6	91.9	92.6

■ LSAA 2021
 ■ LSAA 2023
 ■ LSAA 2025
 ● State 2025

Student safety

Weber And Morgan Counties LSAA 2025 SHARP (PNA) Student Survey



Grade	Student indicating they "somewhat" or "definitely" agree with the statement "I feel safe in my neighborhood."				Hit or injured on purpose by a dating partner (past 12 months)*				Guns and bullets in home stored unlocked/in plain sight OR locked/hidden, but student can access			
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	LSAA 2021	LSAA 2023	LSAA 2025	State 2025
6th	86.7	85.9	91.1	91.3	3.2	4.1	N/A	N/A	16.1	13.1	14.2	12.8
8th	87.7	89.3	88.1	91.2	5.1	4.6	3.6	3.6	20.8	20.5	20.1	16.8
10th	88.0	90.0	90.2	93.3	5.2	5.9	5.2	4.2	27.4	23.0	24.4	20.7
12th	87.9	91.3	92.9	94.0	9.1	5.2	2.9	4.5	31.0	25.4	24.3	22.9
All	87.6	89.1	90.5	92.4	5.9	4.9	3.9	4.1	24.4	20.5	20.9	18.5

* These items were not included in the 2025 revised survey for students in 6th grade.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025

THE RISK AND PROTECTIVE FACTOR MODEL OF PREVENTION

Understanding and Promoting Risk and Protective Factors

Positive youth development and the prevention of problem behaviors builds on a foundation of fostering protective factors—the conditions and relationships that promote healthy development and buffer against negative influences and reducing risk factors—factors that increase the likelihood of problem behaviors.

Research has shown that when young people are supported by strong bonds with family, school, community, and peers—and are guided by clear expectations and healthy beliefs—they are significantly less likely to engage in behaviors such as drug use, delinquency, school dropout, and violence. This research has been organized into the Social Development Strategy that can easily be put into action within families, schools, and communities:

Protective bonding depends on three essential conditions:

Opportunities for meaningful involvement and contribution

Skills to participate successfully and feel competent

Recognition for their efforts and accomplishments

These elements help youth feel connected and valued. However, bonding only exerts a protective influence when it occurs in positive environments where families, schools, and neighborhoods promote healthy values, guide individual characteristics, and **set clear standards for behavior**. For example, a strong bond



with antisocial peers is unlikely to foster positive outcomes but a strong bond with a parent or coach that sets clear standards for no underage drinking can have tremendous positive impact.

This chart shows researched relationships between factors that are protective and

Protective factors, also known as “assets,” are conditions that buffer youth from risk by reducing the impact of the risks or changing the way they respond to risks.

		Healthy Beliefs and Clear Standards	Bonding	Opportunities	Skills	Recognition
Community	Rewards for Prosocial Involvement		✓			✓
	Family Attachment		✓			
Family	Opportunities for Prosocial Involvement		✓	✓		
	Rewards for Prosocial Involvement	✓	✓			✓
School	Opportunities for Prosocial Involvement		✓	✓		
	Rewards for Prosocial Involvement		✓			✓
Peer / Individual	Interaction with Prosocial Peers		✓		✓	
	Prosocial Involvement		✓		✓	
	Rewards for Prosocial Involvement		✓			✓
	Belief in the Moral Order	✓				
	Religiosity	✓				

positive and their association with problem behaviors. Notice that when we build protection in one area, it can create a positive impact on several different outcomes.

While building protection is essential, prevention efforts must also address **risk factors**—conditions that increase the likelihood of negative outcomes. Just as medical researchers have identified risk factors for heart disease such as poor diet, smoking, and lack of exercise, prevention researchers—most notably from the Social Development Research Group at the

University of Washington—have defined specific **risk factors** that predict youth problem behaviors. These factors exist in the school, community, family, and peer/individual domains.

For example, children living in disorganized, crime-ridden neighborhoods are more likely to engage in drug use or violence than children in safe, well-organized communities. The chart to the left illustrates the relationship between 20 well-researched risk factors and six adolescent problem behaviors, with check

marks indicating where research has demonstrated a strong predictive link.

The key to effective prevention lies in **measuring both risk and protective factors** within a population. By identifying gaps in protection and elevated risk factors, communities can adopt evidence-based strategies to reduce risks and build on existing strengths. Each factor is linked to proven programs and policies that support positive development and reduce problem behaviors. Ultimately, by focusing on increasing protective factors and reducing risk, communities can work to create the conditions for all youth to thrive

Additional resources and information:

Risk and protective scale definitions can be found in Appendix E.

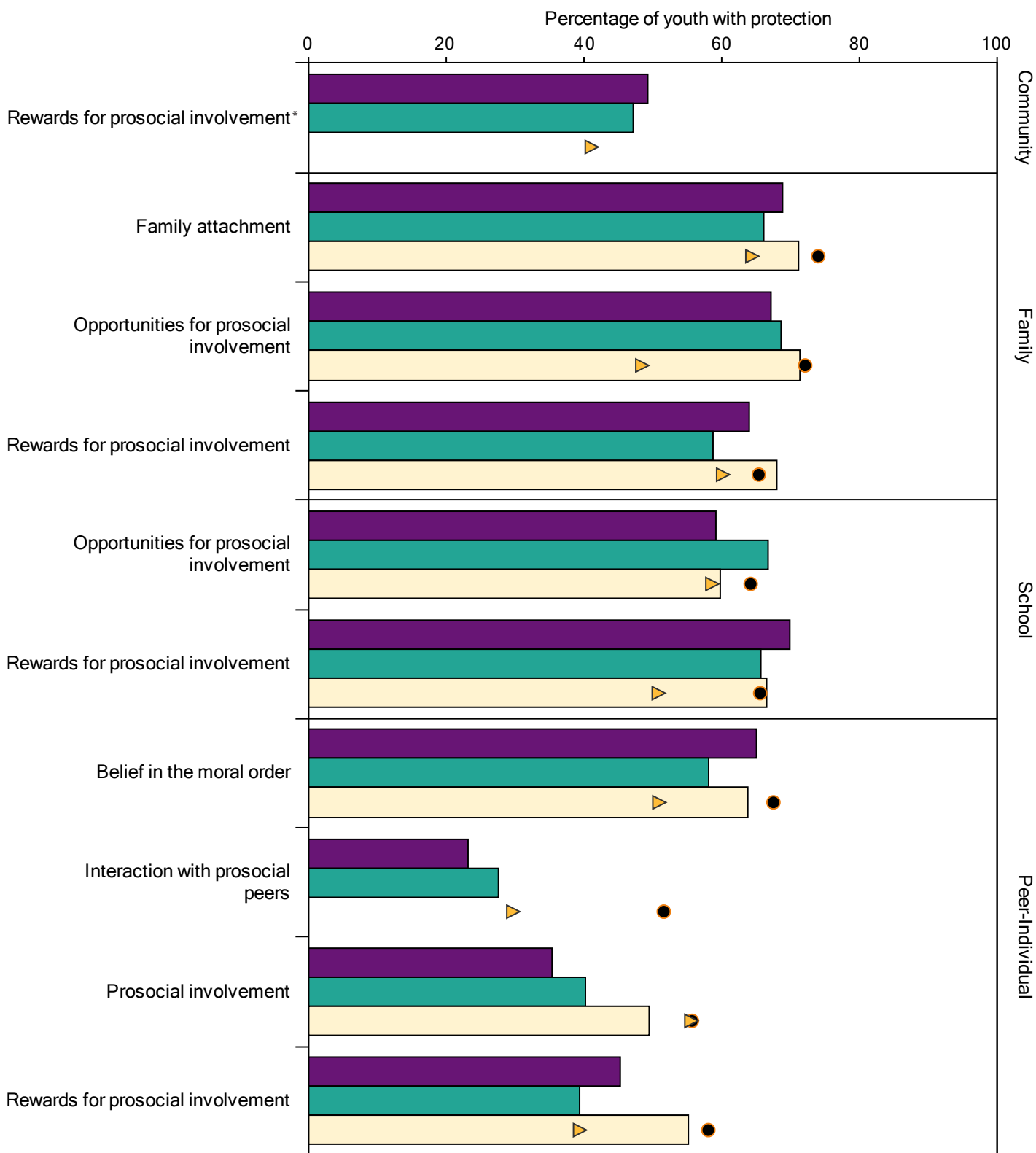
More information about the science behind risk and protective factors and the research of these resources can be found at www.communitiesthatcare.net

Risk factors are conditions that increase the likelihood of a young person

becoming involved in drug use, delinquency, school dropout, and/or violence.

		Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Community	Low Neighborhood Attachment	✓	✓			✓	
	Perceived Availability of Drugs	✓				✓	
	Perceived Availability of Handguns		✓			✓	
	Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime	✓	✓			✓	
Family	Family History of Antisocial Behavior	✓	✓	✓	✓	✓	✓
	Poor Family Management	✓	✓	✓	✓	✓	✓
	Family Conflict	✓	✓	✓	✓	✓	✓
	Parental Attitudes Favorable Toward Drugs and Antisocial Behavior	✓	✓			✓	
School	Academic Failure	✓	✓	✓	✓	✓	✓
	Low Commitment to School	✓	✓	✓	✓	✓	
	Rebelliousness	✓	✓	✓	✓	✓	
	Gang Involvement	✓	✓			✓	
Peer / Individual	Perceived Risk of Drug Use	✓	✓	✓	✓	✓	
	Attitudes Favorable Toward Antisocial Behavior and Drug Use	✓	✓	✓	✓	✓	
	Friend's Use of Drugs	✓	✓	✓	✓	✓	
	Interaction with Antisocial Peers	✓	✓	✓	✓	✓	
	Depressive Symptoms	✓			✓		✓

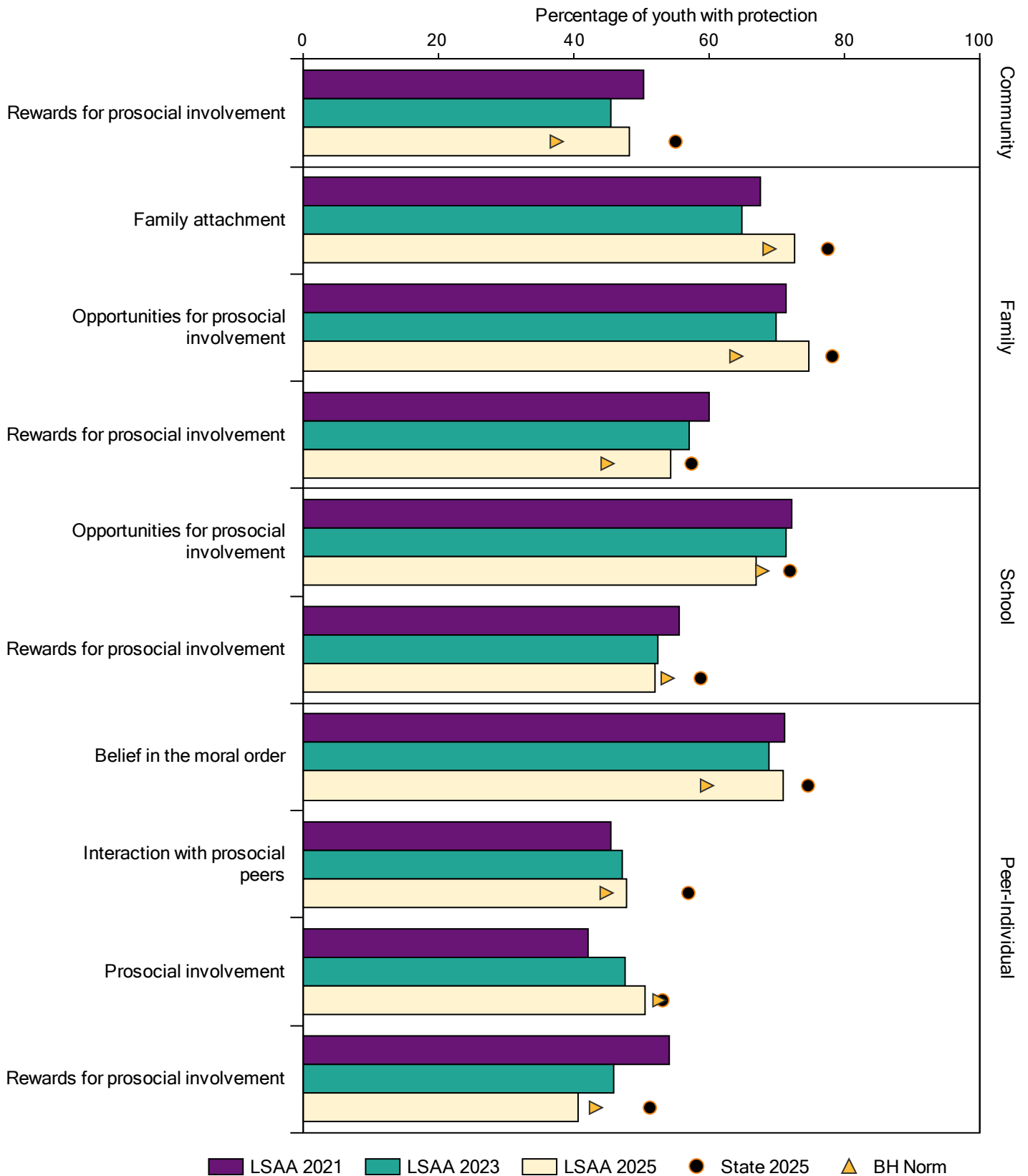
Protective profile, 6th Grade Weber And Morgan Counties LSAA 2025 SHARP Surv



