Vista School Board Meeting
January 26, 2023 Agenda
Location: 585 East Center, Ivins, UT 84738
http://track.spe.schoolmessenger.com/f/a/kX-ds1Hk4OkxpzBYrrbEYQ~~/AAAAAQA~/RgRlBxeeP0RQaHR0cHM6Ly91ZXRuLW9yZy53ZWJleC5jb20vdWV0bi1vcmcvai5waHA_TVRJRD1tYmY5OGQyODIyMTcxYjMwMTg0N2Y2OGRmZDAyMDA0MjBXB3NjaG9vbG1CCmMhHuQlY_vUVzVSFG1hbmRlc0B2aXN0YXV0YWguY29tWAQAAAAB
Board members present:
Others present:

CALL TO ORDER: Welcome and Introductions

APPROVAL OF MINUTES

PUBLIC COMMENTS

BOARD CALENDAR

Next Board Meeting - Feb 23, 2023

PRESENT

Rebekah Wainwright – Vision for dance department (5 minutes)

DISCUSSION/ACTION ITEMS

Theater Usage Policy

Review School Fees

Approve Greg Klc and Abbey Valadez for an LEA specific license

Vote to give LEA specific license to Rebekah Wainwright, Madeline Haskett, Shellie Thomas for 9th grade dance and PE credit

Review Sexual Harassment and Safe School Policies

REPORTS

Director's Report – Chris Barnum

Enrollment and Lottery Update

Academic Progress

Faculty/Staff Changes

Upcoming and Past Events

Financial Report – Troy Bradshaw

Committee Reports – Finance, Audit, Governance

ADJOURN

CLOSED SESSION

Comparing Measures: mCLASS:DIBELS Next

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: 6 Grades District: Vista Charter School District School: Vista Charter School	School Year: 2022-2023 Period: All Periods	Measure: All Measures Level Filter: All Levels

Vista Charter School District

Current as of 01/09/2023

↳ Vista Charter School

↳ Grade K

Measures	20% 40% 60% 80%	Total Students
Composite Score	22-23 BOY: 14(16%), 10(11%), 17(19%), 48(54%)	89
	22-23 MOY: 16(18%), 21(24%), 23(26%), 27(32%)	87
FSF	22-23 BOY: 9(10%), 12(13%), 7(8%), 61(69%)	89
	22-23 MOY: 16(18%), 15(17%), 25(29%), 31(36%)	87
LNF	22-23 BOY: 89(100%)	89
	22-23 MOY: 87(100%)	87
PSF	22-23 MOY: 11(13%), 7(8%), 37(42%), 32(37%)	87
NWF (CLS)	22-23 MOY: 8(9%), 19(22%), 30(35%), 30(34%)	87
NWF (WWR)	22-23 MOY: 87(100%)	87

↳ Grade 1

Measures	20% 40% 60% 80%	Total Students
Composite Score	22-23 BOY: 12(12%), 14(14%), 10(10%), 65(64%)	101
	22-23 MOY: 20(20%), 12(12%), 9(9%), 58(59%)	99
LNF	22-23 BOY: 101(100%)	101
PSF	22-23 BOY: 7(7%), 22(22%), 17(17%), 55(54%)	101
NWF (CLS)	22-23 BOY: 8(8%), 11(11%), 13(13%), 69(68%)	101
	22-23 MOY: 10(10%), 10(10%), 23(23%), 56(57%)	99
NWF (WWR)	22-23 BOY: 21(21%), 15(15%), 65(64%)	101
	22-23 MOY: 7(7%), 12(12%), 25(25%), 55(56%)	99
DORF (Accuracy)	22-23 MOY: 25(25%), 8(8%), 13(13%), 53(54%)	99
DORF (Fluency)	22-23 MOY: 22(22%), 10(10%), 7(7%), 60(61%)	99

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DORF (Retell)	22-23 MOY	81
	81(100%)	

Grade 2

Measures	20% 40% 60% 80%	Total Students
Composite Score	22-23 BOY	107
	18(17%) 6(6%) 25(23%) 58(54%)	
	22-23 MOY	107
	28(26%) 6(6%) 23(21%) 50(47%)	
NWF (CLS)	22-23 BOY	107
	17(16%) 16(15%) 20(19%) 54(50%)	
NWF (WWR)	22-23 BOY	107
	18(17%) 9(8%) 26(24%) 54(51%)	
DORF (Accuracy)	22-23 BOY	107
	17(16%) 9(8%) 26(24%) 55(52%)	
	22-23 MOY	107
	29(27%) 7(7%) 27(25%) 44(41%)	
DORF (Fluency)	22-23 BOY	107
	22(21%) 9(8%) 18(17%) 58(54%)	
	22-23 MOY	107
	25(23%) 9(8%) 27(25%) 46(44%)	
DORF (Retell)	22-23 BOY	99
	15(15%) 10(10%) 14(14%) 60(61%)	
	22-23 MOY	100
	17(17%) 18(18%) 19(19%) 46(46%)	

Grade 3

Measures	20% 40% 60% 80%	Total Students
Composite Score	22-23 BOY	110
	23(21%) 7(6%) 36(33%) 44(40%)	
	22-23 MOY	105
	20(19%) 21(20%) 30(29%) 34(32%)	
DORF (Accuracy)	22-23 BOY	110
	23(21%) 21(19%) 30(27%) 36(33%)	
	22-23 MOY	105
	18(17%) 21(20%) 31(30%) 35(33%)	
DORF (Fluency)	22-23 BOY	110
	23(21%) 17(15%) 25(23%) 45(41%)	
	22-23 MOY	105
	23(22%) 19(18%) 28(27%) 35(33%)	
DORF (Retell)	22-23 BOY	109
	8(7%) 8(7%) 31(28%) 62(58%)	
	22-23 MOY	105
	7(7%) 17(16%) 25(24%) 56(53%)	
Daze	22-23 BOY	110
	35(32%) 24(22%) 13(12%) 38(34%)	
	22-23 MOY	105
	28(26%) 28(27%) 27(26%) 22(21%)	

Grade 4

Measures	20% 40% 60% 80%	Total Students
Composite Score	22-23 BOY	113
	19(17%) 5(4%) 18(16%) 71(63%)	
	22-23 MOY	116
	25(22%) 8(7%) 21(18%) 62(53%)	

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DORF (Accuracy)	22-23 BOY	21(19%) 9(8%) 18(16%) 65(57%) 113
	22-23 MOY	13(11%) 18(16%) 21(18%) 64(55%) 116
DORF (Fluency)	22-23 BOY	23(20%) 17(15%) 10(9%) 63(56%) 113
	22-23 MOY	19(16%) 20(17%) 19(16%) 58(51%) 116
DORF (Retell)	22-23 BOY	6(5%) 11(10%) 12(11%) 83(74%) 112
	22-23 MOY	12(10%) 14(12%) 18(16%) 71(62%) 115
Daze	22-23 BOY	16(14%) 21(19%) 11(10%) 65(57%) 113
	22-23 MOY	26(22%) 22(19%) 16(14%) 52(45%) 116

↳ Grade 5

Measures		20% 40% 60% 80%	Total Students
Composite Score	22-23 BOY	15(13%) 29(24%) 8(7%) 68(56%)	120
	22-23 MOY	17(14%) 25(21%) 18(15%) 58(50%)	118
DORF (Accuracy)	22-23 BOY	19(16%) 23(19%) 25(21%) 53(44%)	120
	22-23 MOY	15(13%) 16(14%) 31(26%) 56(47%)	118
DORF (Fluency)	22-23 BOY	38(32%) 24(20%) 11(9%) 47(39%)	120
	22-23 MOY	27(23%) 32(27%) 23(19%) 36(31%)	118
DORF (Retell)	22-23 BOY	8(7%) 15(13%) 12(10%) 84(70%)	119
	22-23 MOY	8(7%) 18(15%) 17(14%) 75(64%)	118
Daze	22-23 BOY	27(23%) 22(18%) 18(15%) 53(44%)	120
	22-23 MOY	26(22%) 37(31%) 6(5%) 49(42%)	118

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School: Vista School
Grade: First Grade
Year: 2022-2023
Group: 1stGrade

