



**MISSION VISTA ACADEMY**

1440 Beaumont Avenue, Suite A2 #412, Beaumont, CA 92223

Phone (951) 395-8940 \* Fax (951) 395-8941

**Regular Scheduled Board Meeting**

**Mission Vista Academy**

**August 27, 2020 – 5:00 pm**

**350 W. Brookside**

**Beaumont, CA 92223**

**Through Teleconference**

**Join Zoom Meeting**

**<https://zoom.us/j/94743435786>**

**Meeting ID: 947 4343 5786**

**Dial by your location**

**+1 669 900 6833 US (San Jose)**

**Meeting ID: 947 4343 5786**

**Find your local number: <https://zoom.us/u/abVi9yP7dU>**

**AGENDA**

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Board Training – Financials
5. Senior Director's Report
  - a. Enrollment Update
  - b. Back to School Update
6. Discussion and Potential Action on the July Board Meeting Minutes
7. Discussion and Potential Action on the July Financials
8. Discussion and Potential Action on the Unaudited Actuals
9. Discussion and Potential Action on the Education Protection Account (EPA) Actuals
10. Discussion and Potential Action on Invoices over \$100,000
11. Discussion and Potential Action on the Fiscal Policies and Procedures
12. Discussion and Potential Action on the Parent/Student Handbook



**MISSION VISTA ACADEMY**

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13. Discussion and Potential Action on the Learning Continuity Accountability Plan –  
Public Hearing
14. Discussion and Potential Action on the Immunizations and Oral Assessment Policy
15. Discussion and Potential Action on the Conflict of Interest Policy
16. Discussion and Potential Action on the Policy for Inspection of Public Records
17. Announcement of Next Regular Scheduled Board Meeting
18. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Mission Vista Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 951-290-3013 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

# Charter Finance 210

*A Step Beyond the Basics of Charter Finance 101 for Board Members*



# Agenda

- I. School Funding and 20-21 Update
- II. Budget Process
- III. Reviewing Financial Packages – Test Case
- IV. Q and A

# I. CHARTER SCHOOL FUNDING UPDATE

*Current Funding and Concerns for FY20-21*

# Local Control Funding Formula

*For FY20-21, ADA has been frozen at the 19-20 rates. SB820 is currently working through congress to credit schools with planned growth, but non-classroom-based schools have been excluded.*

## Segments of LCFF:

**BASE GRANT + ADD-ONS**



Grade	Base Grant	Add-On	Total
TK-3	\$ 7,702	\$ 801	\$ 8,503
4-6	\$ 7,818	\$ -	\$ 7,818
7-8	\$ 8,050	\$ -	\$ 8,050
9-12	\$ 9,329	\$ 243	\$ 9,572



**SUPPLEMENTAL**



*20% Bonus for all Unduplicated Students*



**CONCENTRATION**



*50% Bonus Unduplicated Students Over 55%*



# Other Sources of Funding

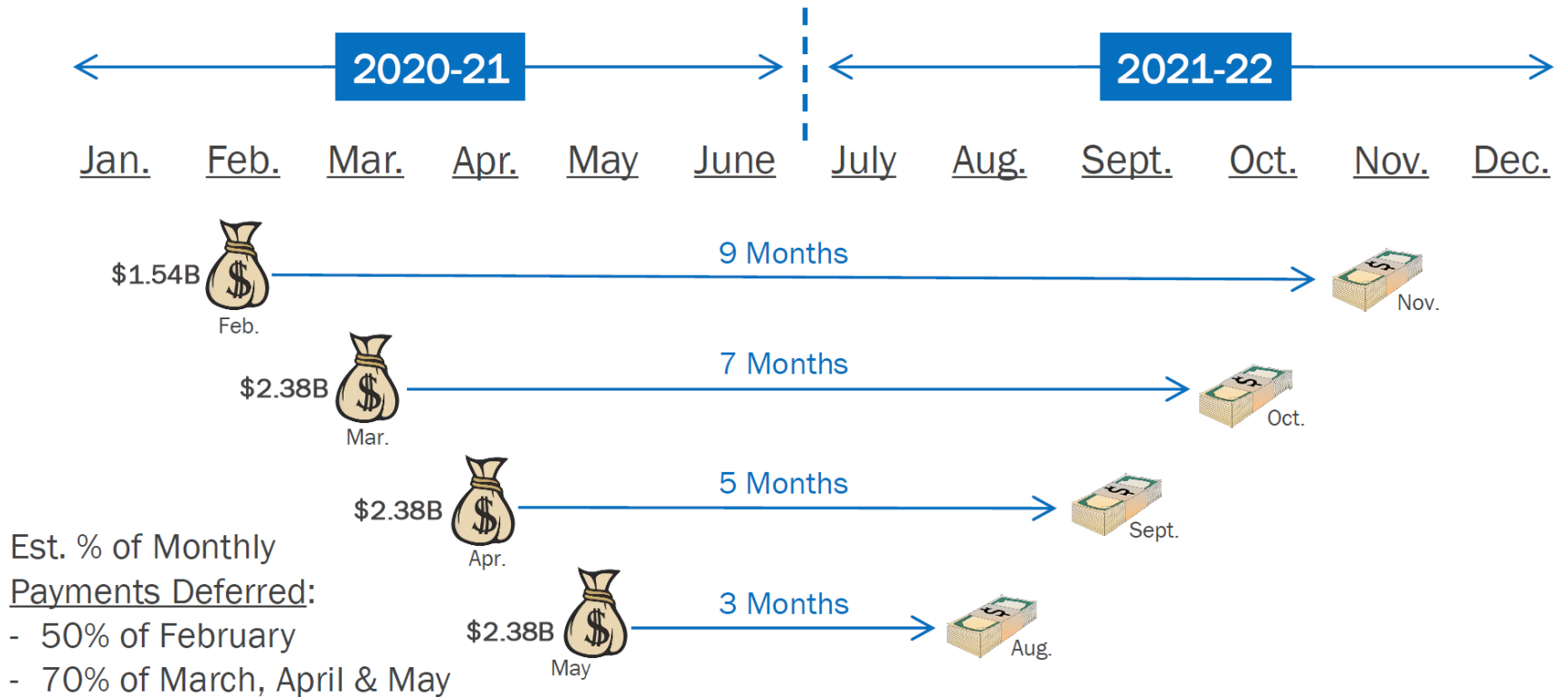
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Funding Source	Amount per Student
Special Education**	
Federal Sources (IDEA)	\$ 104 to 125
State Sources (AB602)	\$ 625
Mandate Block Grant	
Grades K-8	\$ 17
Grades 9-12	\$ 47
Lottery	
Unrestricted	\$ 150
Restricted	\$ 49

## \*\*NOTE:

- Special Education funding varies based on the SELPA a charter school chooses to join.
- Funding is based on TOTAL ADA, not the actual number of special education students

# State Funding Deferrals FY20-21



LCFF Funds paid from the State is the only revenue source subject to deferrals. All other sources will be paid on their regular schedule.



# SB740 Spending Requirements

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- At least 40 percent of total public revenues must be spent on Instructional Certificated Salaries and Benefits, *AND*
- At least 80 percent of total revenues must be spent on Instruction and Instruction-Related Services, *AND*
- The Pupil to Teacher Ratio (PTR) cannot exceed:
  - 25 to 1 or
  - Equivalent PTR of the largest unified school district in county or counties in which the charter school operates

## II. THE BUDGET PROCESS

*Development, Approval, Monitoring and Forecast Updates*

# Developing the Budget Draft

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## January - April

- Charter Impact reviews Governor's proposed state budget for the upcoming fiscal year and identifies the likely range of revenues for the school's upcoming fiscal year (July 1 - June 30) based on projected enrollment.
- Once the revenue estimates are complete, Charter Impact and the Principal develop the remainder of the budget including:
  - staffing levels,
  - instructional funds,
  - fixed costs, and
  - discretionary spending
- Then a five-year budget projection is developed in accordance with the schools' established strategic and growth plans.

# Budget Approval

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## May - June

- Charter Impact and the Principal reviews revenue projections subsequent to the Governor's annual "May Revise" that is released in early May. This is the last estimate that the school receives prior to approval.
- The budget is then fine-tuned for the upcoming fiscal year to accommodate any changes. Typically changes are not large, FY20-21 was an exception due to the COVID-19 pandemic.
- The Board reviews and formally adopts a budget for upcoming fiscal year before June 30. A copy of the final budget is provided to the charter-granting agency.

# Monitoring and Forecasting

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## July - December

- The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made.
- At the end of the first full week of school, the Principal reviews the Charter School's actual enrollment figures and notifies Charter Impact if changes are needed to the financial projections.
- On a monthly basis, the Principal and Board reviews current year actual versus budgeted revenues and expenditures, updated forecast based on current enrollment and spending trend and other financial reports as presented by Charter Impact.

# III. REVIEWING A FINANCIAL STATEMENT PACKAGE

*What you should be looking for and when to ask questions.*

# Financial Package Elements

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The financial statement package provided on a monthly basis is intended to give both a retrospective and prospective view of the organizations financial condition. The possible elements included in the monthly package include:

- *Executive Summary*
- *Monthly Cash Flow/Forecast*
- *Budget vs. Actual*
- *Statement of Financial Position*
- *Statement of Cash Flows*
- *AP Aging*
- *Monthly Check Register*



# Enrollment

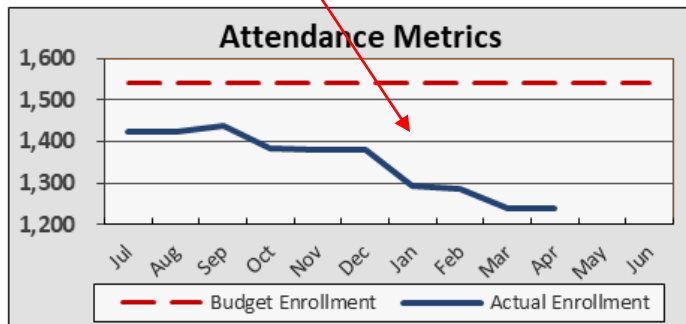
Enrollment, and attendance in some cases, is the main driver of school revenue. Good financial oversight must start with understanding enrollment.

*Do these changes match your expectations and other discussions about school operations?*

*Are enrolled students attending on a regular basis?*

*How does the actual enrollment compare to the budget?*

*What direction is enrollment trending?*



Enrollment & Per Pupil Data			
	Avg-YTD	Forecast	Budget
Average Enrollment	1349	1540	1540
Attendance Rate	91.7%	95.0%	95.0%
Revenue per Student		\$12,130	\$12,611
Expenses per Student		\$12,118	\$12,162

*Is the forecast updated to match the current enrollment?*





# Revenue

Maintaining a balanced budget means starting with the funds you have, **THEN** allocating them to meet needs.

*Is it possible to estimate revenue more accurately in the future?*

*How does the year-to-date revenue compare to the year end forecast?*

*How does the change in forecasted revenue compare to the changes in enrollment?*

## Revenue

Year-to-Date			Annual		
Actual	Budget	Fav/ (UnFav)	Forecast @6/30/2018	Budget	Fav/ (UnFav)
\$ 6,885,720	\$ 7,782,756	\$ (897,036)	\$ 15,930,925	\$ 15,791,793	\$ 139,132
748,321	430,572	317,749	1,106,198	1,125,157	(18,958)
798,732	1,071,633	(272,901)	1,522,725	2,262,346	(739,621)
75,218	209,824	(134,605)	120,666	241,062	(120,396)
<u>\$ 8,507,991</u>	<u>\$ 9,494,784</u>	<u>\$ (986,793)</u>	<u>\$ 18,680,514</u>	<u>\$ 19,420,358</u>	<u>\$ (739,844)</u>

*Do delays in funding require more collection activities?*

*Are particular revenue sources changing from the budget?*



# Expenses

Properly allocating spending requires understanding the difference between “wants” and “needs” and adjusting based on available resources.

*Does the school spending mirror it's priorities?*

*Are there any significant changes from the budget?*

## Expenses

	Year-to-Date		
	Actual	Budget	Fav/ (UnFav)
Certificated Salaries	\$ 3,055,224	\$ 3,734,807	\$ 679,583
Classified Salaries	2,090,993	1,619,447	(471,546)
Benefits	2,051,764	2,098,070	46,306
Books and Supplies	1,198,199	1,835,414	637,214
Student Services	159,850	314,927	155,078
Professional Services	342,938	371,528	28,589
Facilities	2,293,441	2,080,903	(212,538)
Operations	639,302	570,552	(68,750)
Depreciation	102,944	101,583	(1,361)
Interest	210,000	-	(210,000)
<b>Total Expenses</b>	<b>\$ 12,144,656</b>	<b>\$ 12,727,231</b>	<b>\$ 582,575</b>

Annual		
Forecast @6/30/2018	Budget	Fav/ (UnFav)
\$ 4,761,632	\$ 5,617,037	\$ 855,405
3,187,712	2,449,669	(738,043)
3,173,506	3,146,499	(27,007)
1,744,772	2,238,888	494,116
259,066	495,000	235,934
725,294	627,918	(97,376)
3,408,691	3,121,355	(287,336)
924,000	880,328	(43,672)
161,935	152,374	(9,561)
315,000	-	(315,000)
<b>\$ 18,661,607</b>	<b>\$ 18,729,068</b>	<b>\$ 67,461</b>

*Were budget overages previously discussed and approved?*

*Are there any surprise expenses?*

*If revenue is decreasing, are expenses being reduced proportionately?*

# Assets



Assets represent everything the school owns and everything it is owed as of a specific point in time.

*Does the school have sufficient cash to meet operating needs?*

## Assets

### Current Assets

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Cash & Cash Equivalents	\$ 2,269,841	\$ 2,572,309	\$ (302,468)	-12%
Accounts Receivable	-	12,667	(12,667)	-100%
Public Funding Receivables	941,894	2,884,146	(1,942,252)	-67%
Due To/From Related Parties	15,000	-	15,000	100%
Prepaid Expenses	-	41,834	(41,834)	-100%
<b>Total Current Assets</b>	<b>3,226,735</b>	<b>5,510,956</b>	<b>(2,284,221)</b>	<b>-41%</b>

### Long Term Assets

Property & Equipment, Net	625,307	728,251	(102,944)	-14%
Deposits	10,000	10,000	-	0%
<b>Total Long Term Assets</b>	<b>635,307</b>	<b>738,251</b>	<b>(102,944)</b>	<b>-14%</b>

### Total Assets

<b>\$ 3,862,042</b>	<b>\$ 6,249,207</b>	<b>\$ (2,387,165)</b>	<b>-38%</b>
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*Do collection activities need to be increased?*

*Are there any transactions with related parties?*

*Are the school's assets liquid or tied up in permanent fixtures?*

*Is cash increasing or decreasing?*



# Liabilities

Liabilities represent everything the school owes to others as of a specific point in time.

*Do you fully understand all of the school's obligations?*

*Are invoices being received on a timely basis?*

## Liabilities

### Current Liabilities

Accounts Payable	\$ 542,848	\$ 245,330	\$ 297,518	121%
Accrued Liabilities	1,401,296	754,530	646,766	86%
Deferred Revenue	18,128	139,303	(121,175)	-87%
<b>Total Current Liabilities</b>	<b>1,962,272</b>	<b>1,139,163</b>	<b>823,109</b>	<b>72%</b>

### Long Term Liabilities

Deferred Rent, Net	1,186,289	759,897	426,392	56%
Notes Payable, Net	3,500,000	3,500,000	-	0%
<b>Total Long Term Liabilities</b>	<b>4,686,289</b>	<b>4,259,897</b>	<b>426,392</b>	<b>10%</b>

### Total Liabilities

<b>6,648,561</b>	<b>5,399,060</b>	<b>1,249,501</b>	<b>23%</b>
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*Is the school maintaining cash levels by not paying bills?  
(check the AP Aging)*

*Does the school have enough cash to meet current needs?  
(compare current assets to current liabilities)*

*Are there any covenants or restrictions from lenders?*

Debt Covenants	Forecast	Budget
Days Cash On Hand (45 min)	36.07	63.85
Debt Service Coverage (1.20 min)	1.01	1.24
Fund Balance Reserve (5% min)	4.7%	8.2%

*Are outstanding obligations increasing?*



# Accounts Payable Aging

The accounts payable aging shows all outstanding invoices that are awaiting payment and how old they are. Old invoices indicate that bills are being paid late and service could be disrupted.

Vendor Name	Invoice/Credit Number	Invoice/Credit Date	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Vendor Name	1	2/9/2019	\$ 60	\$ -	\$ -	\$ -	\$ -	\$ 60
Vendor Name	200326	8/31/2017	-	-	-	-	19,306	19,306
Vendor Name	APEX051418	5/14/2018	-	-	-	-	21,704	21,704
Vendor Name	APEX062918	6/29/2018	-	-	-	-	22,884	22,884
Vendor Name	2856	1/7/2019	-	2,002	-	-	-	2,002
Vendor Name	3879	2/12/2019	2,637	-	-	-	-	2,637
Vendor Name	0000062647	12/12/2018	-	-	86,715	-	-	86,715
Vendor Name	0000062810	1/7/2019	-	6,804	-	-	-	6,804
Vendor Name	1701302	2/15/2019	9,259	-	-	-	-	9,259
Vendor Name	1701306	2/15/2019	8,409	-	-	-	-	8,409
Vendor Name	110044322-0	11/9/2018	-	-	-	46,347	-	46,347
Vendor Name	112220575-0	1/9/2019	-	33,910	-	-	-	33,910
Vendor Name	69148021	12/26/2018	-	-	4,382	-	-	4,382
Total Outstanding Invoices			\$ 108,245	\$ 100,694	\$ 96,831	\$ 56,120	\$ 180,958	\$ 542,848
			20%	19%	18%	10%	33%	

*Are vendor relationships being strained?*

*Are invoices being paid a timely basis?*

*Is the AP Aging complete?  
(The total should match the AP balance on the Statement of Financial Position)*



# Fund Balance

Also known as “Net Assets” The Fund Balance represents “net worth” of the school. It consists of all of the accumulated surpluses and deficits going back to the date the organization was first created.

Debt Covenants	Forecast	Budget
Days Cash On Hand (45 min)	36.07	63.85
Debt Service Coverage (1.20 min)	1.01	1.24
Fund Balance Reserve (5% min)	4.7%	8.2%

Are covenant  
minimums being  
met?

Is the budget  
balanced?

Total Surplus(Deficit)

Beginning Fund Balance

Ending Fund Balance

As a % of Annual Expenses

Year-to-Date		
Actual	Budget	Fav/ (UnFav)
\$ (3,636,665)	\$ (3,232,447)	\$ (404,219)
850,147	850,147	
<u>\$ (2,786,518)</u>	<u>\$ (2,382,300)</u>	
-14.9%	-12.7%	

Annual		
Forecast @6/30/2018	Budget	Fav/ (UnFav)
\$ 18,907	\$ 691,290	\$ (672,383)
850,147	850,147	
<u>\$ 869,054</u>	<u>\$ 1,541,437</u>	
4.7%	8.2%	

*If the school sold all of its assets, collected its receivables and paid off all of its liabilities, the Fund Balance is what would be left over.*

Are there significant timing differences between when expenses are incurred and revenue received?

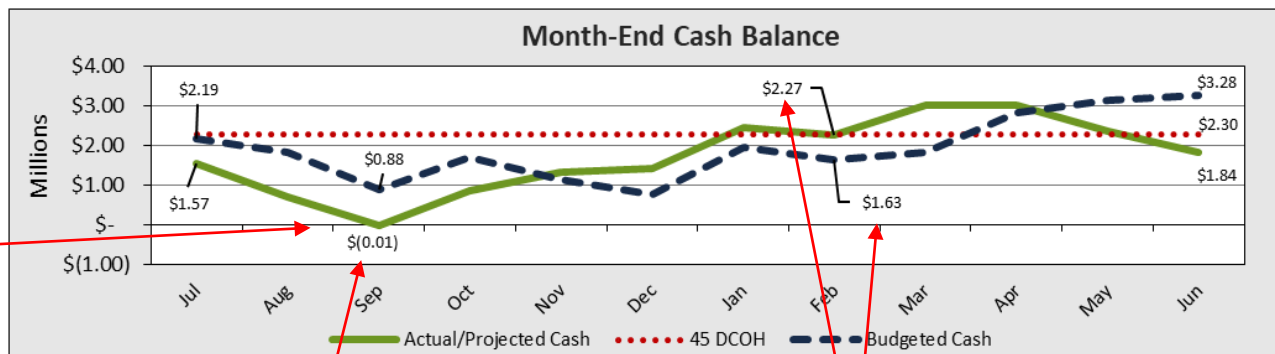
Are there minimum “reserves” required by the authorizer or state?



# Cash Flow Forecast

There are often significant difference between the time that revenue is received, and bills need to be paid. In addition to maintaining a balanced budget, the school should monitor its expected cash balances throughout the year.

*Should the Board set a minimum cash reserve to prepare for the unknown?*



*Are there any cash shortfalls during the year?*

*Will any loans be needed ?  
(And what options does the school have?)*

*Is the actual cash balance consistent with the budget?*



Empowering charter schools and non-profits with  
financial management and operational support.

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# Principal's Report

August 27, 2020

# SB820 Update

- **Sacramento, CA**—The Newsom Administration’s proposed 2020-21 state budget trailer “clean-up” bill language surfaced Friday afternoon and in bill form ([SB 820](#)) on Saturday.
- Continues to propose denying growth funding to nonclassroom-based charter schools.
- Allows limited growth funding for school districts and classroom-based charter schools.



## Back to School



- We held a Back to School PD with all of our teachers on August 5th and 6th
- Held trainings on Enrichment, Vendors, Learning Continuity Plan, tech, SPED, HR, Evaluations, Conflict of Interest, Community Connections, Student Support, English Learners, OSP, Compliance, and more
- Teachers are completing Safe Schools trainings now
- Our teachers are ready to start the 20-21 school year!!

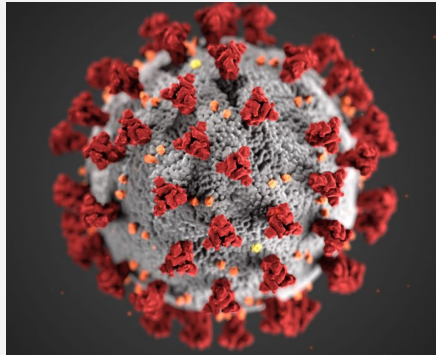
# Enrollment Updates

- All of our siblings of current students have been enrolled and begun school



# COVID Update

- Riverside County and Imperial County still on watchlist
- Parent/Teacher meetings, Special Education services, and vendor classes are all still virtual
- We are preparing a protocol plan and training for teachers for when in person services are allowed again.
- We will continue to update parents with any changes





*Thank you*  
*for all you do.*



**MISSION VISTA ACADEMY**

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Regular Scheduled Board Meeting - Mission Vista Academy

July 30, 2020 – 5:00 pm

350 W. Brookside, Beaumont, CA 92223

Attendance: Eric Eckstrom, Lauren Clark, Joshua Cobb, Lisa Banks, Eve Kavanaugh – Teleconference

Absent: None

Also Present: Amy Davis, Erika Vanderspek – Teleconference

**Call to Order:**

Eric Eckstrom called the meeting to order at 5:06 pm.

**Approval of the Agenda:**

Joshua Cobb motioned to approve the agenda. Eve Kavanaugh seconded.

-Unanimous

**Public Comments:**

Celia Ewing thanked the board and school leaders for taking responsibilities seriously during this difficult time and commented on the planning amounts being public funds.

Angela Linares-Hernandez expressed concern with increasing operational expenses and salary increases without further revenue coming in.

**Closed Session:**

**Conference with Legal Counsel - Anticipated Litigation (One Case) § 54956.9**

**Public Employee Performance Evaluation: Senior Director § 54956.7**

Joshua Cobb motioned to enter into closed session at 5:20 pm. Eve Kavanaugh seconded.

-Unanimous

Eric Eckstrom motioned to exit closed session at 6:59 pm. Joshua Cobb seconded.

-Unanimous

No Action was taken in closed session.

**Senior Directors Report:**

a. **SB 98 / Enrollment Update**

b. **Cost of Extended School Year MOU**

c. **Covid – 19 Update**

No action taken

**Discussion and Potential Action on the June Board Meeting Minutes:**

Lisa Banks motioned to approve the June Board meeting minutes. Joshua Cobb seconded.

-Unanimous

Eric Eckstrom motioned to approve. Lisa Banks seconded.

-Unanimous.

**Discussion and Potential Action on the Board Training Calendar**

No action taken. The board discussed breaking down the training across 3 meetings. Amy will work on a proposed schedule.

**Discussion and Potential Action on Invoices over \$100,000**

Amy presented the CharterSAFE insurance invoice and the July and August ICS invoices.

Joshua Cobb motioned to approve. Eve Kavanaugh seconded.  
-Unanimous.

**Discussion and Potential Action on the Compensation Policy**

The Board was presented with an updated Compensation Policy that included minor edits to stipends, the timelines and specifications for submitting units for advancement on the salary schedule, and the medical opt out stipend.

Lisa Banks motioned to approve. Eric Eckstrom seconded.  
-Unanimous.

**Discussion and Potential Action on the Fiscal Policies and Procedures**

The Board was presented with the updated Fiscal Policies and Procedures document. Since Mission Vista Academy brought fiscal services internally as of July 1, 2020, and business services are no longer provided by ICS, Mission Vista Academy conducted an overhaul review of the Fiscal Policies and Procedures. The policies and procedures were vetted by Tyler Myers at Charter Impact and the school's legal counsel.

Joshua Cobb motioned to approve. Eve Kavanaugh seconded.  
-Unanimous.

**Discussion and Potential Action on the Shared Space MOU**

The Board was presented with an MOU to share the lending library space between Mission Vista Academy, Cabrillo Point Academy, and Pacific Coast Academy. It was shared that utilizing shared resources is helpful to reduce costs.

Eric Eckstrom motioned to approve. Joshua Cobb seconded.  
-Unanimous.

**Discussion and Potential Action on the Shared Employees MOU**

The Board was presented with a shared employees MOUS in which certain staff will be shared just between Mission Vista Academy, Cabrillo Point Academy, and Pacific Coast Academy. Utilizing shared resources is helpful to reduce costs. The agreement was written collaboratively by the school's legal counsel and the leadership teams of each of the three schools.

Joshua Cobb motioned to approve. Lisa Cobb seconded.  
-Unanimous.

