

Vista School Board Meeting

June 29, 2023 Agenda

Location: 585 East Center, Ivins, UT 84738

<https://uetn-org.webex.com/uetn-org/j.php?MTID=mbf98d2822171b301847f68dfd0200420>

Board members present:

Others present:

CALL TO ORDER: Seat Scott Smith

APPROVAL OF MINUTES - May 25, 2023 & May 30, 2023

PUBLIC COMMENTS

BOARD CALENDAR

Next Board Meeting - July 27th @ 6 pm

REPORTS

Interim Director's Report - Abe Nickle

Enrollment and Lottery Update

Academic Progress

Faculty/Staff Changes

Upcoming and Past Events

Financial Report - Troy Bradshaw

Director Search Report - Alicia Maldonado

Committee Reports - Finance, Audit, Governance

DISCUSSION/ACTION ITEMS

Approve 2024 Budget

Amendments to 2023 Budget

Compensation for Interim Director

Board Chair

Donations, Gifts, and Sponsorships Policy

Early Learning Plan Grant

Updated Conflict of Interest Policy and Code of Conduct

Board Goals

COMMENTS FROM THE ADMINISTRATION TEAM

CLOSED SESSION

Closed session for reasons stated in Utah Code 54-4-204. To discuss the character or competence of an individual. Requires Roll call vote.

ADJOURN

Director & Officer Code of Conduct

1. I will NOT attempt to influence management OR board decisions pertaining to the employment or contracts of family members or personal friends (including hiring, termination, compensation, discipline, assignment, etc.).
2. I will recuse myself from all board votes AND *discussions*, whether in open or closed sessions, that *individually* (i.e., *not* categorically such as all teachers) involve my family members or personal friends or businesses which I may have an interest in (whether or not I am an owner).
3. When interacting with faculty and staff, I will not (1) issue directives, (2) represent myself as a conduit between them and the board, (3) undermine or criticize the school's leadership, or (4) explicitly or implicitly convey that my requests and/or suggestions carry board authority.
4. When participating in board meetings or committee meetings, I will conduct myself in a professional, courteous manner. I will specifically refrain from excessive profanity, unlawful discrimination, and rude behavior that the board would deem unacceptable were such to occur on the part of management or staff.
5. I will not speak for the board when I have not been authorized to do so. I remain free to express my personal opinions, but I will be careful to state that they do not necessarily represent the board as a whole.
6. Other than issues of student safety or things covered by the board's whistleblower policy, I will not take any action on any complaint or concern until the school leader has first had the opportunity to address it, other than to refer the person to the board's policy on such matters.
7. I will prepare in advance for board meetings and fulfill all committee assignments or other tasks that the board may delegate to me.
8. I will preserve confidences and confidential/sensitive information that I may become privy to as part of my responsibility as a board member.
9. I understand that the board's role is to govern the school (i.e., ensure that the student outcomes are being achieved within all required parameters) and NOT to co-manage it. As such, I will refrain from entangling myself in matters that properly belong to management.
10. I will not informally evaluate any staff member's performance or make any evaluative statement of management's performance in an open session of the board unless the board is specifically evaluating management as an agenda item.
11. I will not use my position as a board member to secure special privileges for my children or the children of my friends.

I agree to adhere to the above conduct standards as a condition of serving on the board of directors of _____. I also understand that if I violate any of the above standards, the board may remove me.

Board member

Date

Witness (Board president)

Date

Conflict of Interest Policy

Board Policy 2023

Approved:

I. PURPOSE

The purpose of the Conflict of Interest Policy is to protect Vista School's interests when conducting business or contemplating entering into a transaction that might benefit the private interests of an Interested Person (defined below), to ensure compliance with state and federal law concerning conflict of interests for members of the board of directors ("Governing Board member"), and to prevent any actual, potential, or perceived conflict of interest or the appearance of impropriety. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflict of interest applicable to charter schools.

II. DEFINITIONS

A. Interested Person: An Interested Person is:

1. A Governing Board member, employee, officer, or agent;
2. The immediate family of the Governing Board member, employee, officer or agent;
3. An organization that employs, or is about to employ any individual in clauses 1 – 2.

B. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which Vista enters a contract;
2. A compensation arrangement with Vista or with any entity with which Vista enters a contract; or
3. A potential ownership or investment interest in, or compensation arrangements with, any entity with which Vista is negotiating a contract.