Group Overview

acadience™ data management

Acadience Math

	Beginning of Year	Middle of Year	End of Year
Math Composite Score	34% (n = 34) 9% (n = 9) 20% (n = 20) 36% (n = 36) Number of Students = 99 Average = 123.5 Standard Deviation = 66.6 Score Range = 10 to 324	34% (n = 34) 12% (n = 12) 27% (n = 27) 26% (n = 26) Number of Students = 99 Average = 46.3 Standard Deviation = 20.9 Score Range = 9 to 112	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0) Number of Students = 0 Average = Standard Deviation = Score Range =
Number Identification Fluency	36% (n = 36) 12% (n = 12) 24% (n = 24) 27% (n = 27) Number of Students = 99 Average = 26.9 Standard Deviation = 14 Score Range = 3 to 59		
Next Number Fluency	30% (n = 30) 18% (n = 18) 18% (n = 18) 33% (n = 33) Number of Students = 99 Average = 10.9 Standard Deviation = 5.1 Score Range = 0 to 23		
Advanced Quantity Discrimination	39% (n = 39) 7% (n = 7) 25% (n = 25) 28% (n = 28) Number of Students = 99 Average = 10.8 Standard Deviation = 7.6 Score Range = 0 to 32	33% (n = 33) 17% (n = 17) 23% (n = 23) 26% (n = 26) Number of Students = 99 Average = 17.9 Standard Deviation = 7.9 Score Range = 0 to 39	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0) Number of Students = 0 Average = Standard Deviation = Score Range =
Missing Number Fluency	23% (n = 23) 24% (n = 24) 33% (n = 33) 19% (n = 19) Number of Students = 99 Average = 3.8 Standard Deviation = 2.6 Score Range = 0 to 12	38% (n = 38) 6% (n = 6) 22% (n = 22) 33% (n = 33) Number of Students = 99 Average = 7.5 Standard Deviation = 3.7 Score Range = 2 to 19	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0) Number of Students = 0 Average = Standard Deviation = Score Range =

Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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Group Overview

Group: 1stGrade

Beginning of Year	Middle of Year	End of Year
Computation		
45% (n = 45) 10% (n = 10) 17% (n = 17) 27% (n = 27)	38% (n = 38) 17% (n = 17) 24% (n = 24) 20% (n = 20)	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0)
Number of Students = 99 Average = 5.8 Standard Deviation = 5.1 Score Range = 0 to 30	Number of Students = 99 Average = 13.4 Standard Deviation = 8.2 Score Range = 1 to 37	Number of Students = 0 Average = Standard Deviation = Score Range =

Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

School: Vista School
Grade: Second Grade
Year: 2022-2023
Group: 2ndGrade

Group Overview

acadience™ data management

Acadience Math

	Beginning of Year	Middle of Year	End of Year
Math Composite Score	25% (n = 27) 20% (n = 22) 26% (n = 28) 29% (n = 31)	29% (n = 31) 8% (n = 9) 19% (n = 20) 44% (n = 47)	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0)
Number of Students =	108	107	0
Average =	25.3	41.5	
Standard Deviation =	15.7	26.9	
Score Range =	2 to 70	0 to 114	
Computation	26% (n = 28) 13% (n = 14) 42% (n = 45) 19% (n = 21)	22% (n = 24) 13% (n = 14) 21% (n = 22) 44% (n = 47)	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0)
Number of Students =	108	107	0
Average =	5.3	9.5	
Standard Deviation =	3.2	6.2	
Score Range =	0 to 14	0 to 31	
Concepts and Applications	32% (n = 35) 13% (n = 14) 22% (n = 24) 32% (n = 35)	30% (n = 32) 7% (n = 8) 21% (n = 22) 42% (n = 45)	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0)
Number of Students =	108	107	0
Average =	14.7	22.5	
Standard Deviation =	10.9	16.4	
Score Range =	0 to 45	0 to 62	

Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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School: Vista School
Grade: Third Grade
Year: 2022-2023
Group: 3rdGrade

Group Overview

acadience data management

Acadience Math

	Beginning of Year	Middle of Year	End of Year
Math Composite Score	20% (n = 22) 11% (n = 12) 19% (n = 20) 50% (n = 54)	17% (n = 18) 10% (n = 11) 22% (n = 23) 50% (n = 53)	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0)
Number of Students =	108	105	0
Average =	39.4	65	
Standard Deviation =	25.8	38.6	
Score Range =	3 to 119	5 to 175	
Computation	18% (n = 19) 10% (n = 11) 27% (n = 29) 45% (n = 49)	15% (n = 16) 4% (n = 4) 24% (n = 25) 57% (n = 60)	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0)
Number of Students =	108	105	0
Average =	10.1	16.3	
Standard Deviation =	5.7	9.3	
Score Range =	1 to 32	1 to 46	
Concepts and Applications	25% (n = 27) 7% (n = 8) 26% (n = 28) 42% (n = 45)	24% (n = 25) 9% (n = 9) 24% (n = 25) 44% (n = 46)	0% (n = 0) 0% (n = 0) 0% (n = 0) 0% (n = 0)
Number of Students =	108	105	0
Average =	19.2	32.4	
Standard Deviation =	16.5	22.4	
Score Range =	0 to 78	0 to 86	

Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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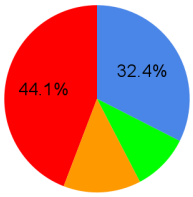
4th Grade Math Basic Skills

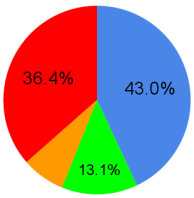
Beginning of Year	Middle of Year	End of Year

4th BOY (raw)



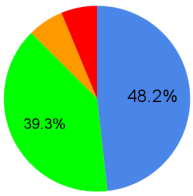
	BOY (raw)	
29 and above	36	32.4%
26-28	11	9.9%
23-25	15	13.5%
22 and Below	49	44.1%
Number of Students	111	

4th MOY (raw)



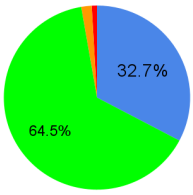
	MOY (raw)	
35 and above	46	43.0%
32-34	14	13.1%
30-31	8	7.5%
29 and Below	39	36.4%
Number of Students	107	

4th BOY Basics



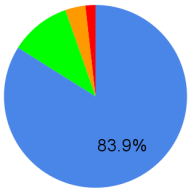
	Basics	
6 and above	54	48.2%
4-5	44	39.3%
3	7	6.3%
2 and Below	7	6.3%
Number of Students	112	

4th MOY (Basics)



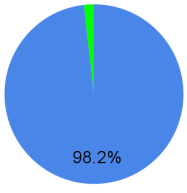
	Basics	
7 and above	36	32.7%
5-6	71	64.5%
4	2	1.8%
3 and Below	1	0.9%
Number of Students	110	

4th BOY Add



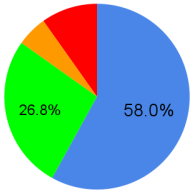
	Add	
6 and above	94	83.9%
4-5	12	10.7%
3	4	3.6%
2 and Below	2	1.8%
Number of Students	112	

4th MOY (Add)



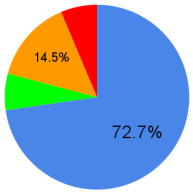
	Add	
7 and above	108	98.2%
5-6	2	1.8%
4	0	0.0%
3 and Below	0	0.0%
Number of Students	110	

4th BOY Sub



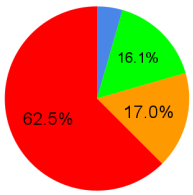
	Sub	
6 and above	65	58.0%
4-5	30	26.8%
3	6	5.4%
2 and Below	11	9.8%
Number of Students	112	

4th MOY (Sub)



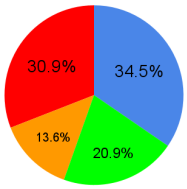
	Sub	
7 and above	80	72.7%
5-6	7	6.4%
4	16	14.5%
3 and Below	7	6.4%
Number of Students	110	

4th BOY Multi



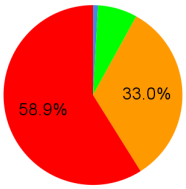
	Multi	
6 and above	5	4.5%
4-5	18	16.1%
3	19	17.0%
2 and Below	70	62.5%
Number of Students	112	