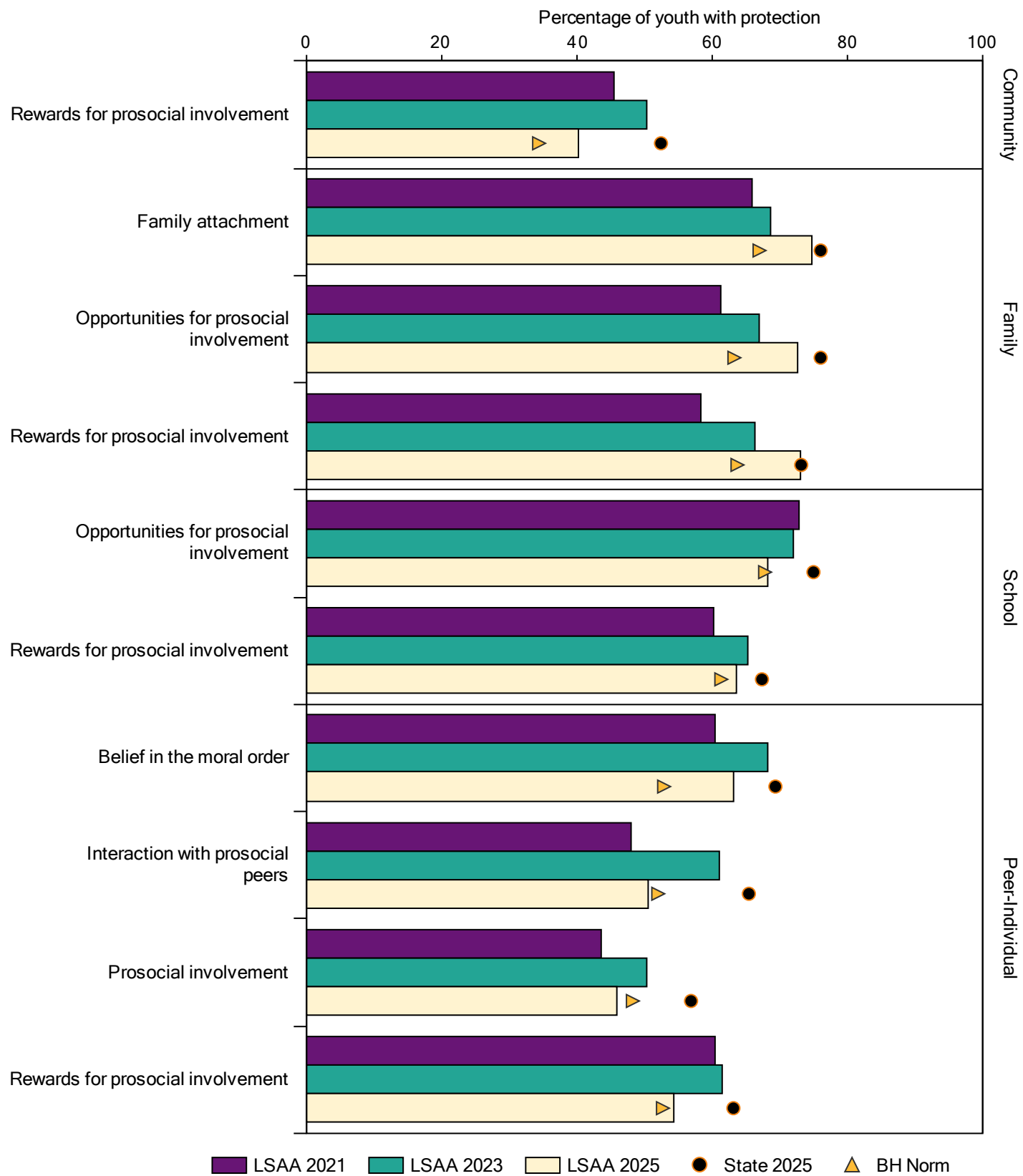
*Questions for this scale were not included in the 2025 revised survey for students in 6th grade.

■ LSAA 2021
 ■ LSAA 2023
 ■ LSAA 2025
 ● State 2025
 ▲ BH Norm

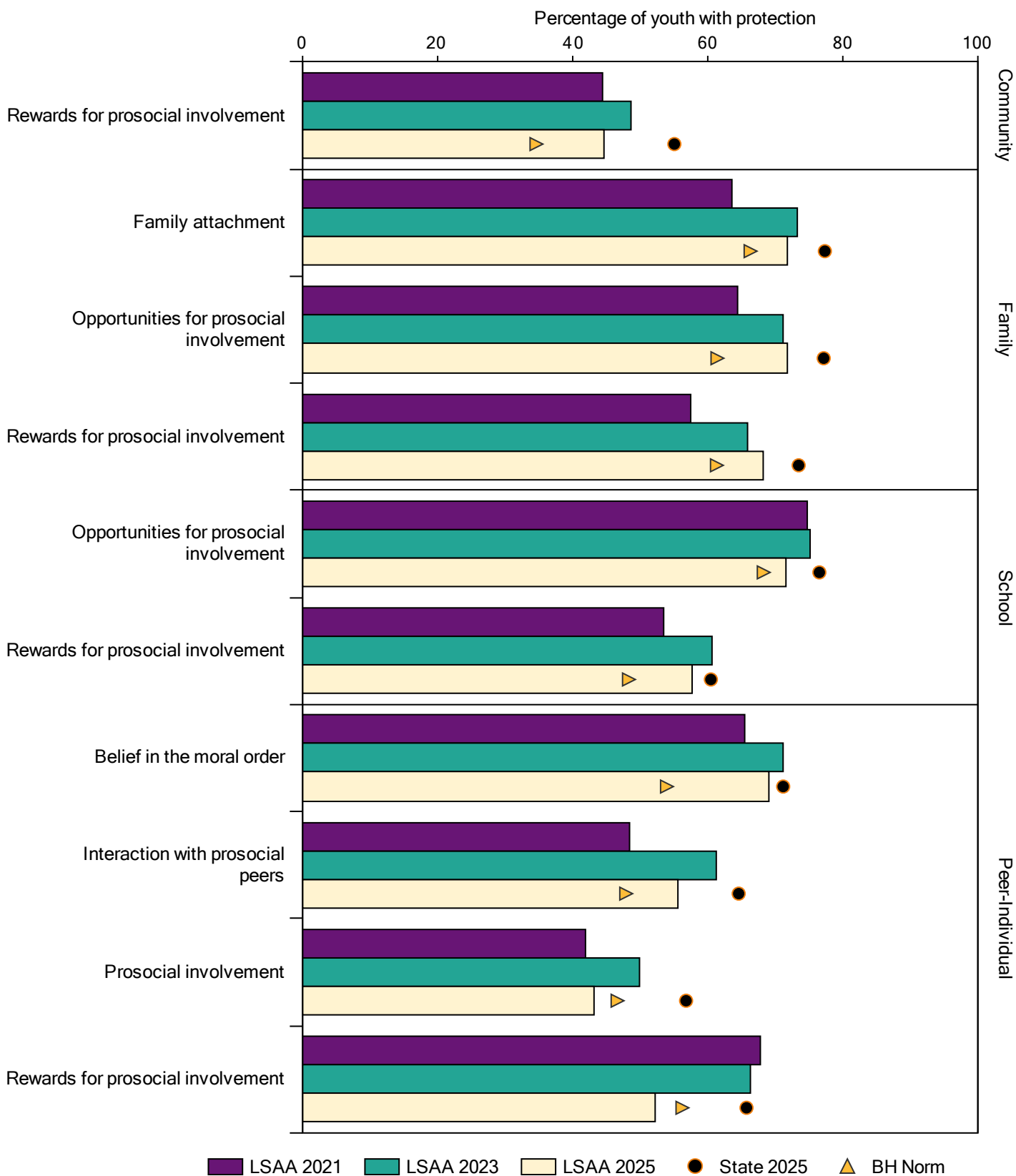
Protective profile, 8th Grade Weber And Morgan Counties LSAA 2025 SHARP Surv



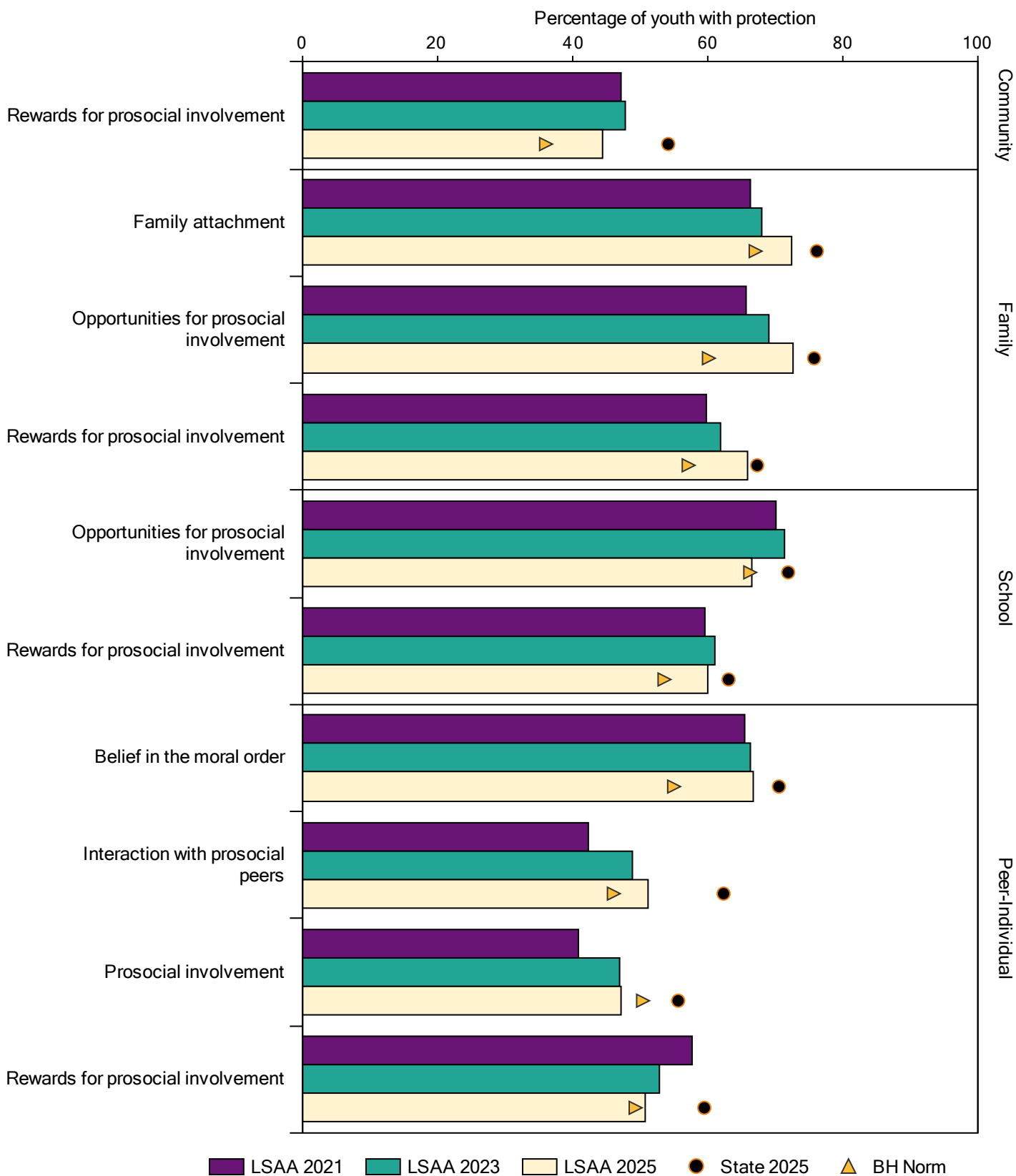
Protective profile, 10th Grade Weber And Morgan Counties LSAA 2025 SHARP Surv



