

# 2020 – 2021 ANNUAL REPORT



**UTAH**  
SCHOOLS FOR THE  
DEAF AND THE BLIND



# Introduction

The Utah Schools for the Deaf and the Blind (USDB) has a rich heritage of providing educational services to the children of Utah who are deaf, blind, or deaf-blind. Specially trained staff members provide intensive services not available in the students' home community schools. Teachers are licensed and endorsed by the Utah State Board of Education and USDB is one of the few state programs in the country that provides students with comprehensive services and a full array of personalized educational settings with support for deaf or blind children from birth to age 22.

Consistent with Utah Code Annotated (UCA) Section [53E-8-204\(6\)\(b\)](#), USDB is required to submit this annual report to the Education Interim Committee of the Utah Legislature, including the following items:

- A report on Utah Schools for the Deaf and the Blind programs and activities
- A report of student academic performance
- A financial report

Additional information about USDB programs and services beyond the required scope of this report is available online at [USDB.org](http://USDB.org).

## Section 1: USDB programs and activities

A full description of the programs administered by the USDB Superintendent and the Associate Superintendents is located online at the following links:

- ❑ [Schools and Programs for the Deaf](#)
- ❑ [Schools and Programs for the Blind](#)

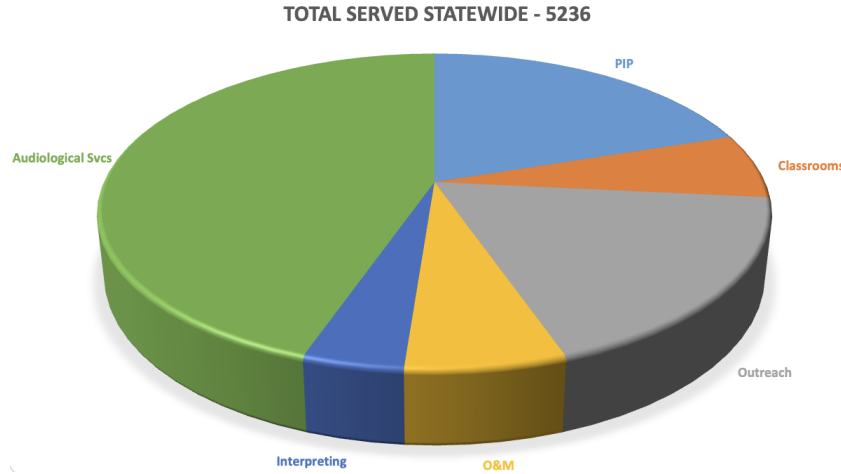
### Enrichment Programs

Consistent with UCA [53E-8-407](#), USDB provides enrichment programs in addition to traditional school programs that enhance educational services for deaf, hard of hearing, blind or deaf-blind students in a variety of family-friendly environments. This year USDB provided over 70 Short Term Programs, after-school programs, summer camps, family camps, and other activities. These programs provided opportunities, outside of scheduled day school hours, for students and families to hone skills specific to their sensory needs.

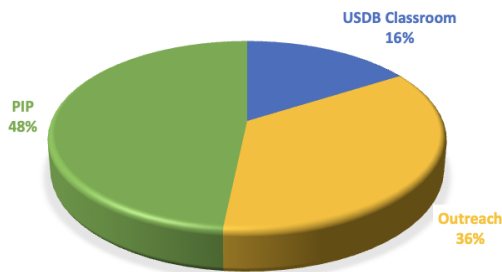
Revenue for enrichment programs and activities is generated from the management and sale of deaf and blind institutional trust lands and is distributed to USDB in accordance with the Utah Constitution, Article X, Section 5. These funds are available to any deaf, hard of hearing, blind, visually impaired or deaf-blind students across the State, regardless of the child's affiliation with USDB.

# 2020-2021 Students Served

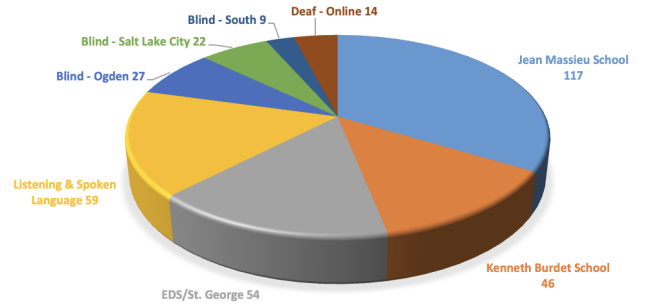
USDB is a statewide educational agency tasked with providing programs and services for students who are deaf, hard of hearing, blind, visually impaired or deaf-blind. Services may be offered at one of our USDB campus classrooms, through outreach services in school districts or charter schools, or in a home setting for infants and toddlers.



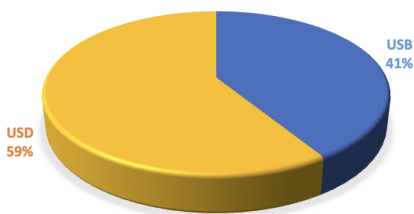
**USDB SERVICE ENROLLMENT BY LOCATIONS**



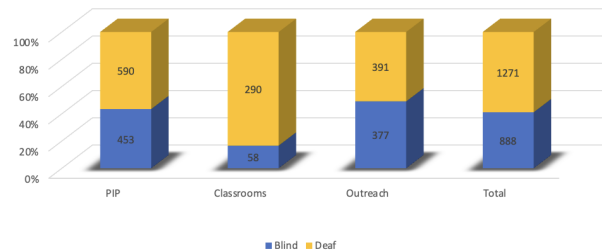
**CAMPUS BASED PROGRAM ENROLLMENT**



**DEAF AND BLIND STUDENTS SERVED STATEWIDE**



**Enrollment in Educational Services  
2159 STUDENTS**



## Section 2: Student Academic Performance

### USDB Graduation Rate

Because most students exit USDB before high school, the annual class of graduating seniors is quite small. During the 2020-21 school year, 100% of all eligible USDB students graduated with a diploma or alternate diploma. No students dropped out of USDB high school during the 2020-21 school year.

In addition, a nationwide survey revealed that the ***Utah School for the Deaf has the highest graduation rate of any state in the country, and Utah is the only state where deaf students have a higher graduation rate than the hearing students!***



### School for the Deaf (USD) Student Outcomes

The Utah School for the Deaf (USD) has self-contained and magnet classrooms located within the Kenneth Burdett School (KBS), the Jean Massieu School (JMS), the Listening and Spoken Language (LSL) program, and the Southern Utah School (SUS). Some of these classes use a dual language approach of American Sign Language and Spoken English and others use a Listening and Spoken Language (LSL) approach.