**Discussion and Potential Action on the Parent/Student Handbook**

The Board was presented with the 2020-2021 revisions to the Parent-Student Handbook. The Board discussed the addition of enrichment guidelines being added to the end of the handbook.



Eric Eckstrom motioned to approve with the above addition. Joshua Cobb seconded.  
-Unanimous.

**Discussion and Potential Action on Employee Handbook**

The Employee Handbook was reviewed by the school's legal team and minor edits to add language about leave time were made in the 2020-2021 edition.

Lauren Clark motioned to approve. Eve Kavanaugh seconded.  
-Unanimous.

**Discussion and Potential Action on the 2020-2021 EPA Budget**

The Board received an update from Tyler Myers about the Education Protection Account Budget. Mission Vista Academy will receive \$739,506.00. The state created an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes.

**Discussion and Potential Action on the Revised 2020-2021 Budget**

The Board was presented with the revised budget and discussed five scenarios. The Board discussed the pros, cons, and legal requirements regarding the scenarios. The Board discussed releasing \$500 in multi-year planning amounts in December.

Joshua Cobb motioned to approve. Lisa Banks seconded.  
-Unanimous.

**Announcement of Next Regular Scheduled Board Meeting**

Next Regular Scheduled Board Meeting will be August 27<sup>th</sup> at 5:00pm

**Adjournment:**

Lauren Clark motioned to adjourn at 9:06 pm. Eric Eckstrom seconded.  
-Unanimous.

Prepared by:  
Erika Vanderspek

Noted by:

Board Secretary



# **Mission Vista Academy**

Monthly Financial Presentation – July 2020

# MISSION VISTA – Highlights

- Annual Projected Revenue: Unchanged
- Annual Project Expenses: Reduced by \$62K
- Annual Projected Surplus: \$668K

- SB740 Requirements:

*In Compliance ✓*

Cert.	Instr.
48.8%	80.0%
3,259,141	8,002

*Must exceed  
40% / 80%*

*In Compliance ✓*

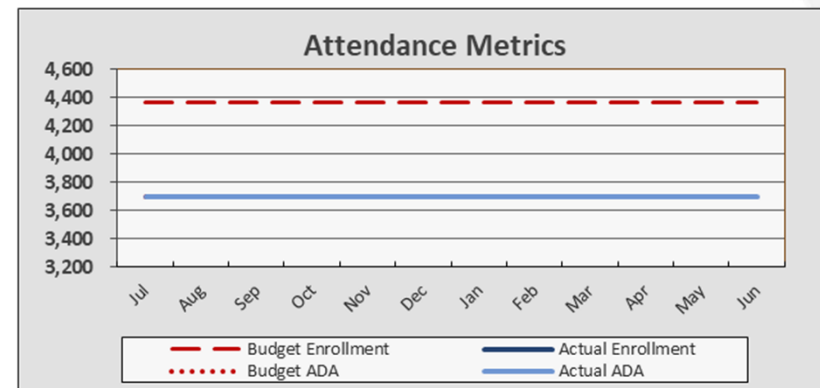
Pupil:Teacher Ratio
20.32 :1

*Must be equal to or less than  
25:1*

# MISSION VISTA – Enrollment

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	n/a	4366	4366
ADA*	3698	3698	3698
Attendance Rate	n/a	84.7%	84.7%
Unduplicated %	38.3%	38.3%	38.3%
Revenue per ADA		\$9,987	\$9,987
Expenses per ADA		\$9,807	\$9,824

\*ADA will remain fixed throughout fiscal year per SB98



- Forecasted Annual Daily Attendance (ADA) – Last Year's P2
- Unduplicated Pupil % – Unchanged

# MISSION VISTA – Revenue

- No variance or activity to report on this month

## Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
\$ -	\$ -	\$ -
-	-	-
-	-	-
-	-	-
<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 32,968,080	\$ 32,968,080	\$ -
444,983	444,983	-
3,515,852	3,515,852	-
-	-	-
<b>\$ 36,928,914</b>	<b>\$ 36,928,914</b>	<b>\$ -</b>

# MISSION VISTA – Expense

- Overall expenses are favorable year-to-date
- Salary forecast based on budget position control

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Expenses</b>						
Certificated Salaries	\$ 1,066,065	\$ 1,228,866	\$ 162,801	\$ 14,694,699	\$ 14,746,390	\$ 51,691
Classified Salaries	166,415	171,911	5,496	2,057,441	2,062,937	5,496
Benefits	300,490	370,710	70,220	4,481,271	4,498,497	17,227
Books and Supplies	111,019	255,738	144,719	4,067,855	4,075,158	7,304
Subagreement Services	33,117	407,368	374,252	6,293,156	6,293,156	0
Operations	28,476	31,042	2,566	372,188	372,500	312
Facilities	(250)	6,782	7,032	81,134	81,384	250
Professional Services	173,809	204,837	31,028	3,889,187	3,876,417	(12,770)
Depreciation	7,500	-	(7,500)	7,500	-	(7,500)
Interest	505	2,527	2,022	316,584	316,584	(0)
<b>Total Expenses</b>	<b>\$ 1,887,145</b>	<b>\$ 2,679,782</b>	<b>\$ 792,637</b>	<b>\$ 36,261,014</b>	<b>\$ 36,323,023</b>	<b>\$ 62,009</b>

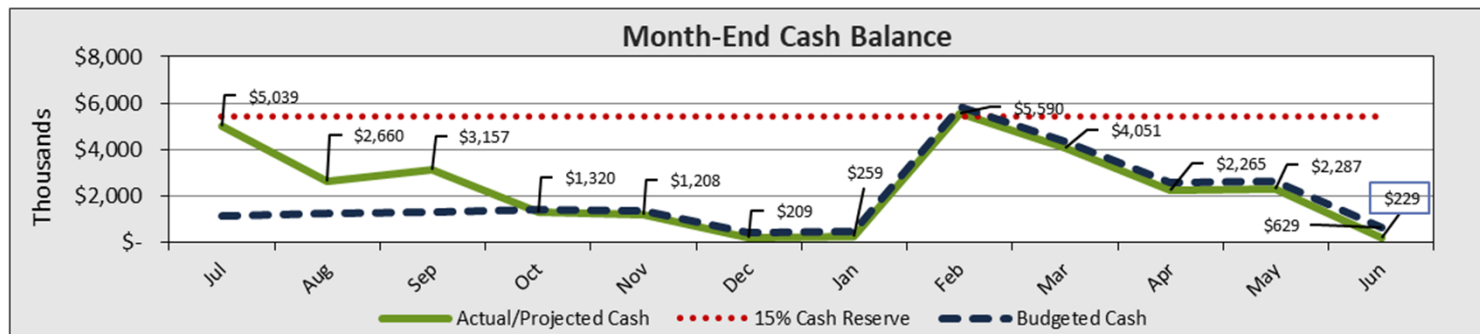
# MISSION VISTA – Fund Balance

- Year-end surplus forecasted at 1.84% of total expenses
- 7/1/20 beginning fund balance still being determined

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (1,887,145)	\$ (2,679,782)	\$ 792,637	\$ 667,900	\$ 605,891	\$ 62,009
Beginning Fund Balance	<u>929,652</u>	<u>929,652</u>		<u>929,652</u>	<u>929,652</u>	
<b>Ending Fund Balance</b>	<u><b>\$ (957,493)</b></u>	<u><b>\$ (1,750,130)</b></u>		<u><b>\$ 1,597,552</b></u>	<u><b>\$ 1,535,543</b></u>	
<i>As a % of Annual Expenses</i>	-2.6%	-4.8%		4.4%	4.2%	

# MISSION VISTA – Cash Balance

- 7/31 cash balance: \$5.03 MM
- End of year projected cash balance positive, but slightly under budget.





# MISSION VISTA – Compliance



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required
DATA TEAM	Aug-01	<b>Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment</b> - Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	MVA	No	No
FINANCE	Aug-17	<b>Complete Consolidated Application reporting - Spring</b> - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. The 2020 Spring Application release was delayed until July 6th with an August 17th due date.	Charter Impact with MVA support	Yes	No
DATA TEAM	Aug-28	<b>CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline</b> - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/28/2020.	MVA	No	No
FINANCE	Set by Authorizer	<b>Unaudited Actual Reports</b> - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes
FINANCE	Sep-04	<b>Year-End Maintenance of Effort (Special Education)</b> - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No
FINANCE	Sep-30	<b>2020-21 Learning Continuity and Attendance Plan</b> -- The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day, as the public hearing. The Plan replaces the annual LCAP for 2020-21, to outline the LEA's compliance with the Budget Act's provisions including student participation and attendance reporting, continuity of learning, in-person instructional offerings and plans for distance learning (with public stakeholder engagement). Should describe how LEAs are increasing or improving service in proportion to unduplicated students.	MVA	Yes	No
FINANCE	Sep-30	<b>Prop 39 (CA Clean Energy Jobs Act) - Annual Progress Reports open July 1, 2020, due September 30, 2020</b> - Local educational agencies are mandated to report to the California Energy Commission. Prop 39 K-12 Progress annual report templates will be available on July 1, 2020, through the California Energy Expenditure Plan Online Reporting System. Reports must be submitted for each approved energy expenditure plan until all eligible energy measures are completed. The annual progress report covers activities that occurred in the previous fiscal year (July 1, 2019-June 30, 2020). Instructions, training videos, and PowerPoint presentations are available on the Proposition 39 K-12 program webpage California Clean Energy Jobs Act K-12 Program - Prop 39. <b>On May 13, 2020, the California Energy Commission approved an extension of the California Clean Energy Jobs Act K-12 Program (Proposition 39) deadlines in response to the COVID-19 pandemic.</b> <b>Final project completion date by one year to June 30, 2021</b> <b>Final project completion reports date by one year to June 30, 2022</b>	MVA	No	No

# MISSION VISTA – Appendix

- Due (To)/From All Inspire Charter School Locations
- Monthly Cash Flow / Forecast 19-20
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Due (To)/From All Inspire Charter School Locations
- Check Register
- AP Aging

# Mission Vista Academy

## Monthly Cash Flow/Forecast FY20-21

Revised 08/10/20



ADA = 3697.53

### Revenues

#### State Aid - Revenue Limit

8011	LCFF State Aid	-	1,353,372	1,353,372	2,436,069	2,436,069	2,436,069	2,436,069	2,436,069	2,121,998	730,799	730,799	730,799	8,769,562	27,067,044	27,067,044	-
8012	Education Protection Account	-	-	-	184,877	-	-	184,877	-	-	184,877	-	-	184,877	739,506	739,506	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	430,133	430,133	430,133	430,133	430,133	430,133	430,133	358,433	358,433	358,433	358,433	716,866	5,161,530	5,161,530	-

#### Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	444,983	444,983	444,983	-
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#### Other State Revenue

8311	State Special Education	-	-	-	-	-	-	-	-	-	-	-	-	2,674,175	2,674,175	2,674,175	-
8550	Mandated Cost	-	-	-	-	-	67,049	-	-	-	-	-	-	67,049	67,049	67,049	-
8560	State Lottery	-	-	-	-	-	-	162,647	-	-	162,647	-	-	427,539	752,834	752,834	-
8599	Other State Revenue	-	-	-	-	14,166	-	-	-	-	5,449	-	-	2,179	21,794	21,794	-

### Total Revenue

### Expenses

#### Certificated Salaries

1100	Teachers' Salaries	825,804	909,739	909,739	909,739	909,739	909,739	909,739	909,739	909,739	909,739	909,739	909,739	-	10,832,934	10,916,869	83,935
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	33,867	94,977	94,977	94,977	94,977	94,977	94,977	94,977	94,977	94,977	94,977	94,977	111,110	1,189,718	1,139,718	(50,000)
1200	Pupil Support Salaries	34,766	48,815	48,815	48,815	48,815	48,815	48,815	48,815	48,815	48,815	48,815	48,815	-	571,727	585,776	14,049
1300	Administrators' Salaries	128,826	134,308	134,308	134,308	134,308	134,308	134,308	134,308	134,308	134,308	134,308	134,308	-	1,606,218	1,611,700	5,482
1900	Other Certificated Salaries	42,802	41,027	41,027	41,027	41,027	41,027	41,027	41,027	41,027	41,027	41,027	41,027	-	494,101	492,327	(1,774)

#### Classified Salaries

2100	Instructional Salaries	6,462	9,759	9,759	9,759	9,759	9,759	9,759	9,759	9,759	9,759	9,759	9,759	-	113,808	117,104	3,296
2200	Support Salaries	81,841	96,324	96,324	96,324	96,324	96,324	96,324	96,324	96,324	96,324	96,324	96,324	-	1,141,403	1,155,886	14,483
2300	Classified Administrators' Salaries	44,693	31,718	31,718	31,718	31,718	31,718	31,718	31,718	31,718	31,718	31,718	31,718	-	393,589	380,614	(12,975)
2400	Clerical and Office Staff Salaries	33,419	34,111	34,111	34,111	34,111	34,111	34,111	34,111	34,111	34,111	34,111	34,111	-	408,641	409,333	692
2900	Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

#### Benefits

3101	STRS	169,021	199,160	199,160	199,160	199,160	199,160	199,160	199,160	199,160	199,160	199,160	199,160	-	2,359,785	2,381,546	21,761
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	10,088	10,687	10,687	10,687	10,687	10,687	10,687	10,687	10,687	10,687	10,687	10,687	-	127,648	127,905	257
3311	Medicare	17,404	20,381	20,381	20,381	20,381	20,381	20,381	20,381	20,381	20,381	20,381	20,381	-	241,594	243,739	2,145
3401	Health and Welfare	78,947	115,425	115,425	115,425	115,425	115,425	115,425	115,425	115,425	115,425	115,425	115,425	36,478	1,385,100	1,385,100	0
3501	State Unemployment	12,983	6,248	6,248	6,248	6,248	6,248	31,238	24,990	12,495	6,248	6,248	6,248	-	131,685	124,950	(6,735)
3601	Workers' Compensation	12,047	12,088	12,088	12,088	12,088	12,088	12,088	12,088	12,088	12,088	12,088	12,088	-	145,015	144,562	(452)
3901	Other Benefits	-	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,024	90,445	90,695	250

#### Books and Supplies

4302	School Supplies	107,607	348,181	462,713	271,667	278,012	219,088	278,245	237,032	275,092	322,839	266,826	294,641	-	3,361,943	3,361,943	-
4305	Software	2,778	49,513	49,513	49,513	49,513	49,513	49,513	49,513	49,513	49,513	49,513	49,513	39,235	586,655	594,155	7,500
4310	Office Expense	621	216	216	216	216	216	216	216	216	216	216	216	-	3,001	2,596	(405)
4311	Business Meals	-	208	208	208	208	208	208	208	208	208	208	208	-	2,292	2,500	208
4400	Noncapitalized Equipment	13	12,192	16,202	9,512	9,735	7,671	9,743	8,300	9,632	11,304	9,343	10,317	-	113,964	113,964	-

#### Subagreement Services

5102	Special Education	-	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	1,441,000	1,441,000	0
5106	Other Educational Consultants	33,117	515,589	685,188	402,287	411,681	324,427	412,026	350,998	407,358	478,062	395,118	436,306	-	4,852,156	4,852,156	-

#### Operations and Housekeeping

5201	Auto and Travel	30	342	342	342	342	342	342	342	342	342	342	342	-	3,788	4,100	312
5300	Dues & Memberships	-	133	133	133	133	133	133	133	133	133	133	133	133	1,600	1,600	0
5400	Insurance	28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	-	340,100	340,100	(0)
5501	Utilities	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	18,000	-
5516	Miscellaneous Expense	-	300	300	300	300	300	300	300	300	300	300	300	300	3,600	3,600	-
5900	Communications	-	217	217	217	217	217	217	217	217	217	217	217	217	2,600	2,600	(0)
5901	Postage and Shipping	104	208	208	208	208	208	208	208	208	208	208	208	104	2,500	2,500	0

Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Budget Total	Favorable / (Unfav.)
														ADA = 3697.53	
-	1,353,372	1,353,372	2,436,069	2,436,069	2,436,069	2,436,069	2,436,069	1,217,998	730,799	730,799	730,799	8,769,562	27,067,044	27,067,044	-
-	-	-	184,877	-	-	184,877	-	-	184,877	-	-	184,877	739,506	739,506	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	430,133	430,133	430,133	430,133	430,133	430,133	430,133	358,433	358,433	358,433	358,433	716,866	5,161,530	5,161,530	-
-	1,783,505	1,783,505	3,051,079	2,866,202	2,866,202	3,051,079	2,866,202	1,576,431	1,274,108	1,089,232	1,089,232	9,671,304	32,968,080	32,968,080	-
-	-	-	-	-	-	-	-	-	-	-	-	444,983	444,983	444,983	-
-	-	-	-	-	-	-	-	-	-	-	-	444,983	444,983	444,983	-
-	-	-	-	-	-	-	-	-	-	-	-	2,674,175	2,674,175	2,674,175	-
-	-	-	-	-	67,049	-	-	-	-	-	-	67,049	67,049	67,049	-
-	-	-	-	-	-	162,647	-	-	162,647	-	-	427,539	752,834	752,834	-
-	-	-	-	14,166	-	-	-	-	5,449	-	-	2,179	21,794	21,794	-
-	-	-	-	14,166	67,049	162,647	-	-	168,096	-	-	3,103,893	3,515,852	3,515,852	-
-	1,783,505	1,783,505	3,051,079	2,880,368	2,933,251	3,213,726	2,866,202	1,576,431	1,442,204	1,089,232	1,089,232	13,220,180	36,928,914	36,928,914	-
825,804	909,739	909,739	909,739	909,739	909,739	909,739	909,739	909,739	909,739	909,739	909,739	-	10,832,934	10,916,869	83,935
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33,867	94,977	94,977	94,977	94,977	94,977	94,977	94,977	94,977	94,977	94,977	94,977	111,110	1,189,718	1,139,718	(50,000)
34,766	48,815	48,815	48,815	48,815	48,815	48,815	48,815	48,815	48,815	48,815	48,815	-	571,727	585,776	14,049
128,826	134,308	134,308	134,308	134,308	134,308	134,308	134,308	134,308	134,308	134,308	134,308	-	1,606,218	1,611,700	5,482
42,802	41,027	41,027	41,027	41,027	41,027	41,027	41,027	41,027	41,027	41,027	41,027	-	494,101	492,327	(1,774)
1,066,065	1,228,866	1,228,866	1,228,866	1,228,866	1,228,866	1,228,866	1,228,866	1,228,866	1,228,866	1,228,866	1,228,866	111,110	14,694,699	14,746,390	51,691
6,462	9,759	9,759	9,759	9,759	9,759	9,759	9,759	9,759	9,759	9,759	9,759	-	113,808	117,104	3,296
81,841	96,324	96,324	96,324	96,324	96,324	96,324	96,324	96,324	96,324	96,324	96,324	-	1,141,403	1,155,886	14,483
44,693	31,718	31,718	31,718	31,718	31,718	31,718	31,718	31,718	31,718	31,718	31,718	-	393,589	380,614	(12,975)
33,419	34,111	34,111	34,111	34,111	34,111	34,111	34,111	34,111	34,111	34,111	34,111	-	408,641	409,333	692
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
166,415	171,911	171,911	171,911	171,911	171,911	171,911	171,911	171,911	171,911	171,911	171,911	-	2,057,441	2,062,937	5,496
169,021	199,160	199,160	199,160	199,160	199,160	199,160	199,160	199,160	199,160	199,160	199,160	-	2,359,785	2,381,546	21,761
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10,088	10,687	10,687	10,687	10,687	10,687	10,687	10,687	10,687	10,687	10,687	10,687	-	127,648	127,905	257
17,404	20,381	20,381	20,381	20,381	20,381	20,381	20,381	20,381	20,381	20,381	20,381	-	241,594	243,739	2,145
78,947	115,425	115,425	115,425	115,425	115,425	115,425	115,425	115,425	115,425	115,425	115,425	36,478	1,385,100	1,385,100	0
12,983	6,248	6,248	6,248	6,248	6,248	6,248	31,238	24,990	12,495	6,248	6,248	-	131,685	124,950	(6,735)
12,047	12,088	12,088	12,088	12,088	12,088	12,088	12,088	12,088	12,088	12,088	12,088	-	145,015	144,562	(452)
-	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,584	7,024	90,445	90,695	250
300,490	371,573	371,573	371,573	371,573	371,573	371,573	396,563	390,315	377,820	371,573	371,573	43,502	4,481,271	4,498,497	17,227
107,607	348,181	462,713	271,667	278,012	219,088	278,245	237,032	275,092	322,839	266,826	294,641	-	3,361,943	3,361,943	-
2,778	49,513	49,513	49,513	49,513	49,513	49,513	49,513	49,513	49,513	49,513	49,513	39,235	586,655	594,155	7,500
621	216	216	216	216	216	216	216	216	216	216	216	-	3,001	2,596	(405)
-	208	208	208	208	208	208	208	208	208	208	208	-	2,292	2,500	208
13	12,192	16,202	9,512	9,735	7,671	9,743	8,300	9,632	11,304	9,343	10,317	-	113,964	113,964	-
111,019	410,311	528,853	331,117	337,684	276,697	337,925	295,269	334,662	384,081	326,107	354,895	39,235	4,067,855	4,075,158	7,304
-	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	120,083	1,441,000	1,441,000	0
33,117	515,589	685,188	402,287	411,681	324,427	412,026	350,998	407,358	478,062	395,118	436,306	-	4,852,156	4,852,156	-
33,117	635,672	805,271	522,370	531,765	444,510	532,109	471,082	527,441	598,145	515,201	556,389	120,083	6,293,156	6,293,156	0
30	342	342	342	342	342	342	342	342	342	342	342	-	3,788	4,100	312
-	133	133	133	133	133	133	133	133	133	133	133	133	1,600	1,600	0
28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	28,342	-	340,100	340,100	(0)
-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	18,000	-
-	300	300	300	300	300	300	300	300	300	300	300	300	3,600	3,600	-
-	217	217	217	217	217	217	217	217	217	217	217	217	2,600	2,600	(0)
104	208	208	208	208	208	208	208	208	208	208	208	104	2,500	2,500	0
28,476	31,042	31,042	31,042	31,042	31,042	31,042	31,042	31,042	31,042	31,042	31,042	2,254	372,188	372,500	312

**Mission Vista Academy**  
**Monthly Cash Flow/Forecast FY20-21**

Revised 08/10/20



ADA = 3697.53

**Facilities, Repairs and Other Leases**

5601 Rent  
5604 Other Leases

**Professional/Consulting Services**

5801 IT  
5802 Audit & Taxes  
5803 Legal  
5804 Professional Development  
5805 General Consulting  
5806 Special Activities/Field Trips  
5807 Bank Charges  
5808 Printing  
5809 Other taxes and fees  
5810 Payroll Service Fee  
5811 Management Fee  
5812 District Oversight Fee  
5814 SPED Encroachment

**Depreciation**

6900 Depreciation Expense

**Interest**

7438 Interest Expense

**Total Expenses**

**Monthly Surplus (Deficit)**

**Cash Flow Adjustments**

Monthly Surplus (Deficit)

Cash flows from operating activities  
Depreciation/Amortization  
Public Funding Receivables  
Grants and Contributions Rec.  
Prepaid Expenses  
Other Assets  
Accounts Payable  
Accrued Expenses

Cash flows from investing activities  
Purchases of Prop. And Equip.