Protective profile, 12th Grade Weber And Morgan Counties LSAA 2025 SHARP Surv



Protective profile, All Grades Weber And Morgan Counties LSAA 2025 SHARP Surv

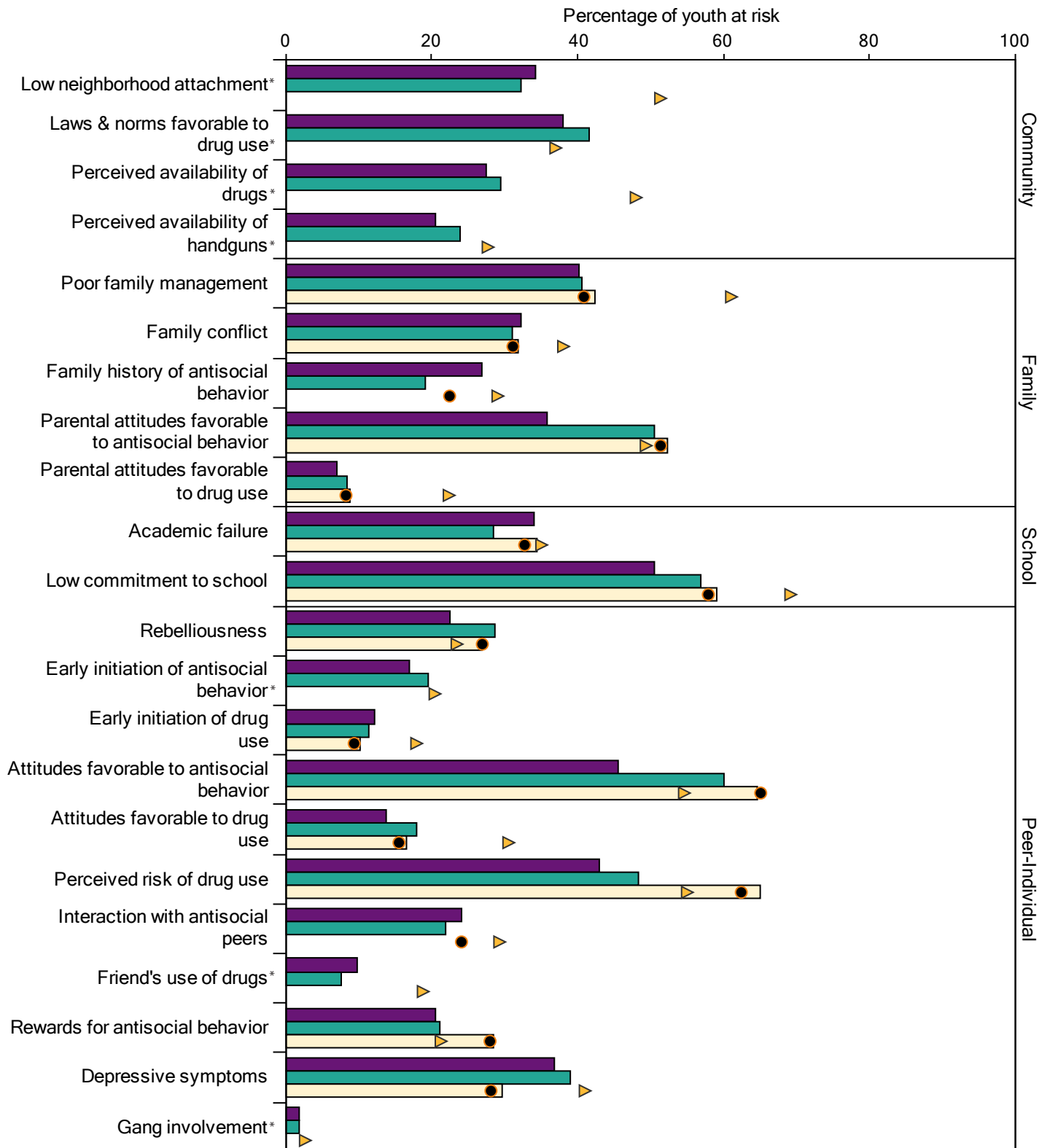


Protective profile

	6th					8th					10th					12th					All				
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm
Community Domain																									
Rewards for prosocial involvement*	49.2	47.2	N/A	N/A	41.1	50.3	45.5	48.3	55.0	37.5	45.5	50.4	40.1	52.4	34.4	44.5	48.7	44.5	55.0	34.7	47.2	47.8	44.4	54.1	36.1
Family Domain																									
Family attachment	68.7	66.0	71.1	74.0	64.4	67.4	64.8	72.6	77.5	68.9	65.9	68.5	74.7	76.0	67.0	63.5	73.3	71.7	77.3	66.3	66.2	68.0	72.4	76.1	67.1
Opportunities for prosocial involvement	67.2	68.7	71.3	72.1	48.5	71.3	69.8	74.6	78.1	64.0	61.1	66.9	72.5	76.0	63.2	64.3	71.1	71.8	77.1	61.4	65.7	69.1	72.5	75.7	60.1
Rewards for prosocial involvement	63.9	58.7	68.0	65.4	60.2	60.0	57.0	54.3	57.4	45.0	58.2	66.4	73.0	73.1	63.7	57.4	65.9	68.2	73.4	61.3	59.7	61.8	65.9	67.3	57.2
School Domain																									
Opportunities for prosocial involvement	59.1	66.7	59.8	64.2	58.6	72.1	71.4	67.0	71.9	67.8	72.9	71.9	68.2	74.9	67.8	74.6	75.1	71.5	76.5	68.3	70.1	71.2	66.5	71.9	66.3
Rewards for prosocial involvement	69.9	65.7	66.5	65.6	50.8	55.6	52.5	51.9	58.7	53.9	60.1	65.2	63.5	67.3	61.3	53.5	60.7	57.8	60.4	48.3	59.5	60.9	59.9	63.0	53.6
Peer-Individual Domain																									
Belief in the moral order	65.1	58.0	63.8	67.5	50.9	71.2	68.8	70.9	74.6	59.7	60.4	68.3	63.2	69.3	52.9	65.5	71.1	68.9	71.1	54.0	65.4	66.4	66.6	70.5	55.0
Interaction with prosocial peers	23.2	27.7	N/A	51.6	29.8	45.5	47.2	47.9	56.9	44.8	48.1	60.9	50.6	65.4	52.0	48.5	61.2	55.5	64.5	47.9	42.3	48.8	51.2	62.3	46.1
Prosocial involvement	35.3	40.1	49.4	55.7	55.6	42.1	47.5	50.5	53.1	52.6	43.6	50.2	45.9	56.8	48.3	41.8	50.0	43.1	56.8	46.6	40.9	46.9	47.2	55.6	50.4
Rewards for prosocial involvement	45.3	39.4	55.1	58.0	39.4	54.0	45.8	40.7	51.2	43.3	60.5	61.5	54.2	63.1	52.7	67.7	66.4	52.2	65.7	56.2	57.7	52.8	50.8	59.5	49.3

* Questions for this scale were not included in the 2025 revised survey for students in 6th grade.

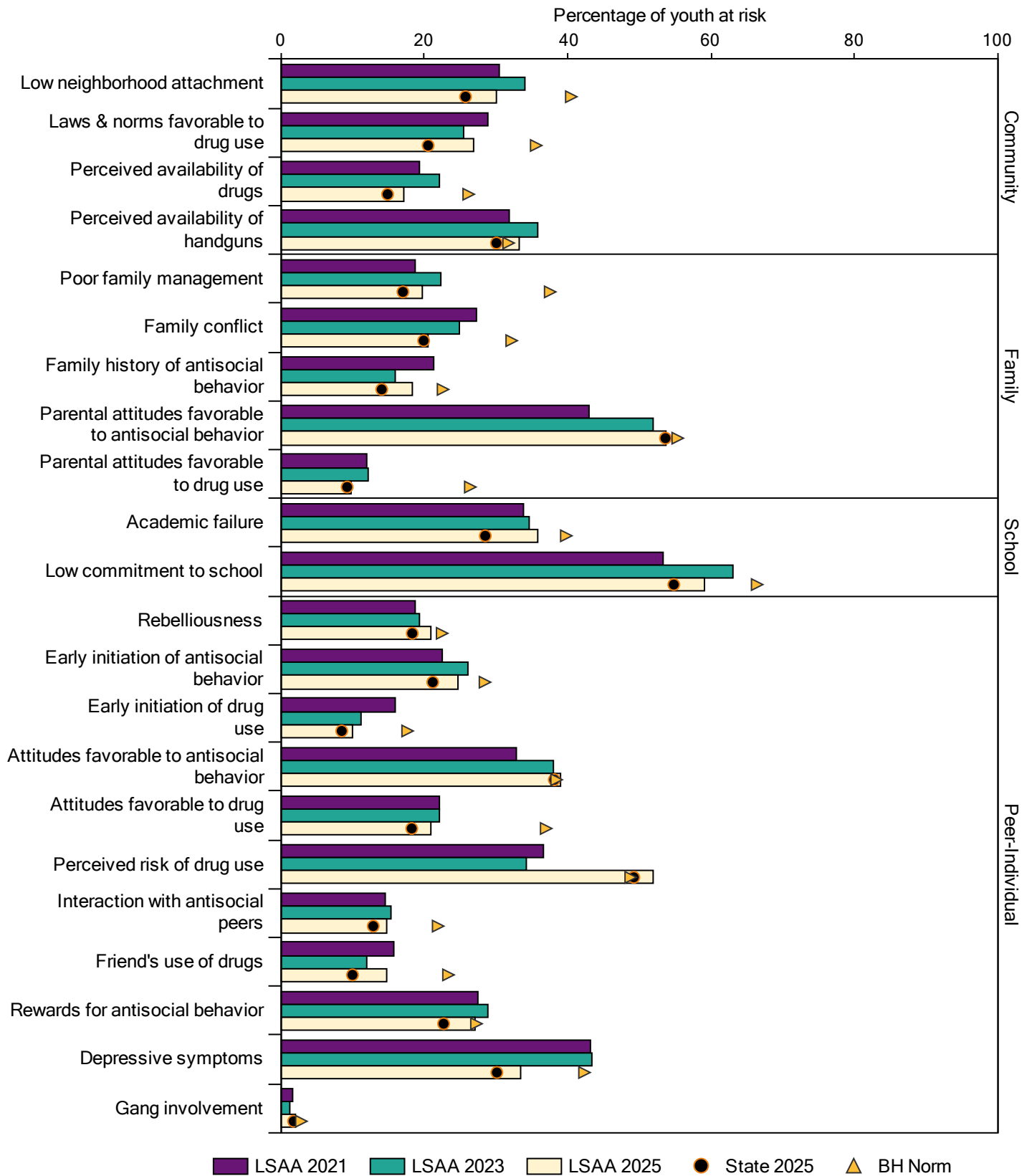
Risk profile, 6th Grade Weber And Morgan Counties LSAA 2025 SHARP Surv