4th MOY (Multi)



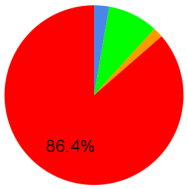
	Multi	
7 and above	38	34.5%
5-6	23	20.9%
4	15	13.6%
3 and Below	34	30.9%
Number of Students	110	

4th BOY Div



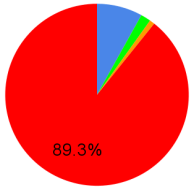
	Div	
6 and above	1	0.9%
4-5	8	7.1%
3	37	33.0%
2 and Below	66	58.9%
Number of Students	112	

4th MOY (Div)



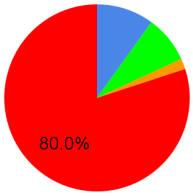
	Div	
7 and above	3	2.7%
5-6	10	9.1%
4	2	1.8%
3 and Below	95	86.4%
Number of Students	110	

4th BOY Frac



	Frac	
6 and above	9	8.0%
4-5	2	1.8%
3	1	0.9%
2 and Below	100	89.3%
Number of Students	112	

4th MOY (Frac)

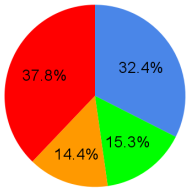


	Frac	
7 and above	11	10.0%
5-6	9	8.2%
4	2	1.8%
3 and Below	88	80.0%
Number of Students	110	

5th Grade Math Basic Skills

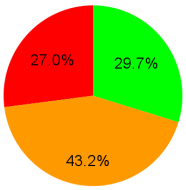
Beginning of Year

5th BOY (raw)



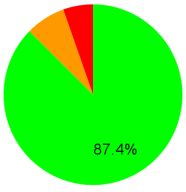
	BOY (raw)	
41 and above	36	32.4%
37-40	17	15.3%
33-36	16	14.4%
32 and Below	42	37.8%
Number of Students	111	

5th BOY (Basics)



	Basics	
8 and above	33	29.7%
6-7	48	43.2%
5 and below	30	27.0%
Number of Students	111	

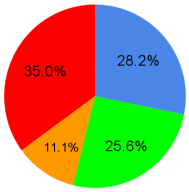
5th BOY (Add)



	Add	
8 and above	97	87.4%
6-7	8	7.2%
5 and below	6	5.4%
Number of Students	111	

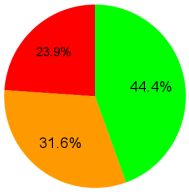
Middle of Year

5th MOY (raw)



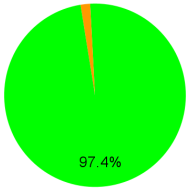
	MOY (raw)	
54 and above	33	28.2%
48-53	30	25.6%
44-47	13	11.1%
43 and Below	41	35.0%
Number of Students	117	

5th MOY (Basics)



	Basics	
9 and above	52	44.4%
7-8	37	31.6%
6 and below	28	23.9%
Number of Students	117	

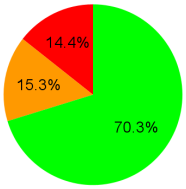
5th MOY (Add)



	Add	
9 and above	114	97.4%
7-8	2	1.7%
6 and below	1	0.9%
Number of Students	117	

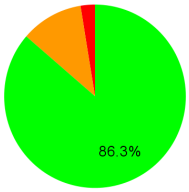
End of Year

5th BOY (Sub)



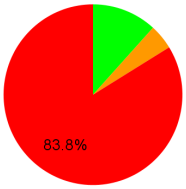
	Sub	
8 and above	78	70.3%
6-7	17	15.3%
5 and below	16	14.4%
Number of Students	111	

5th MOY (Sub)



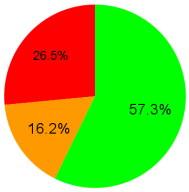
	Sub	
9 and above	101	86.3%
7-8	13	11.1%
6 and below	3	2.6%
Number of Students	117	

5th BOY (Multi)



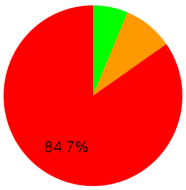
	Multi	
8 and above	13	11.7%
6-7	5	4.5%
5 and below	93	83.8%
Number of Students	111	

5th MOY (Multi)



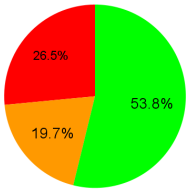
	Multi	
9 and above	67	57.3%
7-8	19	16.2%
6 and below	31	26.5%
Number of Students	117	

5th BOY (Div)



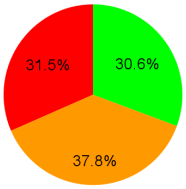
	Div	
8 and above	7	6.3%
6-7	10	9.0%
5 and below	94	84.7%
Number of Students	111	

5th MOY (Div)



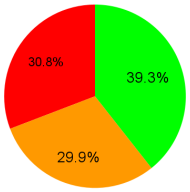
	Div	
9 and above	63	53.8%
7-8	23	19.7%
6 and below	31	26.5%
Number of Students	117	

5th BOY (Frac)



	Frac	
8 and above	34	30.6%
6-7	42	37.8%
5 and below	35	31.5%
Number of Students	111	

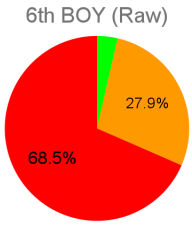
5th MOY (Frac)



	Frac	
9 and above	46	39.3%
7-8	35	29.9%
6 and below	36	30.8%
Number of Students	117	

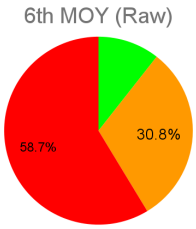
6th Grade Math Basic Skills

Beginning of Year



	BOY (raw)	
57-60	4	3.6%
48-56	31	27.9%
47 and Below	76	68.5%
Number of Students	111	

Middle of Year



	MOY (raw)	
57-60	11	10.6%
48-56	32	30.8%
47 and Below	61	58.7%
Number of Students	104	

End of Year

FRAUD PREVENTION: PAYMENT SHALL BE MADE BY PAPER CHECK ONLY

Application and Certificate for Payment

TO OWNER: Vista At Entrada School of Performi
585 East Center Street
Ivins, UT 84738

PROJECT: Vista Performing Arts & Tech
585 East Center Street
Ivins, Utah 84738

APPLICATION NO: 25
PERIOD TO: 12/31/2022
CONTRACT FOR:
CONTRACT DATE: 4/29/2020
PROJECT NO: 9984
PURCHASE ORDER:

Distribution to:
OWNER ☒
ARCHITECT ☒
CONTRACTOR ☒
FIELD ☐
OTHER ☐

FROM CONTRACTOR: Hughes General Contractors, Inc
P O Box 540700
North Salt Lake, UT 84054

VIA ARCHITECT: Joe Smith

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract. Continuation Sheet is attached.

1. ORIGINAL CONTRACT SUM		$ 13,996,519.00
2. Net change by Change Orders		$0.00
3. CONTRACT SUM TO DATE (Line 1 + 2)		13,996,519.00
4. TOTAL COMPLETED AND STORED TO DATE (Column G on Attachment)		$ 13,761,559.00
5. RETAINAGE:		
a. 5% of Completed Work (Column D + E on Attachment)	$ 686,451.20	
b. 5% of Stored Material (Column F on Attachment)	$ 0.00	
Total Retainage (Lines 5a + 5b or Total in Column 1 on Attachment)		$ 686,451.20
6. TOTAL EARNED LESS RETAINAGE (Line 4 Less Line 5 Total)		$ 13,075,107.80
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate)		$ 13,053,471.55
8. CURRENT PAYMENT DUE		$ 21,636.25
9. BALANCE TO FINISH, INCLUDING RETAINAGE (Line 3 less Line 6)	$ 921,411.20	

CHANGE ORDER SUMMARY	ADDITIONS	SUBTRACTIONS
Total changes approved in previous months by Owner		
Total approved this Month		
TOTALS		
NET CHANGES by Change Order		

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR: Hughes General Contractors, Inc
By: Eugene Madsen Date: 12/31/2022
Eugene Madsen 12/31/2022

State of: Utah
County of: Washington
Subscribed and sworn to before me this 31st day of Dec, 2022

VAL L OLSEN
Notary Public - State of Utah
Comm. No. 703997
My Commission Expires on
Mar 2, 2023

Notary Public: Val L. Olsen
My Commission expires: 3/2/23

ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED $ 21,636.25

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to conform with the amount certified.)