C. Committee: Any standing or ad hoc Governing Board committee with board delegated authority

- D. Immediate Family: An individual whose relationship by blood, marriage, adoption, or partnering is no more remote than first cousin.

III. POLICY

- A. No Interested Person shall participate in selecting, awarding, or administering a contract if a conflict of interest exists.
- B. A conflict of interest exists when an Interested Person has a financial or other interest in the entity with which Vista is contracting. A violation of this prohibition renders a contract void.
- C. In accordance with Utah Code § 52-3-1, members of the Governing Board or an employee's immediate family will be considered for employment based solely on their qualifications.
- D. It is an offense for a Governing Board member, employee, or officer to receive or agree to receive compensation for assisting any person or business entity in any transaction involving an agency without complying with the provisions in Utah Code § 67-16-6. A Governing Board member, employee, or officer must not receive compensation from a group health insurance provider.
- E. It is unlawful for any person affiliated with a charter school to demand or request any gift, donation, or contribution from a parent, teacher, employee, or other person affiliated with the charter school as a condition for employment or enrollment at the school or continued attendance at the school according to Utah Code § 53A-1a-513(9).
- F. The conflict of interest provisions in this policy do not apply to compensation paid to a teacher employed as a teacher by Vista or a teacher who provides instructional services to Vista when the teacher also serves on the Vista Governing Board.

IV. PROCEDURES

- A. Duty to Disclose: In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial or other interest and be given the opportunity to disclose all material facts to the Governing Board or Committee, in order to determine if an actual conflict of interest exists.
- B. Violations of the Conflict of Interest Policy:

1. If the Governing Board has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose; and
 2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Governing Board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
- C. Recording Proceedings: The minutes of the Governing Board and all Committees shall contain:
1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest;
 2. The nature of the financial interest;
 3. Any action taken to determine whether a conflict of interest was present;
 4. The Governing Board's or Committee's decision as to whether a disclosed possible conflict is in fact a conflict of interest;
 5. The names of the persons who were present for discussions and votes relating to the contract;
 6. The content of the discussion, including any alternatives to the proposed contract; and
 7. A record of any votes taken in connection with the proceedings.

V. ACKNOWLEDGEMENT

- A. Acknowledgements: Each Governing Board member, employee, officer, or agent, Committee member, and Vista employee shall, upon appointment, sign an acknowledgement that affirms such person:
1. Has received a copy of the Conflict of Interest Policy;
 2. Has read and understands the policy;
 3. Has agreed to comply with the policy; and
 4. Understands Vista is nonprofit and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Legal References:

[Utah Admin R277-113](#)

[Utah Code § 16-6a-825](#) (Utah Revised Nonprofit Corporations Act)

[Utah Code § 52-3-1](#) (Employment of Relatives)

[Utah Code 53A-1a-513](#) (Funding for Charter Schools)

[Utah Code § 67-16-6](#) (Utah Public Officers' and Employees' Ethics Act)

CONFLICT OF INTEREST POLICY ACKNOWLEDGMENT

I, _____, as a Governing Board Member, employee, officer, or agent, Committee member, or Vista employee recognize that I am subject to Vista School's Conflict of Interest Policy. I have received, read and understand the Conflict of Interest Policy. I understand the school is a charitable institution, and I agree to comply with its conditions during my term of service to the school.

Signature

Date



EARLY LEARNING PLAN 2023-2024

LEA Name: Vista School

Date of Expected Local Board Approval: 6/29/23

Directions:

- *To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here:*
<https://docs.google.com/document/d/1TB91xNYFzQs-t5cO1sPhmjz5Pmcehr0I/edit?usp=sharing&ouid=111364743146836537372&rtpof=true&sd=true>
- *Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.*

Funds Being Applied for: Check all that apply. ([*Estimated Funding and Matching Amounts*](#))

xEarly Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy Type
<input type="checkbox"/> Low Income Program	\$	
<input type="checkbox"/> Guarantee Program	\$	

Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)