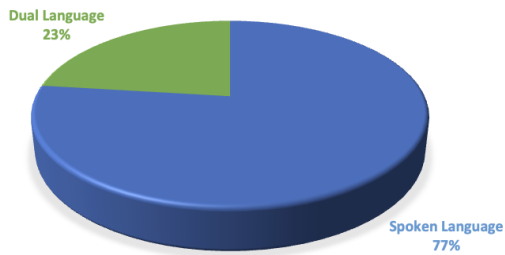
One measure of success of USD programs is the number of students that transition out of USD services by 2nd grade and return to their neighborhood schools because they are on a competitive grade level and functioning comparable to their hearing peers. Other students are more successful in dual language classrooms using American Sign Language and Spoken English.

The goal for our dual language program is to develop socially well-adjusted adults that meet college and career ready standards and are successful in the world around them. Therefore, these students often maintain

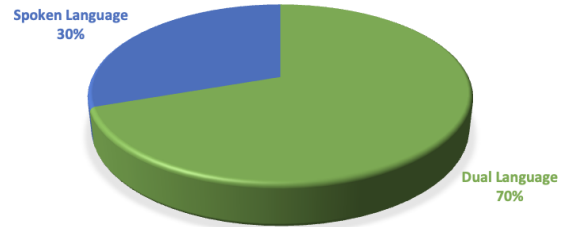


placement within the School for the Deaf throughout their educational career in order to receive academic instruction in their first language, promote Deaf culture and identity, and have direct communication with their teachers and peers. The chart below reflects communication preferences throughout the state in our school age programming:

**PERCENTAGE OF OUTREACH STUDENTS BY MODALITY**



**COMMUNICATION MODALITY OF SCHOOL AGE STUDENTS ON CAMPUS**

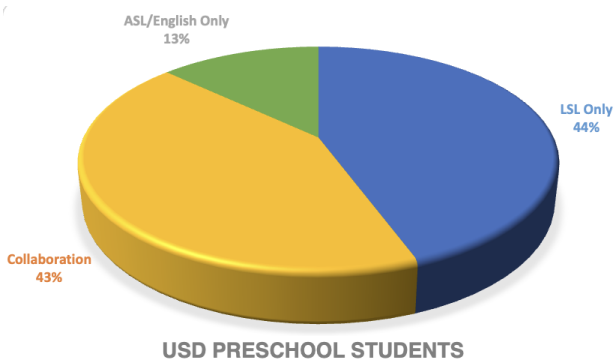


Student progress is measured by individualized diagnostic and achievement testing, and statewide testing. Very few students participate in alternate assessments. Students receiving itinerant services are tested as part of the district-wide assessment system. Those students attending USD campus classes were assessed and tracked by USD.

Students in self-contained or magnet classrooms receive services through an Individualized Education Program, 504 plan or USDB Preschool Service Plan with a focus on the Utah Core Standards. The educational program for each student is customized to meet their unique learning needs. Our students are encouraged to develop American Sign Language, spoken English, listening skills, daily living skills, vocational skills, assistive and adaptive technology training, Deaf culture, athletics, student government, and computer technology. USD monitors student growth in vocabulary, language, reading, written English, math and science.

All students in USDB campus based programs and magnet classrooms have access to related services. These services include speech/language development, occupational therapy, physical therapy, adaptive physical education, counseling, orientation and mobility, appropriate educational technology for access to curriculums; audiology and optical support.

**PreSchool Placement Based On Communication Preferences**



Parents can choose a variety of placement options for their deaf or hard of hearing students in preschool. They may choose to attend their local preschool program or one of USD classrooms. The school for the deaf offers classrooms with an American Sign Language and English emphasis, a Listening and Spoken Language approach or students can spend time in both programs. This collaboration is highly beneficial for many students. For the 20-21 school year students accessed the following services:

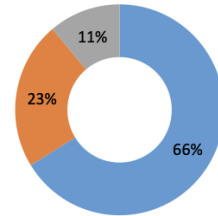


## Interpreter Services

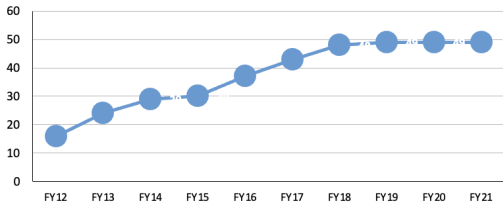
Interpreters are an integral part of the services offered to deaf and hard of hearing students. There has been a steady increase in the number of interpreters needed to meet the accessibility needs of students. For the 2020-21 school year, 216 students required the services of an interpreter. This has required the services of 49 interpreters to meet these needs.

Students Using Interpreters - 216

■ Salt Lake Area ■ Northern Utah ■ Southern Utah



Interpreters For Students by Year

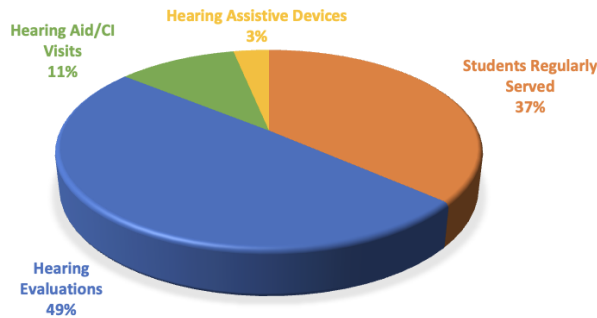


## Audiological Services



Audiology serves more students throughout the State of Utah than any other department at USDB. Services include evaluating the hearing of students from birth - 22, troubleshooting hearing aids and cochlear implants, placing and monitoring assistive listening devices in classrooms (formerly known as FM Systems), and providing regular follow to students with these devices. Not all students evaluated for a hearing loss will require more services from USDB.