ARCHITECT:
By: Jason Joy Date: 1/10/2023
Jason Joy

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

Continuation Sheet - Application and Certificate for Payment

PROJECT: Vista Performing Arts & Tech
CONTRACTOR JOB NO: 9984

APPLICATION NO: 25
APPLICATION DATE: 12/31/2022
PERIOD TO: 12/31/2022

A	B	C	D	E	F	G		H	I
			WORK COMPLETED						
ITEM NO.	DESCRIPTION OF WORK	SCHEDULED VALUE	FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD	MATERIALS PRESENTLY STORED (NOT IN D OR E)	TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G + C)	BALANCE TO FINISH (C - G)	RETAINAGE (IF VARIABLE RATE)
01-000010	GC's/ Supervision/Fee	1,084,500.00	1,073,655.00	5,845.00		1,079,500.00	99.54	5,000.00	52,348.25
01-000020	Contracts/Bonds/Insurances	95,000.00	95,000.00			95,000.00	100.00		4,750.00
01-000030	Portable Relocation	80,500.00	80,500.00			80,500.00	100.00		4,025.00
02-024117	Sawcutting/Misc Demo	10,000.00	10,000.00			10,000.00	100.00		500.00
03-003200	Steel Reinforce-FOB & Install	278,000.00	278,000.00			278,000.00	100.00		13,900.00
03-033000	Building & Site Concrete	2,962,000.00	2,962,000.00			2,962,000.00	100.00		148,100.00
05-051216	Struct Steel Fab & Erect	688,000.00	688,000.00			688,000.00	100.00		34,400.00
05-053100	Joist & Deck (FOB Jobsite)	165,000.00	165,000.00			165,000.00	100.00		8,250.00
05-055100	Epoxy Anchor/Misc Mtls	21,000.00	21,000.00			21,000.00	100.00		1,050.00
05-055500	Railings/Ornamental Work	118,500.00	118,500.00			118,500.00	100.00		5,925.00
06-061053	Rough Carpentry	111,577.00	111,577.00			111,577.00	100.00		5,578.85
06-062000	Cabinets/Millwork/Trim	324,500.00	324,500.00			324,500.00	100.00		16,225.00
07-071113	Waterproofing	32,000.00	32,000.00			32,000.00	100.00		1,600.00
07-072100	Building & Sound Insulation	64,000.00	64,000.00			64,000.00	100.00		3,200.00
07-074213	Mtl Wall Panels & Weathering	214,000.00	214,000.00			214,000.00	100.00		10,700.00
07-074215	Fluid Air Barrier	23,000.00	23,000.00			23,000.00	100.00		1,150.00
07-075419	Roofing System	271,000.00	271,000.00			271,000.00	100.00		13,550.00
07-075500	Roofing Specialities & Fins	13,000.00	13,000.00			13,000.00	100.00		650.00
07-075550	Roof Hatch	7,500.00	7,500.00			7,500.00	100.00		375.00
07-075555	Smoke Vents	65,500.00	65,500.00			65,500.00	100.00		3,275.00
07-078400	Firestopping/Fire Safing	20,000.00	20,000.00			20,000.00	100.00		1,000.00
07-079000	Caulking & Sealants	32,000.00	32,000.00			32,000.00	100.00		1,600.00
08-081113	Hlw Mtl Frms/Drs/Hrdw (FOB)	108,500.00	108,500.00			108,500.00	100.00		5,425.00
08-081114	Hlw Mtl Frm Install/Hrdw/Adjus	21,000.00	21,000.00			21,000.00	100.00		1,050.00
08-081115	Door/Hardeware Installation	12,500.00	12,000.00			12,000.00	96.00	500.00	600.00

Continuation Sheet - Application and Certificate for Payment

PROJECT: Vista Performing Arts & Tech
CONTRACTOR JOB NO: 9984

APPLICATION NO: 25
APPLICATION DATE: 12/31/2022
PERIOD TO: 12/31/2022

A	B	C	D	E	F	G		H	I
			WORK COMPLETED						
ITEM NO.	DESCRIPTION OF WORK	SCHEDULED VALUE	FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD	MATERIALS PRESENTLY STORED (NOT IN D OR E)	TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G + C)	BALANCE TO FINISH (C - G)	RETAINAGE (IF VARIABLE RATE)
08-083100	Access Doors	2,500.00	2,500.00			2,500.00	100.00		125.00
08-083313	Overhead/Coilind Doors	36,500.00	36,500.00			36,500.00	100.00		1,825.00
08-084113	Alum/Entrances/Glass/Glazing	240,000.00	240,000.00			240,000.00	100.00		12,000.00
09-092913	Mtl Stud/Frmng/Gyp/Acoust	920,000.00	920,000.00			920,000.00	100.00		46,000.00
09-092914	Finishes Layout/Heat/Dumpste	35,000.00	35,000.00			35,000.00	100.00		1,750.00
09-093013	Ceramic Tile	148,000.00	148,000.00			148,000.00	100.00		7,400.00
09-096453	Wood Flooring	67,000.00	67,000.00			67,000.00	100.00		3,350.00
09-096813	Res Flooring/Carpets/Mats	123,500.00	121,500.00			121,500.00	98.38	2,000.00	6,075.00
09-096814	Floor Prep for Finishes	24,500.00	24,500.00			24,500.00	100.00		1,225.00
09-099123	Painting & Coatings	134,500.00	134,500.00			134,500.00	100.00		6,725.00
09-099124	Sealed & Polished Floors	18,500.00	18,500.00			18,500.00	100.00		925.00
09-099500	Trench Cover & Misc Spec	12,000.00	12,000.00			12,000.00	100.00		600.00
10-101100	Visual Display Units	10,000.00	10,000.00			10,000.00	100.00		500.00
10-102113	Toilet Partitions & Access'	108,000.00	108,000.00			108,000.00	100.00		5,400.00
10-104000	Signage/Lockers/Shelving	60,500.00	60,500.00			60,500.00	100.00		3,025.00
11-114000	Food Service Equipment	36,000.00	36,000.00			36,000.00	100.00		1,800.00
11-115313	Fume Hood	17,500.00	17,500.00			17,500.00	100.00		875.00
11-116123	Prod Rigging/Pit Filler/Procen	375,000.00	363,750.00	11,250.00		375,000.00	100.00		18,750.00
11-116183	Production Lighting	162,000.00	160,380.00	1,620.00		162,000.00	100.00		8,100.00
12-122423	Roller Shades	7,500.00	7,500.00			7,500.00	100.00		375.00
12-123583	Specialty Casework	30,000.00	30,000.00			30,000.00	100.00		1,500.00
12-123584	Sheet Music Storage/Casework	15,000.00	15,000.00			15,000.00	100.00		750.00
12-126100	Fixed Audience Seating	185,000.00	185,000.00			185,000.00	100.00		9,250.00
14-142020	Elevator	82,000.00	81,180.00	820.00		82,000.00	100.00		4,100.00
14-144200	Wheel Chair Lift	24,000.00	23,760.00	240.00		24,000.00	100.00		1,200.00