- Submission on or before August 1st: For ELP **preapproval**, submit the following to earlylearning@schools.utah.gov **by August 1st.**
 - ELP Plan as a WORD document
- Submission after August 1st: For ELP **final approval**, submit the following in [Utah Grants](#) **no later than September 1st by 5 p.m.**
 - Early Literacy budget,
 - Final ELP plan (as an attachment),
 - Local board minutes (as an attachment)
- Goals must be submitted into the [Data Gateway - Early Literacy Page](#) **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

1. List your evidence-informed core curriculum program(s) for grades K-3 literacy in the following areas:

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

Core Area	*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)	
	General Education	Special Education
Phonological Awareness	Heggerty, 95%	Heggerty, Orton Gillingham and Wilson Language Reading System, 95%
Phonics	CKLA, 95%	Heggerty, Orton Gillingham and Wilson Language Reading System, 95%
Fluency	CKLA and Lexia	Orton Gillingham and Wilson Language Reading System
Vocabulary	CKLA and Lexia	Orton Gillingham and Wilson Language Reading System
Comprehension	CKLA and Lexia	Lexia, EasyCBM
Oral Language	CKLA	Orton Gillingham and Wilson Language Reading System
Writing	CKLA	Orton Gillingham and Wilson Language Reading System

2. List the assessments used in K-3 literacy for each section below.

**SB 127: If Acadience Reading or a supplemental reading assessment indicates a student lacks competency in a reading skill, or is behind other students in the student's grade in acquiring a reading skill, the school district or charter school is required to administer diagnostic assessments to the student to target interventions to meet students' individual needs.*

Screener(s):

Acadience Reading

Diagnostic(s):

**Defined in SB 127: "Diagnostic assessment" means an assessment that measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area.*
PAST and CORE Phonics

Progress Monitoring:

**SB 127: Districts and charters are required to administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;*
Acadience Reading

3. List your K-3 tier 2 and tier 3 evidence-based literacy curriculum programs and/or strategies and answer the question below.

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

**Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.*

Tier 2 Evidence-based Curriculum Program(s) and/or strategies:

Strategies found in SPIRE, the Florida Research Center, Sound Partners and Wilson Language Reading System are used to systematically fill learning gaps identified during assessments.

Tier 3 Evidence-based Curriculum Program(s) and/or strategies:

Strategies found in SPIRE, the Florida Research Center, Sound Partners and Wilson Language Reading System are used to systematically fill learning gaps identified during assessments.

Briefly describe how you ensure intervention is aligned to students' needs?

We use screeners to determine who has not mastered skills and then we use diagnostic assessments to dive deeper to find educational gaps. Paras and educators use approved materials to deliver differentiated, rigorous instruction. Regular progress monitoring alerts educators to who has and has not mastered the skill. We continue to monitor student growth throughout the year and revisit skills as needed. Weekly data meetings, as mentioned above, will provide time for teachers to plan interventions needed for the coming week.

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 core instruction for K-3 mathematics?

Vista School used Go Math as our primary curriculum.

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Use manipulatives to explore daily concepts, discovery learning, opportunities for mathematical discourse
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Develop automaticity through math fact games, Splash learning, problem solving opportunities with daily inquiry based learning (think-pair-share, require several answers to the same question, every student in the group must be able to explain the answer before the group moves on, all students are expected to answer questions and explain answers, teacher talk is minimal to increase student accountability)
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Go Math procedural application and discourse to justify outcomes, drawing picture/models to represent solutions/data, project based learning

Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Real world applications, Growth Mindset strategies to keep trying
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- 3. Briefly discuss how mathematics assessments (screeners, diagnostics, and progress monitoring) are used to make instructional decisions and how they are used to ensure that instruction and interventions are aligned to students' learning needs.**

KEEP and Acadience will be used for tier 1 benchmarking this school year. The GoMath benchmark tests are used at the beginning of the year to identify students who have deficiencies. Students are grouped based on the data collected during benchmarking and progress monitoring. Interventions are determined based on diagnostic tools including Individualized Computational Skills Program (Shaw-Oldaker-Hiehle) and GoMath unit tests. Growth will be measured based on progress with Guaranteed Viable Curriculum. Bi-weekly data meetings will provide time for teachers to plan interventions for the coming weeks.

- 4. List your K-3 tier 2 and tier 3 mathematics intervention programs/strategies and answer the question below.**

Tier 2 Intervention Program(s)/strategies:

We have been using GoMath tools for interventions, but we are looking into other resources.