Cash flows from financing activities

Proceeds from Factoring  
Payments on Factoring  
Payments on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Budget Total	Favorable / (Unfav.)
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	-	6,674	6,674	6,674	6,674	6,674	6,674	6,674	6,674	6,674	6,674	6,674	6,674	80,084	80,084	(0)
5604 Other Leases	(250)	108	108	108	108	108	108	108	108	108	108	108	108	1,050	1,300	250
	(250)	6,782	6,782	6,782	6,782	6,782	6,782	6,782	6,782	6,782	6,782	6,782	6,782	81,134	81,384	250
<b>Professional/Consulting Services</b>																
5801 IT	-	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	92,720	92,720	(0)
5802 Audit & Taxes	-	-	-	4,167	4,167	4,167	-	-	-	-	-	-	-	12,500	12,500	-
5803 Legal	-	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	18,100	18,100	0
5804 Professional Development	-	167	167	167	167	167	167	167	167	167	167	167	167	2,000	2,000	(0)
5805 General Consulting	-	808	808	808	808	808	808	808	808	808	808	808	808	9,700	9,700	0
5806 Special Activities/Field Trips	149	60,949	80,998	47,555	48,666	38,351	48,707	41,492	48,155	56,513	46,708	51,577	-	569,821	569,821	-
5807 Bank Charges	1,202	200	200	240	240	240	240	240	240	240	240	240	-	3,762	2,760	(1,002)
5808 Printing	-	92	92	110	110	110	110	110	110	110	110	110	-	1,173	1,265	92
5809 Other taxes and fees	11,709	1,000	1,000	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	24,509	13,800	(10,709)
5810 Payroll Service Fee	924	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	-	30,075	31,801	1,727
5811 Management Fee	159,825	156,948	156,948	156,948	156,948	156,948	156,948	156,948	156,948	156,948	156,948	156,948	-	1,886,252	1,883,375	(2,878)
5812 District Oversight Fee	-	53,505	53,505	91,532	85,986	85,986	91,532	85,986	47,293	38,223	32,677	32,677	290,139	989,042	989,042	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	249,533	249,533	249,533	-
	173,809	285,554	305,603	314,612	310,177	299,862	311,597	298,837	266,806	266,094	250,743	255,612	549,882	3,889,187	3,876,417	(12,770)
<b>Depreciation</b>																
6900 Depreciation Expense	7,500	-	-	-	-	-	-	-	-	-	-	-	-	7,500	-	(7,500)
	7,500	-	-	-	-	-	-	-	-	-	-	-	-	7,500	-	(7,500)
<b>Interest</b>																
7438 Interest Expense	505	57,339	2,527	2,527	2,527	2,527	2,527	173,430	2,319	2,214	64,112	2,005	2,022	316,584	316,584	(0)
	505	57,339	2,527	2,527	2,527	2,527	2,527	173,430	2,319	2,214	64,112	2,005	2,022	316,584	316,584	(0)
<b>Total Expenses</b>	<b>1,887,145</b>	<b>3,199,049</b>	<b>3,452,428</b>	<b>2,980,801</b>	<b>2,992,326</b>	<b>2,833,770</b>	<b>3,019,322</b>	<b>3,067,533</b>	<b>2,947,649</b>	<b>3,060,708</b>	<b>2,966,337</b>	<b>2,979,075</b>	<b>874,870</b>	<b>36,261,014</b>	<b>36,323,023</b>	<b>62,009</b>
<b>Monthly Surplus (Deficit)</b>	<b>(1,887,145)</b>	<b>(1,415,544)</b>	<b>(1,668,923)</b>	<b>70,278</b>	<b>(111,958)</b>	<b>99,482</b>	<b>194,404</b>	<b>(201,331)</b>	<b>(1,371,219)</b>	<b>(1,618,504)</b>	<b>(1,877,105)</b>	<b>(1,889,844)</b>	<b>12,345,310</b>	<b>667,900</b>	<b>605,891</b>	<b>62,009</b>
<b>Cash Flow Adjustments</b>														1.84%		
Monthly Surplus (Deficit)	(1,887,145)	(1,415,544)	(1,668,923)	70,278	(111,958)	99,482	194,404	(201,331)	(1,371,219)	(1,618,504)	(1,877,105)	(1,889,844)	12,345,310	667,900		
Cash flows from operating activities																
Depreciation/Amortization	7,500	-	-	-	-	-	-	-	-	-	-	-	-	7,500		
Public Funding Receivables	381,121	623,547	3,199,668	-	-	729,116	22,301	-	-	-	-	-	(13,220,180)	(8,264,427)		
Grants and Contributions Rec.	11,503	-	-	-	-	-	-	-	-	-	-	-	-	11,503		
Prepaid Expenses	(101,961)	-	-	-	-	-	-	-	-	-	-	-	-	(101,961)		
Other Assets	1,000	-	-	-	-	-	-	-	-	-	-	-	-	1,000		
Accounts Payable	(442,286)	(59,346)	-	-	-	-	-	-	-	-	-	-	874,870	373,238		
Accrued Expenses	213,722	-	-	-	-	-	-	-	-	-	-	-	-	213,722		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(90,000)	-	-	-	-	-	-	-	-	-	-	-	-	(90,000)		
Cash flows from financing activities																
Proceeds from Factoring	-	1,827,052	-	-	-	-	-	5,700,215	-	-	2,066,755	-	-	9,594,022		
Payments on Factoring	-	(3,355,500)	(1,033,100)	(1,907,800)	-	(1,827,052)	-	-	-	-	-	-	-	(8,123,452)		
Payments on Debt	505	-	-	-	-	-	(167,305)	(167,445)	(167,584)	(167,724)	(167,864)	(168,004)	-	(1,005,421)		
<b>Total Change in Cash</b>	<b>(1,906,041)</b>	<b>(2,379,792)</b>	<b>497,645</b>	<b>(1,837,522)</b>	<b>(111,958)</b>	<b>(998,454)</b>	<b>49,399</b>	<b>5,331,439</b>	<b>(1,538,803)</b>	<b>(1,786,228)</b>	<b>21,786</b>	<b>(2,057,847)</b>				
<b>Cash, Beginning of Month</b>	<b>6,945,416</b>	<b>5,039,374</b>	<b>2,659,583</b>	<b>3,157,228</b>	<b>1,319,706</b>	<b>1,207,748</b>	<b>209,294</b>	<b>258,692</b>	<b>5,590,132</b>	<b>4,051,329</b>	<b>2,265,100</b>	<b>2,286,886</b>				
<b>Cash, End of Month</b>	<b>5,039,374</b>	<b>2,659,583</b>	<b>3,157,228</b>	<b>1,319,706</b>	<b>1,207,748</b>	<b>209,294</b>	<b>258,692</b>	<b>5,590,132</b>	<b>4,051,329</b>	<b>2,265,100</b>	<b>2,286,886</b>	<b>229,039</b>				

Cert.	Instr.
48.8%	80.0%
3,259,141	8,002

Pupil:Teacher Ratio
20.32 :1

# Mission Vista Academy

## Budget vs Actual

For the period ended July 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,067,045
Education Protection Account	-	-	-	-	-	-	739,506
In Lieu of Property Taxes	-	-	-	-	-	-	5,161,530
Total State Aid - Revenue Limit	-	-	-	-	-	-	32,968,081
Federal Revenue							
Special Education - Entitlement	-	-	-	-	-	-	444,983
Total Federal Revenue	-	-	-	-	-	-	444,983
Other State Revenue							
State Special Education	-	-	-	-	-	-	2,674,175
Mandated Cost	-	-	-	-	-	-	67,049
State Lottery	-	-	-	-	-	-	752,834
Other State Revenue	-	-	-	-	-	-	21,794
Total Other State Revenue	-	-	-	-	-	-	3,515,852
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>1</b>	<b>\$ -</b>	<b>\$ 36,928,915</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 825,804	\$ 909,739	\$ 83,935	\$ 825,804	\$ 909,739	\$ 83,935	\$ 10,916,869
Teachers' Extra Duty/Stipends	33,867	94,977	61,110	33,867	94,977	61,110	1,139,718
Pupil Support Salaries	34,766	48,815	14,049	34,766	48,815	14,049	585,776
Administrators' Salaries	128,826	134,308	5,482	128,826	134,308	5,482	1,611,700
Other Certificated Salaries	42,802	41,027	(1,774)	42,802	41,027	(1,774)	492,327
Total Certificated Salaries	1,066,065	1,228,866	162,801	1,066,065	1,228,866	162,801	14,746,390
Classified Salaries							
Instructional Salaries	6,462	9,759	3,296	6,462	9,759	3,296	117,104
Support Salaries	81,841	96,324	14,483	81,841	96,324	14,483	1,155,886
Supervisors' and Administrators' Salaries	44,693	31,718	(12,975)	44,693	31,718	(12,975)	380,614
Clerical and Office Staff Salaries	33,419	34,111	692	33,419	34,111	692	409,333
Total Classified Salaries	166,415	171,911	5,496	166,415	171,911	5,496	2,062,937
Benefits							
State Teachers' Retirement System, certificated positions	169,021	198,462	29,441	169,021	198,462	29,441	2,381,546
OASDI/Medicare/Alternative, certificated positions	10,088	10,659	570	10,088	10,659	570	127,905
Medicare/Alternative, certificated positions	17,404	20,312	2,908	17,404	20,312	2,908	243,739
Health and Welfare Benefits, certificated positions	78,947	115,425	36,478	78,947	115,425	36,478	1,385,100
State Unemployment Insurance, certificated positions	12,983	6,248	(6,735)	12,983	6,248	(6,735)	124,950
Workers' Compensation Insurance, certificated positions	12,047	12,047	-	12,047	12,047	-	144,562
Other Benefits, certificated positions	-	7,558	7,558	-	7,558	7,558	90,695
Total Benefits	300,490	370,710	70,220	300,490	370,710	70,220	4,498,497
Books & Supplies							
School Supplies	107,607	199,053	91,446	107,607	199,053	91,446	3,361,943
Software	2,778	49,513	46,735	2,778	49,513	46,735	594,155
Office Expense	621	216	(405)	621	216	(405)	2,596
Business Meals	-	208	208	-	208	208	2,500
Noncapitalized Equipment	13	6,748	6,735	13	6,748	6,735	113,964
Total Books & Supplies	111,019	255,738	144,719	111,019	255,738	144,719	4,075,158

# Mission Vista Academy

## Budget vs Actual

For the period ended July 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	-	120,083	120,083	-	120,083	120,083	1,441,000
Other Educational Consultants	33,117	287,285	254,169	33,117	287,285	254,169	4,852,156
Total Subagreement Services	33,117	407,368	374,252	33,117	407,368	374,252	6,293,156
Operations & Housekeeping							
Auto and Travel	30	342	312	30	342	312	4,100
Dues & Memberships	-	133	133	-	133	133	1,600
Insurance	28,342	28,342	-	28,342	28,342	-	340,100
Utilities	-	1,500	1,500	-	1,500	1,500	18,000
Miscellaneous Expense	-	300	300	-	300	300	3,600
Communications	-	217	217	-	217	217	2,600
Postage and Shipping	104	208	104	104	208	104	2,500
Total Operations & Housekeeping	28,476	31,042	2,566	28,476	31,042	2,566	372,500
Facilities, Repairs & Other Leases							
Rent	-	6,674	6,674	-	6,674	6,674	80,084
Other Leases	(250)	108	358	(250)	108	358	1,300
Total Facilities, Repairs & Other Leases	(250)	6,782	7,032	(250)	6,782	7,032	81,384
Professional/Consulting Services							
IT	-	7,727	7,727	-	7,727	7,727	92,720
Audit & Taxes	-	-	-	-	-	-	12,500
Legal	-	1,508	1,508	-	1,508	1,508	18,100
Professional Development	-	167	167	-	167	167	2,000
General Consulting	-	808	808	-	808	808	9,700
Special Activities/Field Trips	149	33,738	33,589	149	33,738	33,589	569,821
Bank Charges	1,202	200	(1,002)	1,202	200	(1,002)	2,760
Printing	-	92	92	-	92	92	1,265
Other Taxes and Fees	11,709	1,000	(10,709)	11,709	1,000	(10,709)	13,800
Payroll Service Fee	924	2,650	1,727	924	2,650	1,727	31,801
Management Fee	159,825	156,948	(2,878)	159,825	156,948	(2,878)	1,883,375
District Oversight Fee	-	-	-	-	-	-	989,042
SPED Encroachment	-	-	-	-	-	-	249,533
Total Professional/Consulting Services	173,809	204,837	31,028	173,809	204,837	31,028	3,876,417
Depreciation							
Depreciation Expense	7,500	-	(7,500)	7,500	-	(7,500)	-
Total Depreciation	7,500	-	(7,500)	7,500	-	(7,500)	-
Interest							
Interest Expense	505	2,527	2,022	505	2,527	2,022	316,584
Total Interest	505	2,527	2,022	505	2,527	2,022	316,584
<b>Total Expenses</b>	<b>\$ 1,887,145</b>	<b>\$ 2,679,782</b>	<b>\$ 792,637</b>	<b>\$ 1,887,145</b>	<b>\$ 2,679,782</b>	<b>\$ 792,637</b>	<b>\$ 36,323,023</b>
<b>Change in Net Assets</b>	<b>(1,887,145)</b>	<b>(2,679,782)</b>	<b>792,637</b>	<b>(1,887,145)</b>	<b>(2,679,781)</b>	<b>792,637</b>	<b>605,892</b>
Net Assets, Beginning of Period	929,652			929,652			
<b>Net Assets, End of Period</b>	<b>\$ (957,494)</b>			<b>\$ (957,494)</b>			

# Mission Vista Academy

## Statement of Financial Position

For the period ended July 31, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
<b>Assets</b>				
<b>Current Assets</b>				
Cash & Cash Equivalents	\$ 5,039,374	\$ 6,945,416	\$ (1,906,041)	-27%
Grants & Contributions Receivable	4,574,631	4,967,255	(392,624)	-8%
Factored Receivable	(6,296,400)	(2,322,400)	(3,974,000)	171%
Due To/From Related Parties	183,219	183,219	-	0%
Prepaid Expenses	(339,368)	(441,329)	101,961	-23%
<b>Total Current Assets</b>	<b>3,161,457</b>	<b>9,332,160</b>	<b>(6,170,704)</b>	<b>-66%</b>
<b>Long-Term Assets</b>				
Property & Equipment, Net	82,500	-	82,500	0%
Deposits	-	1,000	(1,000)	-100%
<b>Total Long Term Assets</b>	<b>82,500</b>	<b>1,000</b>	<b>81,500</b>	<b>8150%</b>
<b>Total Assets</b>	<b>\$ 3,243,957</b>	<b>\$ 9,333,160</b>	<b>\$ (6,089,204)</b>	<b>-65%</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ 59,346	\$ 501,632	\$ (442,286)	-88%
Accrued Liabilities	1,108,673	894,951	213,722	24%
Deferred Revenue	-	3,974,000	(3,974,000)	-100%
Notes Payable, Current Portion	303,293	303,293	-	0%
<b>Total Current Liabilities</b>	<b>1,471,312</b>	<b>5,673,876</b>	<b>(4,202,564)</b>	<b>-74%</b>
<b>Long-Term Liabilities</b>				
Notes Payable, Net of Current Portion	2,730,138	2,729,633	505	0%
<b>Total Long-Term Liabilities</b>	<b>2,730,138</b>	<b>2,729,633</b>	<b>505</b>	<b>0%</b>
<b>Total Liabilities</b>	<b>4,201,450</b>	<b>8,403,509</b>	<b>(4,202,058)</b>	<b>-50%</b>
<b>Total Net Assets</b>	<b>(957,494)</b>	<b>929,652</b>	<b>(1,887,145)</b>	<b>-203%</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 3,243,957</b>	<b>\$ 9,333,160</b>	<b>\$ (6,089,204)</b>	<b>-65%</b>

## Mission Vista Academy

### Statement of Cash Flows

For the period ended July 31, 2020

	Month Ended 07/31/20	YTD Ended 07/31/20
<b>Cash Flows from Operating Activities</b>		
Changes in Net Assets	\$ (1,887,145)	\$ (1,887,145)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	7,500	7,500
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	381,121	381,121
Grants, Contributions & Pledges Receivable	3,985,503	3,985,503
Prepaid Expenses	(101,961)	(101,961)
Other Assets	1,000	1,000
Accounts Payable	(442,286)	(442,286)
Accrued Expenses	213,722	213,722
Deferred Revenue	(3,974,000)	(3,974,000)
<b>Total Cash Flows from Operating Activities</b>	<b>(1,816,547)</b>	<b>(1,816,547)</b>
<b>Cash Flows from Investing Activities</b>		
Purchase of Property & Equipment	(90,000)	(90,000)
<b>Total Cash Flows from Investing Activities</b>	<b>(90,000)</b>	<b>(90,000)</b>
<b>Cash Flows from Financing Activities</b>		
Proceeds from (payments on) Long-Term Debt	505	505
<b>Total Cash Flows from Financing Activities</b>	<b>505</b>	<b>505</b>
Change in Cash & Cash Equivalents	(1,906,041)	(1,906,041)
Cash & Cash Equivalents, Beginning of Period	6,945,416	6,945,416
<b>Cash and Cash Equivalents, End of Period</b>	<b>\$ 5,039,374</b>	<b>\$ 5,039,374</b>



## Mission Vista Academy

### *Due (To)/From All Inspire Charter School Locations*

For the period ended July 31, 2020

	Account Balance
Due (to)/from Cabrillo Point Academy	(657,790)
Due (to)/from Feather River Charter School	(130,210)
Due (to)/from Blue Ridge Academy	35,195
Due (to)/from Yosemite Valley Charter School	1,128,108
Due (to)/from Clarksville Charter School	(63,209)
Due (to)/from Pacific Coast Academy	(48,338)
Due (to)/from Inspire Charter Services	(111,280)
Due (to)/from Heartland Charter School	(14,165)
Due (to)/from Granite Mountain Charter School	44,909
<b>Total Due (to)/from Balance</b>	<b><u>\$ 183,219</u></b>

**Mission Vista Academy****Check Register**

For the period ended July 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
10388	VOID	VOID	VOID
10427	VOID	VOID	VOID
10652	VOID	VOID	VOID
10662	VOID	VOID	VOID
10935	VOID	VOID	VOID
10971	VOID	VOID	VOID
11041	CalSTRS	7/2/2020	323,101.31
11042	Stacy Coronado	7/2/2020	15.00
11043	Academy of Ballet Arts	7/2/2020	5,345.00
11044	Agility Kids, LLC	7/2/2020	329.33
11045	All About Learning Press, Inc.	7/2/2020	362.32
11046	Amazon Capital Services	7/2/2020	334.20
11047	American Acrobats Performing Arts	7/2/2020	110.00
11048	ArcheryChamps	7/2/2020	2,800.00
11049	Barbara Ernst Ankele	7/2/2020	100.00
11050	Beautiful Feet Books, Inc.	7/2/2020	403.80
11051	Big Little Ones, LLC	7/2/2020	234.70
11052	Brave Writer LLC	7/2/2020	1,274.10
11053	Celia Chan Valerio	7/2/2020	195.00
11054	Circle City Enrichment Center	7/2/2020	2,758.33
11055	Cornerstone Therapies	7/2/2020	800.00
11056	D.D. & S Learning Systems dba Sylvan Learning	7/2/2020	1,456.00
11057	De Angelo's Music	7/2/2020	1,080.00
11058	Discovery of Learning, LLC	7/2/2020	13,405.00
11059	Drew's Art Box LLC	7/2/2020	35.00
11060	Ed West	7/2/2020	210.00
11061	Educational Development Corporation	7/2/2020	248.44
11062	Endeavor Gymnastics	7/2/2020	228.00
11063	Final Strike Martial Arts	7/2/2020	1,657.96
11064	Firestorm Galaxy	7/2/2020	550.00
11065	Friends of Leaps & Bounds	7/2/2020	480.00
11066	Friends of Willow Tree	7/2/2020	1,482.00
11067	Giordano's ATA Martial Arts	7/2/2020	208.00
11068	Hether Henderson	7/2/2020	15.95
11069	Hiddleson Listening, Language, and Speech Center	7/2/2020	1,200.00
11070	Home Science Tools	7/2/2020	186.11
11071	Hooves of Laguna Springs	7/2/2020	519.00
11072	Institute for Excellence in Writing	7/2/2020	795.28
11073	Jamie Munoz	7/2/2020	760.00
11074	JDI Dance Company	7/2/2020	550.00
11075	Jennifer Dustman	7/2/2020	845.00
11076	Jessica Addington	7/2/2020	91.13
11077	Joshua Lindsey	7/2/2020	2,400.00
11078	Joyce Farson	7/2/2020	690.00
11079	Kandice Watts	7/2/2020	100.00
11080	Kari Gillette	7/2/2020	900.00
11081	Kathleen Elliott	7/2/2020	3,520.00
11082	Kiddo MusicArt Academy	7/2/2020	124.00
11083	KiwiCo, Inc	7/2/2020	1,242.30
11084	Lakeshore	7/2/2020	442.92
11085	Laura Evans	7/2/2020	330.00
11086	Leading Edge Learning Center, LLC	7/2/2020	120.00
11087	Leaps & Bounds Pediatric Therapy	7/2/2020	990.00
11088	Lighthouse Therapy LLC	7/2/2020	9,144.63
11089	Lisa Tucker	7/2/2020	716.00
11090	Logic of English	7/2/2020	525.95
11091	Lorie Susan Suntree	7/2/2020	345.00

**Mission Vista Academy****Check Register**

For the period ended July 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
11092	Loving Learning	7/2/2020	964.00
11093	Master Lee's Kung Fu San Soo	7/2/2020	119.00
11094	Math-U-See Inc.	7/2/2020	586.00
11095	Mathnasium of Eastvale	7/2/2020	782.00
11096	Miss Kylee's Piano Studio	7/2/2020	600.00
11097	Moving Beyond the Page	7/2/2020	1,713.01
11098	Mr. D Math	7/2/2020	488.00
11099	Murrieta Academy of Music	7/2/2020	5,096.00
11100	My Music School	7/2/2020	48.75
11101	Nancy Cromey	7/2/2020	800.00
11102	Nicole Thomas	7/2/2020	79.00
11103	NJA Therapy Services, Inc	7/2/2020	8,727.00
11104	Norris Performing Arts Center	7/2/2020	3,000.00
11105	Office Depot, Inc.	7/2/2020	5.56
11106	On Pointe Dance Studio	7/2/2020	387.50
11107	On Stage Production Company	7/2/2020	360.00
11108	OnlineG3.com, Inc.	7/2/2020	1,494.00
11109	Outschool, Inc.	7/2/2020	81.00
11110	Oxford Consulting Services, Inc.	7/2/2020	10,338.99
11111	Pediatric Therapy Associates	7/2/2020	833.75
11112	Performing Arts Empire	7/2/2020	712.00
11113	PresenceLearning, Inc.	7/2/2020	16,134.71
11114	Rachel Bertoch	7/2/2020	950.00
11115	VOID	VOID	VOID
11116	Rainbow Resource Center	7/2/2020	6,192.08
11117	Robinson Tutoring and Consulting LLC	7/2/2020	165.00
11118	Sandra Sappington	7/2/2020	654.00
11119	SCEGA Gymnastics	7/2/2020	736.00
11120	Scholastic Inc.	7/2/2020	55.44
11121	Singapore Math, Inc.	7/2/2020	127.76
11122	Spanish For You!	7/2/2020	47.14
11123	Specialized Therapy Services, Inc	7/2/2020	11,962.00
11124	Starr Sports LLC	7/2/2020	676.00
11125	Studies Weekly	7/2/2020	32.57
11126	Sue Poole	7/2/2020	33.85
11127	Supercharged Science	7/2/2020	333.00
11128	Swim to Shore	7/2/2020	1,884.00
11129	T.H.E. Center INC	7/2/2020	675.00
11130	Taylor Karate	7/2/2020	297.00
11131	Teacher Synergy, LLC	7/2/2020	262.85
11132	Teaching Textbooks	7/2/2020	375.45
11133	Temecula Music Academy	7/2/2020	310.00
11134	Temecula Tutor	7/2/2020	270.00
11135	Temecula Valley Therapy Services	7/2/2020	1,575.00
11136	Terry Tsang Optometry	7/2/2020	500.00
11137	The Etiquette Factory With Mrs. Misa	7/2/2020	480.00
11138	The Lab Creative Arts Studio	7/2/2020	600.00
11139	The Lampo Group, LLC	7/2/2020	59.99
11140	The Riding Academy	7/2/2020	5,900.00
11141	Thrive Academics, Inc.	7/2/2020	400.00
11142	Thrive Pediatrics	7/2/2020	1,100.00
11143	Timberdoodle.com	7/2/2020	1,942.55
11144	TSW Therapy, Inc	7/2/2020	860.63
11145	Verizon Wireless	7/2/2020	211.58
11146	Victoria's Simply Dancing	7/2/2020	165.00
11147	West Coast Krav Maga Temecula	7/2/2020	1,976.80
11148	Wisdom Keepers LLC	7/2/2020	270.00
11149	Wonder Crate	7/2/2020	124.95

**Mission Vista Academy****Check Register**

For the period ended July 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
11150	Wood & Ivory	7/2/2020	740.57
11151	Yiyi Ku	7/2/2020	555.00
11152	Charter Impact, Inc.	7/7/2020	56,263.00
11153	Beautiful Feet Books, Inc.	7/9/2020	1,357.21
11154	BookShark	7/9/2020	4,346.63
11155	Brittany Gentry	7/9/2020	4.10
11156	BST Fitness/CrossFit Temecula	7/9/2020	400.00
11157	Celebration Education	7/9/2020	700.00
11158	Charlot Gymnastics	7/9/2020	2,250.58
11159	Charter Impact, Inc.	7/9/2020	57,186.50
11160	CJF Yucaipa	7/9/2020	530.00
11161	Clarissa Lee	7/9/2020	260.00
11162	Coachella Valley Music Therapy	7/9/2020	280.00
11163	Corona Inline	7/9/2020	1,100.00
11164	Dance Spectrum	7/9/2020	214.62
11165	Desert Occupational Therapy for Kids	7/9/2020	1,920.00
11166	Diana's Dance Company	7/9/2020	45.00
11167	Dorothy Morden	7/9/2020	1,325.00
11168	Drama Kids Intl. Temecula Valley	7/9/2020	690.00
11169	Easy Speech Pathology, Inc	7/9/2020	3,325.00
11170	Ellie Kerley	7/9/2020	240.00
11171	Erika Cardon	7/9/2020	540.00
11172	Foundations Academy	7/9/2020	975.00
11173	Freedom in Motion	7/9/2020	1,065.70
11174	Gracie Temecula	7/9/2020	477.00
11175	Green Acres Ranch, Inc	7/9/2020	2,525.00
11176	Gymnastics Pacifica	7/9/2020	225.00
11177	Harvard Street Music Exchange	7/9/2020	143.47
11178	Hemet Valley Dolphins	7/9/2020	30.00
11179	Home Science Tools	7/9/2020	218.29
11180	Homeschool Spanish Academy	7/9/2020	648.00
11181	Hope for Reading, Erina Kindreich	7/9/2020	640.00
11182	Innovation Academy	7/9/2020	300.00
11183	Inspyr Arts	7/9/2020	99.00
11184	Institute for Excellence in Writing	7/9/2020	98.56
11185	Institute of Inquiry	7/9/2020	1,033.26
11186	JackKris Publishing, LLC	7/9/2020	39.09
11187	Janet E Kohtz, O.D. F.C.O.V.D.	7/9/2020	2,235.50
11188	JDI Dance Company	7/9/2020	1,150.00
11189	Jesse Gandt	7/9/2020	490.00
11190	Joshua Cobb	7/9/2020	250.00
11191	Joshua Monzon	7/9/2020	990.00
11192	Kara Wuchner	7/9/2020	629.00
11193	KidsArt - Glendora, Inc.	7/9/2020	792.00
11194	KiwiCo, Inc	7/9/2020	194.55
11195	Lakeshore	7/9/2020	43.24
11196	Learn Beyond the Book, Inc.	7/9/2020	480.00
11197	Learning Without Tears	7/9/2020	222.28
11198	Legacy of Valor & Excellence	7/9/2020	400.00
11199	LEGO Education	7/9/2020	233.76
11200	Let's Communicate, Inc	7/9/2020	2,445.00
11201	Little Passports	7/9/2020	779.85
11202	Locomotion Softball	7/9/2020	120.00
11203	Logic of English	7/9/2020	426.02
11204	Lucid Speech and Language	7/9/2020	6,625.00
11205	Major League Training LLC	7/9/2020	250.00
11206	Math-U-See Inc.	7/9/2020	1,722.00
11207	Mike Wong	7/9/2020	700.00