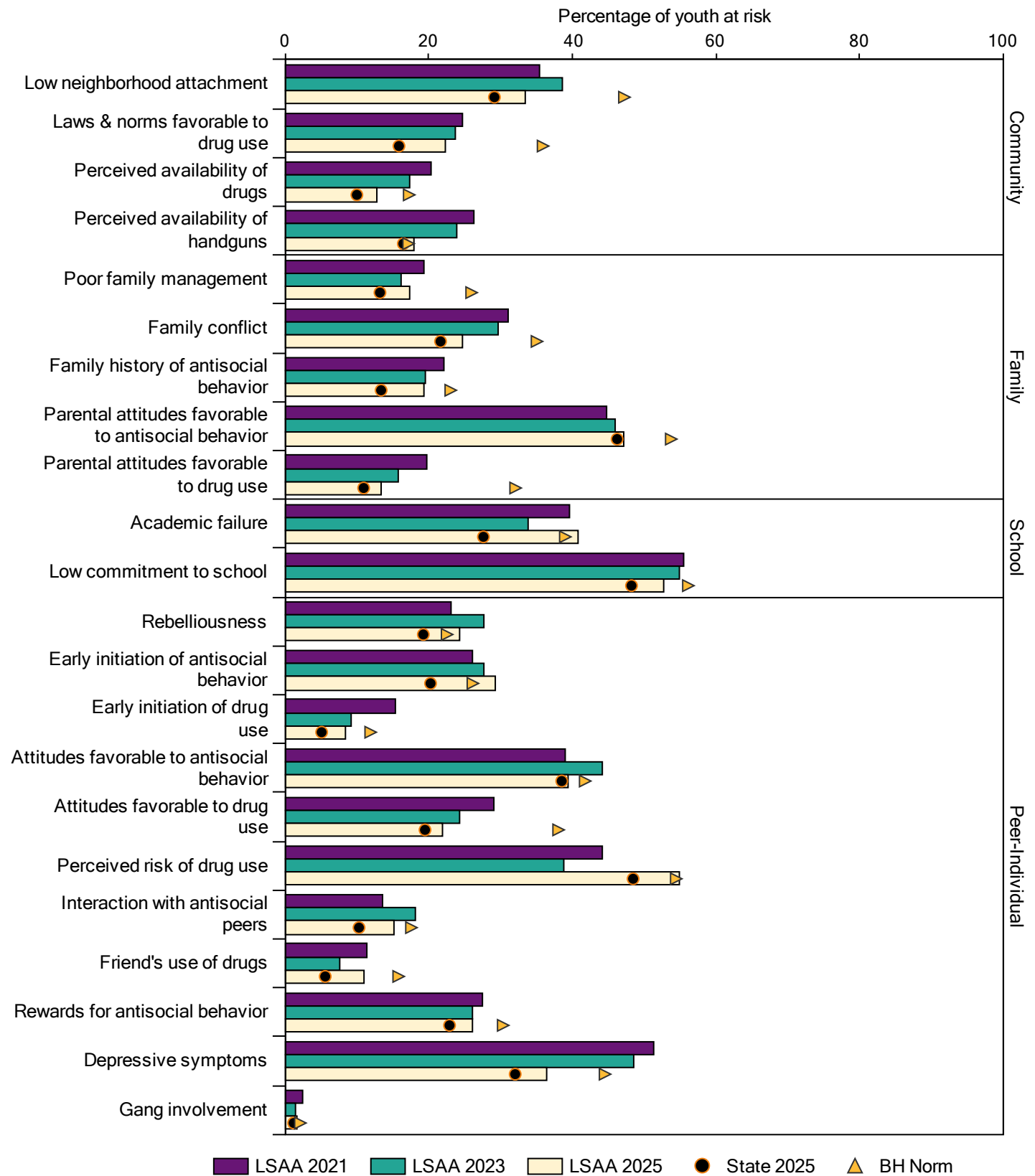
*Questions for this scale were not included in the 2025 revised survey for students in 6th grade.

LSAA 2021 LSAA 2023 LSAA 2025 State 2025 BH Norm

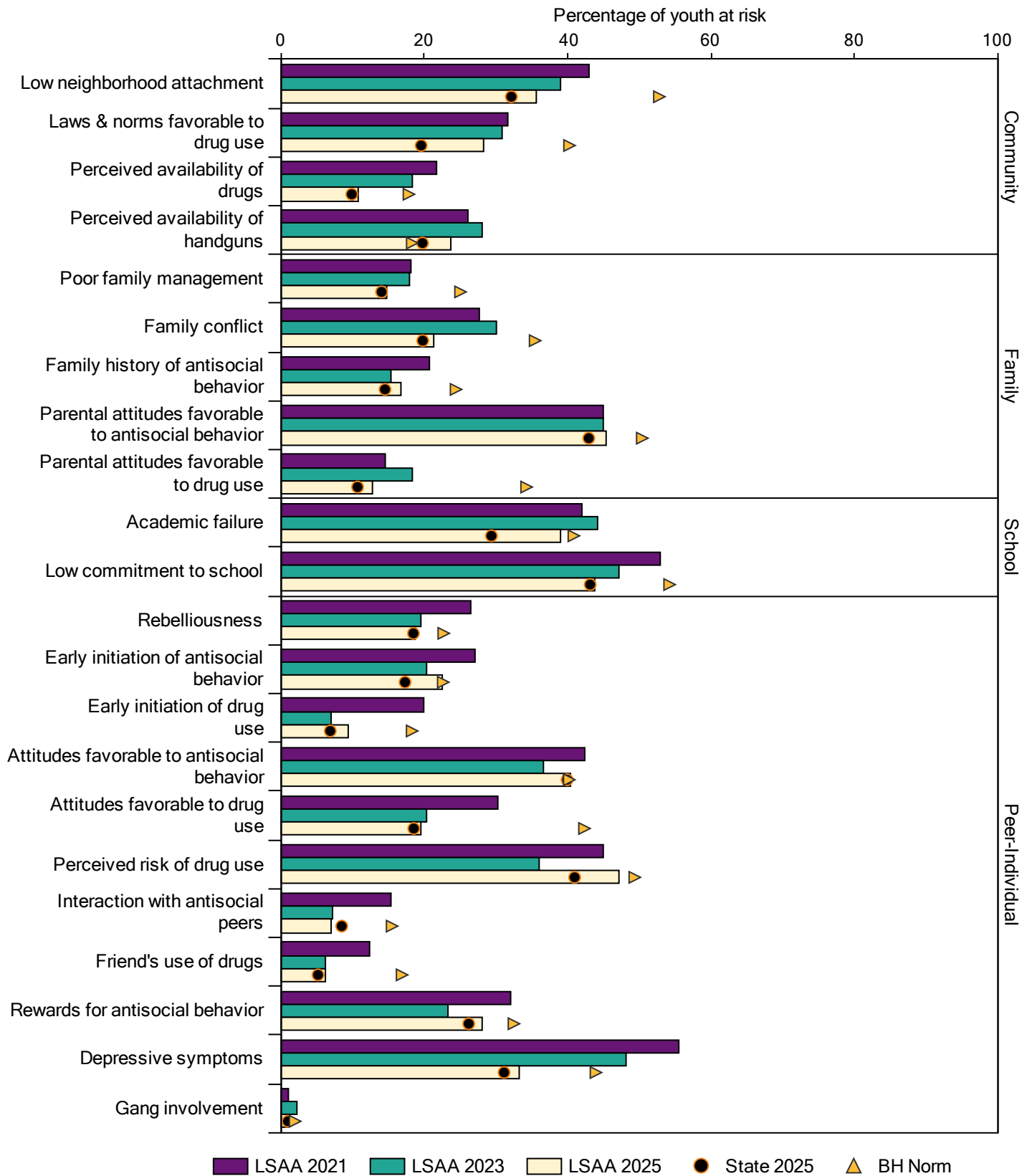
Risk profile, 8th Grade Weber And Morgan Counties LSAA 2025 SHARP Surv



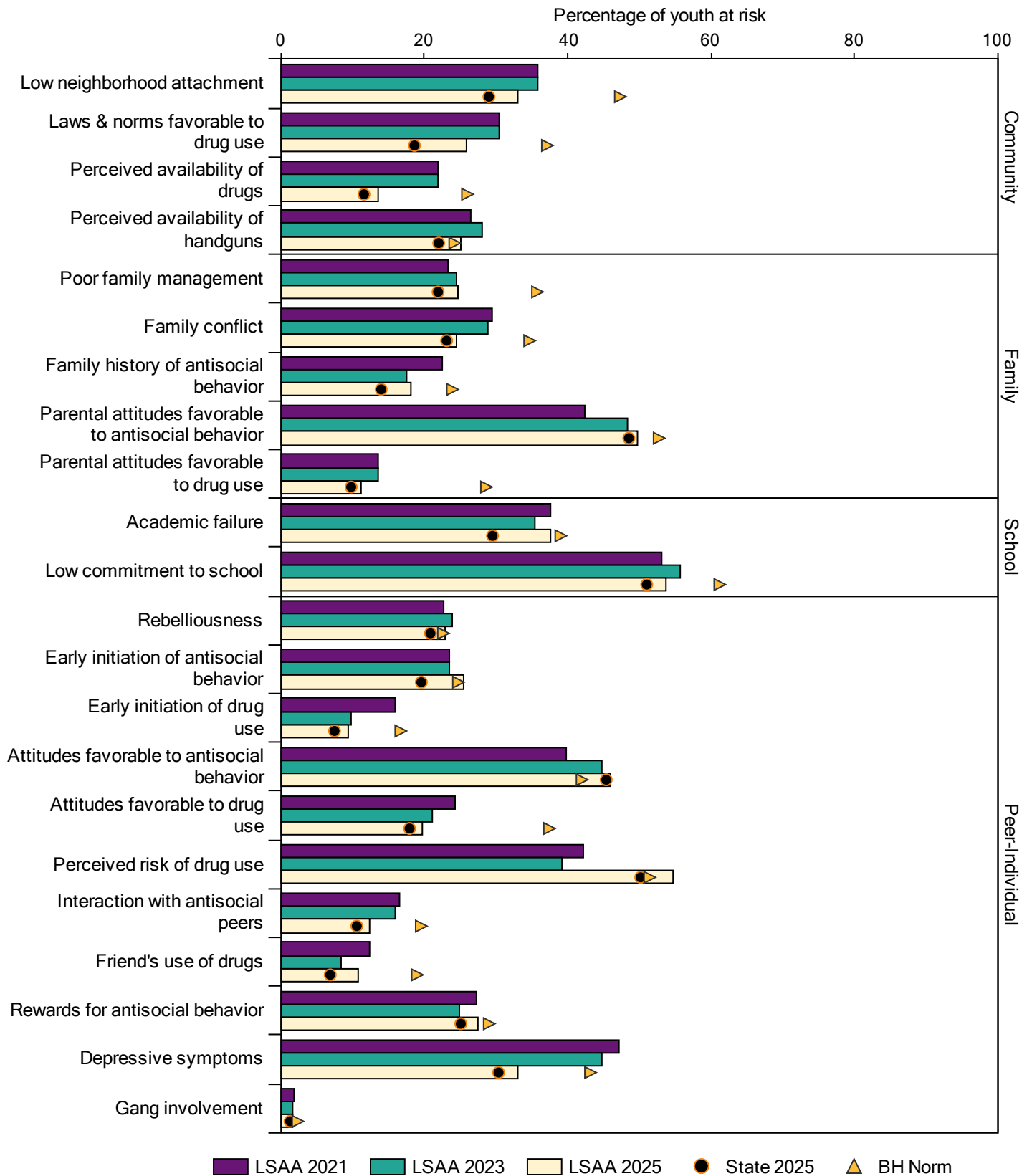
Risk profile, 10th Grade Weber And Morgan Counties LSAA 2025 SHARP Surv