Tier 3 Intervention Program(s)/strategies:

We have been using GoMath tools for intervention. Students meet with special education teachers and paras to work on skills based on diagnostic assessments in a small group setting.

Briefly describe how you ensure intervention is aligned to students' needs?

Teachers will participate in data meetings to ensure that student learning needs are being met for each individual student based on their abilities. Student data will be analyzed to create skill groups and interventions will be planned to build those skills.

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student literacy and math data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used] to [why—for what purpose].

1. Early Literacy Goal *(required)*

By June 1, 2024, Vista will increase the percentage of kindergarten students who are scoring at or above benchmark on Acadience Reading PSF from MOY to EOY by 8% by providing professional learning using a new intervention program (95%) and Heggerty daily to develop a strong foundation in phonemic awareness with an emphasis on phoneme segmentation.

2. Early Mathematics Goal *(required)*

By June 1, 2024, Vista will increase composite math scores from BOY to EOY in second grade by 9% by providing strategic, research based interventions by highly qualified professionals to produce lifelong learners with the necessary foundational skills to succeed, while progress monitoring Guaranteed Viable Curriculum goals (selected standards are taught to 100% mastery for all students, progress monitored and re-evaluated over time) using unit tests.

3. Early Literacy or Mathematics Goal *(required)*

☒ Literacy Goal

☐ Mathematics Goal

By June 1, 2024, Vista will decrease the percentage of third graders who are scoring below benchmark on Acadience Reading composite from BOY to EOY to 50% by providing targeted, evidence-based interventions that align to student's diagnostic needs measured by PAST and Core Phonics Survey to attend to specific literacy gaps to improve the percentage of students moving out of below benchmark.

General Assurances: *Check the box below.*

☒ The LEA assures that it is in compliance with State Code [53F-2-503](#), [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

			2023-24 School Year				
	Enrolled May 2023	Enrolled June 2023	Number returning for 23-24	Number accepted invitation from lottery 23-24	Total returning + newly enrolled	2023-24 Target	Current Waitlist
Kindergarten	85	85		94	94	100	9 [1]
1st Grade	99	99	79	28	107	104	9 [2]
2nd Grade	108	108	94	15	109	108	10 [3]
3rd Grade	112	112	107	15	122	112	15 [4]
4th Grade	115	115	103	18	121	116	7
5th Grade	122	121	110	14	124	120	12
6th Grade	148	148	110	32	142	145	9 [5]
7th Grade	129	129	133	9	142	145	3
8th Grade	115	115	118	14	132	128	5 [6]
9th Grade	80	79	84	0	84	90	1 [7]
Total	1113	1111	938	239	1177	1168	80

[1] 9 invites have been extended

[2] 5 invites extended out of the 9

[3] 1 invited extended out of the 10

[4] 8 invites have been extended out of the 15

[5] 4 invites have been extended out of the 9

[6] 3 invites have been extended out of the 5

[7] 1 invite has been extended

Vista School

Profit & Loss Budget Overview

July 2022 through June 2023

	Jul '22 - Jun 23	(-) Construction	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense					
Income					
1000 · Local Revenue	945,320.34	945,320.34	689,472.47	255,847.87	137.11%
3000 · State Revenue	10,487,392.11	10,487,392.11	9,903,526.35	583,865.76	105.9%
4000 · Federal Revenue	855,915.84	855,915.84	999,341.19	-143,425.35	85.65%
Total Income	12,288,628.29	12,288,628.29	11,592,340.01	696,288.28	106.01%
Gross Profit	12,288,628.29	12,288,628.29	11,592,340.01	696,288.28	106.01%
Expense					
10 · INSTRUCTION	5,766,635.38	5,766,635.38	5,786,079.78	-19,444.40	99.66%
21 · STUDENT SUPPORT SERVICES	424,766.88	424,766.88	523,256.20	-98,489.32	81.18%
22 · SUPPORT SERV. INSTR. STAFF	41,431.93	41,431.93	169,549.96	-128,118.03	24.44%
23 · SUPPORT SERVICES-BOARD	7,557.90	7,557.90	1,000.00	6,557.90	755.79%
24 · SUPPORT SERV. ADMINISTRATION	496,428.90	596,428.90	847,479.80	-351,050.90	58.58%
25 · SUPPORT SERV. CENTRAL	425,663.56	425,663.56	558,790.64	-133,127.08	76.18%
26 · SUPPORT SERV. OPER. & MAINT.	432,398.36	432,398.36	546,541.89	-114,143.53	79.12%
27 · STUDENT TRANSPORTATION	16,657.96	16,657.96	131,802.19	-115,144.23	12.64%
31 · FOOD SERVICES LUNCH	211,949.61	211,949.61	367,955.91	-156,006.30	57.6%
33 · After School Program	83,037.76	83,037.76	63,469.08	19,568.68	130.83%
45 · BLDG AQUISITION & CONSTRUCTION	3,844,708.60	1,095,947.55	5,813,341.46	-1,968,632.86	66.14%
51 · Debt Service	13,104,815.00	1,696,955.00	1,758,042.50	11,346,772.50	745.42%
Total Expense	24,856,051.84	10,799,430.79	16,567,309.41	8,288,742.43	150.03%
Net Ordinary Income	-12,567,423.55	1,489,197.50	-4,974,969.40	-7,592,454.15	252.61%
Net Income	-12,567,423.55	1,489,197.50	-4,974,969.40	-7,592,454.15	252.61%