**Mission Vista Academy****Check Register**

For the period ended July 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
11208	Miss Candice's Dance Center	7/9/2020	95.00
11209	Mohr Music School	7/9/2020	50.00
11210	Moving Beyond the Page	7/9/2020	533.27
11211	MoxieBox Art, Inc	7/9/2020	143.18
11212	Mustafa Umar	7/9/2020	500.00
11213	Nichols Speech, Inc.	7/9/2020	9,335.00
11214	Ninenine Jiu-Jitsu	7/9/2020	625.00
11215	NJA Therapy Services, Inc	7/9/2020	6,688.00
11216	Noonan Family Swim School, Inc.	7/9/2020	983.05
11217	Old Town Artisan Studios	7/9/2020	776.25
11218	On Pointe Dance Studio	7/9/2020	180.00
11219	Outschool, Inc.	7/9/2020	36.00
11220	Oxford Consulting Services, Inc.	7/9/2020	12,392.94
11221	Oxford Tutoring Center	7/9/2020	304.00
11222	Peace Hill Press, Inc. dba Well Trained Mind Press	7/9/2020	47.31
11223	Performing Arts Empire	7/9/2020	110.00
11224	Pony Hayvin Ranch	7/9/2020	7,938.00
11225	Preciosa Strings & Chamber Orchestra	7/9/2020	185.00
11226	VOID	VOID	VOID
11227	Provenance	7/9/2020	148,567.23
11228	VOID	VOID	VOID
11229	Rainbow Resource Center	7/9/2020	3,878.17
11230	Redlands Gymnastics Club	7/9/2020	200.00
11231	Rockstars of Tomorrow Riverside	7/9/2020	435.00
11232	Russo, Fleck and Associates	7/9/2020	223.33
11233	Self Defense Fit Lab, Inc.	7/9/2020	916.00
11234	Singapore Math Live	7/9/2020	225.00
11235	Slays Skate Academy	7/9/2020	270.00
11236	Steven L. Adamiak	7/9/2020	300.00
11237	Studio H Fine Art	7/9/2020	120.00
11238	Susie Q Ranch	7/9/2020	495.00
11239	Taylor Karate	7/9/2020	225.00
11240	Teacher Synergy, LLC	7/9/2020	660.25
11241	Teaching Textbooks	7/9/2020	110.16
11242	Temecula Valley Therapy Services	7/9/2020	1,725.00
11243	The Critical Thinking Co.	7/9/2020	140.35
11244	The Lab Creative Arts Studio	7/9/2020	120.00
11245	The Riding Academy	7/9/2020	120.00
11246	Typecraft, Inc.	7/9/2020	215.70
11247	Valerie Hernandez	7/9/2020	270.00
11248	WeBreak	7/9/2020	175.00
11249	West Coast Krav Maga - Wildomar	7/9/2020	483.00
11250	WM Music Lessons	7/9/2020	940.00
11251	Amanda Gifford	7/10/2020	250.00
11252	VOID	VOID	VOID
11253	VOID	VOID	VOID
11254	VOID	VOID	VOID
11255	VOID	VOID	VOID
11256	Amazon Capital Services	7/10/2020	3,646.35
11257	VOID	VOID	VOID
11258	VOID	VOID	VOID
11259	VOID	VOID	VOID
11260	VOID	VOID	VOID
11261	Amazon Capital Services	7/10/2020	3,729.61
11262	VOID	VOID	VOID
11263	VOID	VOID	VOID
11264	VOID	VOID	VOID
11265	VOID	VOID	VOID

**Mission Vista Academy****Check Register**

For the period ended July 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
11266	Amazon Capital Services	7/10/2020	3,108.02
11267	VOID	VOID	VOID
11268	VOID	VOID	VOID
11269	VOID	VOID	VOID
11270	VOID	VOID	VOID
11271	Amazon Capital Services	7/10/2020	3,095.97
11272	VOID	VOID	VOID
11273	VOID	VOID	VOID
11274	VOID	VOID	VOID
11275	VOID	VOID	VOID
11276	Amazon Capital Services	7/10/2020	3,493.11
11277	Gymnastics Pacifica	7/10/2020	80.00
11278	Procurify	7/14/2020	45,000.00
11279	Mathnasium of Eastvale	7/14/2020	798.00
11280	A Plus Tutoring	7/16/2020	310.00
11281	A Tree of Knowledge Educational Services, Inc	7/16/2020	225.00
11282	ACE Taekwondo Academy	7/16/2020	278.00
11283	Activities for Learning Inc.	7/16/2020	25.50
11284	Allison L Schain	7/16/2020	495.00
11285	Amanda Neira	7/16/2020	1,190.00
11286	VOID	VOID	VOID
11287	VOID	VOID	VOID
11288	Amazon Capital Services	7/16/2020	1,989.32
11289	Anaheim Hills Speech and Language Center, Inc	7/16/2020	195.00
11290	Artistic Dance Academy	7/16/2020	250.00
11291	Beautiful Feet Books, Inc.	7/16/2020	511.50
11292	Bonnie Culotta	7/16/2020	240.00
11293	Brave Writer LLC	7/16/2020	831.80
11294	Buzzy Mae Music Academy	7/16/2020	3,615.00
11295	Celebration Education	7/16/2020	165.00
11296	CharterSafe	7/16/2020	101,961.00
11297	Corona Music Center	7/16/2020	139.00
11298	Danuta Klimczak	7/16/2020	1,500.00
11299	Diana's Dance Company	7/16/2020	364.00
11300	E-Therapy, LLC	7/16/2020	2,595.25
11301	Elemental Science	7/16/2020	224.37
11302	EMH Sports USA, Inc.	7/16/2020	3,612.50
11303	Engineering For Kids Temecula	7/16/2020	3,951.00
11304	Eric Eckstrom	7/16/2020	250.00
11305	Eve Kavanaugh	7/16/2020	250.00
11306	French Valley Swim	7/16/2020	-
11307	Garner Holt Education through Imagination, LLC	7/16/2020	247.45
11308	Green Acres Ranch, Inc	7/16/2020	750.00
11309	Hear Now	7/16/2020	85.00
11310	History Unboxed LLC	7/16/2020	428.31
11311	Houghton Mifflin Harcourt Publishing Co.	7/16/2020	41.43
11312	Institute for Excellence in Writing	7/16/2020	304.54
11313	IVCBT	7/16/2020	1,380.00
11314	JDI Dance Company	7/16/2020	400.00
11315	Jennifer Wood	7/16/2020	8.25
11316	JYS Taekwondo	7/16/2020	1,517.00
11317	KiwiCo, Inc	7/16/2020	293.25
11318	Lakeshore	7/16/2020	31.76
11319	Laura Meer	7/16/2020	160.00
11320	Lauren Clark	7/16/2020	250.00
11321	Learning Without Tears	7/16/2020	133.39
11322	Lisa Banks	7/16/2020	250.00
11323	Logic of English	7/16/2020	120.19



**Mission Vista Academy****Check Register**

For the period ended July 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
11324	Macy Corby	7/16/2020	10.55
11325	Maricela Lemos	7/16/2020	35.00
11326	Math-U-See Inc.	7/16/2020	692.00
11327	Michelle Terry	7/16/2020	225.00
11328	Moo Yea Do Martial Arts Center	7/16/2020	270.00
11329	Moving Beyond the Page	7/16/2020	70.28
11330	Music Centre	7/16/2020	2,101.19
11331	My Learning Studio	7/16/2020	202.90
11332	My Music School	7/16/2020	90.00
11333	Natalie Moreno	7/16/2020	9.78
11334	Noonan Family Swim School, Inc	7/16/2020	100.00
11335	Noonan Family Swim School, Inc.	7/16/2020	111.56
11336	Patney LLC	7/16/2020	64.00
11337	Procurify	7/16/2020	45,000.00
11338	VOID	VOID	VOID
11339	VOID	VOID	VOID
11340	Rainbow Resource Center	7/16/2020	7,562.67
11341	Rock Fitness	7/16/2020	600.00
11342	Rubke-Foxworth Music Studio	7/16/2020	180.00
11343	Sally Piano Music	7/16/2020	818.00
11344	Singapore Math, Inc.	7/16/2020	97.30
11345	Teaching Textbooks	7/16/2020	224.52
11346	Temecula Music Teacher, LLC	7/16/2020	510.00
11347	Temecula Valley Therapy Services	7/16/2020	2,400.00
11348	The Dance Company	7/16/2020	277.50
11349	Timberdoodle.com	7/16/2020	2,864.87
11350	Zaner-Bloser, Inc.	7/16/2020	99.49
11351	Home School Concierge	7/21/2020	114.92
11352	A Plus Tutoring	7/23/2020	97.00
11353	Activities for Learning Inc.	7/23/2020	666.06
11354	All About Learning Press, Inc.	7/23/2020	139.20
11355	All Star Driving School	7/23/2020	50.00
11356	Allison Bitter	7/23/2020	525.00
11357	Amy Villeda	7/23/2020	255.00
11358	Barbara Ernst Ankele	7/23/2020	482.40
11359	Blossom Hill Ranch	7/23/2020	3,820.00
11360	Brave Writer LLC	7/23/2020	883.95
11361	BYU Independent Study	7/23/2020	729.00
11362	Carlene Strathmann	7/23/2020	375.00
11363	Cellar Door Books	7/23/2020	84.16
11364	Charlot Gymnastics	7/23/2020	407.04
11365	Charlotte Kaukani	7/23/2020	100.00
11366	Corona Music Center	7/23/2020	1,288.88
11367	CYT - Christian Youth Theater Riverside County, Inc	7/23/2020	150.00
11368	David Osborn	7/23/2020	480.00
11369	Debra Hardman	7/23/2020	180.00
11370	Dejitaru Karate Dojo	7/23/2020	3,133.00
11371	Dena Reeves	7/23/2020	970.00
11372	Karen Fox	7/24/2020	680.00
11373	Kathleen Elliott	7/24/2020	5,415.00
11374	Kimberly Nash	7/24/2020	480.00
11375	Kitchen Kid, LLC	7/24/2020	223.38
11376	KiwiCo, Inc	7/24/2020	410.63
11377	Lakeshore	7/24/2020	122.06
11378	Learning With Apples	7/24/2020	600.00
11379	Lindamood-Bell Learning Processes	7/24/2020	4,329.00
11380	Math-U-See Inc.	7/24/2020	124.00
11381	Mathnasium of South Escondido	7/24/2020	224.70

**Mission Vista Academy****Check Register**

For the period ended July 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
11382	Mathnasium of Temecula	7/24/2020	988.00
11383	Michelle Terry	7/24/2020	600.00
11384	Mikael Jacobson	7/24/2020	5,014.00
11385	Mike McKinnon	7/24/2020	750.00
11386	Miss Kylee's Piano Studio	7/24/2020	150.00
11387	Moving Beyond the Page	7/24/2020	27.26
11388	Murrieta Tennis Club	7/24/2020	1,337.00
11389	Music Centre	7/24/2020	1,410.00
11390	Music Star	7/24/2020	1,800.00
11391	My Learning Studio	7/24/2020	175.00
11392	My Music School	7/24/2020	405.00
11393	Nancy Cromey	7/24/2020	220.00
11394	Nicole Thomas	7/24/2020	49.00
11395	Noonan Family Swim School, Inc.	7/24/2020	65.00
11396	Nuestra Escuelita Spanish Academy	7/24/2020	75.00
11397	Nzingha Newton	7/24/2020	5,845.00
11398	Outschool, Inc.	7/24/2020	573.00
11399	Penny Smith	7/24/2020	200.00
11400	Pin It! Maps, LLC	7/24/2020	39.98
11401	Rainbow Resource Center	7/24/2020	1,129.95
11402	Redlands Gymnastics Club	7/24/2020	140.00
11403	Reshma Solbach	7/24/2020	715.00
11404	RIFFS Music	7/24/2020	617.50
11405	Robin Noriega	7/24/2020	1,080.00
11406	Rockstars of Tomorrow	7/24/2020	2,400.00
11407	Singapore Math, Inc.	7/24/2020	126.48
11408	Teaching Textbooks	7/24/2020	905.28
11409	Temecula Music Teacher, LLC	7/24/2020	1,309.92
11410	Terri Shok	7/24/2020	225.00
11411	The Critical Thinking Co.	7/24/2020	86.47
11412	Time4Learning.com	7/24/2020	269.70
11413	Todd Nash	7/24/2020	630.00
11414	Tomoko Yoda-Compilati	7/24/2020	624.00
11415	USSD Studios Billing	7/24/2020	600.00
11416	Vanessa Atchley	7/24/2020	2,675.54
11417	West Coast Krav Maga Temecula	7/24/2020	50.00
11418	WriteShop	7/24/2020	54.54
11419	Zaner-Bloser, Inc.	7/24/2020	45.44
11420	VOID	VOID	VOID
11421	VOID	VOID	VOID
11422	VOID	VOID	VOID
11423	Amazon Capital Services	7/23/2020	2,880.40
11424	VOID	VOID	VOID
11425	VOID	VOID	VOID
11426	Amazon Capital Services	7/23/2020	2,810.74
11427	Drama Kids Intl. Temecula Valley	7/24/2020	150.00
11428	Educational Development Corporation	7/24/2020	26.45
11429	Elizabeth Small	7/24/2020	280.00
11430	EMH Sports USA, Inc.	7/24/2020	32.00
11431	Endeavor Gymnastics	7/24/2020	258.00
11432	Fight Syndicate Mixed Martial Arts	7/24/2020	150.00
11433	Final Strike Martial Arts	7/24/2020	1,455.00
11434	Firestorm Galaxy	7/24/2020	321.33
11435	Futurelink Inc	7/24/2020	300.00
11436	Gabriella Berry	7/24/2020	720.00
11437	Green Acres Ranch, Inc	7/24/2020	1,795.00
11438	Gwendolynn Clement	7/24/2020	80.00
11439	Gymnastics Pacifica	7/24/2020	250.00



**Mission Vista Academy****Check Register**

For the period ended July 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
11440	Heather Smith-Valley Coast Running & Fitness	7/24/2020	460.00
11441	History Unboxed LLC	7/24/2020	1,626.16
11442	Hooves of Laguna Springs	7/24/2020	700.00
11443	ISHARY CORP (dba Kumon of Murrieta-Central)	7/24/2020	8,570.00
11444	Ivan Shallal	7/24/2020	240.00
11445	Jamie Munoz	7/24/2020	320.00
11446	K2 Studios	7/24/2020	120.00
11447	West Coast Krav Maga	7/24/2020	159.00
11448	Baby Swim Float Swim	7/29/2020	115.00
11449	The Lab Creative Arts Studio	7/29/2020	600.00
11450	All About Learning Press, Inc.	7/30/2020	817.98
11451	American Acrobats Performing Arts	7/30/2020	10.00
11452	Artistic Dance Academy	7/30/2020	127.00
11453	Associated Students of SDSU	7/30/2020	350.00
11454	ASU Preparatory Academy	7/30/2020	700.00
11455	Big Little Ones, LLC	7/30/2020	103.85
11456	Buzzy Mae Music Academy	7/30/2020	5,250.00
11457	Cabrillo Point Academy	7/30/2020	35,594.06
11458	Caitlyn Park	7/30/2020	320.00
11459	Celia Chan Valerio	7/30/2020	390.00
11460	Club Z In-Home Tutoring	7/30/2020	225.00
11461	Coachella Valley Judo LLC	7/30/2020	560.00
11462	Corona Inline	7/30/2020	530.00
11463	Corona Music Center	7/30/2020	516.00
11464	D.D. & S Learning Systems dba Sylvan Learning	7/30/2020	2,808.00
11465	Educational Development Corporation	7/30/2020	794.63
11466	Elemental Science	7/30/2020	73.68
11467	Ellie Kerley	7/30/2020	480.00
11468	Evan-Moor	7/30/2020	47.81
11469	Francoise Van Der Linde	7/30/2020	1,800.00
11470	Giordano's ATA Martial Arts	7/30/2020	129.00
11471	Gravitas Publications, Inc.	7/30/2020	167.92
11472	HCR Performance Horses	7/30/2020	225.00
11473	Institute for Excellence in Writing	7/30/2020	134.37
11474	Irvine Ranch Outdoor Education Center	7/30/2020	299.00
11475	Julie Gatlin	7/30/2020	400.00
11476	Kara Wuchner	7/30/2020	164.00
11477	Kid's Club Spanish School, LLC	7/30/2020	1,355.00
11478	Kimberly Nash	7/30/2020	1,210.00
11479	KiwiCo, Inc	7/30/2020	420.53
11480	Kumon	7/30/2020	450.00
11481	Lakeshore	7/30/2020	53.02
11482	Math-U-See Inc.	7/30/2020	1,006.00
11483	Mathnasium of Eastvale	7/30/2020	12.00
11484	Mathnasium of Temecula	7/30/2020	299.00
11485	Miss Candice's Dance Center	7/30/2020	55.00
11486	MoxieBox Art, Inc	7/30/2020	377.66
11487	Murrieta Academy of Music	7/30/2020	3,032.78
11488	On Pointe Dance Studio	7/30/2020	310.00
11489	Optimum Stages of Learning Homeschool Services	7/30/2020	1,650.00
11490	Outschool, Inc.	7/30/2020	54.00
11491	Painted Earth	7/30/2020	2,536.43
11492	PandaTree, Inc.	7/30/2020	1,107.00
11493	Paul Grether	7/30/2020	1,080.00
11494	PCM Cheer & Tumble	7/30/2020	230.00
11495	Philip Baisch	7/30/2020	200.00
11496	VOID	VOID	VOID
11497	VOID	VOID	VOID

## Mission Vista Academy

### Check Register

For the period ended July 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
11498	VOID	VOID	VOID
11499	Rainbow Resource Center	7/30/2020	10,771.09
11500	Rebecca Scott	7/30/2020	60.00
11501	Reshma Solbach	7/30/2020	140.00
11502	Riverside Aquettes Swim Club	7/30/2020	3,630.00
11503	Rockstars of Tomorrow	7/30/2020	415.00
11504	Rubke-Foxworth Music Studio	7/30/2020	180.00
11505	Sally Piano Music	7/30/2020	608.00
11506	SCEGA Gymnastics	7/30/2020	555.00
11507	Self Defense Fit Lab, Inc.	7/30/2020	119.00
11508	Shannon Capers-Smalley	7/30/2020	200.00
11509	Singapore Math, Inc.	7/30/2020	468.45
11510	SmartSign	7/30/2020	816.85
11511	Starfall Education Foundation	7/30/2020	53.70
11512	Starlight Dance Center	7/30/2020	120.00
11513	Temecula Music Teacher, LLC	7/30/2020	200.00
11514	The Critical Thinking Co.	7/30/2020	86.48
11515	The Gymnastics Academy	7/30/2020	1,020.00
11516	The Music School	7/30/2020	699.09
11517	Thinkwell Corporation	7/30/2020	300.00
11518	Touch-it Productions	7/30/2020	70.00
11519	West Coast Krav Maga Temecula	7/30/2020	427.20
11520	WM Music Lessons	7/30/2020	645.00
11521	Wonder Crate	7/30/2020	79.95
11522	WriteShop	7/30/2020	413.15
11523	VOID	VOID	VOID
11524	VOID	VOID	VOID
11525	VOID	VOID	VOID
11526	VOID	VOID	VOID
11527	Amazon Capital Services	7/30/2020	3,921.95
11528	VOID	VOID	VOID
11529	VOID	VOID	VOID
11530	VOID	VOID	VOID
11531	VOID	VOID	VOID
11532	Amazon Capital Services	7/30/2020	3,477.19
11533	VOID	VOID	VOID
11534	VOID	VOID	VOID
11535	VOID	VOID	VOID
11536	VOID	VOID	VOID
11537	Amazon Capital Services	7/30/2020	3,602.47
11538	VOID	VOID	VOID
11539	VOID	VOID	VOID
11540	Amazon Capital Services	7/30/2020	2,705.86
APMVA073120-01	Charter Impact, Inc.	7/31/2020	75.00
APMVA200716-01	Provenance	7/16/2020	64,592.62
APMVA200716-02	Provenance	7/16/2020	16,440.77
APMVA200716-03	Provenance	7/16/2020	13,183.24
APMVA200716-04	Provenance	7/16/2020	23,389.20
APMVA200716-05	Provenance	7/16/2020	1,271.43
APMVA200716-06	Provenance	7/16/2020	587.30
APMVA200716-07	Provenance	7/16/2020	39,855.34
APMVA200716-08	Provenance	7/16/2020	8,628.00
APMVA200716-09	Provenance	7/16/2020	23,800.00
EFT070920-01	Provenance	7/9/2020	103,562.39

Total Disbursements in July \$1,591,397.08

# Mission Vista Academy

## Accounts Payable Aging

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Achieve Inc.	70	2/5/2020	3/6/2020	\$ 225	\$ -	\$ -	\$ -	\$ -	\$ 225
Activities for Learning Inc.	380544	7/13/2020	8/12/2020	42	-	-	-	-	42
Activities for Learning Inc.	380546	7/13/2020	8/12/2020	27	-	-	-	-	27
Activities for Learning Inc.	380575	7/15/2020	8/14/2020	106	-	-	-	-	106
Amazon Capital Services	11FC-D6TT-1JGR	7/20/2020	8/19/2020	48	-	-	-	-	48
Amazon Capital Services	11FC-D6TT-1R7W	7/20/2020	8/19/2020	35	-	-	-	-	35
Amazon Capital Services	11FC-D6TT-CXJN	7/20/2020	8/19/2020	6	-	-	-	-	6
Amazon Capital Services	11FC-D6TT-D6PW	7/20/2020	8/19/2020	49	-	-	-	-	49
Amazon Capital Services	11FC-D6TT-FJ3R	7/20/2020	8/19/2020	5	-	-	-	-	5
Amazon Capital Services	11FC-D6TT-FN3M	7/20/2020	8/19/2020	13	-	-	-	-	13
Amazon Capital Services	11FC-D6TT-FP4J	7/20/2020	8/19/2020	11	-	-	-	-	11
Amazon Capital Services	11FC-D6TT-GCH6	7/20/2020	8/19/2020	37	-	-	-	-	37
Amazon Capital Services	11FC-D6TT-GTFR	7/20/2020	8/19/2020	6	-	-	-	-	6
Amazon Capital Services	11FC-D6TT-GY1C	7/20/2020	8/19/2020	21	-	-	-	-	21
Amazon Capital Services	11FC-D6TT-H3VG	7/20/2020	8/19/2020	11	-	-	-	-	11
Amazon Capital Services	11FC-D6TT-H4Y4	7/20/2020	8/19/2020	31	-	-	-	-	31
Amazon Capital Services	11FC-D6TT-HG9F	7/21/2020	8/20/2020	81	-	-	-	-	81
Amazon Capital Services	11FC-D6TT-J69K	7/21/2020	8/20/2020	30	-	-	-	-	30
Amazon Capital Services	11FC-D6TT-JJ97	7/21/2020	8/20/2020	44	-	-	-	-	44
Amazon Capital Services	11FC-D6TT-JKFW	7/21/2020	8/20/2020	35	-	-	-	-	35
Amazon Capital Services	11FC-D6TT-K9KP	7/21/2020	8/20/2020	18	-	-	-	-	18
Amazon Capital Services	11FC-D6TT-K9LM	7/21/2020	8/20/2020	26	-	-	-	-	26
Amazon Capital Services	11FC-D6TT-KCLL	7/21/2020	8/20/2020	11	-	-	-	-	11
Amazon Capital Services	11FC-D6TT-KCVY	7/21/2020	8/20/2020	63	-	-	-	-	63
Amazon Capital Services	11FC-D6TT-KNTP	7/21/2020	8/20/2020	35	-	-	-	-	35
Amazon Capital Services	11FC-D6TT-KNXH	7/21/2020	8/20/2020	225	-	-	-	-	225
Amazon Capital Services	11FC-D6TT-MDQ1	7/21/2020	8/20/2020	40	-	-	-	-	40
Amazon Capital Services	11FC-D6TT-NF9X	7/21/2020	8/20/2020	25	-	-	-	-	25
Amazon Capital Services	11FC-D6TT-NWQF	7/21/2020	8/20/2020	14	-	-	-	-	14
Amazon Capital Services	11FC-D6TT-P9YH	7/21/2020	8/20/2020	33	-	-	-	-	33
Amazon Capital Services	11FC-D6TT-PDCT	7/21/2020	8/20/2020	11	-	-	-	-	11
Amazon Capital Services	11FC-D6TT-QPG4	7/21/2020	8/20/2020	7	-	-	-	-	7
Amazon Capital Services	11FC-D6TT-T9L1	7/21/2020	8/20/2020	225	-	-	-	-	225

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	11FC-D6TT-TNWX	7/21/2020	8/20/2020	15	-	-	-	-	15
Amazon Capital Services	11WN-NQPD-4GYH	6/7/2020	7/7/2020	(47)	-	-	-	-	(47)
Amazon Capital Services	134T-WNPM-4PCD	7/20/2020	8/19/2020	31	-	-	-	-	31
Amazon Capital Services	134T-WNPM-6371	7/20/2020	8/19/2020	21	-	-	-	-	21
Amazon Capital Services	134T-WNPM-9CG9	7/20/2020	8/19/2020	7	-	-	-	-	7
Amazon Capital Services	134T-WNPM-DHWV	7/20/2020	8/19/2020	7	-	-	-	-	7
Amazon Capital Services	134T-WNPM-DT1C	7/20/2020	8/19/2020	21	-	-	-	-	21
Amazon Capital Services	134T-WNPM-F6G4	7/20/2020	8/19/2020	27	-	-	-	-	27
Amazon Capital Services	134T-WNPM-GPVK	7/20/2020	8/19/2020	49	-	-	-	-	49
Amazon Capital Services	134T-WNPM-HDGR	7/20/2020	8/19/2020	8	-	-	-	-	8
Amazon Capital Services	134T-WNPM-KXJR	7/21/2020	8/20/2020	16	-	-	-	-	16
Amazon Capital Services	134T-WNPM-L6QX	7/21/2020	8/20/2020	25	-	-	-	-	25
Amazon Capital Services	134T-WNPM-N96W	7/21/2020	8/20/2020	71	-	-	-	-	71
Amazon Capital Services	134T-WNPM-NKJX	7/21/2020	8/20/2020	9	-	-	-	-	9
Amazon Capital Services	134T-WNPM-NR4H	7/21/2020	8/20/2020	11	-	-	-	-	11
Amazon Capital Services	134T-WNPM-P64Y	7/21/2020	8/20/2020	10	-	-	-	-	10
Amazon Capital Services	134T-WNPM-PG1W	7/21/2020	8/20/2020	21	-	-	-	-	21
Amazon Capital Services	134T-WNPM-Q7MT	7/21/2020	8/20/2020	61	-	-	-	-	61
Amazon Capital Services	134T-WNPM-Q9W7	7/21/2020	8/20/2020	10	-	-	-	-	10
Amazon Capital Services	134T-WNPM-QDX1	7/21/2020	8/20/2020	11	-	-	-	-	11
Amazon Capital Services	134T-WNPM-QLVX	7/21/2020	8/20/2020	26	-	-	-	-	26
Amazon Capital Services	134T-WNPM-R4W9	7/21/2020	8/20/2020	34	-	-	-	-	34
Amazon Capital Services	134T-WNPM-RNVR	7/21/2020	8/20/2020	5	-	-	-	-	5
Amazon Capital Services	134T-WNPM-WHRW	7/21/2020	8/20/2020	18	-	-	-	-	18
Amazon Capital Services	134T-WNPM-WQPR	7/21/2020	8/20/2020	23	-	-	-	-	23
Amazon Capital Services	134T-WNPM-X67D	7/21/2020	8/20/2020	50	-	-	-	-	50
Amazon Capital Services	14HC-L1PG-GPYM	7/17/2020	8/16/2020	15	-	-	-	-	15
Amazon Capital Services	14YG-JN3N-MVL7	7/17/2020	8/16/2020	7	-	-	-	-	7
Amazon Capital Services	161T-WHJJ-1MTD	7/23/2020	8/22/2020	23	-	-	-	-	23
Amazon Capital Services	161T-WHJJ-3H4V	7/23/2020	8/22/2020	15	-	-	-	-	15
Amazon Capital Services	161T-WHJJ-3NNK	7/23/2020	8/22/2020	13	-	-	-	-	13
Amazon Capital Services	161T-WHJJ-3TC6	7/23/2020	8/22/2020	42	-	-	-	-	42
Amazon Capital Services	161T-WHJJ-3Y69	7/23/2020	8/22/2020	14	-	-	-	-	14
Amazon Capital Services	161T-WHJJ-47CP	7/23/2020	8/22/2020	96	-	-	-	-	96