Risk profile, 12th Grade Weber And Morgan Counties LSAA 2025 SHARP Surv



Risk profile, All Grades Weber And Morgan Counties LSAA 2025 SHARP Surv



Risk profile

	6th					8th					10th					12th					All				
	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm	LSAA 2021	LSAA 2023	LSAA 2025	State 2025	BH Norm
Community Domain																									
Low neighborhood attachment*	34.3	32.2	N/A	N/A	51.4	30.5	33.9	30.0	25.8	40.5	35.4	38.7	33.5	29.2	47.3	43.0	39.1	35.7	32.1	52.8	35.9	35.8	33.0	29.0	47.4
Laws & norms favorable to drug use*	37.9	41.5	N/A	N/A	37.0	28.9	25.5	27.0	20.5	35.6	24.8	23.7	22.2	15.9	35.9	31.7	30.8	28.3	19.6	40.3	30.5	30.4	25.8	18.6	37.2
Perceived availability of drugs*	27.6	29.5	N/A	N/A	48.0	19.4	22.1	17.2	14.9	26.2	20.3	17.4	12.7	10.0	17.3	21.8	18.4	10.7	9.9	17.9	21.9	22.0	13.6	11.6	26.0
Perceived availability of handguns*	20.5	24.0	N/A	N/A	27.8	31.8	35.8	33.2	30.1	31.8	26.2	23.9	18.0	16.5	17.2	26.1	28.1	23.7	19.8	18.3	26.4	28.1	25.1	22.0	24.3
Family Domain																									
Poor family management	40.3	40.6	42.3	40.9	61.1	18.8	22.3	19.7	17.0	37.6	19.4	16.1	17.4	13.2	26.0	18.2	18.0	14.7	14.1	25.1	23.3	24.6	24.6	21.9	35.8
Family conflict	32.2	31.0	31.9	31.1	38.1	27.3	24.9	20.5	19.9	32.2	31.1	29.6	24.6	21.7	35.1	27.8	30.0	21.3	19.8	35.5	29.6	28.8	24.6	23.1	34.7
Family history of antisocial behavior	26.8	19.0	N/A	22.5	29.1	21.3	16.1	18.4	14.1	22.6	22.1	19.4	19.4	13.4	23.1	20.8	15.3	16.7	14.5	24.4	22.6	17.5	18.2	14.0	24.0
Parent attitudes favorable to ASB	35.8	50.5	52.4	51.4	49.4	43.0	51.9	53.6	53.6	55.3	44.7	46.0	47.2	46.2	53.8	44.9	44.9	45.4	42.9	50.4	42.4	48.4	49.7	48.5	52.8
Parent attitudes favorable to drug use	7.0	8.4	8.8	8.3	22.4	12.1	12.1	9.7	9.3	26.4	19.6	15.8	13.4	10.9	32.1	14.6	18.3	12.7	10.7	34.3	13.7	13.6	11.2	9.8	28.7
School Domain																									
Academic failure	34.1	28.5	34.5	32.8	35.1	33.8	34.7	35.8	28.5	39.8	39.6	33.9	40.7	27.6	39.0	42.0	44.2	39.0	29.4	40.9	37.6	35.4	37.5	29.5	39.1
Low commitment to school	50.6	56.9	59.1	57.9	69.2	53.3	63.0	59.0	54.8	66.4	55.5	54.9	52.6	48.2	56.2	52.9	47.1	43.9	43.1	54.2	53.2	55.6	53.7	51.0	61.2
Peer-Individual Domain																									
Rebelliousness	22.4	28.6	27.0	26.9	23.5	18.7	19.4	21.0	18.3	22.5	23.0	27.6	24.2	19.3	22.6	26.5	19.6	18.8	18.5	22.7	22.8	23.8	22.9	20.9	22.7
Early initiation of ASB*	17.0	19.6	N/A	N/A	20.5	22.6	26.0	24.7	21.2	28.5	26.1	27.7	29.3	20.3	26.2	27.1	20.4	22.5	17.3	22.7	23.5	23.4	25.5	19.6	24.8
Early initiation of drug use	12.1	11.4	10.1	9.4	18.0	15.9	11.1	9.9	8.5	17.7	15.3	9.2	8.5	5.1	11.9	20.0	7.0	9.4	6.9	18.3	16.0	9.7	9.5	7.5	16.8
Attitudes favorable to ASB	45.5	60.0	64.6	65.1	54.6	32.9	37.9	39.0	38.1	38.5	39.1	44.2	39.4	38.5	41.8	42.4	36.7	40.4	39.9	40.2	39.9	44.8	45.9	45.4	42.0
Attitudes favorable to drug use	13.7	17.9	16.5	15.5	30.6	22.1	22.1	21.0	18.3	37.0	29.1	24.4	21.9	19.5	38.1	30.2	20.3	19.5	18.5	42.3	24.3	21.2	19.7	18.0	37.5
Perceived risk of drug use	43.0	48.3	64.9	62.4	55.1	36.7	34.2	51.9	49.2	48.8	44.1	38.8	54.8	48.5	54.5	45.0	36.0	47.2	41.0	49.4	42.3	39.2	54.6	50.2	51.5
Interaction with antisocial peers	24.0	22.0	N/A	24.1	29.3	14.5	15.4	14.7	12.9	22.0	13.5	18.1	15.1	10.3	17.6	15.4	7.2	7.0	8.5	15.5	16.5	15.9	12.3	10.6	19.6
Friend's use of drugs*	9.9	7.6	N/A	N/A	18.9	15.7	12.0	14.7	10.0	23.4	11.4	7.6	11.0	5.6	15.8	12.4	6.2	6.3	5.2	16.9	12.4	8.4	10.7	6.9	19.1
Rewards for ASB	20.5	21.2	28.5	28.0	21.3	27.5	28.9	27.0	22.7	27.3	27.4	26.0	26.0	22.9	30.4	32.1	23.4	28.1	26.2	32.5	27.3	24.9	27.5	25.1	29.1
Depressive symptoms	36.9	39.1	29.6	28.1	41.0	43.2	43.5	33.4	30.1	42.3	51.3	48.6	36.3	32.0	44.6	55.5	48.1	33.2	31.1	44.0	47.2	44.7	33.1	30.4	43.2
Gang involvement*	1.9	2.0	N/A	N/A	2.7	1.7	1.3	2.0	1.8	2.9	2.5	1.4	1.6	1.2	2.1	1.1	2.2	1.0	1.0	2.0	1.8	1.7	1.6	1.3	2.4

* Questions for this scale were not included in the 2025 revised survey for students in 6th grade.

DATA UTILIZATION TIPS FOR COMMUNITY AND SCHOOL IMPROVEMENT

There are several trusted and effective ways to assess data reports like this one to make improvements in your school or community. The tips provided below are meant to provide a good starting point but are not comprehensive. For more information on current data assessments happening in your area and promising programs and strategies that are being utilized, please reach out to representatives listed in Appendix D: Contacts for Prevention.

What are the numbers telling you?

Review the charts and data tables presented in this report. Note your findings as you discuss the following questions.

- **Which 3-5 risk factors appear** to be higher than you would want when compared to the Bach Harrison Norm?
- **Which 3-5 protective factors** appear to be lower than you would want when compared to the Bach Harrison Norm?
- **Which levels of 30-day drug use** are increasing and/or unacceptably high?
 - *Which substances are your students using the most?*
 - *At which grades do you see unacceptable usage levels?*
- **Which antisocial behaviors** are increasing and/or unacceptably high?
 - *Which behaviors are your students exhibiting the most?*
 - *At which grades do you see unacceptable behavior levels?*

How to identify high priority problem areas.

Once you have familiarized yourself with the data, you can begin to identify priorities.

- **Look across the charts** for items that stand out as either much higher or much lower than the others.
- **Compare your data** with statewide, and/or national data. Differences of 5% between local and other data are probably significant.
- **Prioritize problems for your area** according to the issues you've identified. Which can be realistically addressed with the funding available to your community? Which problems fit best with the prevention resources at hand?
- **Determine the standards and values** held within your community. For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate? Refer to the appendix to understand what questions feed into the scales.

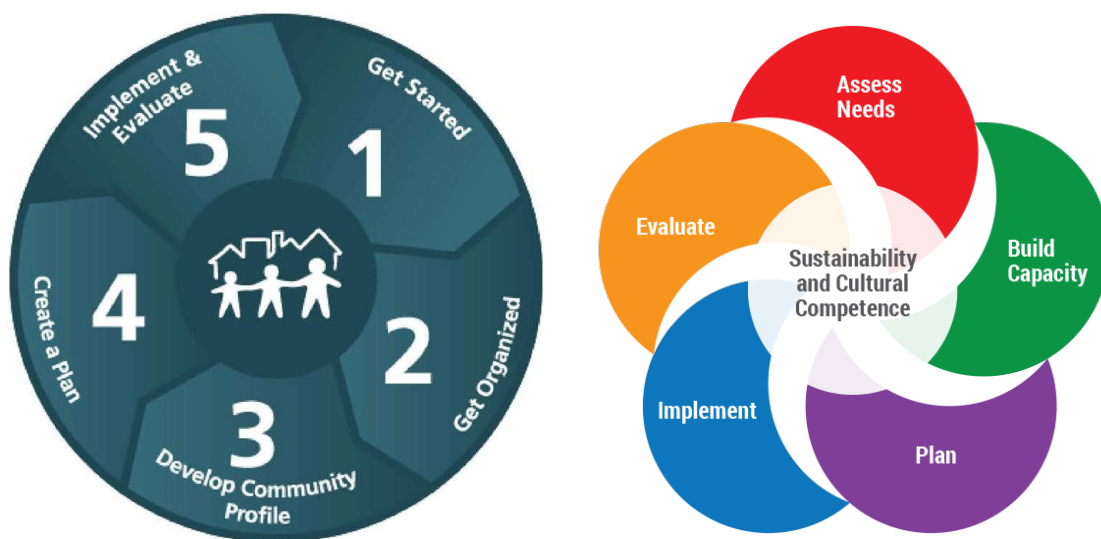
Use these data for planning.

Once priorities are established, use data to guide your prevention efforts.

- **Substance use and antisocial behavior data** are excellent tools to raise awareness about the problems and promote dialogue.
- **Risk and protective factor data** can be used to identify exactly where the community needs to take action.
- **Additional survey data** on academic achievement, mental health and suicide, health and fitness, gang involvement, and other areas can be used to broaden your prevention approach. Find ways to share these data with other prevention planners in your community.

BUILDING A STRATEGIC PREVENTION FRAMEWORK

The SHARP Survey is an important data source for communities in creating planned, data-driven, effective, and sustainable prevention programs. The state of Utah endorses two models for guiding prevention work at the community, regional, or state level: <http://www.communitiesthatcare.net> and <http://www.samhsa.gov/spf>.



Communities That Care (CTC)

<http://www.communitiesthatcare.net> This framework is an evidence-based, community-driven prevention system designed to reduce youth problem behaviors like substance abuse, delinquency, and violence. It works by mobilizing stakeholders and community members to assess risk and protective factors among youth, then implementing evidence based programs to address identified needs.

Strategic Prevention Framework (SPF)

<https://www.samhsa.gov/technical-assistance/sptac/framework> This model is from the Center for Substance Abuse Prevention (CSAP) within the Substance Abuse and Mental Health Services Administration (SAMHSA). This model uses a data-driven five-step process that is complementary to the CTC framework.

The text to the right describes the five steps in the Strategic Prevention Framework (SPF). These steps are also integrated within the five phases of the CTC Framework.

1. Assessment: The assessment phase involves gathering data to understand the scope and nature of substance use issues in a community. This includes identifying trends, risk and protective factors, and populations most affected. Data sources include SHARP but are used in conjunction with focus groups, public health records, and other archival data.. The goal is to create a clear picture of the problem and what's causing it to guide targeted prevention efforts.

2. Capacity: Capacity building focuses on strengthening the community's ability to address substance use issues. This involves increasing readiness by developing leadership, forming coalitions, and increasing public awareness. Securing needed resources such as funding, personnel, and training, is also essential. A strong foundation of local involvement and commitment is essential for effective prevention

3. Planning: During planning, communities use assessment findings to set measurable goals and select evidence-based strategies. Strategic plans outline objectives, timelines, and responsible parties. Cultural relevance and sustainability are key

considerations in selecting and tailoring approaches. The planning process ensures efforts are focused, coordinated, and capable of long-term impact.