Continuation Sheet - Application and Certificate for Payment

PROJECT: Vista Performing Arts & Tech
CONTRACTOR JOB NO: 9984

APPLICATION NO: 25
APPLICATION DATE: 12/31/2022
PERIOD TO: 12/31/2022

A	B	C	D	E	F	G		H	I
			WORK COMPLETED						
ITEM NO.	DESCRIPTION OF WORK	SCHEDULED VALUE	FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD	MATERIALS PRESENTLY STORED (NOT IN D OR E)	TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G + C)	BALANCE TO FINISH (C - G)	RETAINAGE (IF VARIABLE RATE)
21-210000	Fire Protection System	79,500.00	79,500.00			79,500.00	100.00		3,975.00
22-220000	Plumbing Systems	384,000.00	383,000.00	1,000.00		384,000.00	100.00		19,200.00
23-230000	HVAC Systems	724,500.00	723,500.00	1,000.00		724,500.00	100.00		36,225.00
23-230600	O&M Scanning/Commis/Close-	15,000.00						15,000.00	
26-260000	Electrical Systems	1,375,000.00	1,374,000.00	1,000.00		1,375,000.00	100.00		68,750.00
32-321205	Asphalt Pavie/Patch/Striping	128,000.00	128,000.00			128,000.00	100.00		6,400.00
32-323113	Fencing & Tree Grates	13,000.00	12,000.00			12,000.00	92.31	1,000.00	600.00
32-323114	Temp Fencing/Traffic Control	28,500.00	28,500.00			28,500.00	100.00		1,425.00
32-328000	Irrigation & Landscaping	190,000.00	190,000.00			190,000.00	100.00		9,500.00
32-328001	Topsoil Place & Distribute	25,000.00	25,000.00			25,000.00	100.00		1,250.00
32-328002	Irrigation/Landscp Rest/Tie-in	10,000.00	10,000.00			10,000.00	100.00		500.00
33-330000	Earthwork / Utilities	607,500.00	607,500.00			607,500.00	100.00		30,375.00
33-330001	Survey/Layout/GPS	32,000.00	32,000.00			32,000.00	100.00		1,600.00
33-330002	Off-site Road Allowance	350,000.00	267,058.00			267,058.00	76.30	82,942.00	13,352.90
33-330003	SWPPP/Dust Control/Sweep	28,000.00	28,000.00			28,000.00	100.00		1,400.00
33-337173	Utility Connections/Tie-ins	15,000.00	15,000.00			15,000.00	100.00		750.00
33-337174	Utility Demo/Repairs/Restore	20,000.00	20,000.00			20,000.00	100.00		1,000.00
50-500000	Remaining CM/GC Cntgncy	128,518.00						128,518.00	
50-500001	Misc Scope Enhancements	20,525.00	20,525.00			20,525.00	100.00		1,026.25
50-500002	Misc Scope Enhancements (2)	34,356.00	34,356.00			34,356.00	100.00		1,717.80
50-500003	Scope Enhancements (3)	91,043.00	91,043.00			91,043.00	100.00		4,552.15
	Totals	13,996,519.00	13,738,784.00	22,775.00		13,761,559.00	98.32	234,960.00	686,451.20

S

	22-23 School Year		23-24 School Year			
	Enrolled November 2022	Enrolled January 2023	2023-24 Target	2023-24 Lottery List as of Nov 2022	2023-24 Lottery List as of Jan 2023	2022-23 Lottery List this time last year
Kindergarten	87	85	100	41	99	70
1st Grade	101	102	104	8	19	18
2nd Grade	107	106	104	2	15	9
3rd Grade	109	110	110	6	16	10
4th Grade	114	116	110	5	9	2
5th Grade	122	122	120	6	20	12
6th Grade	146	148	145	8	23	14
7th Grade	127	129	145	2	5	8
8th Grade	118	114	130	2	5	2
9th Grade	80	82	100	1	2	1
Total	1111	1114	1168	81	213	136

Updated 01/23/2023

Vista School
Profit & Loss Budget Overview
July through December 2022

	Jul - Dec 22	Less Const	Budget	$ Over Budget	% of Budget
Ordinary Income/Expense					
Income					
1000 · Local Revenue	451,721.89	451,721.89	689,472.47	-237,750.58	65.52%
3000 · State Revenue	5,589,588.18	5,589,588.18	9,903,526.35	-4,313,938.17	56.44%
4000 · Federal Revenue	249,330.59	249,330.59	999,341.19	-750,010.60	24.95%
Total Income	6,290,640.66	6,290,640.66	11,592,340.01	-5,301,699.35	54.27%
Gross Profit	6,290,640.66	6,290,640.66	11,592,340.01	-5,301,699.35	54.27%
Expense					
10 · INSTRUCTION	2,897,920.14	2,897,920.14	5,786,079.78	-2,888,159.64	50.08%
21 · STUDENT SUPPORT SERVICES	247,554.73	247,554.73	523,256.20	-275,701.47	47.31%
22 · SUPPORT SERV. INSTR. STAFF	28,780.76	28,780.76	169,549.96	-140,769.20	16.98%
23 · SUPPORT SERVICES-BOARD	290.40	290.40	1,000.00	-709.60	29.04%
24 · SUPPORT SERV. ADMINISTRATION	252,911.46	252,911.46	847,479.80	-594,568.34	29.84%
25 · SUPPORT SERV. CENTRAL	230,705.77	230,705.77	558,790.64	-328,084.87	41.29%
26 · SUPPORT SERV. OPER. & MAINT.	188,579.78	188,579.78	546,541.89	-357,962.11	34.5%
27 · STUDENT TRANSPORTATION	10,180.84	10,180.84	131,802.19	-121,621.35	7.72%
31 · FOOD SERVICES LUNCH	119,428.61	119,428.61	367,955.91	-248,527.30	32.46%
33 · After School Program	46,515.06	46,515.06	63,469.08	-16,954.02	73.29%
45 · BLDG AQUISITION & CONSTRUCTION	2,826,094.92	403,058.58	5,813,341.46	-2,987,246.54	48.61%
51 · Debt Service	12,605,661.25	1,190,661.25	1,758,042.50	10,847,618.75	717.03%
Total Expense	19,454,623.72	5,616,587.38	16,567,309.41	2,887,314.31	117.43%
Net Ordinary Income	-13,163,983.06	674,053.28	-4,974,969.40	-8,189,013.66	264.6%
Net Income	**-13,163,983.06**	**674,053.28**	**-4,974,969.40**	**-8,189,013.66**	**264.6%**

FITNESS FOR LIFE

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

- **Standard FFL1.1** Participate in two or more specialized lifetime activities that promote health-related fitness.
- **Standard FFL.1.2** Demonstrate competency in two or more specialized lifetime activities that promote health-related fitness.
- **Standard FFL.1.3** Participate in activities that promote health-related fitness.
- **Standard FFL.1.4** Demonstrate competency in two or more specialized activities that promote health-related fitness.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

- **Standard FFL.2.1** Apply the terminology associated with exercise in selected fitness activities.
- **Standard FFL.2.2** Create a practice plan to improve performance in fitness activities.
- **Standard FFL.2.3** Identify concepts regarding the structure and function of the human body and unsafe exercises.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

- **Standard FFL.3.1** Discuss the benefits of a physically active lifestyle as it relates to college/career productivity.
- **Standard FFL.3.2** Analyze and apply technology and social media as tools to support a healthy, active lifestyle.
- **Standard FFL.3.3** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

- **Standard FFL.3.4** Apply rates of perceived exertion and pacing to assess and track activity readiness.
- **Standard FFL.3.5** List and evaluate activities that develop specific elements of physical fitness.
- **Standard FFL.3.6** Identify challenges and risk factors that change with the aging process.
- **Standard FFL.3.7** Demonstrate appropriate technique in resistance training (e.g., machines and/or free weights).
- **Standard FFL.3.8** Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide functional fitness benefits.
- **Standard FFL.3.9** Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active lifestyle.
- **Standard FFL.3.10** Identify the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic).
- **Standard FFL.3.11** Identify the structure of skeletal muscle and fiber types as they relate to muscle development.
- **Standard FFL.3.12** Adjust pacing to keep heart rate in the target zone using available technology to self-monitor aerobic intensity (e.g., pedometer, heart rate monitor).
- **Standard FFL.3.13** Explain concepts of cardiovascular endurance, including maximum volume of oxygen uptake (i.e., VO2 Max), respiratory rate, cardiac output, stroke volume, and heart rate.
- **Standard FFL.3.14** Explain the principles of active vs. passive recovery and injury prevention and rehabilitation.
- **Standard FFL.3.15** Identify types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric, intervals, circuits) and stretching exercises (e.g., static, PNF, dynamic, ballistic) and overload principle and work/rest ratio for personal fitness development (e.g., strength, endurance, range of motion).
- **Standard FFL.3.16** Explain the concepts related to muscular endurance (e.g., repetitions, resistance, sport specificity, overload principle).
- **Standard FFL.3.17** Explain the concepts related to body composition (e.g., the difference between being overweight and obese, genetic influences, and various ways to measure body composition).