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	161T-WHJJ-4DMV	7/23/2020	8/22/2020	12	-	-	-	-	12
Amazon Capital Services	161T-WHJJ-7WTP	7/23/2020	8/22/2020	16	-	-	-	-	16
Amazon Capital Services	161T-WHJJ-CGHT	7/23/2020	8/22/2020	15	-	-	-	-	15
Amazon Capital Services	161T-WHJJ-CKN9	7/23/2020	8/22/2020	14	-	-	-	-	14
Amazon Capital Services	161T-WHJJ-CPM6	7/23/2020	8/22/2020	31	-	-	-	-	31
Amazon Capital Services	161T-WHJJ-DPTN	7/23/2020	8/22/2020	16	-	-	-	-	16
Amazon Capital Services	161T-WHJJ-GF74	7/23/2020	8/22/2020	9	-	-	-	-	9
Amazon Capital Services	161T-WHJJ-GL7W	7/23/2020	8/22/2020	56	-	-	-	-	56
Amazon Capital Services	161T-WHJJ-J3FW	7/23/2020	8/22/2020	50	-	-	-	-	50
Amazon Capital Services	161T-WHJJ-KMCG	7/23/2020	8/22/2020	22	-	-	-	-	22
Amazon Capital Services	161T-WHJJ-LMKR	7/24/2020	8/23/2020	18	-	-	-	-	18
Amazon Capital Services	161T-WHJJ-M337	7/24/2020	8/23/2020	50	-	-	-	-	50
Amazon Capital Services	161T-WHJJ-M3JF	7/24/2020	8/23/2020	12	-	-	-	-	12
Amazon Capital Services	161T-WHJJ-MCVF	7/24/2020	8/23/2020	102	-	-	-	-	102
Amazon Capital Services	161T-WHJJ-MHRF	7/24/2020	8/23/2020	6	-	-	-	-	6
Amazon Capital Services	161T-WHJJ-PQ91	7/24/2020	8/23/2020	41	-	-	-	-	41
Amazon Capital Services	161T-WHJJ-Q6FC	7/24/2020	8/23/2020	72	-	-	-	-	72
Amazon Capital Services	161T-WHJJ-Q6LT	7/24/2020	8/23/2020	65	-	-	-	-	65
Amazon Capital Services	161T-WHJJ-T9HV	7/24/2020	8/23/2020	12	-	-	-	-	12
Amazon Capital Services	164G-VP96-GT4Q	7/16/2020	8/15/2020	5	-	-	-	-	5
Amazon Capital Services	164G-VP96-PMP4	7/17/2020	8/16/2020	25	-	-	-	-	25
Amazon Capital Services	164G-VP96-Q3TD	7/17/2020	8/16/2020	24	-	-	-	-	24
Amazon Capital Services	164G-VP96-V6P9	7/17/2020	8/16/2020	4	-	-	-	-	4
Amazon Capital Services	16XG-F194-GYHX	6/14/2020	7/14/2020	(28)	-	-	-	-	(28)
Amazon Capital Services	17LM-6YDJ-RG3W	6/16/2020	7/16/2020	(11)	-	-	-	-	(11)
Amazon Capital Services	17PT-1QNH-6YCL	5/15/2020	6/14/2020	(7)	-	-	-	-	(7)
Amazon Capital Services	194H-RVVJ-1G9W	7/23/2020	8/22/2020	50	-	-	-	-	50
Amazon Capital Services	194H-RVVJ-3TXX	7/23/2020	8/22/2020	14	-	-	-	-	14
Amazon Capital Services	194H-RVVJ-49YF	7/23/2020	8/22/2020	16	-	-	-	-	16
Amazon Capital Services	194H-RVVJ-4THW	7/23/2020	8/22/2020	63	-	-	-	-	63
Amazon Capital Services	194H-RVVJ-6H9M	7/23/2020	8/22/2020	15	-	-	-	-	15
Amazon Capital Services	194H-RVVJ-6WC3	7/23/2020	8/22/2020	9	-	-	-	-	9
Amazon Capital Services	194H-RVVJ-C7VD	7/23/2020	8/22/2020	18	-	-	-	-	18
Amazon Capital Services	194H-RVVJ-CMND	7/23/2020	8/22/2020	15	-	-	-	-	15

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	194H-RVVJ-FCG1	7/23/2020	8/22/2020	51	-	-	-	-	51
Amazon Capital Services	194H-RVVJ-HYQH	7/23/2020	8/22/2020	40	-	-	-	-	40
Amazon Capital Services	194H-RVVJ-JG9Y	7/23/2020	8/22/2020	47	-	-	-	-	47
Amazon Capital Services	194H-RVVJ-KLQN	7/24/2020	8/23/2020	7	-	-	-	-	7
Amazon Capital Services	194H-RVVJ-KLRL	7/24/2020	8/23/2020	15	-	-	-	-	15
Amazon Capital Services	194H-RVVJ-LF43	7/24/2020	8/23/2020	5	-	-	-	-	5
Amazon Capital Services	194H-RVVJ-ML7M	7/24/2020	8/23/2020	15	-	-	-	-	15
Amazon Capital Services	194H-RVVJ-QCG9	7/24/2020	8/23/2020	60	-	-	-	-	60
Amazon Capital Services	194H-RVVJ-T4PM	7/24/2020	8/23/2020	6	-	-	-	-	6
Amazon Capital Services	19CR-C6X6-3XDF	7/20/2020	8/19/2020	6	-	-	-	-	6
Amazon Capital Services	19CR-C6X6-DHNN	7/20/2020	8/19/2020	7	-	-	-	-	7
Amazon Capital Services	19CR-C6X6-F1WJ	7/20/2020	8/19/2020	62	-	-	-	-	62
Amazon Capital Services	19CR-C6X6-FK4M	7/20/2020	8/19/2020	62	-	-	-	-	62
Amazon Capital Services	19CR-C6X6-FN1N	7/20/2020	8/19/2020	45	-	-	-	-	45
Amazon Capital Services	19CR-C6X6-GTQX	7/20/2020	8/19/2020	11	-	-	-	-	11
Amazon Capital Services	19CR-C6X6-GTVP	7/20/2020	8/19/2020	46	-	-	-	-	46
Amazon Capital Services	19CR-C6X6-GTWM	7/20/2020	8/19/2020	38	-	-	-	-	38
Amazon Capital Services	19CR-C6X6-HK97	7/21/2020	8/20/2020	7	-	-	-	-	7
Amazon Capital Services	19CR-C6X6-JK4F	7/21/2020	8/20/2020	26	-	-	-	-	26
Amazon Capital Services	19CR-C6X6-JK94	7/21/2020	8/20/2020	45	-	-	-	-	45
Amazon Capital Services	19CR-C6X6-JMTT	7/21/2020	8/20/2020	8	-	-	-	-	8
Amazon Capital Services	19CR-C6X6-JPWL	7/21/2020	8/20/2020	41	-	-	-	-	41
Amazon Capital Services	19CR-C6X6-KN1C	7/21/2020	8/20/2020	13	-	-	-	-	13
Amazon Capital Services	19CR-C6X6-KRMX	7/21/2020	8/20/2020	64	-	-	-	-	64
Amazon Capital Services	19CR-C6X6-LPGG	7/21/2020	8/20/2020	8	-	-	-	-	8
Amazon Capital Services	19CR-C6X6-MQ11	7/21/2020	8/20/2020	9	-	-	-	-	9
Amazon Capital Services	19CR-C6X6-PCYF	7/21/2020	8/20/2020	41	-	-	-	-	41
Amazon Capital Services	19CR-C6X6-PN3V	7/21/2020	8/20/2020	11	-	-	-	-	11
Amazon Capital Services	19CR-C6X6-T1QV	7/21/2020	8/20/2020	81	-	-	-	-	81
Amazon Capital Services	19CR-C6X6-T443	7/21/2020	8/20/2020	32	-	-	-	-	32
Amazon Capital Services	19CR-C6X6-TMXV	7/21/2020	8/20/2020	35	-	-	-	-	35
Amazon Capital Services	19CR-C6X6-X13Y	7/21/2020	8/20/2020	43	-	-	-	-	43
Amazon Capital Services	19CR-C6X6-X7CG	7/21/2020	8/20/2020	26	-	-	-	-	26
Amazon Capital Services	1C34-XRLH-1936	7/21/2020	8/20/2020	10	-	-	-	-	10



**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1C34-XRLH-1MV6	7/21/2020	8/20/2020	82	-	-	-	-	82
Amazon Capital Services	1C34-XRLH-1TMH	7/21/2020	8/20/2020	29	-	-	-	-	29
Amazon Capital Services	1C34-XRLH-1WP7	7/21/2020	8/20/2020	53	-	-	-	-	53
Amazon Capital Services	1C34-XRLH-1X3H	7/21/2020	8/20/2020	55	-	-	-	-	55
Amazon Capital Services	1C34-XRLH-3KKT	7/21/2020	8/20/2020	20	-	-	-	-	20
Amazon Capital Services	1C34-XRLH-4GYX	7/21/2020	8/20/2020	26	-	-	-	-	26
Amazon Capital Services	1C34-XRLH-6PN9	7/21/2020	8/20/2020	34	-	-	-	-	34
Amazon Capital Services	1C34-XRLH-6YJD	7/22/2020	8/21/2020	22	-	-	-	-	22
Amazon Capital Services	1C34-XRLH-96X1	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1C34-XRLH-97V6	7/22/2020	8/21/2020	42	-	-	-	-	42
Amazon Capital Services	1C34-XRLH-CMFP	7/22/2020	8/21/2020	26	-	-	-	-	26
Amazon Capital Services	1C34-XRLH-DPCP	7/22/2020	8/21/2020	95	-	-	-	-	95
Amazon Capital Services	1C34-XRLH-F9VV	7/22/2020	8/21/2020	19	-	-	-	-	19
Amazon Capital Services	1C34-XRLH-FR3X	7/22/2020	8/21/2020	30	-	-	-	-	30
Amazon Capital Services	1C34-XRLH-FRDH	7/22/2020	8/21/2020	64	-	-	-	-	64
Amazon Capital Services	1C34-XRLH-KV4G	7/22/2020	8/21/2020	27	-	-	-	-	27
Amazon Capital Services	1C34-XRLH-LR6D	7/22/2020	8/21/2020	46	-	-	-	-	46
Amazon Capital Services	1C34-XRLH-MLMJ	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1C34-XRLH-MLWW	7/22/2020	8/21/2020	33	-	-	-	-	33
Amazon Capital Services	1C34-XRLH-N1DL	7/22/2020	8/21/2020	16	-	-	-	-	16
Amazon Capital Services	1C34-XRLH-NN3H	7/22/2020	8/21/2020	13	-	-	-	-	13
Amazon Capital Services	1C34-XRLH-NW7X	7/22/2020	8/21/2020	71	-	-	-	-	71
Amazon Capital Services	1C34-XRLH-NWJF	7/22/2020	8/21/2020	58	-	-	-	-	58
Amazon Capital Services	1C34-XRLH-PN91	7/22/2020	8/21/2020	14	-	-	-	-	14
Amazon Capital Services	1C34-XRLH-PQ47	7/22/2020	8/21/2020	58	-	-	-	-	58
Amazon Capital Services	1C34-XRLH-Q39K	7/22/2020	8/21/2020	11	-	-	-	-	11
Amazon Capital Services	1C34-XRLH-Q79G	7/22/2020	8/21/2020	20	-	-	-	-	20
Amazon Capital Services	1C34-XRLH-RD3K	7/22/2020	8/21/2020	55	-	-	-	-	55
Amazon Capital Services	1C34-XRLH-RQ17	7/22/2020	8/21/2020	22	-	-	-	-	22
Amazon Capital Services	1C34-XRLH-T1CD	7/22/2020	8/21/2020	35	-	-	-	-	35
Amazon Capital Services	1C34-XRLH-T9D1	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1C34-XRLH-VMGG	7/23/2020	8/22/2020	25	-	-	-	-	25
Amazon Capital Services	1C34-XRLH-VNDK	7/23/2020	8/22/2020	20	-	-	-	-	20
Amazon Capital Services	1C34-XRLH-W7P4	7/23/2020	8/22/2020	22	-	-	-	-	22

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1C34-XRLH-WXT4	7/23/2020	8/22/2020	53	-	-	-	-	53
Amazon Capital Services	1C34-XRLH-XKRK	7/23/2020	8/22/2020	21	-	-	-	-	21
Amazon Capital Services	1C34-XRLH-XNRG	7/23/2020	8/22/2020	83	-	-	-	-	83
Amazon Capital Services	1C34-XRLH-XXHT	7/23/2020	8/22/2020	37	-	-	-	-	37
Amazon Capital Services	1C73-D961-LWL9	7/17/2020	8/16/2020	32	-	-	-	-	32
Amazon Capital Services	1C73-D961-MKWV	7/17/2020	8/16/2020	11	-	-	-	-	11
Amazon Capital Services	1C73-D961-NKYM	7/17/2020	8/16/2020	47	-	-	-	-	47
Amazon Capital Services	1CFK-LGTQ-X3DC	6/4/2020	7/4/2020	(137)	-	-	-	-	(137)
Amazon Capital Services	1CLP-TFJF-1QJ6	7/20/2020	8/19/2020	31	-	-	-	-	31
Amazon Capital Services	1CLP-TFJF-3WYV	7/20/2020	8/19/2020	7	-	-	-	-	7
Amazon Capital Services	1CLP-TFJF-6QQF	7/20/2020	8/19/2020	62	-	-	-	-	62
Amazon Capital Services	1CLP-TFJF-6VLL	7/20/2020	8/19/2020	8	-	-	-	-	8
Amazon Capital Services	1CLP-TFJF-7JRH	7/20/2020	8/19/2020	7	-	-	-	-	7
Amazon Capital Services	1CLP-TFJF-9GTF	7/20/2020	8/19/2020	127	-	-	-	-	127
Amazon Capital Services	1CLP-TFJF-H4LQ	7/20/2020	8/19/2020	36	-	-	-	-	36
Amazon Capital Services	1CLP-TFJF-H4RD	7/20/2020	8/19/2020	35	-	-	-	-	35
Amazon Capital Services	1CLP-TFJF-HL66	7/20/2020	8/19/2020	4	-	-	-	-	4
Amazon Capital Services	1CLP-TFJF-HL73	7/20/2020	8/19/2020	17	-	-	-	-	17
Amazon Capital Services	1CLP-TFJF-HL9Y	7/20/2020	8/19/2020	59	-	-	-	-	59
Amazon Capital Services	1CLP-TFJF-HM9X	7/20/2020	8/19/2020	9	-	-	-	-	9
Amazon Capital Services	1CLP-TFJF-JC3K	7/21/2020	8/20/2020	26	-	-	-	-	26
Amazon Capital Services	1CLP-TFJF-JMNY	7/21/2020	8/20/2020	10	-	-	-	-	10
Amazon Capital Services	1CLP-TFJF-KRPM	7/21/2020	8/20/2020	31	-	-	-	-	31
Amazon Capital Services	1CLP-TFJF-KVJY	7/21/2020	8/20/2020	27	-	-	-	-	27
Amazon Capital Services	1CLP-TFJF-MPX1	7/21/2020	8/20/2020	14	-	-	-	-	14
Amazon Capital Services	1CLP-TFJF-N449	7/21/2020	8/20/2020	36	-	-	-	-	36
Amazon Capital Services	1CLP-TFJF-NFK4	7/21/2020	8/20/2020	17	-	-	-	-	17
Amazon Capital Services	1CLP-TFJF-NPV4	7/21/2020	8/20/2020	32	-	-	-	-	32
Amazon Capital Services	1CLP-TFJF-NTYQ	7/21/2020	8/20/2020	55	-	-	-	-	55
Amazon Capital Services	1CLP-TFJF-PT97	7/21/2020	8/20/2020	6	-	-	-	-	6
Amazon Capital Services	1CLP-TFJF-Q6GH	7/21/2020	8/20/2020	25	-	-	-	-	25
Amazon Capital Services	1CLP-TFJF-Q6NW	7/21/2020	8/20/2020	18	-	-	-	-	18
Amazon Capital Services	1CLP-TFJF-R614	7/21/2020	8/20/2020	43	-	-	-	-	43
Amazon Capital Services	1CLP-TFJF-RKLM	7/21/2020	8/20/2020	83	-	-	-	-	83



**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1CLP-TFJF-VQYG	7/21/2020	8/20/2020	15	-	-	-	-	15
Amazon Capital Services	1D9D-LNQD-R9KQ	6/18/2020	7/18/2020	(11)	-	-	-	-	(11)
Amazon Capital Services	1FJQ-YT13-CTMR	6/27/2020	7/27/2020	(7)	-	-	-	-	(7)
Amazon Capital Services	1FP6-HC6N-17RK	7/21/2020	8/20/2020	25	-	-	-	-	25
Amazon Capital Services	1FP6-HC6N-3CF9	7/21/2020	8/20/2020	19	-	-	-	-	19
Amazon Capital Services	1FP6-HC6N-3CG6	7/21/2020	8/20/2020	36	-	-	-	-	36
Amazon Capital Services	1FP6-HC6N-44LV	7/21/2020	8/20/2020	34	-	-	-	-	34
Amazon Capital Services	1FP6-HC6N-73PJ	7/22/2020	8/21/2020	15	-	-	-	-	15
Amazon Capital Services	1FP6-HC6N-744N	7/22/2020	8/21/2020	29	-	-	-	-	29
Amazon Capital Services	1FP6-HC6N-9M36	7/22/2020	8/21/2020	15	-	-	-	-	15
Amazon Capital Services	1FP6-HC6N-9RK1	7/22/2020	8/21/2020	103	-	-	-	-	103
Amazon Capital Services	1FP6-HC6N-DYLL	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1FP6-HC6N-FKVF	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1FP6-HC6N-GGPQ	7/22/2020	8/21/2020	12	-	-	-	-	12
Amazon Capital Services	1FP6-HC6N-JP1N	7/22/2020	8/21/2020	14	-	-	-	-	14
Amazon Capital Services	1FP6-HC6N-JWGP	7/22/2020	8/21/2020	36	-	-	-	-	36
Amazon Capital Services	1FP6-HC6N-JXKF	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1FP6-HC6N-KJGY	7/22/2020	8/21/2020	67	-	-	-	-	67
Amazon Capital Services	1FP6-HC6N-KK9C	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1FP6-HC6N-LCNL	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1FP6-HC6N-LD7J	7/22/2020	8/21/2020	55	-	-	-	-	55
Amazon Capital Services	1FP6-HC6N-MPHK	7/22/2020	8/21/2020	19	-	-	-	-	19
Amazon Capital Services	1FP6-HC6N-MWRM	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1FP6-HC6N-PLQV	7/22/2020	8/21/2020	151	-	-	-	-	151
Amazon Capital Services	1FP6-HC6N-PPRN	7/22/2020	8/21/2020	36	-	-	-	-	36
Amazon Capital Services	1FP6-HC6N-PV6R	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1FP6-HC6N-PW6Q	7/22/2020	8/21/2020	11	-	-	-	-	11
Amazon Capital Services	1FP6-HC6N-RR6P	7/22/2020	8/21/2020	38	-	-	-	-	38
Amazon Capital Services	1FP6-HC6N-TMRJ	7/22/2020	8/21/2020	7	-	-	-	-	7
Amazon Capital Services	1FP6-HC6N-TP7M	7/22/2020	8/21/2020	16	-	-	-	-	16
Amazon Capital Services	1FP6-HC6N-TVT6	7/22/2020	8/21/2020	20	-	-	-	-	20
Amazon Capital Services	1FP6-HC6N-VG4Y	7/22/2020	8/21/2020	13	-	-	-	-	13
Amazon Capital Services	1FP6-HC6N-WJRH	7/23/2020	8/22/2020	67	-	-	-	-	67
Amazon Capital Services	1FP6-HC6N-WMF7	7/23/2020	8/22/2020	41	-	-	-	-	41

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1FP6-HC6N-X6HG	7/23/2020	8/22/2020	34	-	-	-	-	34
Amazon Capital Services	1FP6-HC6N-XP3M	7/23/2020	8/22/2020	13	-	-	-	-	13
Amazon Capital Services	1FP6-HC6N-YGMP	7/23/2020	8/22/2020	173	-	-	-	-	173
Amazon Capital Services	1FW9-1VQD-T6L9	4/12/2020	5/12/2020	11	-	-	-	-	11
Amazon Capital Services	1G4J-RNR1-1LG1	7/23/2020	8/22/2020	6	-	-	-	-	6
Amazon Capital Services	1G4J-RNR1-6Y7R	7/23/2020	8/22/2020	13	-	-	-	-	13
Amazon Capital Services	1G4J-RNR1-746N	7/23/2020	8/22/2020	5	-	-	-	-	5
Amazon Capital Services	1G4J-RNR1-7KRX	7/23/2020	8/22/2020	21	-	-	-	-	21
Amazon Capital Services	1G4J-RNR1-7PVM	7/23/2020	8/22/2020	54	-	-	-	-	54
Amazon Capital Services	1G4J-RNR1-7RDN	7/23/2020	8/22/2020	33	-	-	-	-	33
Amazon Capital Services	1G4J-RNR1-7X3Y	7/23/2020	8/22/2020	12	-	-	-	-	12
Amazon Capital Services	1G4J-RNR1-9PTM	7/23/2020	8/22/2020	11	-	-	-	-	11
Amazon Capital Services	1G4J-RNR1-9TLY	7/23/2020	8/22/2020	71	-	-	-	-	71
Amazon Capital Services	1G4J-RNR1-CFWP	7/23/2020	8/22/2020	55	-	-	-	-	55
Amazon Capital Services	1G4J-RNR1-F397	7/23/2020	8/22/2020	27	-	-	-	-	27
Amazon Capital Services	1G4J-RNR1-FCN4	7/23/2020	8/22/2020	65	-	-	-	-	65
Amazon Capital Services	1G4J-RNR1-FQ1X	7/23/2020	8/22/2020	19	-	-	-	-	19
Amazon Capital Services	1G4J-RNR1-HJ11	7/23/2020	8/22/2020	27	-	-	-	-	27
Amazon Capital Services	1G4J-RNR1-HLJ1	7/23/2020	8/22/2020	35	-	-	-	-	35
Amazon Capital Services	1G4J-RNR1-JXMC	7/23/2020	8/22/2020	9	-	-	-	-	9
Amazon Capital Services	1G4J-RNR1-K4PT	7/23/2020	8/22/2020	32	-	-	-	-	32
Amazon Capital Services	1G4J-RNR1-K76V	7/23/2020	8/22/2020	65	-	-	-	-	65
Amazon Capital Services	1G4J-RNR1-KFW6	7/23/2020	8/22/2020	21	-	-	-	-	21
Amazon Capital Services	1G4J-RNR1-KKPG	7/23/2020	8/22/2020	34	-	-	-	-	34
Amazon Capital Services	1G4J-RNR1-LVKD	7/24/2020	8/23/2020	10	-	-	-	-	10
Amazon Capital Services	1G4J-RNR1-N7XY	7/24/2020	8/23/2020	25	-	-	-	-	25
Amazon Capital Services	1G4J-RNR1-NGT1	7/24/2020	8/23/2020	14	-	-	-	-	14
Amazon Capital Services	1G4J-RNR1-NNRV	7/24/2020	8/23/2020	10	-	-	-	-	10
Amazon Capital Services	1G6T-TX33-J7YW	5/9/2020	6/8/2020	(31)	-	-	-	-	(31)
Amazon Capital Services	1GCR-G493-9P9M	6/5/2020	7/5/2020	(26)	-	-	-	-	(26)
Amazon Capital Services	1GGR-J3HX-7NFT	5/20/2020	6/19/2020	(7)	-	-	-	-	(7)
Amazon Capital Services	1GGR-J3HX-7YK4	5/20/2020	6/19/2020	(3)	-	-	-	-	(3)
Amazon Capital Services	1GTH-DH4F-PGQW	6/18/2020	7/18/2020	(19)	-	-	-	-	(19)
Amazon Capital Services	1GTP-JMN3-39YC	5/6/2020	6/5/2020	(16)	-	-	-	-	(16)