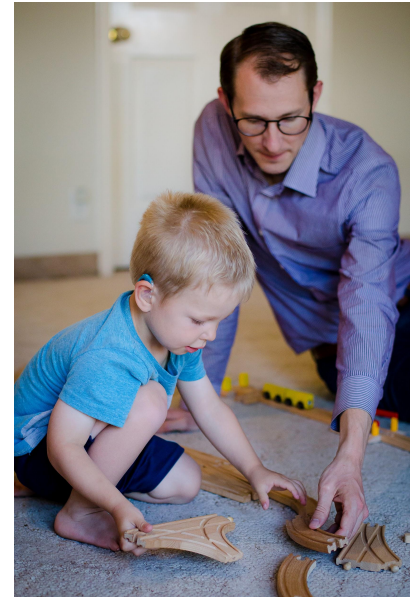
AUDIOLOGICAL SERVICES - 2339



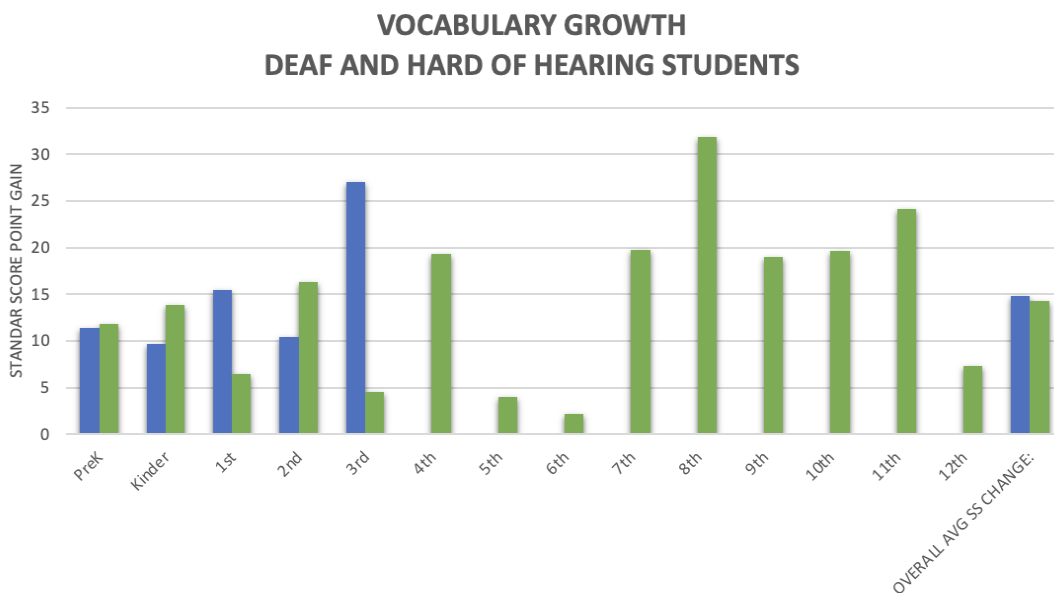


## Vocabulary Growth

Expressive and receptive language vocabulary for each child is measured to determine language growth. Other aspects of language are measured individually with informal measures that assist in deriving individual language outcomes and vary from student to student based on need, age, and communication modality. Because of the diversity of these assessment tools, they will not be reported here. Some standardized measures included the *Oral and Written Language Scales (OWLS)*, *Preschool Language Scales - 5th edition (PLS-5)*, *Preschool-Clinical Evaluation of Language Fundamentals (CELF-P)*, *Visual Communication and Sign Language (VCSL)*, *Bracken and Peabody Picture Vocabulary Test (PPVT)*. Informal measures include ASL Developmental Rubrics, the *MacArthur Communication Development Inventory: Words, Gestures, and Sentences*, *SKI-HI Language Development Scale and Cottage Acquisition Scales for Listening, Language and Speech (CASLLS)* and the *Teacher Assessment of Spoken Language (TASL)*. These measures denote student growth and assist teachers in writing specific goals for each child.

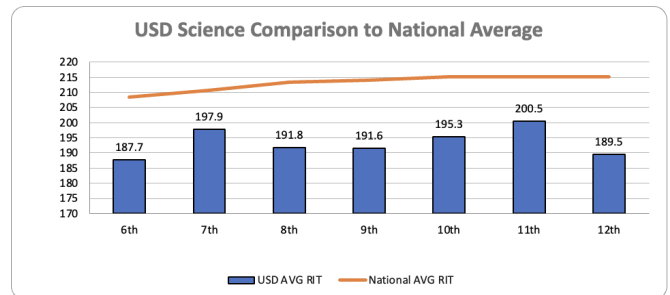
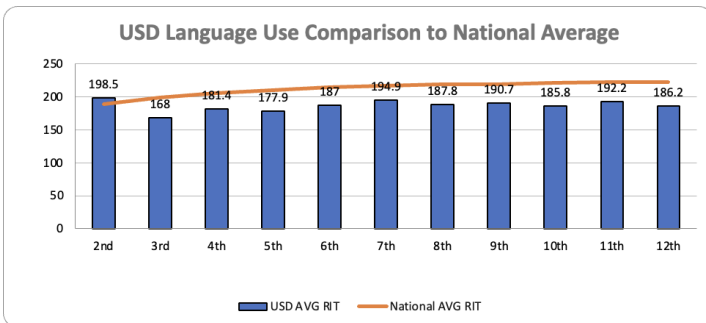
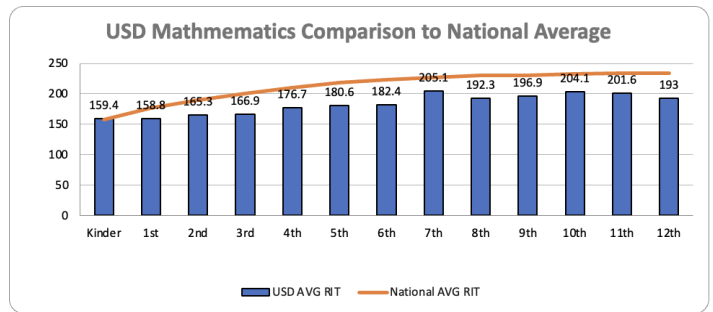
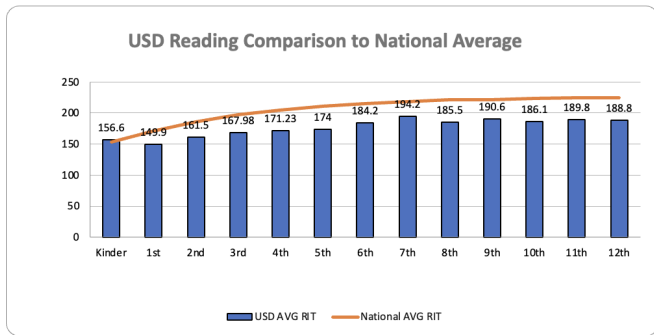


The following chart illustrates vocabulary growth using the *Receptive One-Word Picture Vocabulary Test (ROWPVT)* and the *Expressive One-Word Picture Vocabulary Test (EOWPVT)*. This chart demonstrates **very impressive** language growth for our students in our self-contained and magnet classrooms. Typical growth would be represented as a value of zero or a flat line across the bottom of the graph, indicating that a student made one year's growth in one year's time. But, as this graph indicates, our students have been making **substantial** growth, well beyond what is expected in the area of receptive and expressive vocabulary in comparison to national standards.