- **Standard FFL.3.18** Describe how health-related fitness is a lifelong process unique to each individual.
- **Standard FFL.3.19** Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss.
- **Standard FFL.3.20** Identify personal and family history for known health-risk factors, such as age, gender, body composition, heart rate, coronary heart disease, cancer, diabetes, cholesterol, blood pressure, and daily stress situations.
- **Standard FFL.3.21** Compare aerobic and anaerobic activities, showing examples of each.
- **Standard FFL.3.22** Define overload, progression, specificity, and reversibility.
- **Standard FFL.3.23** Explain the role of nutrition in overall health and fitness.
- **Standard FFL.3.24** Relate physiological responses to individual levels of fitness and nutritional balance.
- **Standard FFL.3.25** Investigate the relationships among physical activity, nutrition, and body composition.
- **Standard FFL.3.26** Explain the consequences of eating disorders at either end of the spectrum.
- **Standard FFL.3.27** Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
- **Standard FFL.3.28** Use technology to develop and maintain a fitness portfolio (e.g., pre and post assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
- **Standard FFL.3.29** Use technology to design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.
- **Standard FFL.3.30** Use technology to track progress in fitness programs and to perform a nutritional analysis.
- **Standard FFL.3.31** Calculate blood pressure using digital monitors.
- **Standard FFL.3.32** Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.
- **Standard FFL.3.33** Review frequency, intensity, time, and type (FITT) guidelines to evaluate activities.
- **Standard FFL.3.35** Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation).

- **Standard FFL.3.32** Describe how exercise increases longevity and quality of life through stress reduction.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

- **Standard FFL.4.1** Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
- **Standard FFL.4.2** Compare the effects and/or dangers of weight loss and gain on body composition and personal health.
- **Standard FFL.4.3** Identify strategies for developing a healthy self-concept and acceptance of one's body make-up.
- **Standard FFL.4.4** Identify the benefits and dangers of various dietary supplements, such as vitamins, minerals, herbs, power drinks, steroids, performance-enhancing drugs, and substance abuse.
- **Standard FFL.4.5** Utilize time effectively to set personal goals, practice, and complete assigned tasks.
- **Standard FFL.4.6** Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance.
- **Standard FFL.4.7** Demonstrate safety precautions in training (e.g., over-training, altitude, pollution, and temperature extremes).
- **Standard FFL.4.8** Evaluate risks and safety factors that might affect fitness activity preferences throughout the life cycle.
- **Standard FFL.4.9** Identify appropriate risks and safety factors in the selection of fitness activities.
- **Standard FFL.4.10** Exhibit proper etiquette, respect for others, and teamwork while engaging in fitness activities.
- **Standard FFL.4.11** Assume a supportive role (e. g., spotter, providing feedback, analyzing technique, and partnering).
- **Standard FFL.4.12** Explain the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation.
- **Standard FFL.4.13** Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).
- **Standard FFL.4.14** Accept others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

- **Standard FFL.4.15** Walk away willingly to avoid verbal or physical confrontation in activity settings.
- **Standard FFL.4.16** Listen to all sides before taking action in solving conflict.
- **Standard FFL.4.17** Develop strategies to include others in activity participation.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

- **Standard FFL.5.1** Analyze the mental, social, and psychological health benefits of a self-selected physical activity.
- **Standard FFL.5.2** Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- **Standard FFL.5.3** Select and participate in physical activities or dance that meets the need for self-expression and enjoyment.
- **Standard FFL.5.4** Identify the opportunity for social support in a self-selected physical activity or dance.
- **Standard FFL.5.5** Research sports and activities of other cultures.

PARTICIPATION SKILLS AND TECHNIQUES

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

- **Standard PST.1.1** Participate in and/or refine activity-specific movement skills in five or more lifetime activities (e.g., outdoor pursuits, individual performance activities, non-traditional, aquatics, net/wall games, or target games) and/or in dance forms (e.g., cultural and social occasions, ballet, modern, hip-hop, tap).
- **Standard PST.1.2** Demonstrate individual competency through testing and participation in five or more lifetime activities and/or in dance forms used in cultural and social occasions.
- **Standard PST.1.3** Participate in aerobic and anaerobic activities that will promote health-related fitness.
- **Standard PST.1.4** Demonstrate individual competency in one or more aerobic and anaerobic skills that promote health-related fitness.
- **Standard PST.1.5** Employ offensive maneuvers to receive a pass in a game setting.
- **Standard PST.1.6** Accomplish efficient defensive understanding in a game situation by denying passing zones, or deflecting ball.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

- **Standard PST.2.1** Demonstrate appropriate use of terminology associated with exercise and participation in selected individual-performance activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits).
- **Standard PST.2.2** Organize the stages of learning a motor skill or identify examples of social and technical dance forms.

- **Standard PST.2.3** Identify skill-specific cues for a variety of physical activities.
- **Standard PST.2.4** Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill or dance movement.
- **Standard PST.2.5** Participate in a number of individual and team activities, demonstrating strategies and rules.
- **Standard PST.2.6** Identify safeguards regarding warming up and cooling down, hydration, and potentially hazardous exercises.
- **Standard PST.2.7** Observe and improve movement skills, using videography and digital photography to provide feedback and self-analysis.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

- **Standard PST.3.1** Discuss the benefits of a physically active lifestyle as it relates to college/career readiness.
- **Standard PST.3.2** Determine risks associated with exercising in heat, humidity, and cold.
- **Standard PST.3.3** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle.
- **Standard PST.3.4** Balance the rate of exertion and pacing.
- **Standard PST.3.5** Create and maintain a journal of participation in outside self-selected activities, including duration, intensity, anticipated results, and final analysis.
- **Standard PST.3.6** Analyze and compare health and fitness benefits derived from a variety of activities.
- **Standard PST.3.7** Participate in visualization techniques to improve performance.
- **Standard PST.3.8** Correlate how physical activity affects body mass composition, including muscle and fat percentages and bone density.
- **Standard PST.3.9** Describe the elements of physical fitness and self-assess personal level.
- **Standard PST.3.10** Calculate target heart rate and apply information to a personal activity plan.
- **Standard PST.3.11** Adjust intensity levels of various activities through monitoring pulse rates manually, or by using heart-rate monitors or pulse sticks.

- **Standard PST.3.12** Review frequency, intensity, time, and type (FITT) guidelines as they apply to the development of physical fitness.
- **Standard PST.3.13** Evaluate levels of activity, and make adjustments to increase fitness benefits by increasing pace and adding time and/or repetitions.
- **Standard PST.3.14** Describe how both proper nutrition and exercise are necessary for a lifelong healthy lifestyle, and the consequences of poor nutrition and inactivity.
- **Standard PST.3.15** Create and implement a behavior modification plan that includes a healthy, active lifestyle.
- **Standard PST.3.20** Participate in activities that are personally rewarding and stress reducing.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

- **Standard PST.4.1** Employ effective self-management skills and personal characteristics to analyze barriers and modify physical activity patterns appropriately.
- **Standard PST.4.2** Identify risks and safety factors that might affect activity preferences throughout the life cycle.
- **Standard PST.4.3** Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.
- **Standard PST.4.4** Assume a positive supportive role (e.g., spotter, providing feedback, analyzing technique, partnering, etc.).
- **Standard PST.4.5** Use communication skills and strategies that promote team/group dynamics.
- **Standard PST.4.6** Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).
- **Standard PST.4.7** Solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.
- **Standard PST.4.8** Walk away willingly to avoid verbal or physical confrontation in activity settings.
- **Standard PST.4.9** Demonstrate an understanding of how listening to all sides before taking action in solving conflict results in a more positive outcome.
- **Standard PST.4.10** Develop strategies to include others in activity participation.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

- **Standard PST.5.1** Analyze the mental, social, and psychological health benefits of a self-selected physical activity.
- **Standard PST.5.2** Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- **Standard PST.5.3** Select and participate in physical activities or dance that meets the need for self-expression and enjoyment.
- **Standard PST.5.4** Identify the opportunity for social support in a self-selected physical activity or dance.
- **Standard PST.5.5** Research sports and activities of other cultures.