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1HKL-VNQ3-1M3K	6/10/2020	7/10/2020	(52)	-	-	-	-	(52)
Amazon Capital Services	1JYC-113L-7RWV	5/28/2020	6/27/2020	(5)	-	-	-	-	(5)
Amazon Capital Services	1JYH-GHD9-JMNH	5/10/2020	6/9/2020	(19)	-	-	-	-	(19)
Amazon Capital Services	1K1K-NPXQ-4WLD	5/21/2020	6/20/2020	(39)	-	-	-	-	(39)
Amazon Capital Services	1K1K-NPXQ-4Y47	5/21/2020	6/20/2020	(112)	-	-	-	-	(112)
Amazon Capital Services	1KK4-4RKX-F73M	7/17/2020	8/16/2020	13	-	-	-	-	13
Amazon Capital Services	1KK4-4RKX-KT9C	7/17/2020	8/16/2020	7	-	-	-	-	7
Amazon Capital Services	1KRR-Y69G-XP9G	5/29/2020	6/28/2020	(55)	-	-	-	-	(55)
Amazon Capital Services	1L4V-9DD9-MX6M	4/8/2020	5/8/2020	59	-	-	-	-	59
Amazon Capital Services	1LML-CQL6-6F4K	7/20/2020	8/19/2020	47	-	-	-	-	47
Amazon Capital Services	1LML-CQL6-9WPM	7/20/2020	8/19/2020	13	-	-	-	-	13
Amazon Capital Services	1LML-CQL6-CHGM	7/20/2020	8/19/2020	64	-	-	-	-	64
Amazon Capital Services	1LML-CQL6-CL36	7/20/2020	8/19/2020	6	-	-	-	-	6
Amazon Capital Services	1LML-CQL6-DCCX	7/20/2020	8/19/2020	14	-	-	-	-	14
Amazon Capital Services	1LML-CQL6-HLNM	7/20/2020	8/19/2020	14	-	-	-	-	14
Amazon Capital Services	1LML-CQL6-HNLP	7/20/2020	8/19/2020	47	-	-	-	-	47
Amazon Capital Services	1LML-CQL6-HPXW	7/20/2020	8/19/2020	5	-	-	-	-	5
Amazon Capital Services	1LML-CQL6-HTVX	7/21/2020	8/20/2020	9	-	-	-	-	9
Amazon Capital Services	1LML-CQL6-J3FN	7/21/2020	8/20/2020	20	-	-	-	-	20
Amazon Capital Services	1LML-CQL6-KPGT	7/21/2020	8/20/2020	449	-	-	-	-	449
Amazon Capital Services	1LML-CQL6-MJWT	7/21/2020	8/20/2020	37	-	-	-	-	37
Amazon Capital Services	1LML-CQL6-MLN9	7/21/2020	8/20/2020	21	-	-	-	-	21
Amazon Capital Services	1LML-CQL6-NQK9	7/21/2020	8/20/2020	54	-	-	-	-	54
Amazon Capital Services	1LML-CQL6-NWLY	7/21/2020	8/20/2020	22	-	-	-	-	22
Amazon Capital Services	1LML-CQL6-PYMQ	7/21/2020	8/20/2020	11	-	-	-	-	11
Amazon Capital Services	1LML-CQL6-RFJJ	7/21/2020	8/20/2020	47	-	-	-	-	47
Amazon Capital Services	1LML-CQL6-RHHJ	7/21/2020	8/20/2020	17	-	-	-	-	17
Amazon Capital Services	1LML-CQL6-RM4Y	7/21/2020	8/20/2020	10	-	-	-	-	10
Amazon Capital Services	1LML-CQL6-WTMJ	7/21/2020	8/20/2020	13	-	-	-	-	13
Amazon Capital Services	1LML-CQL6-XKV7	7/21/2020	8/20/2020	16	-	-	-	-	16
Amazon Capital Services	1LML-CQL6-XMXX	7/21/2020	8/20/2020	106	-	-	-	-	106
Amazon Capital Services	1MCL-76YV-4KHN	5/21/2020	6/20/2020	(6)	-	-	-	-	(6)
Amazon Capital Services	1MWC-3N16-1FWH	7/23/2020	8/22/2020	51	-	-	-	-	51
Amazon Capital Services	1MWC-3N16-1HQP	7/23/2020	8/22/2020	31	-	-	-	-	31

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1MWC-3N16-1LY3	7/23/2020	8/22/2020	15	-	-	-	-	15
Amazon Capital Services	1MWC-3N16-1PF9	7/23/2020	8/22/2020	109	-	-	-	-	109
Amazon Capital Services	1MWC-3N16-31XM	7/23/2020	8/22/2020	58	-	-	-	-	58
Amazon Capital Services	1MWC-3N16-3VC6	7/23/2020	8/22/2020	8	-	-	-	-	8
Amazon Capital Services	1MWC-3N16-6163	7/23/2020	8/22/2020	53	-	-	-	-	53
Amazon Capital Services	1MWC-3N16-61CT	7/23/2020	8/22/2020	11	-	-	-	-	11
Amazon Capital Services	1MWC-3N16-61DQ	7/23/2020	8/22/2020	110	-	-	-	-	110
Amazon Capital Services	1MWC-3N16-6HRF	7/23/2020	8/22/2020	13	-	-	-	-	13
Amazon Capital Services	1MWC-3N16-6VLF	7/23/2020	8/22/2020	34	-	-	-	-	34
Amazon Capital Services	1MWC-3N16-74CN	7/23/2020	8/22/2020	168	-	-	-	-	168
Amazon Capital Services	1MWC-3N16-77K1	7/23/2020	8/22/2020	17	-	-	-	-	17
Amazon Capital Services	1MWC-3N16-799M	7/23/2020	8/22/2020	27	-	-	-	-	27
Amazon Capital Services	1MWC-3N16-7MFY	7/23/2020	8/22/2020	58	-	-	-	-	58
Amazon Capital Services	1MWC-3N16-CMHN	7/23/2020	8/22/2020	56	-	-	-	-	56
Amazon Capital Services	1MWC-3N16-FWGC	7/23/2020	8/22/2020	16	-	-	-	-	16
Amazon Capital Services	1MWC-3N16-KXLJ	7/24/2020	8/23/2020	23	-	-	-	-	23
Amazon Capital Services	1MWC-3N16-M7FK	7/24/2020	8/23/2020	8	-	-	-	-	8
Amazon Capital Services	1MWC-3N16-MR7C	7/24/2020	8/23/2020	22	-	-	-	-	22
Amazon Capital Services	1MWC-3N16-N6J9	7/24/2020	8/23/2020	19	-	-	-	-	19
Amazon Capital Services	1MWC-3N16-N6K4	7/24/2020	8/23/2020	26	-	-	-	-	26
Amazon Capital Services	1MWC-3N16-P7H7	7/24/2020	8/23/2020	26	-	-	-	-	26
Amazon Capital Services	1MWC-3N16-PLVX	7/24/2020	8/23/2020	27	-	-	-	-	27
Amazon Capital Services	1N4Q-R3JV-4VCP	5/27/2020	6/26/2020	(9)	-	-	-	-	(9)
Amazon Capital Services	1NQ1-RT4Y-PXMY	6/23/2020	7/23/2020	(43)	-	-	-	-	(43)
Amazon Capital Services	1NT4-C1X4-1G4P	7/23/2020	8/22/2020	48	-	-	-	-	48
Amazon Capital Services	1NT4-C1X4-1QTW	7/23/2020	8/22/2020	10	-	-	-	-	10
Amazon Capital Services	1NT4-C1X4-3DCF	7/23/2020	8/22/2020	23	-	-	-	-	23
Amazon Capital Services	1NT4-C1X4-3FV4	7/23/2020	8/22/2020	50	-	-	-	-	50
Amazon Capital Services	1NT4-C1X4-44VC	7/23/2020	8/22/2020	47	-	-	-	-	47
Amazon Capital Services	1NT4-C1X4-6KP4	7/23/2020	8/22/2020	82	-	-	-	-	82
Amazon Capital Services	1NT4-C1X4-7RVH	7/23/2020	8/22/2020	18	-	-	-	-	18
Amazon Capital Services	1NT4-C1X4-9MXF	7/23/2020	8/22/2020	59	-	-	-	-	59
Amazon Capital Services	1NT4-C1X4-F6WN	7/23/2020	8/22/2020	112	-	-	-	-	112
Amazon Capital Services	1NT4-C1X4-FPLR	7/23/2020	8/22/2020	21	-	-	-	-	21

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1NT4-C1X4-J4WH	7/23/2020	8/22/2020	13	-	-	-	-	13
Amazon Capital Services	1NT4-C1X4-JY1F	7/23/2020	8/22/2020	15	-	-	-	-	15
Amazon Capital Services	1NT4-C1X4-LFLN	7/24/2020	8/23/2020	10	-	-	-	-	10
Amazon Capital Services	1NT4-C1X4-LVYD	7/24/2020	8/23/2020	22	-	-	-	-	22
Amazon Capital Services	1NT4-C1X4-M49K	7/24/2020	8/23/2020	28	-	-	-	-	28
Amazon Capital Services	1PFJ-Q9FX-1DT3	7/21/2020	8/20/2020	39	-	-	-	-	39
Amazon Capital Services	1PFJ-Q9FX-3HKH	7/21/2020	8/20/2020	134	-	-	-	-	134
Amazon Capital Services	1PFJ-Q9FX-3JQY	7/21/2020	8/20/2020	20	-	-	-	-	20
Amazon Capital Services	1PFJ-Q9FX-79WN	7/22/2020	8/21/2020	3	-	-	-	-	3
Amazon Capital Services	1PFJ-Q9FX-9DL6	7/22/2020	8/21/2020	17	-	-	-	-	17
Amazon Capital Services	1PFJ-Q9FX-CMMP	7/22/2020	8/21/2020	7	-	-	-	-	7
Amazon Capital Services	1PFJ-Q9FX-CX79	7/22/2020	8/21/2020	25	-	-	-	-	25
Amazon Capital Services	1PFJ-Q9FX-CX96	7/22/2020	8/21/2020	17	-	-	-	-	17
Amazon Capital Services	1PFJ-Q9FX-DYJK	7/22/2020	8/21/2020	11	-	-	-	-	11
Amazon Capital Services	1PFJ-Q9FX-F1CT	7/22/2020	8/21/2020	17	-	-	-	-	17
Amazon Capital Services	1PFJ-Q9FX-FH1W	7/22/2020	8/21/2020	32	-	-	-	-	32
Amazon Capital Services	1PFJ-Q9FX-FJ3R	7/22/2020	8/21/2020	43	-	-	-	-	43
Amazon Capital Services	1PFJ-Q9FX-HRYH	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1PFJ-Q9FX-HTTQ	7/22/2020	8/21/2020	14	-	-	-	-	14
Amazon Capital Services	1PFJ-Q9FX-KQGJ	7/22/2020	8/21/2020	32	-	-	-	-	32
Amazon Capital Services	1PFJ-Q9FX-L4JV	7/22/2020	8/21/2020	14	-	-	-	-	14
Amazon Capital Services	1PFJ-Q9FX-LVFF	7/22/2020	8/21/2020	20	-	-	-	-	20
Amazon Capital Services	1PFJ-Q9FX-LXV9	7/22/2020	8/21/2020	17	-	-	-	-	17
Amazon Capital Services	1PFJ-Q9FX-N93G	7/22/2020	8/21/2020	42	-	-	-	-	42
Amazon Capital Services	1PFJ-Q9FX-NVW3	7/22/2020	8/21/2020	16	-	-	-	-	16
Amazon Capital Services	1PFJ-Q9FX-P6XM	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1PFJ-Q9FX-Q4JK	7/22/2020	8/21/2020	30	-	-	-	-	30
Amazon Capital Services	1PFJ-Q9FX-QDRP	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1PFJ-Q9FX-QT9D	7/22/2020	8/21/2020	11	-	-	-	-	11
Amazon Capital Services	1PFJ-Q9FX-QYKK	7/22/2020	8/21/2020	38	-	-	-	-	38
Amazon Capital Services	1PFJ-Q9FX-R97W	7/22/2020	8/21/2020	29	-	-	-	-	29
Amazon Capital Services	1PFJ-Q9FX-RCVJ	7/22/2020	8/21/2020	11	-	-	-	-	11
Amazon Capital Services	1PFJ-Q9FX-RWQ4	7/22/2020	8/21/2020	23	-	-	-	-	23
Amazon Capital Services	1PFJ-Q9FX-RXMD	7/22/2020	8/21/2020	10	-	-	-	-	10

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1PFJ-Q9FX-TGJ3	7/22/2020	8/21/2020	46	-	-	-	-	46
Amazon Capital Services	1PFJ-Q9FX-TXCX	7/23/2020	8/22/2020	24	-	-	-	-	24
Amazon Capital Services	1PFJ-Q9FX-VL7G	7/23/2020	8/22/2020	72	-	-	-	-	72
Amazon Capital Services	1PFJ-Q9FX-VYCT	7/23/2020	8/22/2020	11	-	-	-	-	11
Amazon Capital Services	1PFJ-Q9FX-WHML	7/23/2020	8/22/2020	11	-	-	-	-	11
Amazon Capital Services	1PFJ-Q9FX-WW1D	7/23/2020	8/22/2020	8	-	-	-	-	8
Amazon Capital Services	1PFJ-Q9FX-X9LR	7/23/2020	8/22/2020	25	-	-	-	-	25
Amazon Capital Services	1PFJ-Q9FX-YW33	7/23/2020	8/22/2020	24	-	-	-	-	24
Amazon Capital Services	1Q6K-M47F-4CFK	5/8/2020	6/7/2020	(24)	-	-	-	-	(24)
Amazon Capital Services	1QK4-FJC7-3ND4	7/20/2020	8/19/2020	18	-	-	-	-	18
Amazon Capital Services	1QK4-FJC7-4CPM	7/20/2020	8/19/2020	18	-	-	-	-	18
Amazon Capital Services	1QK4-FJC7-9GXQ	7/20/2020	8/19/2020	7	-	-	-	-	7
Amazon Capital Services	1QK4-FJC7-9RL4	7/20/2020	8/19/2020	15	-	-	-	-	15
Amazon Capital Services	1QK4-FJC7-FCYK	7/20/2020	8/19/2020	59	-	-	-	-	59
Amazon Capital Services	1QK4-FJC7-GNVD	7/20/2020	8/19/2020	112	-	-	-	-	112
Amazon Capital Services	1QK4-FJC7-GPY1	7/20/2020	8/19/2020	34	-	-	-	-	34
Amazon Capital Services	1QK4-FJC7-HWNG	7/21/2020	8/20/2020	56	-	-	-	-	56
Amazon Capital Services	1QK4-FJC7-JCVK	7/21/2020	8/20/2020	24	-	-	-	-	24
Amazon Capital Services	1QK4-FJC7-JYRY	7/21/2020	8/20/2020	56	-	-	-	-	56
Amazon Capital Services	1QK4-FJC7-KX67	7/21/2020	8/20/2020	64	-	-	-	-	64
Amazon Capital Services	1QK4-FJC7-KX91	7/21/2020	8/20/2020	16	-	-	-	-	16
Amazon Capital Services	1QK4-FJC7-MCLT	7/21/2020	8/20/2020	50	-	-	-	-	50
Amazon Capital Services	1QK4-FJC7-QJTV	7/21/2020	8/20/2020	41	-	-	-	-	41
Amazon Capital Services	1QK4-FJC7-RMVL	7/21/2020	8/20/2020	48	-	-	-	-	48
Amazon Capital Services	1QK4-FJC7-TFQY	7/21/2020	8/20/2020	8	-	-	-	-	8
Amazon Capital Services	1QK4-FJC7-TGWM	7/21/2020	8/20/2020	12	-	-	-	-	12
Amazon Capital Services	1QK4-FJC7-W4RY	7/21/2020	8/20/2020	39	-	-	-	-	39
Amazon Capital Services	1QK4-FJC7-WDCT	7/21/2020	8/20/2020	212	-	-	-	-	212
Amazon Capital Services	1QK4-FJC7-WNG9	7/21/2020	8/20/2020	84	-	-	-	-	84
Amazon Capital Services	1QK4-FJC7-X673	7/21/2020	8/20/2020	34	-	-	-	-	34
Amazon Capital Services	1QK4-FJC7-XM3V	7/21/2020	8/20/2020	18	-	-	-	-	18
Amazon Capital Services	1RXQ-6NYF-CTNX	5/30/2020	6/29/2020	(22)	-	-	-	-	(22)
Amazon Capital Services	1TT3-3HLM-1GMR	7/21/2020	8/20/2020	37	-	-	-	-	37
Amazon Capital Services	1TT3-3HLM-1QD3	7/21/2020	8/20/2020	15	-	-	-	-	15



**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1TT3-3HLM-3D4T	7/21/2020	8/20/2020	11	-	-	-	-	11
Amazon Capital Services	1TT3-3HLM-77DC	7/21/2020	8/20/2020	13	-	-	-	-	13
Amazon Capital Services	1TT3-3HLM-7DJT	7/21/2020	8/20/2020	15	-	-	-	-	15
Amazon Capital Services	1TT3-3HLM-7PJH	7/21/2020	8/20/2020	104	-	-	-	-	104
Amazon Capital Services	1TT3-3HLM-7WCN	7/21/2020	8/20/2020	94	-	-	-	-	94
Amazon Capital Services	1TT3-3HLM-94MN	7/22/2020	8/21/2020	54	-	-	-	-	54
Amazon Capital Services	1TT3-3HLM-CJKF	7/22/2020	8/21/2020	93	-	-	-	-	93
Amazon Capital Services	1TT3-3HLM-DHYG	7/22/2020	8/21/2020	22	-	-	-	-	22
Amazon Capital Services	1TT3-3HLM-FPRJ	7/22/2020	8/21/2020	61	-	-	-	-	61
Amazon Capital Services	1TT3-3HLM-HNV7	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1TT3-3HLM-HPMN	7/22/2020	8/21/2020	3	-	-	-	-	3
Amazon Capital Services	1TT3-3HLM-HVVY	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1TT3-3HLM-KF4T	7/22/2020	8/21/2020	91	-	-	-	-	91
Amazon Capital Services	1TT3-3HLM-KFTF	7/22/2020	8/21/2020	29	-	-	-	-	29
Amazon Capital Services	1TT3-3HLM-KQ97	7/22/2020	8/21/2020	13	-	-	-	-	13
Amazon Capital Services	1TT3-3HLM-KWQY	7/22/2020	8/21/2020	46	-	-	-	-	46
Amazon Capital Services	1TT3-3HLM-LPFW	7/22/2020	8/21/2020	130	-	-	-	-	130
Amazon Capital Services	1TT3-3HLM-P66M	7/22/2020	8/21/2020	31	-	-	-	-	31
Amazon Capital Services	1TT3-3HLM-P6CF	7/22/2020	8/21/2020	4	-	-	-	-	4
Amazon Capital Services	1TT3-3HLM-PKQ1	7/22/2020	8/21/2020	63	-	-	-	-	63
Amazon Capital Services	1TT3-3HLM-QTFH	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1TT3-3HLM-R4HW	7/22/2020	8/21/2020	54	-	-	-	-	54
Amazon Capital Services	1TT3-3HLM-RMFL	7/22/2020	8/21/2020	57	-	-	-	-	57
Amazon Capital Services	1TT3-3HLM-RP6W	7/22/2020	8/21/2020	7	-	-	-	-	7
Amazon Capital Services	1TT3-3HLM-TQQL	7/22/2020	8/21/2020	38	-	-	-	-	38
Amazon Capital Services	1TT3-3HLM-V4YM	7/22/2020	8/21/2020	105	-	-	-	-	105
Amazon Capital Services	1TT3-3HLM-YTJP	7/23/2020	8/22/2020	22	-	-	-	-	22
Amazon Capital Services	1TT3-3HLM-YWVT	7/23/2020	8/22/2020	81	-	-	-	-	81
Amazon Capital Services	1TT3-3HLM-YWXN	7/23/2020	8/22/2020	81	-	-	-	-	81
Amazon Capital Services	1V3V-WGV1-1QHV	7/21/2020	8/20/2020	89	-	-	-	-	89
Amazon Capital Services	1V3V-WGV1-3G3V	7/21/2020	8/20/2020	35	-	-	-	-	35
Amazon Capital Services	1V3V-WGV1-3JYW	7/21/2020	8/20/2020	21	-	-	-	-	21
Amazon Capital Services	1V3V-WGV1-4JQD	7/21/2020	8/20/2020	41	-	-	-	-	41
Amazon Capital Services	1V3V-WGV1-64LX	7/21/2020	8/20/2020	11	-	-	-	-	11

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1V3V-WGV1-7KWR	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1V3V-WGV1-9P7Y	7/22/2020	8/21/2020	21	-	-	-	-	21
Amazon Capital Services	1V3V-WGV1-DTX6	7/22/2020	8/21/2020	36	-	-	-	-	36
Amazon Capital Services	1V3V-WGV1-FC4D	7/22/2020	8/21/2020	60	-	-	-	-	60
Amazon Capital Services	1V3V-WGV1-GV7J	7/22/2020	8/21/2020	14	-	-	-	-	14
Amazon Capital Services	1V3V-WGV1-GV9G	7/22/2020	8/21/2020	34	-	-	-	-	34
Amazon Capital Services	1V3V-WGV1-HLPN	7/22/2020	8/21/2020	68	-	-	-	-	68
Amazon Capital Services	1V3V-WGV1-HMY1	7/22/2020	8/21/2020	11	-	-	-	-	11
Amazon Capital Services	1V3V-WGV1-HYR3	7/22/2020	8/21/2020	34	-	-	-	-	34
Amazon Capital Services	1V3V-WGV1-JCK7	7/22/2020	8/21/2020	19	-	-	-	-	19
Amazon Capital Services	1V3V-WGV1-JWLJ	7/22/2020	8/21/2020	117	-	-	-	-	117
Amazon Capital Services	1V3V-WGV1-K9XC	7/22/2020	8/21/2020	49	-	-	-	-	49
Amazon Capital Services	1V3V-WGV1-KHNN	7/22/2020	8/21/2020	24	-	-	-	-	24
Amazon Capital Services	1V3V-WGV1-KJ4Q	7/22/2020	8/21/2020	19	-	-	-	-	19
Amazon Capital Services	1V3V-WGV1-KYYH	7/22/2020	8/21/2020	33	-	-	-	-	33
Amazon Capital Services	1V3V-WGV1-LN99	7/22/2020	8/21/2020	41	-	-	-	-	41
Amazon Capital Services	1V3V-WGV1-M141	7/22/2020	8/21/2020	19	-	-	-	-	19
Amazon Capital Services	1V3V-WGV1-M93W	7/22/2020	8/21/2020	7	-	-	-	-	7
Amazon Capital Services	1V3V-WGV1-MMFX	7/22/2020	8/21/2020	35	-	-	-	-	35
Amazon Capital Services	1V3V-WGV1-NK6F	7/22/2020	8/21/2020	12	-	-	-	-	12
Amazon Capital Services	1V3V-WGV1-NPM9	7/22/2020	8/21/2020	5	-	-	-	-	5
Amazon Capital Services	1V3V-WGV1-NTYF	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1V3V-WGV1-NV61	7/22/2020	8/21/2020	64	-	-	-	-	64
Amazon Capital Services	1V3V-WGV1-NVYD	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1V3V-WGV1-P1NQ	7/22/2020	8/21/2020	65	-	-	-	-	65
Amazon Capital Services	1V3V-WGV1-P4X3	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1V3V-WGV1-QV FH	7/22/2020	8/21/2020	112	-	-	-	-	112
Amazon Capital Services	1V3V-WGV1-QYVC	7/22/2020	8/21/2020	46	-	-	-	-	46
Amazon Capital Services	1V3V-WGV1-R3T7	7/22/2020	8/21/2020	40	-	-	-	-	40
Amazon Capital Services	1V3V-WGV1-R7NG	7/22/2020	8/21/2020	39	-	-	-	-	39
Amazon Capital Services	1V3V-WGV1-RLHJ	7/22/2020	8/21/2020	36	-	-	-	-	36
Amazon Capital Services	1V3V-WGV1-T979	7/22/2020	8/21/2020	41	-	-	-	-	41
Amazon Capital Services	1V3V-WGV1-TLWH	7/23/2020	8/22/2020	31	-	-	-	-	31
Amazon Capital Services	1V3V-WGV1-V1MJ	7/23/2020	8/22/2020	14	-	-	-	-	14



# Mission Vista Academy

## Accounts Payable Aging

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1V3V-WGV1-V6XP	7/23/2020	8/22/2020	15	-	-	-	-	15
Amazon Capital Services	1V3V-WGV1-VL6W	7/23/2020	8/22/2020	29	-	-	-	-	29
Amazon Capital Services	1V3V-WGV1-VXR9	7/23/2020	8/22/2020	27	-	-	-	-	27
Amazon Capital Services	1V3V-WGV1-XRPG	7/23/2020	8/22/2020	37	-	-	-	-	37
Amazon Capital Services	1VJX-JMQQ-GVJ7	7/17/2020	8/16/2020	14	-	-	-	-	14
Amazon Capital Services	1VJX-JMQQ-H3NK	7/17/2020	8/16/2020	21	-	-	-	-	21
Amazon Capital Services	1VJX-JMQQ-KQH4	7/17/2020	8/16/2020	37	-	-	-	-	37
Amazon Capital Services	1VM6-D9VL-1JRT	7/23/2020	8/22/2020	49	-	-	-	-	49
Amazon Capital Services	1VM6-D9VL-33T3	7/23/2020	8/22/2020	9	-	-	-	-	9
Amazon Capital Services	1VM6-D9VL-4HK7	7/23/2020	8/22/2020	20	-	-	-	-	20
Amazon Capital Services	1VM6-D9VL-4KL1	7/23/2020	8/22/2020	12	-	-	-	-	12
Amazon Capital Services	1VM6-D9VL-6QDC	7/23/2020	8/22/2020	25	-	-	-	-	25
Amazon Capital Services	1VM6-D9VL-71LF	7/23/2020	8/22/2020	8	-	-	-	-	8
Amazon Capital Services	1VM6-D9VL-76QW	7/23/2020	8/22/2020	9	-	-	-	-	9
Amazon Capital Services	1VM6-D9VL-7RYR	7/23/2020	8/22/2020	16	-	-	-	-	16
Amazon Capital Services	1VM6-D9VL-9QKN	7/23/2020	8/22/2020	31	-	-	-	-	31
Amazon Capital Services	1VM6-D9VL-DN1M	7/23/2020	8/22/2020	33	-	-	-	-	33
Amazon Capital Services	1VM6-D9VL-DWGM	7/23/2020	8/22/2020	7	-	-	-	-	7
Amazon Capital Services	1VM6-D9VL-G4TF	7/23/2020	8/22/2020	26	-	-	-	-	26
Amazon Capital Services	1VM6-D9VL-HHHQ	7/23/2020	8/22/2020	32	-	-	-	-	32
Amazon Capital Services	1VM6-D9VL-JMPX	7/24/2020	8/23/2020	13	-	-	-	-	13
Amazon Capital Services	1VM6-D9VL-JTY6	7/24/2020	8/23/2020	92	-	-	-	-	92
Amazon Capital Services	1VM6-D9VL-KPK3	7/24/2020	8/23/2020	24	-	-	-	-	24
Amazon Capital Services	1VM6-D9VL-KTPM	7/24/2020	8/23/2020	25	-	-	-	-	25
Amazon Capital Services	1VM6-D9VL-MQG6	7/24/2020	8/23/2020	33	-	-	-	-	33
Amazon Capital Services	1VM6-D9VL-QDFG	7/24/2020	8/23/2020	66	-	-	-	-	66
Amazon Capital Services	1VMX-VL99-3MRY	6/11/2020	7/11/2020	(22)	-	-	-	-	(22)
Amazon Capital Services	1VQC-TQ44-6DFP	5/21/2020	6/20/2020	(16)	-	-	-	-	(16)
Amazon Capital Services	1VQC-TQ44-6L4X	5/21/2020	6/20/2020	(124)	-	-	-	-	(124)
Amazon Capital Services	1VQC-TQ44-CC9Q	5/22/2020	6/21/2020	(12)	-	-	-	-	(12)
Amazon Capital Services	1VVJ-Q37W-6LFV	5/21/2020	6/20/2020	(24)	-	-	-	-	(24)
Amazon Capital Services	1XDR-WFDK-KPCF	6/19/2020	7/19/2020	(3)	-	-	-	-	(3)
Amazon Capital Services	1Y7V-13PD-1GKR	7/21/2020	8/20/2020	42	-	-	-	-	42
Amazon Capital Services	1Y7V-13PD-1JR7	7/21/2020	8/20/2020	119	-	-	-	-	119