4. Implementation: This step puts the prevention plan into action through the delivery of programs, policies, or practices. Fidelity to the chosen strategies is important, while still allowing room for local adaptation. Ongoing communication, coordination, and problem-solving help ensure effective execution. Implementation also includes training and technical assistance for those involved in delivering interventions.

5. Evaluation: Evaluation involves tracking progress toward goals and measuring the impact of prevention efforts. Both process and outcome data are collected to assess effectiveness and inform improvements. Evaluation helps communities understand what works, what needs to be adjusted, and how to sustain successful strategies. Sharing results also supports transparency and continued stakeholder engagement.

Sustainability and Cultural Competence Sustainability and cultural competence are guiding principles that should be integrated throughout all five steps of the Strategic Prevention Framework. Sustainability ensures that prevention efforts and positive outcomes can be maintained over time, even after initial funding or support ends. This includes building lasting infrastructure, nurturing community ownership, and aligning strategies with existing systems and policies. Cultural competence involves understanding and respecting the diverse beliefs, values, and customs of the populations served. Prevention efforts are most effective when they are inclusive, equitable, and tailored to meet the cultural needs of the community, fostering greater trust, relevance, and impact.

For more training or information on how these models are used in your area, please contact your local prevention expert listed in Appendix D: Prevention Contacts.

APPENDIX A: CHANGES BETWEEN PNA ADMINISTRATIONS

As new issues emerge and prevention priorities evolve, the SHARP PNA survey is periodically updated to reflect Utah's current concerns. In 2025, several important updates were made to keep the instrument aligned with Utah's shifting public health and prevention needs, while still allowing for long-term trend analysis.

Weighting procedures for 2025

The weighting procedure used for the 2025 SHARP is the same procedure used since 2015. It starts with a school-level weighting procedure. At the district level and above, Bach Harrison analysts apply a raking ratio estimation, which is a method for adjusting the sampling weights of the sample data based on known population characteristics. This helps ensure that the survey sample reflects the total population of Utah students on grade, gender, and race/ethnicity. For more detailed information on the weighting procedure consult the Comprehensive State Report (to be released in late fall 2025).

New Items for 2025: Screen Time and Social Media

The SHARP PNA continues to evolve to include emerging youth health and wellness issues. In 2025, a new set of questions was added to better understand how screen time, phone use, and social media are influencing students' lives. These questions reflect growing concern around mental health, sleep quality, family interaction, and academic impact as related to digital habits. The items below were designed with input from youth, educators, and public health professionals.

The following questions and response options were added to the 2025 SHARP PNA:

- **Do you have a cell phone? (6th Grade version only)**
 - *Yes*
 - *No*
- **Which of these have you used in the past month? (You can choose more than one.) (8th/10th/12th Grade version)**
 - *Cell phone or smartphone*
 - *TV*
 - *Laptop or desktop*
 - *Video game console*
 - *Tablet*
 - *Smartwatch*
 - *VR*
- **How often do you check your phone when you're not asleep or in school?**
 - *Every 5 minutes or less*
 - *Every 6–15 minutes*
 - *Every half hour to hour*
 - *Every 2–4 hours*
 - *Every 4+ hours*
- **What rules does your family have about screen time? (You can choose more than one.)**
 - *Content you can't look at (like websites or videos)*
 - *Places you can't use it*
 - *Apps you can use*
 - *Times you can't use it*
 - *Total time limits*
 - *None of these, but we have other rules*
 - *No rules about screen time*

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Appendix A: Changes between PNA administrations

• How often do your parents/caregivers enforce or make you follow rules about screen time?

- *Always*
- *Often*
- *Sometimes*
- *Rarely*
- *Never*

• Do you think your screen time helps or gets in the way of the following?

(Response options for each: Gets in the way a lot, Gets in the way a little, Neither, Helps a little, Helps a lot)

- *How you feel about your body*
- *Grades in school*
- *Family relationships*
- *Friend relationships*

Adjustments to Response Options

Minor language and formatting changes were made to improve clarity and inclusiveness throughout the survey. These included:

- Questions that previously listed only “parents” were updated to say “parents/caregivers” to better reflect diverse family structures.

Other Survey Removals and Changes

No questions were permanently removed from the 2025 SHARP PNA. However, in an effort to reduce survey length and respondent burden, a block of low-incidence substance use questions was **rotated out** of the 2025 instrument. These items—focused on rarely used substances such as heroin, methamphetamines, cocaine, and prescription tranquilizers—will be included on the **2027 SHARP PNA for grades 8, 10, and 12**. This rotation approach allows for periodic tracking of use while making room for timely new topics and reducing survey fatigue for students.

The following questions were rotated out for 2025 and will return in 2027:**• If ever, how old were you when you first:**

- *used cocaine (like cocaine powder) or “crack” (cocaine in chunk or rock form)?*
- *used methamphetamines (meth, speed, crank, crystal meth)?*
- *used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them?*
- *used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them?*
- *used heroin?*

• On how many occasions (if any) have you:

- *used cocaine (like cocaine powder) or “crack” (cocaine in chunk or rock form) during the past 30 days?*
- *used methamphetamines (meth, speed, crank, crystal meth) in the past 30 days?*
- *used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them, during the past 30 days?*
- *used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them, during the past 30 days?*
- *used heroin during the past 30 days?*

APPENDIX B: SUBSTANCE USE AND PERCEIVED PARENTAL ACCEPTABILITY

Even a small amount of perceived parental acceptability can lead to substance use.

When parents have favorable attitudes toward drugs, they influence the attitudes and behavior of their children. For example, parental approval of moderate drinking, even under parental supervision, substantially increases the risk of the young person using alcohol. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent’s cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug users in adolescence.

In the 2025 SHARP PNA Survey, students were asked how wrong their parents felt it was to use alcohol, marijuana, cigarettes, or prescription drugs not prescribed to them. The table below displays lifetime and past 30 days use rates in relation to parents’ acceptance of alcohol, marijuana, cigarette, or prescription drug abuse.

In 2025, 91.9% of Utah students indicated that their parents felt it was “Very wrong” for them to use alcohol. The data show that, of those students, relatively few (8.5% lifetime, 2.6% 30-day) actually used alcohol. In contrast, of the 6.0% who marked that their parents agree with use somewhat (i.e. the parent only believes that it is “Wrong,” not “Very Wrong”), 32.8% of these students indicated lifetime alcohol use and 13.8% of these students indicated 30-day alcohol use. Similar findings can be observed regarding marijuana, cigarette, and prescription drug use.

The table below illustrates how even a small amount of perceived parental acceptability can lead to substance use. These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

How wrong do your parents feel it would be for YOU to:	Student has used:	
	Alcohol (lifetime use)	Alcohol (past 30 days)
drink beer, wine, or hard liquor regularly?		
Very Wrong	8.5%	2.6%
Wrong	32.8%	13.8%
A Little Bit Wrong	54.8%	28.3%
Not Wrong At All	44.0%	30.2%
smoke marijuana?	Marijuana (lifetime use)	Marijuana (past 30 days)
Very Wrong	4.4%	1.8%
Wrong	22.2%	12.5%
A Little Bit Wrong	45.8%	28.5%
Not Wrong At All	50.8%	33.0%
smoke cigarettes?	Cigarettes (lifetime use)	Cigarettes (past 30 days)
Very Wrong	2.8%	0.5%
Wrong	11.9%	2.6%
A Little Bit Wrong	30.3%	7.2%
Not Wrong At All	21.4%	11.4%
use prescription drugs not prescribed to you?	Prescription drugs (lifetime use)	Prescription drugs (past 30 days)
Very Wrong	1.5%	0.5%
Wrong	4.3%	1.6%
A Little Bit Wrong	14.3%	8.9%
Not Wrong At All	13.8%	8.6%

APPENDIX C: DRUG FREE COMMUNITIES DATA

Appendix C contains information relevant to Drug Free Community (DFC) grantees. This table reports the four DFC Core Measures on alcohol, tobacco, marijuana and prescription drugs.

Core Measure	Definition	Substance	6th		8th		10th		12th		Male		Female	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk* (People are at Moderate or Great Risk of harming themselves if they...)	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	Regular drinking	56.3	2,272	64.2	1,897	68.3	1,443	64.1	748	61.1	3,071	65.5	3,247
	take five or more drinks of an alcoholic beverage once or twice a week	Binge drinking	60.8	2,285	71.8	1,918	74.0	1,456	69.5	754	68.4	3,096	69.8	3,274
	smoke one or more packs of cigarettes per day	Tobacco	68.6	2,293	76.2	1,922	77.5	1,458	75.8	756	74.6	3,103	74.5	3,284
	smoke marijuana regularly	Marijuana	58.2	2,222	64.2	1,904	57.6	1,449	53.3	753	56.2	3,066	60.7	3,220
	use prescription drugs that are not prescribed to them	Prescription drugs	69.5	2,238	77.2	1,906	78.9	1,443	77.4	749	75.7	3,055	75.9	3,239
	use vape products such as e-Cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars?	e-Cigarettes/vaping	66.3	2,238	72.8	1,898	74.4	1,445	72.6	751	70.7	3,057	72.5	3,233
Perception of Parental Disapproval* (Parents feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day	Alcohol	99.1	2,214	99.1	1,872	98.8	1,413	97.6	738	98.5	3,008	98.9	3,188
	smoke cigarettes	Tobacco	99.6	2,210	99.6	1,880	99.0	1,420	98.3	740	99.2	3,022	99.1	3,188
	smoke marijuana	Marijuana	99.4	2,194	98.6	1,878	96.7	1,415	95.3	738	97.0	3,010	98.0	3,176
	use prescription drugs not prescribed to you	Prescription drugs	99.3	2,200	98.6	1,872	99.1	1,413	98.6	738	98.9	3,005	98.8	3,179
	use vape products such as e-Cigarettes, vape pens, mods, or pod vapes like JUUL or Puff Bars?	e-Cigarettes/vaping	99.1	2,201	98.4	1,866	98.2	1,399	97.0	736	98.3	3,005	98.0	3,158
Perception of Peer Disapproval* (Friends feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day	Alcohol	97.0	2,161	94.8	1,900	95.0	1,435	90.5	746	93.2	3,014	95.5	3,187
	smoke tobacco	Tobacco	98.3	2,155	95.3	1,900	94.5	1,435	91.9	746	94.2	3,014	95.8	3,182
	smoke marijuana	Marijuana	98.4	2,138	92.9	1,894	88.0	1,434	83.8	744	90.1	3,000	91.3	3,170
	use prescription drugs not prescribed to you	Prescription drugs	98.0	2,146	95.7	1,892	96.7	1,433	96.3	744	96.3	3,006	97.0	3,169
Past 30-Day Use* (at least one use in the past 30 days)	had beer, wine, or hard liquor	Alcohol	0.9	2,299	3.3	1,935	5.3	1,466	8.5	758	4.0	3,128	5.0	3,284
	smoked cigarettes	Tobacco	0.3	2,318	0.2	1,941	0.8	1,471	1.1	769	0.5	3,145	0.7	3,309
	used marijuana	Marijuana	0.6	2,251	2.9	1,943	5.7	1,474	7.2	766	4.2	3,124	4.1	3,265
	combined results of prescription stimulant/sedative/ narcotics questions	Prescription drugs	N/A	N/A	0.5	1,943	0.7	1,475	0.6	769	0.7	2,004	0.5	2,152

* For Past 30-Day Use, Perception of Risk, and Perception of Parental/Peer Disapproval, the "Sample" column represents the sample size - the number of people who answered the question and whose responses were used to determine the percentage. The "Percent" column represents the percentage of youth in the sample answering the question as specified in the definition.

APPENDIX D: CONTACTS FOR PREVENTION

National Contacts

National Institute on Alcohol Abuse and Alcoholism
<https://www.niaaa.nih.gov>

National Clearinghouse for Alcohol and Drug Information
<https://store.samhsa.gov>

The National Institute on Drug Abuse (NIDA)
Drugs of Abuse Information Clearinghouse
<https://www.drugabuse.gov/drugs-abuse>

Center for Substance Abuse Prevention
<https://www.samhsa.gov/prevention>

Monitoring the Future
<http://monitoringthefuture.org>

National Survey on Drug Use and Health
<https://nsduhweb.rti.org/respweb/homepage.cfm>

State Contacts

Utah Department of Health and Human Services
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Appendix D: Contacts for prevention

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Appendix D: Contacts for prevention

Local Substance Abuse Authority/
County Level Providers

See <https://sumh.utah.gov/> for contact information for prevention efforts in your neighborhood.