## Academic Assessments for Deaf and Hard of Hearing Students

USD has been using the “*Measures of Academic Progress*” (MAP) assessments to monitor student growth. This assessment is administered each fall and spring to provide data for program improvement and instructional interventions. The charts below demonstrate student growth in reading, mathematics, language use, and science. As noted by trend lines, students made continual progress and growth in the areas of reading, math, language usage (writing), and science. All of these results should be interpreted with caution since these results reflect extremely small numbers of <12 students per grade level.





# School for the Blind (USB) Student Outcomes

*“A loss of sight, never a loss of vision”*

*Camp Ability Founder - Laura Lieberman*

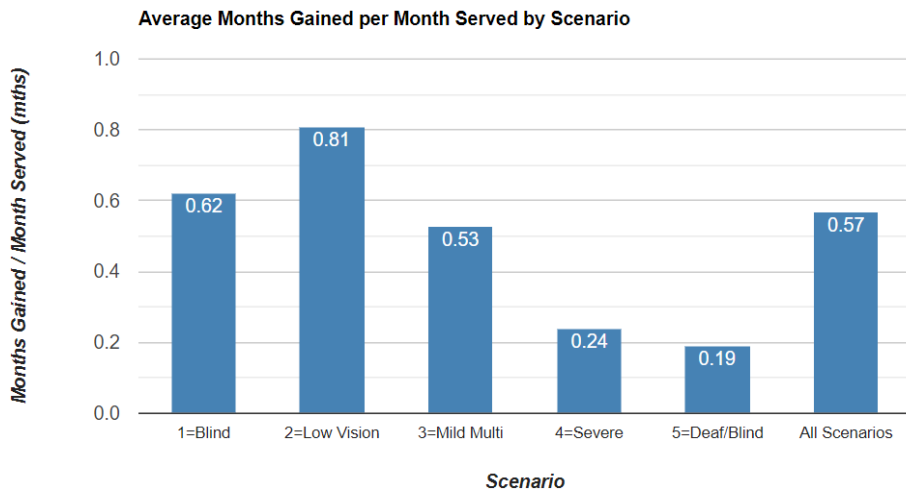


The Utah School for the Blind (USB) offers intensive vision services, instruction, strategies, and the Expanded Core Curriculum along with numerous programs and activities for students and families. These services are provided for infants/toddlers in a home environment, at one of our campus locations, or in a student’s local school setting. Students in our campus or magnet classrooms (a USB classroom hosted by a local school) located in Ogden, Salt Lake, or Springville, receive services through an Individualized Education Program incorporating Utah Core Standards and the Expanded Core Curriculum. Student progress is measured by a variety of assessment tools specific to their programming needs.

Preparing students for academic success in a responsive, caring and innovative environment is central to our mission at USB. We also focus on career and vocational readiness for our high school and post high students.

## USB Parent Infant Program



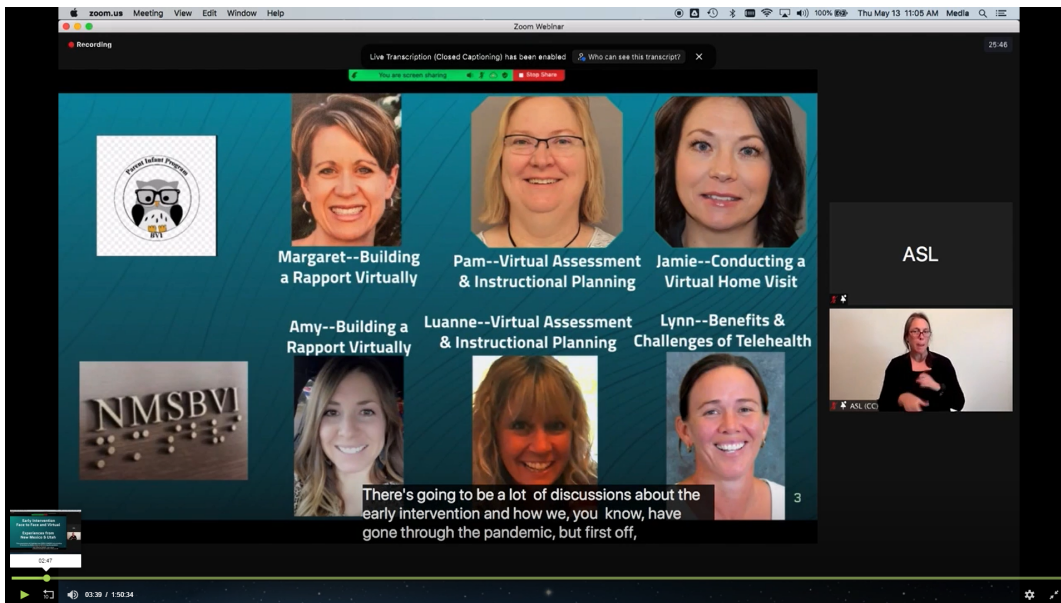


The USB Parent Infant Program (PIPBVI) is a year-round program that keeps data from June 1 through May 31 each year. With only 200 children enrolled on June 1, 2020, the year began with the lowest number of children we've had for quite a while. But as the school year approached, referrals started pouring in, and we ended the school year having served 453 children and their families. There were 253 referrals from June 1, 2020 to May 31, 2021.

### Virtual Services

Our staff reports that the advantages to virtual home visits include:

- True coaching model where parents had to take charge of activities and interactions with the children
- More opportunities to do colleague and mentoring visits
- More frequent and better collaboration with Early Intervention providers
- Fewer missed visits due to illness and weather





PIPBVI was a leader in providing virtual home visits to families with children who are visually impaired. In October, and then again in May, PIPBVI provided training to early intervention vision providers across the nation seeking information and strategies on building rapport, doing assessments, and conducting home visits virtually! In May, we were very excited to present with our colleagues in New Mexico. Both presentations were co-hosted by Texas School for the Blind and Visually Impaired and Western Regional Early Intervention Conference and were attended by professionals across the nation, and had international participants as well.