Vista School

Profit & Loss Budget Overview

July 2022 through May 2023

	Jul '22 - May 23	(-) Construction	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense					
Income					
1000 · Local Revenue	913,846.75	913,846.75	689,472.47	224,374.28	132.54%
3000 · State Revenue	9,589,727.37	9,589,727.37	9,903,526.35	-313,798.98	96.83%
4000 · Federal Revenue	495,915.84	495,915.84	999,341.19	-503,425.35	0.50
Total Income	10,999,489.96	10,999,489.96	11,592,340.01	-592,850.05	0.95
Gross Profit	10,999,489.96	10,999,489.96	11,592,340.01	-592,850.05	94.89%
Expense					
10 · INSTRUCTION	5,100,517.23	5,100,517.23	5,786,079.78	-685,562.55	88.15%
21 · STUDENT SUPPORT SERVICES	378,824.39	378,824.39	523,256.20	-144,431.81	72.4%
22 · SUPPORT SERV. INSTR. STAFF	39,806.41	39,806.41	169,549.96	-129,743.55	23.48%
23 · SUPPORT SERVICES-BOARD	2,877.90	2,877.90	1,000.00	1,877.90	287.79%
24 · SUPPORT SERV. ADMINISTRATION	454,170.52	454,170.52	847,479.80	-393,309.28	53.59%
25 · SUPPORT SERV. CENTRAL	395,425.68	395,425.68	558,790.64	-163,364.96	70.77%
26 · SUPPORT SERV. OPER. & MAINT.	367,920.85	367,920.85	546,541.89	-178,621.04	67.32%
27 · STUDENT TRANSPORTATION	16,635.97	16,635.97	131,802.19	-115,166.22	12.62%
31 · FOOD SERVICES LUNCH	211,311.30	211,311.30	367,955.91	-156,644.61	57.43%
33 · After School Program	78,335.26	78,335.26	63,469.08	14,866.18	123.42%
45 · BLDG AQUISITION & CONSTRUCTION	3,822,987.39	1,074,226.34	5,813,341.46	-1,990,354.07	65.76%
51 · Debt Service	13,104,815.00	1,696,955.00	1,758,042.50	11,346,772.50	745.42%
Total Expense	23,973,627.90	9,817,006.85	16,567,309.41	7,406,318.49	144.7%
Net Ordinary Income	-12,974,137.94	1,182,483.11	-4,974,969.40	-7,999,168.54	260.79%
Net Income	-12,974,137.94	1,182,483.11	-4,974,969.40	-7,999,168.54	260.79%

SPED \$300,000
Payroll \$390,000
Painting \$58,000

Income

Local Income	584,934.22
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State Income

3010 · Income--K-12 WPU	4,401,435.12
3020 · Income--Professional Staff	306,079.32
3100 · Restricted Basic School Program	1,374,516.76
3200 · Related to the Basic Programs	131,488.96
3300 · Special Populations	55,209.36
3400 · Other Programs	4,501,166.57
3578 · Teacher & Student Success	271,667.88
3800 · Non MSP State Revenues via USE	182,229.48