Bear River

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Appendix D: Contacts for prevention

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**This Report Was Prepared for the State of Utah
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APPENDIX E: RISK AND PROTECTIVE SCALE DEFINITIONS

An explanation of the scales that measure the risk and protective factors shown in the profiles

Community Domain Risk Factors

Low Neighborhood Attachment – Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.

- I like my neighborhood.
- I'd like to get out of my neighborhood.
- If I had to move, I would miss the neighborhood I now live in.

Laws and Norms Favorable Toward Drug Use – Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.

- If a kid drank some beer, wine, or hard liquor (for example: vodka, whiskey, gin, or rum) in your neighborhood would he or she be caught by the police?
- If a kid smoked marijuana in your neighborhood would he or she be caught by the police?
- How wrong would most adults (over 21) in your neighborhood think it was for kids your age:
 - To drink alcohol?
 - To smoke cigarettes?
 - To use marijuana?

Perceived Availability of Drugs and Handguns – The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.

- How easy would it be for you to get any, if you wanted to get any of the following:
 - Beer, wine, or hard liquor (for example: vodka, whiskey, gin, or rum)?

- Marijuana?
- A drug like cocaine, LSD, heroin, or amphetamines, how easy would it be for you to get some?
- A handgun?

Community Domain Protective Factors

Rewards for Prosocial Involvement – Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.

- My neighbors notice when I am doing a good job and let me know.
- There are people in my neighborhood who are proud of me when I do something well.
- There are people in my neighborhood who encourage me to do my best.

Family Domain Risk Factors

Poor Family Management – Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.

- When I am not at home, one of my parents/caregivers knows where I am and who I am with.
- If you skipped school, would you be caught by your parents/caregivers?
- My parents/caregivers ask if I've gotten my homework done.
- Would your parents/caregivers know if you did not come home on time?
- The rules in my family are clear.

SHARP 2025

Appendix E: Risk and protective scale definitions

- If you carried a handgun without your parent's/caregiver's permission, would you be caught by them?
- If you drank some beer, wine, or liquor (for example vodka, whiskey, gin, or rum) without your parent's/caregiver's permission, would you be caught by them?
- My family has clear rules about alcohol and drug use.

Family Conflict – Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.

- People in my family often insult or yell at each other.
- We argue about the same things in my family over and over.
- People in my family have serious arguments.

Family History of Antisocial Behavior – When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.

- About how many adults (over 21) have you known personally who in the past year have:
 - Gotten drunk or high?
 - Used marijuana, crack, cocaine, or other drugs?
 - Sold or dealt drugs?
 - Done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc.?
- How many of your brothers or sisters ever:
 - Drink beer, wine or hard liquor (for example, vodka, whiskey, gin, or rum) regularly?
 - Smoked cigarettes?
 - Smoked marijuana?
 - Took a handgun to school?
 - Been suspended or expelled from school?

- Has anyone in your family ever had a severe alcohol or drug problem?

Parental Attitudes Favorable Toward Antisocial Behavior & Drugs

– In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.

- How wrong do your parents/caregivers feel it would be for you to:
 - Pick a fight with someone?
 - Steal anything worth more than \$5
 - Draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?
 - Drink beer, wine or hard liquor (for example, vodka, whiskey, gin, or rum) regularly?
 - Smoke cigarettes?
 - Use marijuana?
 - Use prescription drugs not prescribed to you?

Family Domain Protective Factors

Family Attachment – Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.

- Do you feel very close to your parents/caregivers?
- Do you share your thoughts and feelings with your parents/caregivers?

Opportunities for Prosocial Involvement – Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.

- My parents/caregivers ask me what I think before most family decisions affecting me are made.

SHARP 2025

Appendix E: Risk and protective scale definitions

Rewards for Prosocial Involvement – When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.

- My parents/caregivers notice when I am doing a good job and let me know about it.
- How often do your parents/caregivers tell you they're proud of you for something you've done?
- Do you enjoy spending time with your parents/caregivers?

School Domain Risk Factors

Academic Failure – Beginning in late elementary (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

- Putting them all together, what were your grades like last year?
- Are your school grades better than the grades of most students in your class?

Low Commitment to School – Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

- During the LAST FOUR WEEKS, how many whole days of school have you missed because you skipped or “cut”?
- How important do you think the things you are learning in school are going to be for your later life?
- How interesting are most of your courses to you?
- How often do you feel that the schoolwork you are assigned is meaningful and important?
- Now, thinking back over the past year in school, how often did you:
 - Enjoy being in school?
 - Hate being in school?
 - Try to do your best work in school?

School Domain Protective Factors

Opportunities for Prosocial Involvement – When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.

- Teachers ask me to work on special classroom projects.
- There are lots of chances for students in my school to talk one-on-one with a teacher.
- I have lots of chances to be part of class discussions or activities.
- In my school, students have lots of chances to help decide things like class activities and rules.
- There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

Rewards for Prosocial Involvement – When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.

- My teacher(s) notices when I am doing a good job and lets me know about it.
- I feel safe at my school.
- The school lets my parents/caregivers know when I have done something well.
- My teachers praise me when I work hard in school.

Peer-Individual Risk Factors

Rebelliousness – Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful irresponsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.

- I like to see how much I can get away with.
- I ignore the rules that get in my way.
- I do the opposite of what people tell me, just to get them mad.

SHARP 2025

Appendix E: Risk and protective scale definitions

Early Initiation of Antisocial Behavior and Drug Use – Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.

- If ever, how old were you when you first:
 - used marijuana (grass, pot, cannabis, weed) or hashish (hash, hash oil)?
 - smoked a cigarette, even just a puff?
 - had more than a sip or two of beer, wine, or hard liquor (for example, vodka, whiskey, or tequila)?
 - began drinking alcoholic beverages regularly, that is, at least once or twice a month?
 - got suspended from school?
 - got arrested?
 - carried a handgun?
 - attacked someone with the idea of seriously hurting them?

Attitudes Favorable Toward Antisocial Behavior and Drug Use – During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.

- How wrong do you think it is for someone your age to:
 - Stay away from school all day when their parents think they are at school?
 - Take a handgun to school?
 - Steal anything worth more than \$5?
 - Pick a fight with someone?
 - Attack someone with the idea of seriously hurting them?
 - Drink beer, wine or hard liquor (for example, vodka, whiskey, gin, or rum) regularly?

- Smoke cigarettes?
- Use LSD, cocaine, amphetamines or another illegal drug?
- Use marijuana?
- Use prescription drugs not prescribed to them?

Perceived Risk of Drug Use – Young people who do not perceive drug use to be risky are far more likely to engage in drug use.

- How much do you think people risk harming themselves (physically or in other ways) if they:
 - Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?
 - Smoke one or more packs of cigarettes per day?
 - Try marijuana once or twice?
 - Use marijuana regularly

Interaction with Antisocial Peers – Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.

- Think of up to four of your best friends (the friends you feel closest to). In the past 12 months, how many of your best friends have:
 - Been arrested?
 - Dropped out of school?
 - Stolen or tried to steal a motor vehicle such as a car or motorcycle?
 - Been suspended from school?
 - Carried a handgun?
 - Sold illegal drugs?

Friends' Use of Drugs – Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.

- Think of up to four of your best friends (the friends you feel closest to). In the past 12 months, how many of your best friends have:

SHARP 2025

Appendix E: Risk and protective scale definitions

- Tried beer, wine, or hard liquor (for example, vodka, whiskey, gin, or rum) when their parents didn't know about it?
- Smoked cigarettes?
- Used LSD, cocaine, amphetamines, or other illegal drugs?
- Used marijuana?

Rewards for Antisocial Behavior – Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.

- What are the chances you would be seen as cool if you:
 - Carried a handgun?
 - Began drinking alcoholic beverages regularly, that is, at least once or twice a month?
 - Smoked cigarettes?
 - Used marijuana?

Depressive Symptoms – Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.

- In the past 12 months have you felt depressed or sad MOST days, even if you feel OK sometimes?
 - Sometimes I think that life is not worth it.
 - At times I think I am no good at all.
 - All in all, I am inclined to think that I am a failure.

Gang Involvement – Youth who belong to gangs are more at risk for antisocial behavior and drug use.

- Have you ever belonged to a gang?

Peer-Individual Protective Factors

Belief in the Moral Order – Young people who have a belief in what is “right” or “wrong” are less likely to use drugs.

- I think it is okay to take something without asking as long as you get away with it.

- It is all right to beat up people if they start the fight.
- I think sometimes it's okay to cheat at school.
- It is important to be honest with your parents, even if they become upset or you get punished.

Interaction with Prosocial Peers – Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

- Think of your four best friends (the friends you feel closest to). In the past year (12 months) how many (if any) of your best friends have:
 - participated in clubs, organizations and activities at school?
 - made a commitment to stay drug-free?
 - tried to do well in school?
 - liked school?
 - regularly attended religious services?

Prosocial Involvement – Participation in positive school and community activities helps provide protection for youth.

- If ever, how many times in the past year (12 months) have you:
 - participated in clubs, organizations and activities at school?
 - done extra work on your own for school?
 - volunteered to do community service?

Rewards for Prosocial Involvement – Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

- What are the chances you would be seen as cool if you:
 - worked hard in school?
 - defended someone who was being verbally abused at school?
 - regularly volunteered to do community service?

APPENDIX F: METHODOLOGY

About the Survey:

The SHARP Prevention Needs Assessment (PNA) was developed by the Utah Department of Health and Human Services (DHHS). It focuses on understanding risk and protective factors and tracking trends related to youth health and substance use. In 2009, Utah integrated a subset of youth tobacco questions with the PNA survey. Since 2011, other health-related questions have been added—covering topics like asthma, diabetes, healthy weight, physical activity, nutrition, and injury prevention.

To manage survey length, the PNA is divided into two versions (Form A and Form B). There are separate versions for 6th grade and for 8th, 10th, and 12th grades. Most health-related questions appear on Form B.

Who Participated:

All Utah public school students in grades 6, 8, 10, and 12 are eligible to take the PNA. In 2025, students from 37 of 41 school districts and 16 charter schools took part. Most districts included all eligible schools, while one large district selected a random sample. To improve accuracy, the survey included five screening questions to determine if students responded honestly. After this process, a total of 78,337 honest student surveys were included in the analysis.

How the Data Were Analyzed:

The results were weighted to reflect the population of Utah public school students. Weights were applied based on district, school, and classroom selection with additional adjustments by school district level grade, race, and gender to make the data more representative. This process helps reduce bias and improve accuracy.

Data points with fewer than 11 responses or with too much uncertainty (a relative standard error, or “RSE,” over 50%) were not reported, in line with DHHS data standards.

Limitations:

The SHARP-PNA does not include students in private or alternative schools, students who have dropped out, or those in treatment or correctional settings. Because Utah requires active parental consent, students who did not return a signed parental consent form or chose not to participate were not included in the survey.

APPENDIX G: SHARP SURVEY FORMS

To learn more about the SHARP Survey, visit SHARP.Utah.gov. The site provides copies of the survey forms students complete, answers to frequently asked questions, and resources designed for parents, educators, community partners, and policymakers. It is the central hub for understanding the survey process, accessing reliable information, and seeing how SHARP data helps guide prevention and health efforts across Utah.