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1Y7V-13PD-1TQX	7/21/2020	8/20/2020	16	-	-	-	-	16
Amazon Capital Services	1Y7V-13PD-3CG4	7/21/2020	8/20/2020	50	-	-	-	-	50
Amazon Capital Services	1Y7V-13PD-4YK1	7/21/2020	8/20/2020	113	-	-	-	-	113
Amazon Capital Services	1Y7V-13PD-69MK	7/21/2020	8/20/2020	11	-	-	-	-	11
Amazon Capital Services	1Y7V-13PD-9H47	7/22/2020	8/21/2020	52	-	-	-	-	52
Amazon Capital Services	1Y7V-13PD-C1F1	7/22/2020	8/21/2020	12	-	-	-	-	12
Amazon Capital Services	1Y7V-13PD-C7TW	7/22/2020	8/21/2020	42	-	-	-	-	42
Amazon Capital Services	1Y7V-13PD-D767	7/22/2020	8/21/2020	49	-	-	-	-	49
Amazon Capital Services	1Y7V-13PD-D9XK	7/22/2020	8/21/2020	13	-	-	-	-	13
Amazon Capital Services	1Y7V-13PD-DCFP	7/22/2020	8/21/2020	14	-	-	-	-	14
Amazon Capital Services	1Y7V-13PD-G4HK	7/22/2020	8/21/2020	3	-	-	-	-	3
Amazon Capital Services	1Y7V-13PD-GN4N	7/22/2020	8/21/2020	20	-	-	-	-	20
Amazon Capital Services	1Y7V-13PD-GX94	7/22/2020	8/21/2020	9	-	-	-	-	9
Amazon Capital Services	1Y7V-13PD-HG6Q	7/22/2020	8/21/2020	20	-	-	-	-	20
Amazon Capital Services	1Y7V-13PD-J4JC	7/22/2020	8/21/2020	12	-	-	-	-	12
Amazon Capital Services	1Y7V-13PD-JWP1	7/22/2020	8/21/2020	26	-	-	-	-	26
Amazon Capital Services	1Y7V-13PD-KCX1	7/22/2020	8/21/2020	27	-	-	-	-	27
Amazon Capital Services	1Y7V-13PD-LHNF	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1Y7V-13PD-LPRV	7/22/2020	8/21/2020	33	-	-	-	-	33
Amazon Capital Services	1Y7V-13PD-LRVM	7/22/2020	8/21/2020	40	-	-	-	-	40
Amazon Capital Services	1Y7V-13PD-M96K	7/22/2020	8/21/2020	24	-	-	-	-	24
Amazon Capital Services	1Y7V-13PD-M9NJ	7/22/2020	8/21/2020	58	-	-	-	-	58
Amazon Capital Services	1Y7V-13PD-MDR6	7/22/2020	8/21/2020	42	-	-	-	-	42
Amazon Capital Services	1Y7V-13PD-MH4G	7/22/2020	8/21/2020	128	-	-	-	-	128
Amazon Capital Services	1Y7V-13PD-MYKY	7/22/2020	8/21/2020	18	-	-	-	-	18
Amazon Capital Services	1Y7V-13PD-NCLK	7/22/2020	8/21/2020	39	-	-	-	-	39
Amazon Capital Services	1Y7V-13PD-NLXJ	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1Y7V-13PD-PFWP	7/22/2020	8/21/2020	16	-	-	-	-	16
Amazon Capital Services	1Y7V-13PD-PFYK	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1Y7V-13PD-QRNP	7/22/2020	8/21/2020	39	-	-	-	-	39
Amazon Capital Services	1Y7V-13PD-R1WV	7/22/2020	8/21/2020	39	-	-	-	-	39
Amazon Capital Services	1Y7V-13PD-THCN	7/22/2020	8/21/2020	4	-	-	-	-	4
Amazon Capital Services	1Y7V-13PD-W6HH	7/23/2020	8/22/2020	6	-	-	-	-	6
Amazon Capital Services	1Y7V-13PD-WMQF	7/23/2020	8/22/2020	6	-	-	-	-	6

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1Y7V-13PD-XDW9	7/23/2020	8/22/2020	16	-	-	-	-	16
Amazon Capital Services	1Y7V-13PD-XNLL	7/23/2020	8/22/2020	43	-	-	-	-	43
Amazon Capital Services	1YXL-C16H-X3MF	6/4/2020	7/4/2020	(92)	-	-	-	-	(92)
Artistic Dance Academy	1083	6/13/2020	7/13/2020	174	-	-	-	-	174
Beautiful Feet Books, Inc.	12206	7/16/2020	8/15/2020	314	-	-	-	-	314
Beautiful Feet Books, Inc.	12212	7/16/2020	8/15/2020	248	-	-	-	-	248
Beautiful Feet Books, Inc.	12213	7/16/2020	8/15/2020	126	-	-	-	-	126
Beautiful Feet Books, Inc.	12214	7/16/2020	8/15/2020	266	-	-	-	-	266
Beautiful Feet Books, Inc.	12251	7/21/2020	8/20/2020	246	-	-	-	-	246
Beautiful Feet Books, Inc.	12260	7/22/2020	8/21/2020	303	-	-	-	-	303
Beautiful Feet Books, Inc.	12266	7/23/2020	8/22/2020	284	-	-	-	-	284
Beautiful Feet Books, Inc.	12277	7/23/2020	8/22/2020	314	-	-	-	-	314
Bright Solutions For Dyslexia, Inc.	88-86047	7/24/2020	8/23/2020	452	-	-	-	-	452
Brooklyn Dance Academy	1	6/2/2020	7/2/2020	(20)	-	-	-	-	(20)
Canyon Crest CC	2020-118	7/15/2020	8/14/2020	295	-	-	-	-	295
Canyon Crest CC	2020-119	7/15/2020	8/14/2020	1,376	-	-	-	-	1,376
Cruz Violins & More	4713	7/16/2020	8/15/2020	69	-	-	-	-	69
Crystal Torres	3 MVA 19/20	7/13/2020	8/12/2020	1,040	-	-	-	-	1,040
De Angelo's Music	217	7/16/2020	8/15/2020	840	-	-	-	-	840
Desert Rocks Climbing Gym	KahlanMiller005	7/16/2020	8/15/2020	110	-	-	-	-	110
Dunamix Dance Project	0620MVA	6/25/2020	7/25/2020	2,570	-	-	-	-	2,570
Evan-Moor	INV281177	7/14/2020	8/13/2020	379	-	-	-	-	379
Evan-Moor	INV281178	7/14/2020	8/13/2020	379	-	-	-	-	379
Gracie Temecula	NHJul2020	7/16/2020	8/15/2020	159	-	-	-	-	159
Gravitas Publications, Inc.	17673	7/17/2020	8/16/2020	184	-	-	-	-	184
Gravitas Publications, Inc.	17674	7/17/2020	8/16/2020	104	-	-	-	-	104
Gravitas Publications, Inc.	17675	7/17/2020	8/16/2020	104	-	-	-	-	104
Gymnastics Pacifica	MC082020	7/16/2020	8/15/2020	125	-	-	-	-	125
Hands 4 Building, LLC	1672	7/12/2020	8/11/2020	138	-	-	-	-	138
Hands 4 Building, LLC	1673	7/12/2020	8/11/2020	138	-	-	-	-	138
Harvard Street Music Exchange	10A	7/23/2020	8/22/2020	120	-	-	-	-	120
Home Science Tools	1026792A	7/10/2020	9/8/2020	318	-	-	-	-	318
Hope for Reading, Erina Kindreich	1383	7/24/2020	8/25/2020	150	-	-	-	-	150
Hope for Reading, Erina Kindreich	1384	7/24/2020	7/29/2020	30	-	-	-	-	30

## Mission Vista Academy

### Accounts Payable Aging

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Hope for Reading, Erina Kindreich	1385	7/24/2020	8/24/2020	30	-	-	-	-	30
Hope for Reading, Erina Kindreich	1386	7/24/2020	8/24/2020	30	-	-	-	-	30
Houghton Mifflin Harcourt Publishing C	911327023	4/20/2020	5/20/2020	(140)	-	-	-	-	(140)
Irvine Ranch Outdoor Education Center	102	7/16/2020	8/15/2020	332	-	-	-	-	332
Jacalyn Behrends	JBMVA-1008	7/14/2020	8/13/2020	490	-	-	-	-	490
JamF Software, LLC	INV153131	7/16/2020	8/15/2020	900	-	-	-	-	900
Katy Poleynard	002	5/13/2020	6/12/2020	(15)	-	-	-	-	(15)
Kevin Lee	001	7/15/2020	8/14/2020	160	-	-	-	-	160
Kimberly Veloz	58	7/1/2020	8/30/2020	80	-	-	-	-	80
KiwiCo, Inc	ST-IBYSDVKA	7/15/2020	8/14/2020	223	-	-	-	-	223
KiwiCo, Inc	ST-ICALKUDA	7/15/2020	8/14/2020	223	-	-	-	-	223
KiwiCo, Inc	ST-ICCAXRRQ	7/15/2020	8/14/2020	223	-	-	-	-	223
KiwiCo, Inc	ST-IL7VICEA	7/15/2020	8/14/2020	65	-	-	-	-	65
LA Acting Studios	194	7/13/2020	8/12/2020	240	-	-	-	-	240
LA Acting Studios	195	7/13/2020	8/12/2020	240	-	-	-	-	240
Lakeshore	2197760720	7/20/2020	8/19/2020	19	-	-	-	-	19
Learning A-Z	2396292	7/15/2020	8/14/2020	924	-	-	-	-	924
LEGO Education	1190432670	7/16/2020	9/14/2020	59	-	-	-	-	59
LEGO Education	1190432671	7/16/2020	9/14/2020	135	-	-	-	-	135
Little Passports	113036884	7/15/2020	8/14/2020	111	-	-	-	-	111
Little Passports	113036888	7/15/2020	8/14/2020	130	-	-	-	-	130
Logic of English	INV9089	7/17/2020	8/16/2020	123	-	-	-	-	123
Logic of English	INV9123	7/21/2020	8/20/2020	83	-	-	-	-	83
Logic of English	INV9124	7/21/2020	8/20/2020	43	-	-	-	-	43
Logic of English	INV9125	7/21/2020	8/20/2020	39	-	-	-	-	39
Logic of English	INV9128	7/21/2020	8/20/2020	64	-	-	-	-	64
Logic of English	INV9129	7/21/2020	8/20/2020	21	-	-	-	-	21
Logic of English	INV9171	7/23/2020	8/22/2020	187	-	-	-	-	187
Logic of English	INV9172	7/23/2020	8/22/2020	21	-	-	-	-	21
Logic of English	INV9175	7/23/2020	8/22/2020	103	-	-	-	-	103
Logic of English	INV9179	7/23/2020	8/22/2020	565	-	-	-	-	565
Logic of English	INV9190	7/24/2020	8/23/2020	209	-	-	-	-	209
Math-U-See Inc.	0628596-IN	6/15/2020	8/14/2020	58	-	-	-	-	58
Math-U-See Inc.	0628597-IN	6/15/2020	8/14/2020	119	-	-	-	-	119

## Mission Vista Academy

### Accounts Payable Aging

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Math-U-See Inc.	0628598-IN	6/15/2020	8/14/2020	109	-	-	-	-	109
Math-U-See Inc.	0628599-IN	6/15/2020	8/14/2020	70	-	-	-	-	70
Math-U-See Inc.	0629678-IN	6/17/2020	8/16/2020	94	-	-	-	-	94
Math-U-See Inc.	0629679-IN	6/17/2020	8/16/2020	58	-	-	-	-	58
Math-U-See Inc.	0629680-IN	6/17/2020	8/16/2020	58	-	-	-	-	58
Math-U-See Inc.	0629681-IN	6/17/2020	8/16/2020	68	-	-	-	-	68
Math-U-See Inc.	0629682-IN	6/17/2020	8/16/2020	68	-	-	-	-	68
Math-U-See Inc.	0631101-IN	6/26/2020	8/25/2020	173	-	-	-	-	173
Math-U-See Inc.	0631309-IN	6/29/2020	8/28/2020	61	-	-	-	-	61
Math-U-See Inc.	0633833-IN	7/10/2020	9/8/2020	68	-	-	-	-	68
Math-U-See Inc.	0633834-IN	7/10/2020	9/8/2020	68	-	-	-	-	68
Math-U-See Inc.	0633835-IN	7/10/2020	9/8/2020	58	-	-	-	-	58
Math-U-See Inc.	0633836-IN	7/10/2020	9/8/2020	58	-	-	-	-	58
Math-U-See Inc.	0634054-IN	7/13/2020	9/11/2020	58	-	-	-	-	58
Math-U-See Inc.	0634056-IN	7/13/2020	9/11/2020	226	-	-	-	-	226
Math-U-See Inc.	0635233-IN	7/16/2020	9/14/2020	68	-	-	-	-	68
Math-U-See Inc.	0637449-IN	7/24/2020	9/22/2020	119	-	-	-	-	119
Math-U-See Inc.	0637451-IN	7/24/2020	9/22/2020	55	-	-	-	-	55
Math-U-See Inc.	0637455-IN	7/24/2020	9/22/2020	58	-	-	-	-	58
Math-U-See Inc.	0637466-IN	7/24/2020	9/22/2020	52	-	-	-	-	52
Math-U-See Inc.	0637479-IN	7/24/2020	9/22/2020	58	-	-	-	-	58
Mathnasium of Eastvale	200703	7/14/2020	8/13/2020	149	-	-	-	-	149
Mathnasium of Eastvale	200704	7/14/2020	8/13/2020	299	-	-	-	-	299
Mathnasium of Temecula	714	7/14/2020	8/13/2020	299	-	-	-	-	299
Mathnasium of Temecula	715	7/14/2020	8/13/2020	299	-	-	-	-	299
McCoy Rigby Arts, Inc	WillardJuly#1	7/22/2020	7/22/2020	49	-	-	-	-	49
Miss Candice's Dance Center	2020-08	7/13/2020	8/12/2020	95	-	-	-	-	95
Miss Kylee's Piano Studio	146	7/15/2020	8/14/2020	200	-	-	-	-	200
Miss Kylee's Piano Studio	147	7/15/2020	8/14/2020	200	-	-	-	-	200
Miss Kylee's Piano Studio	148	7/15/2020	8/14/2020	300	-	-	-	-	300
Miss Kylee's Piano Studio	149	7/15/2020	8/14/2020	100	-	-	-	-	100
Miss Kylee's Piano Studio	150	7/15/2020	8/14/2020	300	-	-	-	-	300
Monica Viola Private Skating Lessons	70	2/5/2020	3/6/2020	225	-	-	-	-	225
Moving Beyond the Page	215326	7/13/2020	8/12/2020	25	-	-	-	-	25

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Nicole Thomas	2308	7/24/2020	8/23/2020	49	-	-	-	-	49
Noonan Family Swim School, Inc.	66625_1	7/13/2020	8/12/2020	85	-	-	-	-	85
Noonan Family Swim School, Inc.	66625_2	7/13/2020	8/12/2020	107	-	-	-	-	107
Oak Meadow Inc.	103411	7/13/2020	8/12/2020	135	-	-	-	-	135
On Pointe Dance Studio	266	7/13/2020	8/12/2020	183	-	-	-	-	183
On Pointe Dance Studio	267	7/13/2020	8/12/2020	183	-	-	-	-	183
On Pointe Dance Studio	268	7/15/2020	8/14/2020	95	-	-	-	-	95
On Pointe Dance Studio	269	7/15/2020	8/14/2020	48	-	-	-	-	48
Outschool, Inc.	20130	7/13/2020	8/12/2020	5	-	-	-	-	5
Outschool, Inc.	20131	7/13/2020	8/12/2020	5	-	-	-	-	5
Outschool, Inc.	20132	7/13/2020	8/12/2020	350	-	-	-	-	350
Peace Hill Press, Inc. dba Well Trained	52447	7/16/2020	8/15/2020	109	-	-	-	-	109
Pearson Education Inc.	6001566091	4/6/2020	5/6/2020	(19)	-	-	-	-	(19)
PRN Nursing Consultants, LLC	200688	6/25/2020	7/25/2020	225	-	-	-	-	225
Rainbow Resource Center	3002549	7/14/2020	8/13/2020	196	-	-	-	-	196
Rainbow Resource Center	3002554	7/14/2020	8/13/2020	169	-	-	-	-	169
Rainbow Resource Center	3007589	7/17/2020	8/16/2020	468	-	-	-	-	468
Rainbow Resource Center	3007592	7/17/2020	8/16/2020	77	-	-	-	-	77
Rainbow Resource Center	3007598	7/17/2020	8/16/2020	182	-	-	-	-	182
Rainbow Resource Center	3007607	7/17/2020	8/16/2020	100	-	-	-	-	100
Rainbow Resource Center	3007624	7/17/2020	8/16/2020	110	-	-	-	-	110
Rainbow Resource Center	3007631	7/17/2020	8/16/2020	195	-	-	-	-	195
Rainbow Resource Center	3007635	7/17/2020	8/16/2020	109	-	-	-	-	109
Rainbow Resource Center	3007642	7/17/2020	8/16/2020	190	-	-	-	-	190
Rainbow Resource Center	3007649	7/17/2020	8/16/2020	190	-	-	-	-	190
Rainbow Resource Center	3007652	7/17/2020	8/16/2020	119	-	-	-	-	119
Rainbow Resource Center	3008096	7/17/2020	8/16/2020	50	-	-	-	-	50
Rainbow Resource Center	3008118	7/17/2020	8/16/2020	147	-	-	-	-	147
Rainbow Resource Center	3008119	7/17/2020	8/16/2020	92	-	-	-	-	92
Rainbow Resource Center	3008122	7/17/2020	8/16/2020	87	-	-	-	-	87
Rainbow Resource Center	3008127	7/17/2020	8/16/2020	122	-	-	-	-	122
Rainbow Resource Center	3008129	7/17/2020	8/16/2020	24	-	-	-	-	24
Rainbow Resource Center	3008356	7/17/2020	8/16/2020	226	-	-	-	-	226
Rainbow Resource Center	3008358	7/17/2020	8/16/2020	176	-	-	-	-	176



**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	3008368	7/17/2020	8/16/2020	226	-	-	-	-	226
Rainbow Resource Center	3008432	7/17/2020	8/16/2020	121	-	-	-	-	121
Rainbow Resource Center	3008437	7/17/2020	8/16/2020	568	-	-	-	-	568
Rainbow Resource Center	3008439	7/17/2020	8/16/2020	179	-	-	-	-	179
Rainbow Resource Center	3008452	7/17/2020	8/16/2020	248	-	-	-	-	248
Rainbow Resource Center	3008454	7/17/2020	8/16/2020	146	-	-	-	-	146
Rainbow Resource Center	3008480	7/17/2020	8/16/2020	188	-	-	-	-	188
Rainbow Resource Center	3008488	7/17/2020	8/16/2020	385	-	-	-	-	385
Rainbow Resource Center	3008501	7/17/2020	8/16/2020	122	-	-	-	-	122
Rainbow Resource Center	3008505	7/17/2020	8/16/2020	102	-	-	-	-	102
Rainbow Resource Center	3008510	7/17/2020	8/16/2020	235	-	-	-	-	235
Rainbow Resource Center	3008512	7/17/2020	8/16/2020	143	-	-	-	-	143
Rainbow Resource Center	3008514	7/17/2020	8/16/2020	209	-	-	-	-	209
Rainbow Resource Center	3008532	7/17/2020	8/16/2020	191	-	-	-	-	191
Rainbow Resource Center	3008555	7/17/2020	8/16/2020	51	-	-	-	-	51
Rainbow Resource Center	3008559	7/17/2020	8/16/2020	413	-	-	-	-	413
Rainbow Resource Center	3008566	7/17/2020	8/16/2020	347	-	-	-	-	347
Rainbow Resource Center	3008573	7/17/2020	8/16/2020	223	-	-	-	-	223
Rainbow Resource Center	3008578	7/17/2020	8/16/2020	85	-	-	-	-	85
Rainbow Resource Center	3008589	7/17/2020	8/16/2020	426	-	-	-	-	426
Rainbow Resource Center	3008592	7/17/2020	8/16/2020	125	-	-	-	-	125
Rainbow Resource Center	3008594	7/17/2020	8/16/2020	171	-	-	-	-	171
Rainbow Resource Center	3008604	7/17/2020	8/16/2020	171	-	-	-	-	171
Rainbow Resource Center	3008675	7/17/2020	8/16/2020	44	-	-	-	-	44
Rainbow Resource Center	3008693	7/17/2020	8/16/2020	385	-	-	-	-	385
Rainbow Resource Center	3008725	7/17/2020	8/16/2020	108	-	-	-	-	108
Rainbow Resource Center	3008727	7/17/2020	8/16/2020	385	-	-	-	-	385
Rainbow Resource Center	3008728	7/17/2020	8/16/2020	62	-	-	-	-	62
Rainbow Resource Center	3008729	7/17/2020	8/16/2020	42	-	-	-	-	42
Rainbow Resource Center	3008738	7/17/2020	8/16/2020	166	-	-	-	-	166
Rainbow Resource Center	3008813	7/16/2020	8/15/2020	279	-	-	-	-	279
Rainbow Resource Center	3009306	7/17/2020	8/16/2020	108	-	-	-	-	108
Rainbow Resource Center	3009314	7/17/2020	8/16/2020	170	-	-	-	-	170
Rainbow Resource Center	3009316	7/17/2020	8/16/2020	40	-	-	-	-	40

**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	3009317	7/17/2020	8/16/2020	54	-	-	-	-	54
Rainbow Resource Center	3014943	7/21/2020	8/20/2020	69	-	-	-	-	69
Rainbow Resource Center	3014973	7/21/2020	8/20/2020	78	-	-	-	-	78
Rainbow Resource Center	3014985	7/21/2020	8/20/2020	118	-	-	-	-	118
Rainbow Resource Center	3014986	7/21/2020	8/20/2020	198	-	-	-	-	198
Rainbow Resource Center	3015005	7/21/2020	8/20/2020	110	-	-	-	-	110
Rainbow Resource Center	3015021	7/21/2020	8/20/2020	189	-	-	-	-	189
Rainbow Resource Center	3018376	7/23/2020	8/22/2020	40	-	-	-	-	40
Rainbow Resource Center	3019407	7/23/2020	8/22/2020	159	-	-	-	-	159
Rainbow Resource Center	3019424	7/23/2020	8/22/2020	56	-	-	-	-	56
Rainbow Resource Center	3019433	7/23/2020	8/22/2020	51	-	-	-	-	51
Rainbow Resource Center	3021172	7/24/2020	8/23/2020	13	-	-	-	-	13
Rainbow Resource Center	3021179	7/24/2020	8/23/2020	19	-	-	-	-	19
Rainbow Resource Center	3021182	7/24/2020	8/23/2020	118	-	-	-	-	118
Rainbow Resource Center	3021185	7/24/2020	8/23/2020	19	-	-	-	-	19
Rainbow Resource Center	3021190	7/24/2020	8/23/2020	123	-	-	-	-	123
Rainbow Resource Center	3021211	7/24/2020	8/23/2020	46	-	-	-	-	46
Rainbow Resource Center	3021279	7/24/2020	8/23/2020	31	-	-	-	-	31
Rainbow Resource Center	3021283	7/24/2020	8/23/2020	165	-	-	-	-	165
Rainbow Resource Center	3021287	7/24/2020	8/23/2020	187	-	-	-	-	187
Rainbow Resource Center	3021291	7/24/2020	8/23/2020	182	-	-	-	-	182
Rockstars of Tomorrow	0520-1	5/19/2020	6/18/2020	(10)	-	-	-	-	(10)
Samuel Chen	5	7/15/2020	8/14/2020	240	-	-	-	-	240
School of Rock Temecula	57248_Jul	7/15/2020	8/14/2020	175	-	-	-	-	175
School of Rock Temecula	57248_Jun	7/14/2020	8/13/2020	175	-	-	-	-	175
School of Rock Temecula	69521_Jul20	7/14/2020	8/13/2020	179	-	-	-	-	179
Studies Weekly	329721	4/28/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	330690	4/28/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	330916	4/30/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	332422	5/6/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	332430	5/4/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	332455	5/4/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	332526	5/6/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	332536	5/6/2020	9/1/2020	33	-	-	-	-	33