VISTA SCHOOL
ACADEMICS · ARTS · TECHNOLOGY

2022-2023 School Fee Schedule

A. Grade Level Fees

6th General Curriculum/Technology Fee	$35
7th General Curriculum/Technology Fee	$35
8th General Curriculum/Technology Fee	$35
8th ACT Aspire Assessment Fee	$25
9th General Curriculum/Technology Fee	$35
9th Biology Lab Fee	$15

B. Program/Class Fees

Advanced 3D Printing	$20
Advanced Robotics	$40
Coding with Robotics	$30
Information and Communications Tech	$10
Construction and Engineering Technology	$40
CAD Architectural Design	$20
Manufacturing Technology	$40
Visual Art	$10
Advanced Visual Art	$20
MDT-VRS	$185
MDT-Vocal Xpressions	$185
MDT-Showcase Company	$85
Dance Technique	$30
Advanced Band	$25
Tuba instrument cleaning fee	$30

C. Auditioned Groups/Extracurricular

Advanced Orchestra	$125
Dance Apprentice	$100
Dance Corps	$100
Dance Principal	$125
Dance Soloist	$125
Musicals (Elementary Cast)	$100
Shakespeare Team	$100
Vista Academy Jacket	$30
VEX Team	$175

VISTA SCHOOL
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D. Other Fees

● Field Trips-Expected Donation	$10 (not to exceed)
● Performing/Competition Group Trips	$680 (not to exceed)
● Student Apparel	$15
● VCE Classes (per class)	$200 (not to exceed)
● Student Council	$15
● Mathcounts	$75
● VEX Robotics Worlds Trip	$1,000 (not to exceed)

E. Meal Fees

● After School Snacks (Adult)	$1 (per day)
● After School Snacks (Student)	$0
● Breakfast-Full Cost	$1.50 (per day)
● Second Breakfast-Full Cost (Student)	$1.50 (per day)
● Breakfast-Reduced	$0.30 (per day)
● Lunch-Full Cost (Adult)	$3.00 (per day)
● Lunch-Full Cost (Student)	$2.50 (per day)
● Second Lunch-Full Cost (Student)	$3.50 (per day)
● Lunch-Reduced	$0.40 (per day)

F. Non-Fee Waiverable Fees

● Damaged/Lost Laptop	$200 (not to exceed)
● Damaged/Lost Laptop Charger	$30
● Lost/Damaged Library Book	$25 (not to exceed)
● VCE Classes (per class)	$200 (not to exceed)
● Vista Transportation (bus-one way)	$35 (per month)
● Vista Transportation (bus-round trip)	$60 (per month)

Total Student Maximum	$300 + Extra Curricular
Total Family Maximum	$900 + Extra Curricular

Board Approved:

VISTA SCHOOL
ACADEMICS · ARTS · TECHNOLOGY

Theater Usage Policy

1. Purpose
    a. The purpose of the Theater Usage Policy is to provide expectations for teachers and students who use Vista's proscenium theater. Student safety is the highest priority and with the many risks associated with the theater, this policy is being formed.
2. Policy
    a. Facility Usage
        i. Facilities include:
            1. Control room
            2. A/V areas
            3. House (501 seat capacity)
            4. Green rooms
            5. Orchestra pit
            6. Storage areas on Level 2 and Level 3
            7. Tension grid
            8. Catwalks (3)
            9. Lighting areas
        ii. Users of the proscenium theater agree upon an "as is, where is" and are expected to accept the facility in the condition existing at the start of the usage and return it to the condition upon the end of the usage.
    b. Availability and Scheduling
        i. Any teacher can make requests to use the theater spaces **during the school day** by filling out a request form made by the Performing Arts Director. The Performing Arts Coordinator will share the form with all teachers and manage events taking place.
        ii. During the school day, please fill out this form, Theater Usage - CLASSTIME, to sign up for a time to use the theater space.
        iii. For any after school activities or performances, please sign up for a time to use the theater space using this form, Theater Reservation Request.
    c. Condition of Theater
        i. Usage of the theater spaces allow users to use the facilities on an "as is, where is" basis and are expected to accept the facilities in the existing condition.
        ii. Failure to leave the stage as found may result in non-approval of future requests.
        iii. The backstage hallway, stage, orchestra pit, and other theater spaces must remain clean and free of clutter.
        iv. For class usage, a teacher or adult supervisor must be provided. Monitoring students is a big responsibility.
        v. Depending on the time of year, school programs may have props or equipment on the stage, which shall not be moved without the approval of

the Performing Arts Director. In most cases, the stage will be clear of such items and should be left in the condition it was found.

d. General Safety Responsibilities
    i. Students working on technical crews and those rehearsing or performing in the theater shall be under the direct supervision of a teacher or adult supervisor.
    ii. General stage safety rules shall be posted backstage in prominent locations.
e. Student Training
    i. Teachers shall select crewmembers based on their demonstrated dependability and responsibility.
    ii. Only students and staff associated with a production shall be permitted backstage during rehearsals and performances.
    iii. Students shall obtain parental permission to train for backstage work. All students interested in working on set construction, lighting, sound, or special effects shall successfully complete a safety-training program conducted by the theater teacher under the direction of the Performing Arts Director. The areas of safety training will include, but are not limited to, the following:
        1. General stage safety required of any crewmember
        2. The use and care of lighting and audio equipment
        3. Safe operation of all permanently installed theatrical equipment
        4. Set construction safety
        5. Power tool safety
        6. Catwalks
    iv. Students are not permitted on catwalks or any upstairs area unless the teacher or adult supervisor is present on the catwalk with the student.
f. Theater Equipment Usage
    i. Equipment is to be operated only by qualified individuals, hired technicians, or trained staff or students so as to protect property and the safety of those in the theater.
    ii. Lighting fixtures may not be removed, however lights may be added to the current plot and placed based on the needs of the production. All groups or users are required to return added light fixtures to their original settings or location in a reasonable amount of time. Groups and users will be held accountable for any damaged, broken, altered, or stolen lighting equipment. Please work with the Performing Arts Director on specific lighting requests of the theater.
    iii. Sound in the theater is used for events, performances, and productions in the theater. It is a well-equipped system that should be operated by qualified and trained individuals. Groups and users will be held accountable for any damaged, broken, altered, or stolen sound equipment.

iv. Video within the theater has the most digitally advanced applications for presentations, productions, and live performances. Please consult with the IT department or the Performing Arts Director for full capacity and usage of the video system.

g. Catwalks
   i. Access to the catwalks shall be secured at all times.
   ii. Access to the catwalks shall be limited to trained employees and trained students under the direct supervision of the trained employee. The employee must be present on the catwalk when students are on it at all times.
   iii. Staff and students working on the catwalks shall wear non-slip shoes and avoid wearing loose clothing.
   iv. Tools or other objects shall be secured to their persons. All items shall be removed from these areas and properly stored when the work is completed.
   v. All catwalks are protected with guardrails, midrails, and standard toe boards.
   vi. Use of the catwalks should have a specific purpose. No student should be on the catwalks without the teacher providing clearly written and stated learning targets, along with success criteria listed as a checklist for all students ensuring clear expectations of safety and learning.

h. Electrical Systems and Booth
   i. Teachers or supervisors using electrical systems and/or booth shall inspect all electric cords, cables, and power tools prior to use for frayed or damaged wiring and for needed repair or replacement.
   ii. Cables shall be stored and coiled in a safe place.
   iii. Electrical cables shall be secured to floors with gaffers tape, if needed.
   iv. Before leaving the theater area after any usage, rehearsal, performance, or work session, teachers or supervisors shall turn off or disconnect electrical circuits.

i. Scenery and Construction
   i. All scenery, set pieces, floor coverings, etc. shall be properly anchored and braced appropriately.
   ii. Teachers or adult supervisors will supervise all student use of stepladders and shall use approved ladders and scaffolding rather than tables or chairs. Students shall be cautioned not to go higher than the second step from the top of any ladder, or against improvising any means of reaching greater height. Students are not permitted to carry loose items up a ladder or scaffolding.
   iii. The use of glass is not permitted in set construction.
   iv. All crewmembers using power tools shall receive training in their safe operation.

j. Storage
   i. Student safety is the primary concern for any storage arrangement.

ii. Backstage spaces shall be kept clean and organized at all times. Dispose of all trash and lumber scraps after each work session.
iii. Crewmembers are required to sweep the stage after construction work has taken place and before students are permitted to use it for rehearsal or performance.
iv. Scenery and equipment left on the stage during an extended event, performance, or production are subject to the approval of the Performing Arts Director.
v. All tools, equipment, paint, etc. should be stored in a safe and appropriate manner after each use.