Coversheet

School Land Trust Plan

Section: III. Administrative Business
Item: I. School Land Trust Plan
Purpose: Vote
Submitted by:
Related Material: FY27 School Land Trust Plan.pdf
FY25 SLT Report.pdf
DATA.pdf



OGDEN PREPARATORY
ACADEMY

School Land Trust Plan
2026-2027

Critical Need
The critical need for OPA is in Math, specifically with our Hispanic, Students with Disabilities, and Economically Disadvantaged subgroups.
Goals:
<ol style="list-style-type: none"> 1. 60% of Junior High students will meet or exceed their typical growth goal on the math diagnostic tool. 2. 45% of Elementary students will meet or exceed their typical growth goal on the math diagnostic tool.
Academic Areas:
Mathematics
Measurements:
<ol style="list-style-type: none"> 1. A math diagnostic will be administered at the beginning (BOY), middle (MOY), and end of the year (EOY). Following the BOY diagnostic, growth goals will be set for each student: Typical Growth for grades K-6, and Projected Growth Goal for grades 7-9. The EOY diagnostic results will determine whether these goals have been achieved.
Action Plan Steps:
<ol style="list-style-type: none"> 1. We will employ a Math Coach to work with all math teachers to improve Teacher Clarity and Tier 1 instruction. (\$43,870) 2. We will employ 3 math intervention paraprofessionals, 2 at the elementary and 1 at the JH, to provide Tier 2 and Tier 3 interventions to increase support for diverse student needs. (\$67,000) 3. We will continue to employ an additional math teacher to enable students to have math instruction everyday in grades 7 through 9. (\$65,000) 4. We will purchase math diagnostic tools to assess student growth progress. i-Ready, Acadience, MAP. (\$15,281) 5. We will provide relevant, ongoing professional development for teachers to increase rigor in Tier 1 instruction and strengthen Collaborative Teaching Teams (CTTs) (\$10,000)

OPA School Land Trust Plan, 2026-2027
Approved by OPA Board of Directors:

Expenditures:		
Category	Description	Estimated Cost
People and Professional Development	Certified Level 4 Math Coach; Math intervention paraprofessionals; Additional Math teacher; Professional Development training for teachers (fees & stipends)	\$168,478.13
Books, Ebooks, online curriculum/ subscriptions	Math diagnostics tool; materials for student collaboration and discourse;	\$15,281
Total		\$183,759.13

OPA School Land Trust Plan, 2026-2027
 Approved by OPA Board of Directors:

Ogden Preparatory Academy Final Report 2024-2025

2024 - 2025



Final Report Approved

Final Report Approval Details

Submitted By:

ddeem@ogdenprep.org

Submit Date:

2026-02-10

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

swadams

LEA Approval Date:

2026-02-10

Board Approval Date:

2024-02-08

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from 2023-2024	\$0.00	\$0.00	\$0.00
Distribution for 2024-2025	\$150,925.69	\$0.00	\$150,925.69
Total Available for Expenditure in 2024-2025	\$150,925.69	\$0.00	\$150,925.69
Salaries and Benefits	\$146,465.69	\$0.00	\$150,925.69
Contracted Services	\$0.00	\$0.00	\$0.00
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$4,460.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$0.00	\$0.00	\$0.00

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$150,925.69	\$0.00	\$150,925.69
Remaining Funds (Carry-Over to 2025-2026)	\$0.00		\$0.00

Goal #1

close

Goal Statement

close

50% of Junior High students will meet or exceed their typical growth goal on the math diagnostic tool. 65% of Elementary students will meet or exceed their typical growth goal on the math diagnostic tool.

Academic Area

close

- Mathematics

Measurements

close

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

The council reviewed two years worth of proficiency and growth data from Acadience, iReady, Star, RISE, KEEP, Utah Aspire Plus, and MAP assessments.

A math diagnostic will be given BOY, MOY, and EOY. Typical growth goals will be set for each student after the BOY diagnostic. Results from the EOY diagnostic will determine if the goals are met.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Our goal was for 50% of Junior High students and 65% of Elementary students to meet or exceed their typical growth targets on the math diagnostic assessments.

Junior High students surpassed their goal, with 57% meeting or exceeding their growth target. In Elementary, 50% of students met or exceeded their growth target. Additionally, another 11% of Elementary students achieved between 80% and 99% of their growth target. While Elementary students did not fully meet their goal, they demonstrated meaningful progress toward it.

See attached file for the data: FY25 Math Diagnostic Growth Data

Action Plan Steps and Expenditures

close

These are the Action Steps identified in the plan to reach the goal:

1. We will employ a Math Coach to work with all math teachers to improve Tier 1 instruction. (\$37,567)
2. We will employ 3 math intervention paraprofessionals, 2 at the elementary and 1 at the JH, to provide Tier 2 and Tier 3 interventions. (\$64,000)
3. We will continue to employ an additional math teacher to enable students to have math instruction everyday in grades 7 through 9. (\$70,000)
4. We will purchase math diagnostics tool to assess student growth progress. (\$4,460)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Certified Math Teacher; Certified Level 4 Math Coach; Three Math intervention paraprofessionals	\$146,465.69
Books, Ebooks, online curriculum/subscriptions	Math diagnostics tool	\$4,460.00
	Total:	\$150,925.69

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$146,465.69
Books, Ebooks, online curriculum/subscriptions	\$4,460.00
Total:	\$150,925.69

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter or website

The school plan was actually publicized to the community in the following way(s):

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly

- School marquee
- Stickers that identify purchases made with School LAND Trust funds
- School newsletter or website
- Social Media

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
3	0	2	2024-02-08

Plan Attachments

Upload Date	Title	Description	Action
2024-02-21	School Land Trust Plan	.	<button>Delete</button>
2026-02-10	FY25 Math Diagnostic Growth Data	Data to support Goal #1	<button>Delete</button>

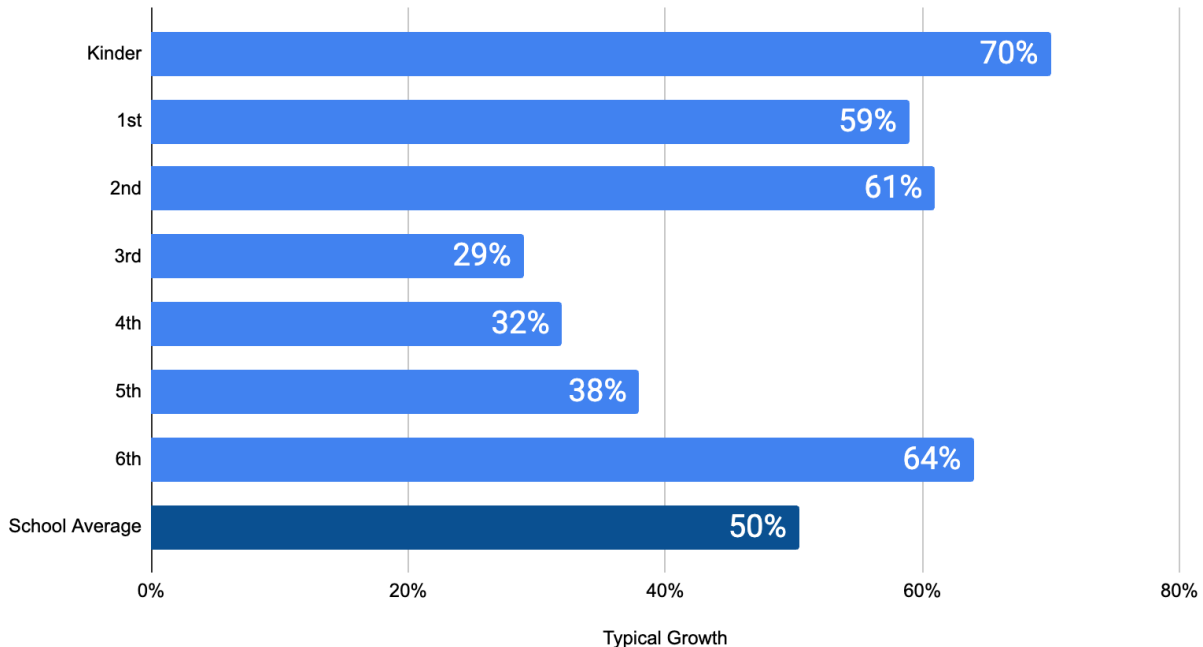
Comments

Date	Name	Comment
2024-02-21	Debbie Deem	n/a
2026-02-10	ddeem@ogdenprep.org	Final Report Comment: Thank you.

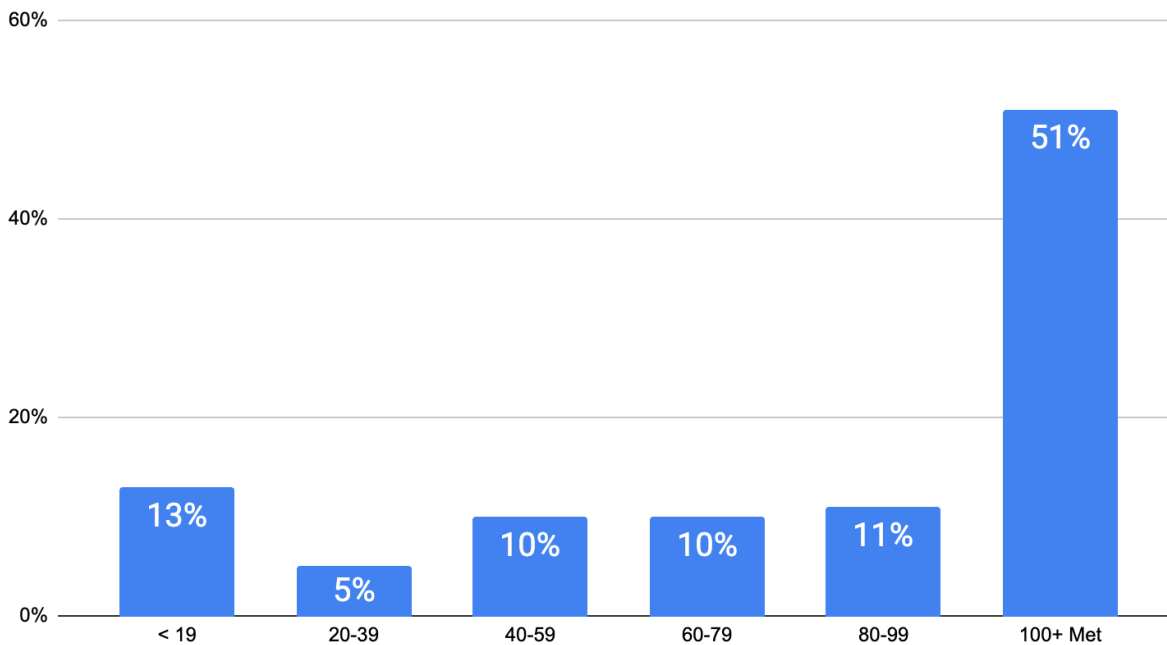
[BACK](#)

i-Ready Student Growth

24-25 i-Ready Percent of Students Meeting Annual Growth Goal (Typical or Better)

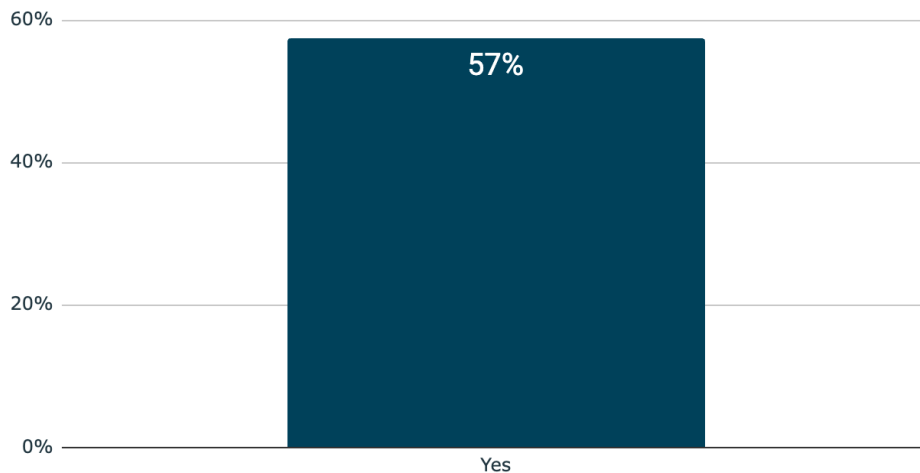


'25 i-Ready EOY Overall Distribution of Progress Towards Typical Growth



MAP Student Growth

'25 MAP Growth - Percentage of Students Met Projected Growth



'25 MAP Growth - Percentage Met Projected Growth Goal