Total State Income	11,223,793.45
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Federal Income

4200 · ESSER Funds to LEAs	480,000.00
4524 · Income--IDEA School Age	154,009.94
4526 · MTSS Grant	12,000.00
4561 · Income--National School Lunch	565,720.96
4801 · Income--Title I	135,000.00
4865 · Income -- Supporting Effec Inst	10,000.00

1,356,730.90

Total Income	1,356,730.90
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Expenses Detail

Department	Expense	Description	Expense
24	67	Administrative Software	27,553.16
25	54	Advertising & Promotions	9,640.86
25	341	Audit Fees	22,100.00
25	844	Bank Fees	579.54
51	833	Bond Issuance and other Related	57,822.91
45	833	Building Financing Costs	2,000.00
45	72	Buildings	43,824.00
27	49	Bus Maintenance & Repairs	24,999.96
33	6	Concessions/Vending Supplies	14,979.42
10	641	Curriculum & Materials	280,448.46
10	648	Curriculum--Performing Arts	9,777.62
10	642	Curriculum--Special Education	144,000.00
26	433	Custodial (Pest Control)	456.00
24	81	Dues & Subscriptions	9,109.67
31	81	Dues and Fees	289.00
10	27	Employee Health Benefits	925,581.30
22	802	Employee Motivation	46,555.60
26	431	Equipment Repairs & Maintenance	24,656.11
21	731	Equipment--Furniture & Equipmen	4,412.18
26	73	Equipment--Maintenance & Op.	99,999.96
10	738	Equipment--Performing Arts	50,019.00
10	734	Equipment--Technology	176,661.89
25	521	ERISA Bond Premium	326.00
45	75	Facility Improvements	300,792.58
10	587	Field Trips Expense	1,056.87
31	63	Food for School Lunch Program	214,756.18
31	73	Food Services Equipment	10,494.06
10	240S	Health Benefits Special Ed	101,676.07
24	240S	Health Benefits-Sped Sec.	6,220.50
51	831	Interest Expense Building	990,423.75
10	32	IT Services	3,090.00
26	411	Ivins City	17,322.02
31	43	Kitchen Repairs & Maintenance	8,897.91
45	71	Land and Improvements	65,000.00
25	522	Liability Insurance	15,315.00
22	644	Library Books & Supplies	6,000.00
22	805	Licencse & Tax	20.00
10	27	Life Insurance	26,651.45
10	250S	Life Insurance - SpEd	2,797.97
24	250S	Life Insurance SpEd	147.72
22	31	Live Scan Fees	1,204.00
10	210S	Local Retirement Special Ed	67,119.00

24	532	Mail & Postage	1,668.11
24	8	Misc. Admin. Expenses	13,644.80
45	755	New Phase 3 Building Expan	800,000.00
25	343	Payroll Processing	427.50
51	841	Principal Payments Building	630,000.00
22	33	Prof. Dev. Teachers & Instructo	44,885.80
22	334	Prof. Devlpmt & Training SpEd	12,000.00
22	803	Professional Development Meals	5,600.00
26	521	Property Insurance	9,522.00
26	43	Property Repairs & Maintenance	61,690.07
21	804	PTO Expense	2,487.08
10	27	Retirement Benefits	601,919.15
24	210S	Retirmement-Sped Secretary	11,199.96
27	732	School Bus	299.00
21	32	Services-Special Education	23,496.35
10	27	Social Security & Medicare	315,020.20
24	220S	Social Security & Medicare SpED	6,965.15
10	220S	SS & Medicare Special Education	33,559.44
21	801	Student Motivation	1,713.60
24	602	Supplies--Administrative	6,534.03
33	602	Supplies -- After School Program - Other	11,701.16
10	621	Supplies -- Nutcracker	14,385.38
33	602	Supplies -- Vista Conservatory Supplies	268.03
10	643	Supplies--6-8 Student Supplies	28,949.29
10	613	Supplies--Art	11,185.05
10	618	Supplies--Choir Fundraiser \$	22,211.52
10	611	Supplies--Classroom	85,799.59
10	61	Supplies--Copier & Printers	18,941.30
10	645	Supplies--CTE	20,000.00
10	619	Supplies--Dance Company Exp.	24,209.06
10	606	Supplies--Dance Courses	8,164.18
31	66	Supplies-Kitchen Tools	3,010.98
26	68	Supplies--Mainten. & Custodial	79,271.57
10	607	Supplies--Math Counts	1,111.08
21	603	Supplies--Medical/First Aid	1,451.25
10	625	Supplies-Misc. Fundrsr. Exp.	17,770.64
31	61	Supplies-Nonfood	17,035.50
10	614	Supplies--Performing Arts	51,265.04
10	616	Supplies-Physical Education	2,388.91
10	601	Supplies--Piano/Band	5,465.60
10	651	Supplies--Robotics	55,044.57
21	605	Supplies--Safety	956.11
10	609	Supplies--Shakespeare	8,254.22
10	67	Supplies--Software	31,648.88
10	617	Supplies-Special Education	53,556.34
10	612S	Supplies--SPED Class Funds	10,655.00
10	62	Supplies--Strings (Fundraisers)	12,376.27