Family networking is very important in PIPBVI. This proved challenging during the pandemic and brought out our creativity and resourcefulness! In the fall we hosted our first virtual parent conference. Dr. Matt Townsend was our keynote speaker Friday night, giving us all great ideas on applying the science of happiness to our lives. Dr. Griffin Jardine was our keynote speaker Saturday morning, addressing common vision conditions and treatments and answering parents' questions.

PIPBVI finished the 2020-21 school year with a sigh of gratitude and much cause for reflection. Moving forward, we anticipate incorporating virtual visits and distance technology into our day-to-day operations. This will increase our coaching skills, as they pertain to working with parents, increase our ability to collaborate with other professionals and families across the state, better use our travel funds, and help contribute to cleaner air. Our staff has proven themselves to be consummate professionals who rose to the challenges they faced this year in every circumstance.

## USB Campus Programs

*"Our Vision Has No Limits"*



51 Total Students (PreK-PH) - 27 Girls, 21 Boys, 3 Peer Models

This past year has been one of great growth and challenge for our students and staff. As a school our teachers and staff rose above it all and provided an excellent education and environment. Each campus was adaptable to health guidelines and while also ensuring learning was a priority. We were able to keep our students safe while also providing them with the necessary instruction. Our students were superstars this year! They were excited to be at school, worked hard, and showed great flexibility. We had many students "graduate" this year

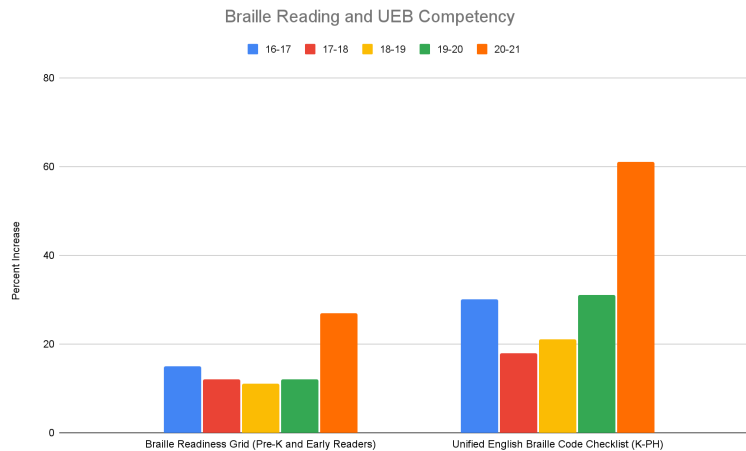
from our services, who are now ready to return to their home districts. We are so impressed with all the progress we made together.

Our USB campus program, provides targeted learning experiences for students who require intensive daily services from a teacher of students with visual impairments (TSVIs), as outlined in their Individualized Education Plan Instruction focuses on both academic and functional skills - utilizing the Core, Essential Elements (for students with severe cognitive delays) and the Expanded Core Curriculum, which provides additional specialized instruction in nine targeted areas, such as braille, technology, orientation and mobility, sensory efficiency and more.

Through a variety of dynamic hands-on learning experiences, our programs and services are specially designed to provide meaningful and accurate connections to the world. Each child's strengths and weaknesses are carefully and continually assessed in order to develop individualized programs and instructional strategies necessary for each student to reach their highest potential. As a result, each student made progress on their Individualized Education Plans and we continue to see consistent gains in the Core and Expanded Core Curriculum areas, as seen in the data graphs below:

### Academic Assessments

All grade levels at USB participate in pre and post school assessments. Using the *Jerry Johns Basic Reading Inventory*, an individually administered informal reading assessment given in braille or large print media, students were assessed on all aspects of reading fluency: grade level, correct words per minute (cwpm), accuracy, and comprehension. Our students continue to make gains in their reading fluency. Student outcomes were notable - an average of a 1.5 grade level increase!

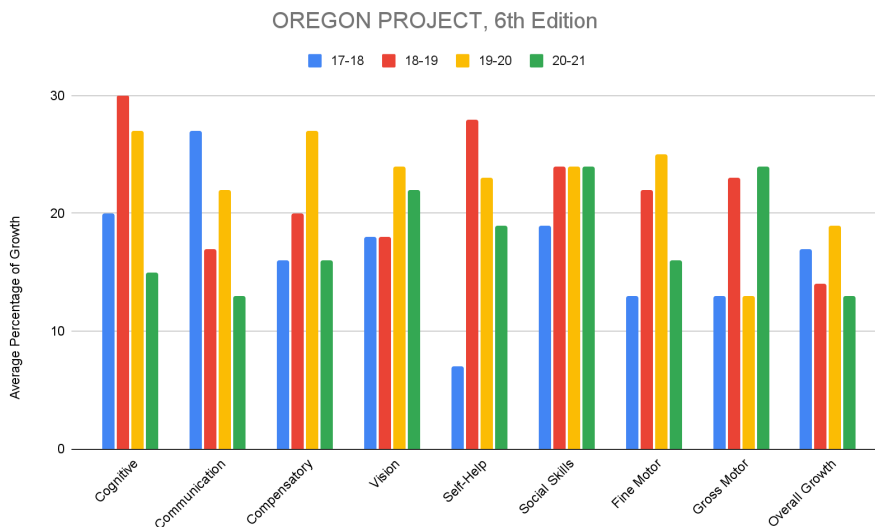




## Functional Assessments

Some USB campus students have significant cognitive disabilities in addition to a vision impairment. Placement at USB requires the IEP team to consider the intense vision needs of these students and whether vision services can or cannot be provided through the student’s local education agency and in the least restrictive environment. If a USB placement is chosen by the IEP team, intensive vision services, modifications and/or adaptations are embedded throughout the school day.

These students are continuously assessed to monitor progress with the most appropriate assessment tool. USB has adopted the Oregon Project, a comprehensive assessment designed for use with children birth to six who are blind or visually impaired.