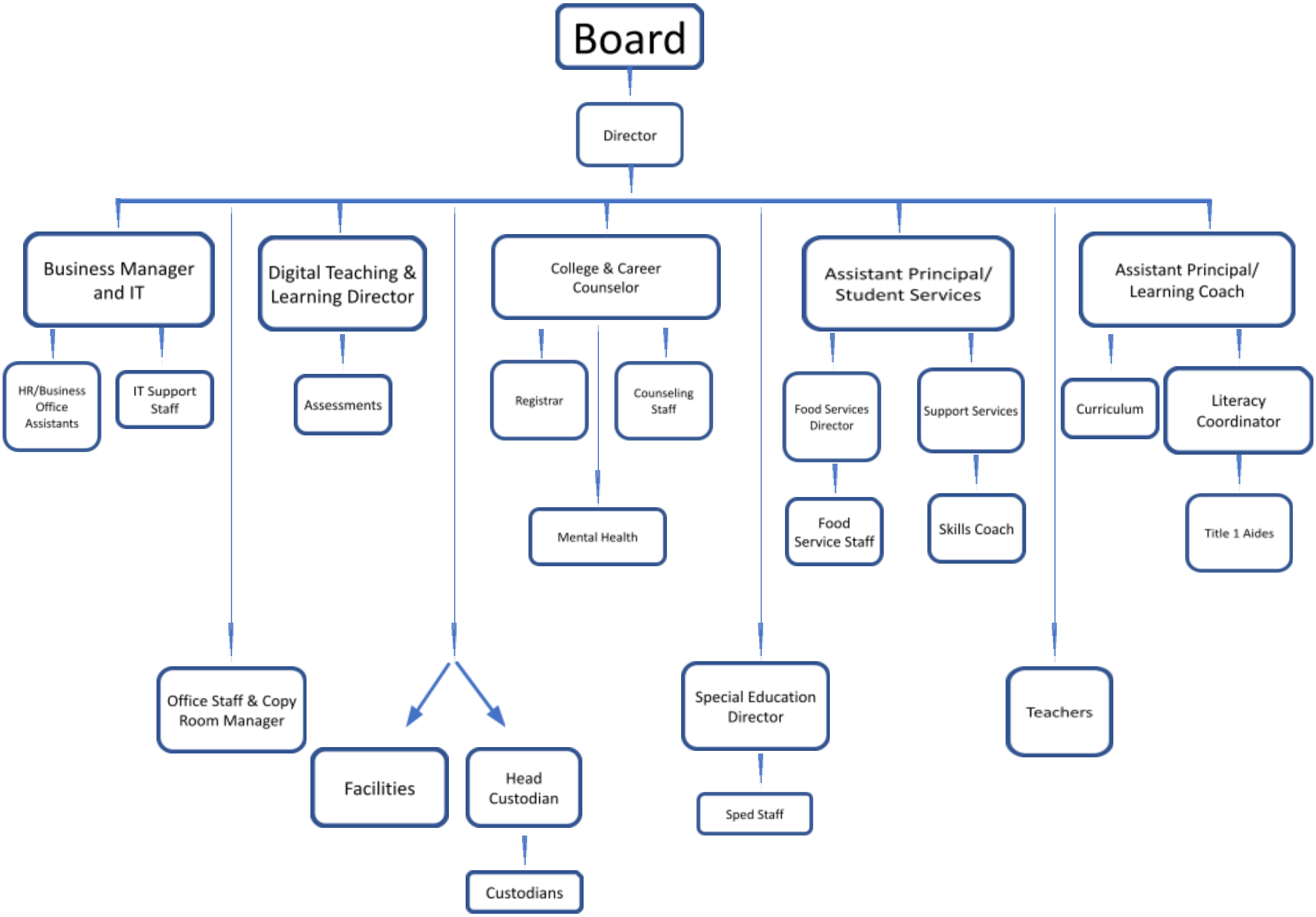
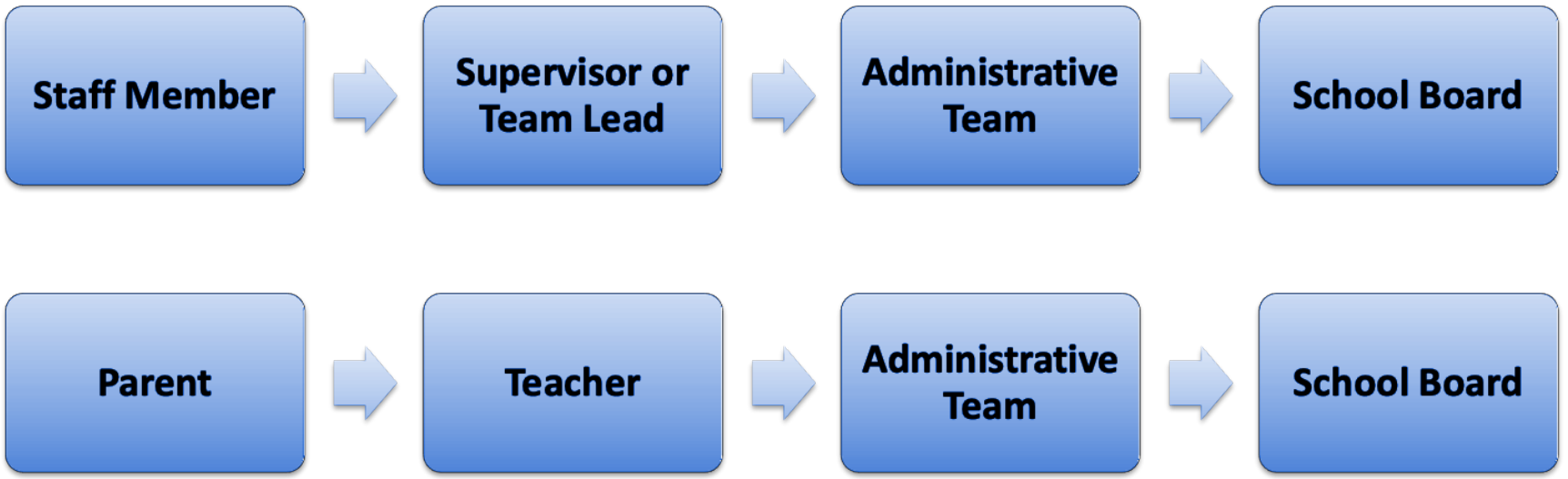
k. Merchandise and Concessions Sales
i. Merchandise and or sale items are permitted during performances. All concessions must be given prior approval by the Performing Arts Director. All concessions must take place inside the lobby area. No food or drink is allowed to be sold or allowed inside the theater space.

Basic Theater Safety Rules

(post backstage and in prominent areas)

- No adult = no activity
- Training required for access to control booth, catwalks, and upstairs areas including tension grid.
- No liquids near sound, light, or electrical equipment. No food or drink in any theater area.
- Keep all exit routes clear. Sound alarm in case of a fire.
- Report any lost, broken, or malfunctioning equipment to a teacher or adult supervisor. Do not use items that do not work properly.
- Stay alert to problems with curtains, cables, and equipment nearby.
- No “horseplay!” Do not run or mess around in the theater. Be responsible and respectful of the space. Use tools properly.
- Leaving? Clean up after yourself. Check for any lost and found items. Leave things tidy and safe. Make sure all doors to the theater are locked.

School Board Approved:


Board
Director
Business Manager and IT
HR/Business Office Assistants
IT Support Staff
Digital Teaching & Learning Director
Assessments
College & Career Counselor
Registrar
Counseling Staff
Mental Health
Assistant Principal/ Student Services
Food Services Director
Food Service Staff
Support Services
Skills Coach
Assistant Principal/ Learning Coach
Curriculum
Literacy Coordinator
Title 1 Aides
Office Staff & Copy Room Manager
Facilities
Head Custodian
Custodians
Special Education Director
Sped Staff
Teachers

Line of Communication