21	61	Supplies--Student Council	2,486.10
21	601	Supplies--Student Guidance	2,014.80
10	612	Supplies-Teacher Class Funds	7,615.32
10	65	Supplies--Technology	85,123.80
10	608	Supplies--Theatre Productions	27,107.72
10	615	Supplies--Vista Rising Stars	36,694.64
10	627	Supplies-Vocal Xpressions	4,915.08
10	604	Supplies-Workroom	16,064.76
10	624	Supplies--Yearbook Expense	3,027.30
26	531	Telephone	19,981.60
25	54	Travel/Training Expenses	23,402.51
26	622	Utilities--Electricity	90,000.00
26	621	Utilities--Natural Gas	7,370.25
26	412	Waste Removal	4,049.15
10	27	Worker's Compensation Insurance	11,047.59
31	81	Wages	5,514,194.06
			12,849,581.16

3:14 PM
06/29/23
Cash Basis

Vista School
Profit & Loss Budget Overview
July 2023 through June 2024

	Budget
Ordinary Income/Expense	
Income	
1000 · Local Revenue	584,934.22
3000 · State Revenue	11,223,793.45
4000 · Federal Revenue	1,356,730.90
Total Income	13,165,458.57
Gross Profit	13,165,458.57
Expense	
10 · INSTRUCTION	6,728,585.86
21 · STUDENT SUPPORT SERVICES	397,814.79
22 · SUPPORT SERV. INSTR. STAFF	251,768.40
24 · SUPPORT SERV. ADMINISTRATION	810,381.94
25 · SUPPORT SERV. CENTRAL	540,998.07
26 · SUPPORT SERV. OPER. & MAINT.	607,055.82
27 · STUDENT TRANSPORTATION	91,416.46
31 · FOOD SERVICES LUNCH	469,330.95
33 · After School Program	62,835.34
45 · BLDG AQUISITION & CONSTRUCTION	1,211,616.58
51 · Debt Service	1,678,246.66
Total Expense	12,850,050.87
Net Ordinary Income	315,407.70
Net Income	315,407.70

Vista School Board Meeting

June 29, 2023 Minutes

Location: 585 East Center, Ivins, UT 84738

<https://uetn-org.webex.com/uetn-org/j.php?MTID=mbf98d2822171b301847f68dfd0200420>

Board members present:

Others present:

CALL TO ORDER: Seat Scott Smith

APPROVAL OF MINUTES - May 25, 2023 & May 30, 2023

PUBLIC COMMENTS

BOARD CALENDAR

Next Board Meeting - July 27th @ 6 pm

REPORTS

Interim Director's Report - Abe Nickle

Enrollment and Lottery Update

Academic Progress

Faculty/Staff Changes

Upcoming and Past Events

Financial Report - Troy Bradshaw

Director Search Report - Alicia Maldonado

Committee Reports - Finance, Audit, Governance

DISCUSSION/ACTION ITEMS

Approve 2024 Budget

Amendments to 2023 Budget

Compensation for Interim Director

Board Chair

Donations, Gifts, and Sponsorships Policy

Early Learning Plan Grant

Updated Conflict of Interest Policy and Code of Conduct

Board Goals

COMMENTS FROM THE ADMINISTRATION TEAM

CLOSED SESSION

Closed session for reasons stated in Utah Code 54-4-204. To discuss the character or competence of an individual. Requires Roll call vote.

ADJOURN