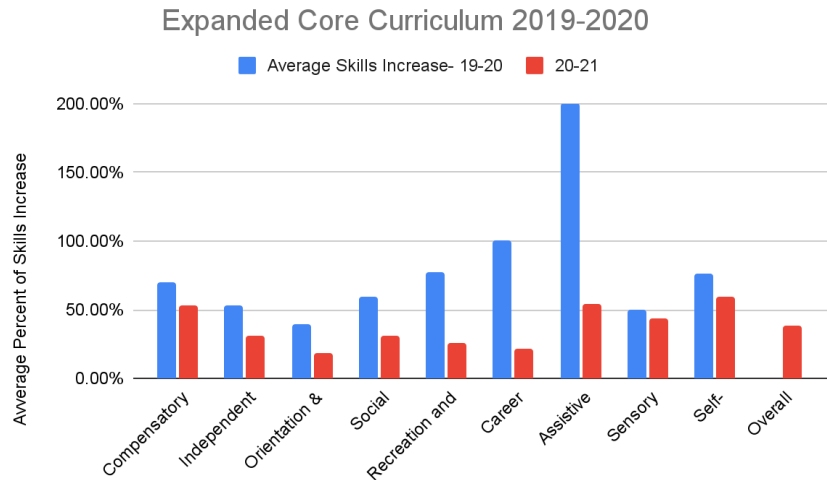
## Expanded Core Curriculum Assessments

In addition to the Utah Core Standards, USB provides specialized instruction in areas of the Expanded Core Curriculum (ECC) for students with vision impairments. The ECC comprises nine areas that are explicitly and systematically taught to students with vision impairments. These nine areas focus on supplementing skills and experiences that students with vision impairments have difficulty learning incidentally. They include



compensatory skills (literary braille, math braille, tactile graphics, object and/or tactile symbols, sign language, and audio materials), independent living skills, recreation and leisure, social skills and career education, orientation and mobility, self-advocacy, use of assistive technology, and the development of sensory efficiency skills.

The ECC is taught and embedded throughout the school day, is a major initiative in our residence program, offered through supplemental programs such as short term programs, campus based assistive technology and math academies, virtual on-line academies (braille literacy, cooking, independence skills, etc), as well community based instruction or home environment as appropriate.



## USB Outreach Vision Services

*“Leading with inclusivity to prepare students who are blind and visually impaired for the highest degree of independence in the home, school, and community.”*



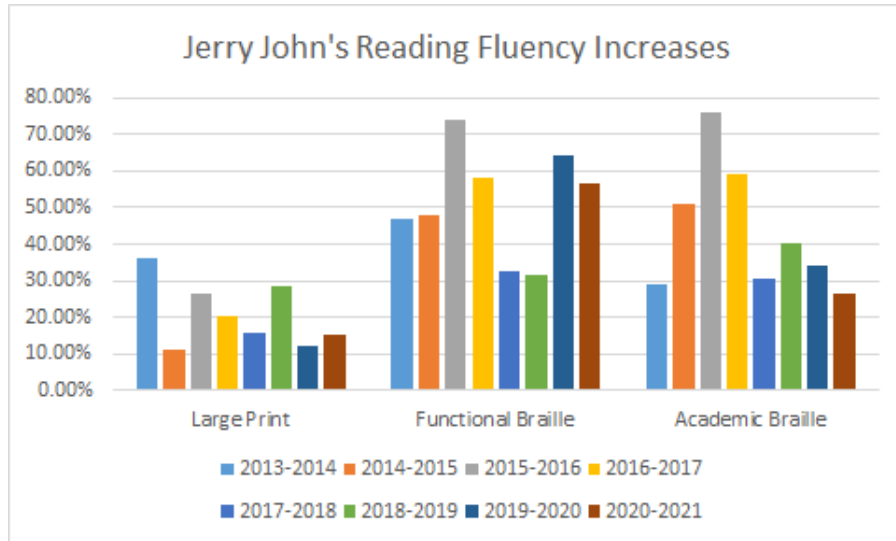
**Total Students Served – 377 in 30 school districts and 40 charter schools**  
*122 Students served Directly - 255 Students served via Consultation*

USDB Outreach Vision Services consists of 19 itinerant teachers of students with vision impairments (TSVI's) with 2 educational services aides and 12 Orientation and Mobility Specialist (O&M's) serving 377 students across the state of Utah. TSVI's work in various school districts and travel from school to school providing one-on-one support to students who are blind or visually impaired on lessons based on the Expanded Core

Curriculum: the skills students who are blind and visually impaired need to access their education and environment.

The O&M's worked with students on cane traveling techniques to increase their independence while staying safe in the school and community. As some schools limited their in-person school days due to COVID-19 careful attention was given to prepare braille packets, tactile learning materials, and digital activities to do Zoom lessons while still serving students for their IEP minutes.

*The Jerry Johns is an informal reading assessment specifically adapted for blind/visually impaired students. It provides a valid measurement of student reading grade level, fluency, and accuracy.*

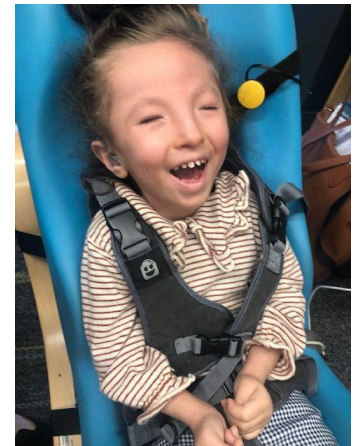


- 1 - Large Print Fluency Increase from Fall to Spring – 15.24%
- 2 - Functional Braille Increase from Fall to Spring – 56.75%
- 3- Academic Braille Increase from Fall to Spring – 26.37%

## USB Deaf-Blind Services

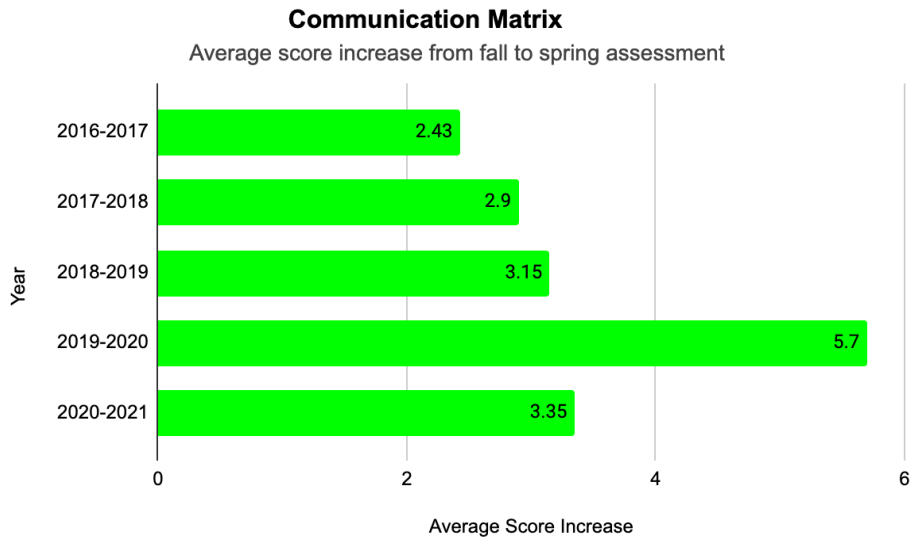
Deaf-Blind Services provides support for children who have both vision and hearing loss. During the 2020-2021 school year, Deaf-Blind Services provided educational programming for up to 129 children or students ranging from birth-22 years old.

Deaf-Blind Services consists of 15 Teachers of the Deaf-Blind (TDB) and interveners where appropriate. All children and students identified as being both deaf and blind receive services from a TDB. Intervenors work one-on-one with students to help provide access to information in the world around them.



There is no single assessment that is appropriate for all students with deaf-blindness, nor are there standardized tests. The most common assessment utilized is the *Communication Matrix*. In the 2020-2021 school year, the Communication Matrix was an appropriate assessment for 82 of the students served. Of applicable students, 80% were assessed twice, once in the Fall and once in

Spring. The average score improvement was 3.35 points. Due to COVID 19, 11 were assessed once and 22 students were not assessed by Deaf-Blind Services due to parent/guardian request. The following chart indicates the scores from the last five school years.



Deaf-Blind Services is committed to improving outcomes for our children through research-based practices, quality technical assistance, and collaboration. For more information on Deaf-Blind Services visit [www.usdb.org/programs/deaf-blind-services/](http://www.usdb.org/programs/deaf-blind-services/).





**Utah Schools for Deaf and the Blind**  
**Statement of Net Position**

June 30, 2021

	<b>Operations FUND 9215</b>	<b>Donation FUND 9214</b>	<b>Foundation FUND 9218</b>	<b>Total</b>
<b>ASSETS</b>				
Current Assets:				
Cash and Cash Equivalents	\$ 5,875,405.08	\$ 270,666.23	\$ 1,224,179.34	\$ 7,370,250.65
Accounts Receivable	666,835.98	-		\$ 666,835.98
Due From Primary Government	315,316.85	-		\$ 315,316.85
Prepaid Expenses	26,597.02	-		\$ 26,597.02
<b>Total Current Assets</b>	<b>\$ 6,884,154.93</b>	<b>\$ 270,666.23</b>	<b>\$ 1,224,179.34</b>	<b>\$ 8,379,000.50</b>
Noncurrent Assets:				
Net OPEB Assets	278,891.00			278,891.00
Capital Assets:				
Land	1,143,812.41	-		1,143,812.41
Buildings and Improvements	48,579,191.56	-		48,579,191.56
Vehicles	98,887.80	-		98,887.80
Machinery and Equipment	3,058,020.42	-		3,058,020.42
Software	144,023.15	-		144,023.15
Less Accumulated Depreciation	(14,163,325.43)	-		(14,163,325.43)
Construction Work-in-Progress	224,844.49	-		224,844.49
<b>Total Capital Assets</b>	<b>39,085,454.40</b>	<b>-</b>		<b>39,085,454.40</b>
<b>Total Noncurrent Assets</b>	<b>39,364,345.40</b>	<b>-</b>		<b>39,364,345.40</b>
<b>Total Assets</b>	<b>\$ 46,248,500.33</b>	<b>\$ 270,666.23</b>	<b>\$ 1,224,179.34</b>	<b>\$ 47,743,345.90</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>				
Deferred Outflows Relating to Pensions	\$ 2,602,103.39	\$ -	\$ -	\$ 2,602,103.39
Deferred Outflows Relating to OPEB	185,743.00	\$ -	\$ -	185,743.00
<b>Total Deferred Outflows of Resources</b>	<b>\$ 2,787,846.39</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,787,846.39</b>
<b>LIABILITIES</b>				
Current Liabilities:				
Accounts Payable and Accrued Liabilities	\$ 2,058,993.19	711.14	3,136.75	\$ 2,062,841.08
Due To Primary Government	506,696.32	-	-	506,696.32
Unearned Revenue	(9,447.25)	-	-	(9,447.25)
<b>Total Current Liabilities</b>	<b>\$ 2,556,242.26</b>	<b>711.14</b>	<b>3,136.75</b>	<b>\$ 2,560,090.15</b>
Noncurrent Liabilities:				
Net Pension Liability	2,331,682.41	-	-	2,331,682.41
Net OPEB Liability	-	-	-	-
<b>Total Noncurrent Liabilities</b>	<b>2,331,682.41</b>	<b>-</b>	<b>-</b>	<b>2,331,682.41</b>
<b>Total Liabilities</b>	<b>\$ 4,887,924.67</b>	<b>711.14</b>	<b>3,136.75</b>	<b>\$ 4,891,772.56</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>				
Deferred Inflows relating to OPEB	613,817.00	-		613,817.00
Deferred Inflows Relating to Pensions	6,307,822.91	-		6,307,822.91
<b>Total Deferred Inflows of Resources</b>	<b>\$ 6,921,639.91</b>	<b>-</b>		<b>\$ 6,921,639.91</b>
<b>NET POSITION</b>				
Net Investment in Capital Assets	39,085,454.40	-		39,085,454.40
Unrestricted	(1,858,672.26)	269,955.09	1,221,042.59	(367,674.58)
<b>Total Net Position</b>	<b>\$ 37,226,782.14</b>	<b>\$ 269,955.09</b>	<b>\$ 1,221,042.59</b>	<b>\$ 38,717,779.82</b>



**Utah Schools for Deaf and the Blind**

**Statement of Cash Flows**

For the Fiscal Year Ended June 30, 2021

	<b>Operations FUND 9215</b>	<b>Donation FUND 9214</b>	<b>Foundation FUND 9218</b>	<b>Total</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>				
Receipts from Title XIX Services	\$ 1,715,739.66	\$ -	\$ -	\$ 1,715,739.66
Receipts from Sales and Charges for Services	7,066,281.80	-	160.00	7,066,281.80
Payments for Personal Services and Benefits	(35,294,267.76)	-	-	(35,294,267.76)
Payments for Contracted Services	(351,643.67)	-	-	(351,643.67)
Payments for Pupil Transportation	(4,387,358.92)	-	-	(4,387,358.92)
Payments to Suppliers/Other Services	(3,428,948.52)	(13,631.50)	(127,737.76)	(3,442,580.02)
Net Cash Provided (Used) by Operating Activities	(34,680,197.41)	(13,631.50)	(127,577.76)	(34,693,828.91)
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>				
Receipts From Trust Land Distributions	946,401.91	-	-	946,401.91
Receipts From State Appropriations	35,205,300.00	-	-	35,205,300.00
Federal Grants and Contributions	310,805.08	(924,257.67)	1,329,678.93	(613,452.59)
Transfers in from other fund	30,650.00	-	-	30,650.00
Transfers out from other fund	-	-	(30,650.00)	-
Net Cash Provided (Used) by Noncapital Financing Activities	36,493,156.99	(924,257.67)	1,299,028.93	35,568,899.32
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>				
Acquisition and Construction and Capital Assets	(355,480.66)	-	-	(355,480.66)
Proceeds from Disposition of Capital Assets	21,108.69	-	-	21,108.69
Net Cash Provided (Used) by Capital and Related Financing Activities	(334,371.97)	-	-	(334,371.97)
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>				
Receipts of Interest and Dividends from Investments	-	(46,758.99)	52,728.17	(46,758.99)
Net Cash Provided (Used) by Investing Activities	-	(46,758.99)	52,728.17	(46,758.99)
Net Cash Provided (Used) - All Activities	1,478,587.61	(984,648.16)	1,224,179.34	493,939.45
Cash and Cash Equivalents - Beginning	4,396,817.47	1,255,314.39	-	5,652,131.86
Cash and Cash Equivalents - Ending	\$ 5,875,405.08	\$ 270,666.23	\$ 1,224,179.34	\$ 6,146,071.31
<b>RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES</b>				
Operating Income (Loss)	\$ (33,984,853.46)	\$ (14,003.19)	\$ (130,714.51)	\$ (33,998,856.65)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:				
Depreciation Expense	1,397,777.99	-	-	1,397,777.99
Pension and OPEB Expense Accrual	(2,316,103.00)	-	-	(2,316,103.00)
Miscellaneous Gains, Losses, and Other Items	-	-	-	-
Net Changes in Assets and Liabilities:				
Accounts Receivable/Due From Primary Government	(562,943.93)	-	-	(562,943.93)
Prepaid Expenses	(26,597.02)	-	-	(26,597.02)
Accrued Liabilities/Due to Primary Government	821,969.26	371.69	1,618,625.31	822,340.95
Unearned Revenue	(9,447.25)	-	-	(9,447.25)
Net Cash Provided (Used) by Operating Activities	\$ (34,680,197.41)	\$ (13,631.50)	\$ 1,487,910.80	\$ (34,693,828.91)



**Utah Schools for Deaf and the Blind**  
**Statement of Revenues, Expenses, and**  
**Changes in Net Position**

For the Fiscal Year Ended June 30, 2021

	Operations FUND 9215	Donation FUND 9214	FOUNDATION Fund 9218	Total
<b>OPERATING REVENUES</b>				
Sales and Charges for Services	\$ 7,638,672.98	\$ -	\$ 160.00	\$ 7,638,832.98
Title XIX Services	1,715,739.66	-	-	\$ 1,715,739.66
Miscellaneous	-	-	-	\$ -
<b>Total Operating Revenues</b>	<b>9,354,412.64</b>	<b>-</b>	<b>160.00</b>	<b>9,354,572.64</b>
<b>OPERATING EXPENSES</b>				
Personal Services – Salaries	22,523,012.94	-		22,523,012.94
Personal Services – Benefits	10,455,151.82	-		10,455,151.82
Contracted Services	351,643.67	-		351,643.67
Pupil Transportation	4,387,358.92	-		4,387,358.92
Travel - In State	86,620.45	-		86,620.45
Travel- Out of State	13,418.96	-		13,418.96
Educational Supplies	303,903.65	-		303,903.65
Training	100,151.03	-		100,151.03
Other Expenses:				-
Rentals and Leases	555,679.54	-		555,679.54
Utilities	413,439.65	-		413,439.65
Facility Maintenance and Operation	730,859.98	-		730,859.98
Data Processing	574,086.52	-		574,086.52
Office Supplies and Equipment	381,875.75	-		381,875.75
Other Administration	1,064,285.23	14,003.19	130,874.51	1,209,162.93
Depreciation	1,397,777.99	-		1,397,777.99
<b>Total Operating Expenses</b>	<b>43,339,266.10</b>	<b>14,003.19</b>	<b>130,874.51</b>	<b>43,484,143.80</b>
<b>Operating Income (Loss)</b>	<b>(33,984,853.46)</b>	<b>(14,003.19)</b>	<b>(130,714.51)</b>	<b>(34,129,571.16)</b>
<b>NONOPERATING REVENUES</b>				
Investment Earnings	-	(46,758.99)	52,728.17	5,969.18
Trust Lands Distributions	946,401.91	-		946,401.91
Federal Grants and Contributions	54,243.85	-		54,243.85
Private Contributions	256,561.23	(924,257.67)	1,329,678.93	661,982.49
(Loss) on Disposition of Fixed Assets	39,957.83	-	-	39,957.83
<b>Total Nonoperating Revenues (Expenses)</b>	<b>1,297,164.82</b>	<b>(971,016.66)</b>	<b>1,382,407.10</b>	<b>1,708,555.26</b>
<b>Income (Loss) before State Appropriations and Capital Contribution</b>	<b>(32,687,688.64)</b>	<b>(985,019.85)</b>	<b>1,251,692.59</b>	<b>(32,421,015.90)</b>
State Appropriations	35,205,300.00	-	-	35,205,300.00
Miscellaneous	30,650.00	-	-	30,650.00
<b>Change in Net Position</b>	<b>2,548,261.36</b>	<b>(985,019.85)</b>	<b>1,251,692.59</b>	<b>2,814,934.10</b>
Net Position - Beginning	34,678,520.78	1,254,974.94	-	35,933,495.72
Contribution Capital for Building	-		(30,650.00)	(30,650.00)
<b>Net Position - Ending</b>	<b>\$ 37,226,782.14</b>	<b>\$ 269,955.09</b>	<b>\$ 1,221,042.59</b>	<b>\$ 38,717,779.82</b>