**Mission Vista Academy****Accounts Payable Aging**

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Studies Weekly	332640	5/6/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	333858	5/13/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	334307	5/14/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	334941	5/20/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	335581	5/27/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	335583	5/27/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	335592	5/27/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	335593	6/19/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	336293	6/24/2020	9/1/2020	65	-	-	-	-	65
Studies Weekly	336296	6/24/2020	9/1/2020	65	-	-	-	-	65
Studies Weekly	336525	6/2/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	336632	6/3/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	337464	6/16/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	337590	7/14/2020	9/1/2020	33	-	-	-	-	33
TalkBox.Mom	282901-2	7/17/2020	8/16/2020	87	-	-	-	-	87
TalkBox.Mom	395450	7/17/2020	8/16/2020	114	-	-	-	-	114
Teacher Synergy, LLC	121201480	7/22/2020	8/12/2020	7	-	-	-	-	7
Teacher Synergy, LLC	121202095	7/22/2020	8/12/2020	10	-	-	-	-	10
Teacher Synergy, LLC	121202251	7/22/2020	8/12/2020	155	-	-	-	-	155
Teacher Synergy, LLC	121202341	7/22/2020	8/12/2020	25	-	-	-	-	25
Teacher Synergy, LLC	121225742	7/23/2020	8/13/2020	3	-	-	-	-	3
Teacher Synergy, LLC	121226066	7/23/2020	8/13/2020	50	-	-	-	-	50
Teacher Synergy, LLC	121245726	7/23/2020	8/13/2020	200	-	-	-	-	200
Teacher Synergy, LLC	121278596	7/24/2020	8/14/2020	80	-	-	-	-	80
Teacher Synergy, LLC	121278639	7/24/2020	8/14/2020	72	-	-	-	-	72
Teacher Synergy, LLC	121278755	7/24/2020	8/14/2020	56	-	-	-	-	56
Teacher Synergy, LLC	121279697	7/24/2020	8/14/2020	36	-	-	-	-	36
Teacher Synergy, LLC	121279925	7/24/2020	8/14/2020	75	-	-	-	-	75
Teacher Synergy, LLC	121280388	7/24/2020	8/14/2020	41	-	-	-	-	41
Teacher Synergy, LLC	121280452	7/24/2020	8/14/2020	38	-	-	-	-	38
Teacher Synergy, LLC	121280489	7/24/2020	8/14/2020	24	-	-	-	-	24
Teacher Synergy, LLC	121280516	7/24/2020	8/14/2020	41	-	-	-	-	41
Teacher Synergy, LLC	121281453	7/24/2020	8/14/2020	7	-	-	-	-	7
Teacher Synergy, LLC	121281980	7/24/2020	8/14/2020	10	-	-	-	-	10

## Mission Vista Academy

### Accounts Payable Aging

For the period ended July 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Teacher Synergy, LLC	121282013	7/24/2020	8/14/2020	18	-	-	-	-	18
Teaching Textbooks	27513CM	5/29/2020	6/28/2020	(150)	-	-	-	-	(150)
Teaching Textbooks	28293	7/15/2020	8/14/2020	67	-	-	-	-	67
Temecula Conservatory of Music	1431	7/13/2020	8/12/2020	314	-	-	-	-	314
Temecula Conservatory of Music	1432	7/13/2020	8/12/2020	314	-	-	-	-	314
Temecula Conservatory of Music	1433	7/13/2020	8/12/2020	157	-	-	-	-	157
Temecula Homeschool Enrichment Can	222020	7/17/2020	8/16/2020	625	-	-	-	-	625
Temecula Music Teacher, LLC	4778	7/13/2020	8/12/2020	1,938	-	-	-	-	1,938
Temecula Yoga Collective	7162020-1	7/16/2020	8/15/2020	72	-	-	-	-	72
Thinkwell Corporation	204360	7/14/2020	8/13/2020	75	-	-	-	-	75
Thinkwell Corporation	204361	7/14/2020	8/13/2020	75	-	-	-	-	75
UPS	0000TT0517290	7/18/2020	7/27/2020	29	-	-	-	-	29
Valverde School of Performing Arts	1375	7/16/2020	8/15/2020	474	-	-	-	-	474
Valverde School of Performing Arts	1386	7/16/2020	8/15/2020	474	-	-	-	-	474
Victoria Gramm	6201	7/16/2020	8/15/2020	264	-	-	-	-	264
WM Music Lessons	001	5/13/2020	6/12/2020	(100)	-	-	-	-	(100)
Zaner-Bloser, Inc.	10251163	7/14/2020	8/13/2020	\$ 45	\$ -	\$ -	\$ -	\$ -	\$ 45
<b>Total Outstanding Invoices in July</b>				<b>\$ 59,346</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 59,346</b>

**Mission Vista Academy**  
**Expenditures through: June 30, 2020**  
**Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	739,506.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		739,506.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	580,253.59
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	159,252.41
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		739,506.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

**Provenance**

1151 W. 5th Street  
Azusa, CA 91702 US  
mariac@inspireschools.org

# INVOICE

**BILL TO**

Mission Vista Academy  
43517 Ridge Park Drive #100  
Temecula, CA 92590 USA

**INVOICE #** 3281**DATE** 08/17/2020**DUE DATE** 08/17/2020**TERMS** Due on receipt

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**DEPARTMENT**

ICS Fees

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	<b>Sales</b>	ICS Operational Fees September 2020			102,771.00

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**BALANCE DUE****\$102,771.00**

Mission Vista Academy  
Monthly Cash Flow/Budget FY20-21

Revised 7/28/20



ADA = 3697.53		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	1,353,372	1,353,372	2,436,069	2,436,069	2,436,069	2,436,069	2,436,069	1,217,998	730,799	730,799	730,799	8,769,562	27,067,044
8012	Education Protection Account	-	-	-	184,877	-	-	184,877	-	-	184,877	-	-	184,877	739,506
8096	In Lieu of Property Taxes	-	430,133	430,133	430,133	430,133	430,133	430,133	430,133	358,433	358,433	358,433	358,433	716,866	5,161,530
		-	1,783,505	1,783,505	3,051,079	2,866,202	2,866,202	3,051,079	2,866,202	1,576,431	1,274,108	1,089,232	1,089,232	9,671,304	32,968,080
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	431,733	431,733
		-	-	-	-	-	-	-	-	-	-	-	-	431,733	431,733
Other State Revenue															
8311	State Special Education	-	-	-	-	-	-	-	-	-	-	-	-	2,594,550	2,594,550
8550	Mandated Cost	-	-	-	-	-	67,049	-	-	-	-	-	-	-	67,049
8560	State Lottery	-	-	-	-	-	-	162,647	-	-	162,647	-	-	405,123	730,418
8599	Other State Revenue	-	-	-	-	14,166	-	-	-	-	5,449	-	-	2,179	21,794
		-	-	-	-	14,166	67,049	162,647	-	-	168,096	-	-	3,001,853	3,413,811
Total Revenue		-	1,783,505	1,783,505	3,051,079	2,880,368	2,933,251	3,213,726	2,866,202	1,576,431	1,442,204	1,089,232	1,089,232	13,104,889	36,813,624
5107 Instructional Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee		102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	-	1,233,256
		102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	102,771	-	1,233,256
Billed in July		103,562.39													
Adjustment		(791.02)													

Percentage  
0.00%  
3.35%  
3.35%

# **MISSION VISTA ACADEMY**

## **Fiscal Policies and Procedures**

*Revised 7/30/2020*



# **MISSION VISTA ACADEMY**

## **Fiscal Policies and Procedures**

### **OVERVIEW AND GENERAL BUSINESS POLICIES**

The Board of Directors (“Board”) of Mission Vista Academy (the “School”) has reviewed and adopted the following fiscal policies and procedures to ensure the most effective use of the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board approves financial policies and procedures, delegate’s administration of the policies and procedures to the Senior Director and receives reports on operations and activities on a regular basis.
2. The Senior Director has responsibility for all operations and activities related to financial management. However, in the absence of the Senior Director, the Assistant Senior Director shall perform the Senior Director’s responsibilities described herein during the period of absence.
3. Financial duties and responsibilities must be appropriately segregated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.
4. The School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:
  - a. expenditures are authorized by and in accord with the Board-adopted budget,
  - b. the School’s funds are managed and held in a manner that provides a high degree of protection of the School’s assets, and
  - c. all transactions are recorded and documented in an appropriate manner.

### **Budget Development, Oversight Calendar and Responsibilities**

The School will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

#### *Approximately January - April*

Charter Impact works with the Senior Director to review the Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the School’s upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the Senior Director develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. The School may also prepare a five-year budget projection is developed in accordance with the School’s established strategic and growth plans.

#### *Approximately May – June*



## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

Charter Impact and the Senior Director review revenue projections subsequent to the Governor's annual "May Revise" budget figures, and fine-tune the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before July 1. A copy of the final budget is provided to the charter-granting agency and the County Superintendent of Schools.

#### *Approximately July – August*

Books for prior fiscal year are closed by Charter Impact, all transactions are posted, and records assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

#### *Approximately September – December*

The independent auditor performs audit of the closed fiscal year and prepares an audit report for submission to the Board.

At the end of the first full week of School, the Senior Director reviews the School's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the School's budget is revised to match likely revenues.

The Board reviews a copy of the audit. The Senior Director addresses any audit exceptions or adverse findings pursuant to any procedures set forth in the School's charter. Once the Board approves the audit report, it is submitted to the charter-granting agency, the California State Controller, the County Superintendent of Schools, and the California Department of Education.

### **Banking Arrangements**

The School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts. If funds are held in accounts outside of the County Treasury, the Board must approve all designees authorized to sign checks or warrants in accord with these policies. Charter Impact will reconcile the School's ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis.

### **Authorized Signers**

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

The Board authorizes the following School officials (each an “Authorized Signer”) to execute duly-approved contracts, purchases, and expenditures, and to endorse checks, drafts, and orders for the payment, withdrawal, or transfer of money in the name of and on behalf of the School: Board officers, Senior Director, and Assistant Senior Director.

#### **Record Keeping**

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by School staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure location, separate from the School.

Charter Impact will retain electronic records at their site for a minimum of two years; after which, the remaining years will be the responsibility of the School.

#### **Property Inventory**

The Senior Director shall establish and maintain an inventory of non-consumable goods and equipment worth over ~~\$1,000~~ \$5,000 as determined by the Senior Director. This inventory must include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the School’s assets.

All non-consumable educational products and School property, including School technology, must be returned upon disenrollment or upon request by the Senior Director or Homeschool Teacher. Any unneeded property owned by the School may be sold or auctioned by the Senior Director or designee provided the Senior Director engages in due diligence to obtain a reasonable value for the School. The sale or auction of property owned by the School with a fair market value in excess of ~~\$1,000~~ \$5,000 as determined by the Senior Director must be approved, in advance, by the Board. The School may also dispose of unneeded instructional materials in its possession that are usable for educational purposes by donation to a school district or other public agency, county free library, nonprofit charitable organization, or to children or adults in California. The Senior Director or designee(s) will immediately notify Charter Impact of all known cases of theft, loss, damage or destruction of assets worth over ~~\$1,000~~ \$5,000 as determined by the Senior Director.

#### **Attendance Accounting**

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

The Senior Director will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and other applicable laws regarding Charter School Average Daily Attendance. Therefore:

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School. The School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher.
2. The School's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction. The calendar must also document that the School offers an amount of annual minutes of instruction or equivalent as required pursuant to applicable law.
3. Independent study must be pre-arranged by the student's adult guardian and the School and the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the School on forms prepared by the School. As applicable, such independent study must be in full compliance with law governing independent study.

#### **Annual Financial Audit**

The Board is responsible for contracting with the School's independent auditors and providing oversight of the independent auditors in reviewing:

1. The School's system of internal controls, policies, and risk management;
2. The integrity of the School's financial statements; and
3. The School's compliance with legal and regulatory requirements and ethical standards.

The Board will review the scope and results of the audit and will receive notice of any consequential irregularities and management letter comments that the auditor noted during the audit. Additionally, the Board will develop a corrective action plan to address all relevant weaknesses noted by the auditor and review all financial information of the School.

The Audit must be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Superintendent of Schools, the California State Controller, and the California Department of Education on or before December 15 of each year.

#### **Required Budget and Other Fiscal Reports**

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

The Senior Director, working in conjunction with Charter Impact, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the School's charter.

#### **Property and Liability Insurance**

The Senior Director must ensure that the School retains appropriate property and liability insurance coverage. Property insurance must be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the School's Property Inventory and consumables. Premises and Board errors and omissions liability insurance must also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than \$50,000 per occurrence and limit of no less than \$5 million per occurrence. The School's Senior Director and other staff who manage funds must be placed under a fidelity bond.

#### **Board Without Compensation**

Board members incur ongoing expenses for equipment, internet services and software, as well as travel expenses, to prepare for and participate in meetings of the Board. Board members shall serve without compensation, but may be entitled to a stipend or reimbursement of actual and necessary expenses for an approved amount established by the Board. Expenses for equipment, internet services and software, as well as travel expenses necessary to attending Board meetings and meetings of Board committees need not be approved in advance by the Board. All other expenses shall be approved in advance by the Board. Board members shall use the School's official reimbursement or expense form and attach appropriate backup documentation (e.g. itemized receipt or invoice). In no event may reimbursements exceed actual expenses. If a Board member fails to submit appropriate backup documentation, the Board member may be personally responsible for the charge.

#### **Fundraising, Grant Solicitation, and Donation Recognition**

The Board must be informed of the award or receipt of any donated, grant, or categorical program funds, as well as any conditions, restrictions, or compliance requirements associated with the funds.

#### **Conflicts of Interest**

The School complies with all applicable laws regarding conflicts of interest and related party transactions, including, but not limited to, the California Corporations Code, the Political Reform Act, and Government Code section 1090.

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

The School recognizes that it is important for Board members and key employees to understand the conflict of interest laws and rules that apply to the School, in order to identify and avoid conflicts of interest. The School Board and key staff shall receive annual mandatory training, to be conducted by a third party, on the applicable conflict of interest laws. Such training may be provided at the time the Board receives the mandatory Ralph M. Brown Act training required by the School's Charter, and may also cover specific topics including an overview of significant, applicable laws regarding the use of public funds, procedures for hiring, contractual arrangements, purchasing, bidding, and expenditure approvals that help to prevent conflicts of interest.

It is the policy of this School that all School officials, including Board members, officers, and employees, must not place themselves in any position where their private, personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence. School decision-makers may not be personally nor financially interested in any contract made by them in their official capacity.

### **PROCUREMENT**

#### **Segregation of Duties and System**

Internal controls include the segregation of duties to establish necessary checks and balances so that one person is not handling a transaction from beginning to end. To ensure segregation of recording and approvals, the Business Office may not sign purchase orders.

The following functions will be segregated:

1. Initiating, authorizing or approving transactions.
2. Executing transactions.
3. Recording the transaction.
4. Reconciling the transaction.

The School maintains an approval system for all non-payroll expenditures. When a vendor requires a purchase order, the School will maintain a system for those purchase orders.

All transactions will be posted in an electronic general ledger maintained by Charter Impact.

#### **Procurement Objectives**

The Board is committed to safeguarding the School's funds and promoting transparency and accountability when it comes to the use of its funds. The purpose of this Procurement Policy is to ensure the School receives high quality and cost effective equipment, materials, supplies, and services in an efficient manner from reputable vendors. Although cost is an important factor, the

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

School is not required to select the vendor with the lowest price. The School will not engage in any contracting or purchasing activities intended to circumvent the procedures described herein.

Consideration will be made of in-house capabilities to accomplish services before contracting for them. When approving contracts for the purchase of goods or services, the School must:

1. Determine if the expenditure is budgeted
2. Determine if funds are currently available for expenditures (i.e. cash flow)
3. Determine if the expenditure is allowable under the appropriate revenue source that will be used
4. Determine if the expenditure is appropriate and consistent with the School's goals, vision, approved charter, School policies and procedures, and any related laws or applicable regulations
5. Determine if the price is reasonable and prudent.

#### **Exceptions**

These procurement procedures apply to contracts for services, as well as School purchases. However, these procurement procedures do **not** apply to the following:

1. Employment contracts
2. Contracts for services provided directly to students, including, but not limited to, contracts for special education and disability-related services.
3. Contracts or purchases approved or mandated by the School's charter authorizer.
4. Publication and/or copyright materials purchased directly from the publisher or copyright holder.
5. Repairs and/or parts associated with repairs to equipment obtained from an "Authorized Dealer" (i.e., a dealer certified by the manufacturer to sell and/or perform maintenance on their equipment).
6. Catering, photography, audio/visual, or other services from a facility rented for a meeting or conference if the facility has a policy requiring use of their in-house services or services from a pre-determined list of vendors.
7. Contracts or purchases in an "emergency" situation. "Emergency" is defined as work stoppage, threat of financial loss, or other situations that impair the health, welfare, and safety of students, staff, or School property. These contracts/purchases must be accompanied by a memo noting the urgency of the contract/purchase, justification, and a cost and price analysis of the amount of the transaction, and must be approved by the Senior Director.
8. The purchase, sale, lease, or transfer of real property on behalf of the School.
9. A loan, line of credit, and other debt incurred on behalf of the School.

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

10. Any contract or purchase in which other state or federal bidding or procurement laws apply, for example contracts for E-rate services. In such instances, the School shall adhere to all applicable state and federal bidding and procurement requirements.

#### **Approval Thresholds**

Except as otherwise provided in these policies, the Senior Director has authority to approve contracts for the purchase of School goods or services up to \$100,000 without Board approval, provided funds are authorized and available within the School's Board-adopted budget. Contracts for the purchase of goods or services in excess of \$100,000 must be submitted for Board approval.

Once a contract is appropriately approved by the Senior Director or Board, contracts may be executed by an Authorized Signer or other person specifically designated by the Board after the Board has duly approved the contract.

Notwithstanding the foregoing, any purchase, sale, lease, or transfer of real property on behalf of the School, regardless of the amount, must be approved by the Board, and will be evidenced by a written agreement identifying all the material terms and conditions of the transaction that is approved by the Board and signed by an Authorized Signer.

#### **Purchase and Contract Amounts**

*Purchase Amount:* For purposes of the approval threshold (i.e. whether a contract must be Board approved), the "total" for a one-time purchase includes all taxes, shipping charges, and fees. Sometimes, multiple one-time purchases are made from the same vendor over time. It is within the discretion of the Senior Director whether to aggregate such purchases, taking into account the objectives of this procurement policy.

*Fixed Price Contract Amount:* For purposes of the approval threshold, the "total" for a fixed price is the total amount to be paid under the contract (e.g., for a three-year contract for \$40,000/year, the total amount to be paid is \$120,000 so Board approval is required).

*Non-Fixed Price Contract Amount:* For contracts where the total amount to be paid cannot be determined upfront (e.g., contracts for certain ongoing services), the "total" for purposes of the approval threshold depends on, in the judgment of the Senior Director, how much the School reasonably expects to pay under the contract each fiscal year. For any such contract, if School ends up paying more than \$100,000 in a fiscal year, the contract shall be brought to the Board for ratification.

#### **Bidding**

Bids or estimates will be obtained by the School where required by law or otherwise deemed by the Senior Director to be appropriate and in the best interests of the School.

# **MISSION VISTA ACADEMY**

## **Fiscal Policies and Procedures**

### **Documentation; Compliance**

Any individual making an authorized purchase on behalf of the School must provide the School with appropriate documentation of the purchase, including any documentation required to be retained under this policy. Individuals other than the Senior Director are not authorized to make purchases without pre-approval.

School staff and/or the back office will keep and maintain a contract file evidencing the bids or quotes obtained (if any) pursuant to the procurement process herein. Written contracts will be maintained.

If a contract service provider is a sole proprietor or a partnership (including LP and LLP), the Senior Director or designee will obtain a W-9 from the contract service provider prior to payment of invoices.

Contract service providers will be paid in accordance with approved contracts. The Senior Director will be responsible for ensuring the terms of the contracts are fulfilled.

### **Payment Authorization**

All original invoices will be sent to the Business Office for review and approval. The Business Office comprises of school staff on the Vendor, Enrichment, and Accounting Team who work together under the direction of the Senior Director to complete the processes delegated to the Business Office herein.

1. The Business Office will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received.
2. Invoice approval will be indicated by signature of the Senior Director or Business Office on an invoice, email, or other electronic documentation process. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis
3. Charter Impact will process approved invoices with sufficient supporting documentation.
4. The Senior Director may authorize the Business Office or Charter Impact to pay invoices for recurring expenses (i.e. rent, utilities, software subscriptions, phone and internet, etc.) without the Senior Director's formal approval for each invoice (signature, email, or other process) when dollar amounts fall within a predetermined range.
  - a. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

## **CREDIT CARDS, ACCOUNTS PAYABLE, AND BANK RECONCILIATIONS**

### **School Credit Cards**



## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

The Board recognizes the efficiency and convenience afforded the day-to-day operation of the School, for payments and recordkeeping for certain expenses, through the use of School credit cards. However, the Board recognizes the need to establish control measures for the use of these cards. The Board agrees that it has a responsibility to ensure that credit card expenses incurred by the School must clearly be linked to the business of the School. This policy addresses and establishes the proper use and assignment of School credit cards. Credit and debit cards should not be used to bypass established purchasing procedures, including advanced approval processes.

#### **Definitions**

Cardholder/User: The person for which the School credit card has been issued.

School credit card: The physical or virtual card and number associated with the card issued to the cardholder.

Administrator: The Business Office staff member assigned to establish or terminate Cardholder rights, reassign card limits, or change budget access.

#### **School Credit Card Users**

A list of those individuals issued a School credit card will be maintained by the Senior Director and the Business Office.

A Cardholder/User employee who is no longer employed by the School must return his or her School credit card upon termination or resignation to the Senior Director or Business Office.

Credit cards will be disabled immediately upon the termination or resignation of a Cardholder/User by the card Administrator. Accounting for credit cards and settlement of credit card billings must be part of the employee separation checklists.

#### **User Responsibilities**

Credit Cardholders/Users must take proper care of their School credit card(s) and take all reasonable precautions against damage, loss or theft by adherence to the following provisions:

1. All Cardholders/Users must keep secure and confidential all active School credit card numbers and information.
2. Cardholders/Users should not store sensitive active School credit card data, including full account number, type, expiration and track data, in any method, on personal computers or networks.
3. Cardholders/Users must not transmit in an insecure manner, such as by email, unsecured fax or via mail, School credit card information.

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

4. Cardholders/Users must restrict access to active credit card data and processing to the Administrator or other authorized individuals.
5. Cardholders/Users must maintain active card information in a secure environment accessed only by the issued Cardholder/User.
6. Cardholders/Users must not be allowed to authorize payment of their own travel expenses. All travel expenses for any Cardholder/ User other than the Senior Director must be pre-approved by the Senior Director or designee, and the Senior Director's travel expenses shall be approved by a Board member.
7. Cardholders/Users are responsible for retaining detailed receipts and/or supplier documentation for all purchases made with their School credit card, without which the Cardholder/User is responsible for the purchase.
8. Cardholders/Users must submit detailed documentation, such as itemized detailed receipts and/or supplier documentation for services, supporting all purchases made on their School credit card, including travel and/or other actual and necessary expenses which have been incurred in connection with School-related business for which the School credit card has been used.
9. Failure to take proper care of School credit card(s) or failure to report damage, loss or theft may subject the Cardholder/User to financial liability and discipline.
10. If the Business Office identifies any inadvertent personal charges or unauthorized uses of the card, the card statement and all backup documentation will be forwarded to the Senior Director for review, or if such charges or uses are those of the Senior Director, to the Board Chairperson.
11. Purchases made using a credit or debit card are subject to the same approval thresholds and other procurement requirements as all other purchases.

#### **Credit Card Purchasing**

School credit cards may only be used for legitimate School business expenses and in accordance with relevant Board policies.

1. Credit cards must only be used for transactions for which payment of check disbursement is not accepted or is impractical, such as transactions that would cause undue hardship to the School or the Cardholder/User.
2. School credit card usage includes the following types of expenses:
  - a. School services, including catering or advertising.

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

- b. School supplies, including office supplies, educational supplies, and operation and maintenance supplies.
- c. Travel, including transportation services, airfare, car rental expenses, or payments to a travel agency.
- d. Payments to educational and charitable organizations, including Schools, colleges, vocational Schools and membership organizations.
- e. Educational conferences and seminars.
- f. Other expenses necessary for the education of students or for the continuous operations of the School as determined by the Senior Director.

#### **Credit Card Reconciliation**

1. A Cardholder/User will review the card statement to ensure it includes only their own approved charges.
2. The Business Office will verify that appropriate backup documentation has been provided for all charges on the card statement.
3. Any charges not made by the Cardholder/User will be identified and discussed with the Senior Director.
4. The Senior Director or designee will review charges and supporting documentation for each Cardholder/User's monthly statement before approving any payment.
5. For the Senior Director, the Board will review charges and supporting documentation.
6. All cardholders should report the loss or theft of their School credit or debit card immediately to the credit card company and the Administrator, even if the loss or theft occurs on a weekend or holiday. The Administrator will discuss any loss or theft with the Senior Director.

#### **Exclusions**

School credit cards must not be used for alcohol, cash advances, ATM, , money orders, jewelry or clothing, medical expenses, or payment of fines, auto tickets or penalties, bereavement or congratulatory related items like cards or flowers, unless prior written approval is received from the Senior Director, or in the case of the Senior Director, the Board Chairperson.

In no event shall a School credit card be used for a Cardholder/User's personal expenses.

#### **Employees' Personal Credit Cards**

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

Employees who use personal credit or debit cards to make unauthorized purchases will not be reimbursed. Authorized purchases for legitimate School business-related purchases will be reimbursed by a bank check upon receipt of appropriate documentation of the purchase in alignment with the School's policies for procurement, expenditures, and employee reimbursements.

#### **Accounts Payable Checks**

1. Charter Impact does not use pre-printed check stock to avoid the risk of theft.
2. When there is a need to generate a check, the Business Office will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form.
3. Once approved by the Senior Director or designee, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
4. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
5. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
6. Charter Impact will distribute the checks and vouchers as follows:
  - a. Original – mailed or delivered to payee
  - b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
  - c. Cancelled Checks – maintained with the banking institution.
  - d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

#### **Bank Reconciliations**

Bank reconciliations will be prepared and performed by Charter Impact for all of the School's bank account transactions on a monthly basis.

1. Charter Impact will maintain view-only online access to School bank accounts and download the monthly bank activity/statement directly from the bank.
2. Once the statement is received, Charter Impact will examine all paid checks for date, name, cancellation, and endorsement.
3. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
4. Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the Senior Director or designee.
5. The Senior Director or designee has the final review responsibilities to assure all procedures have been followed.

# **MISSION VISTA ACADEMY**

## **Fiscal Policies and Procedures**

### **CASH RECEIPT MANAGEMENT**

#### **Cash Receipts Policies and Procedures**

All departments receiving cash are designated as cash collection points. "Cash" may consist of currency, checks, money orders, credit card transactions, fed wires and electronic fund transfers.

#### **Cash and Checks**

All departments responsible for cash collection must maintain a clear separation of duties. An individual should not have responsibility for more than one of the cash handling components: receipt, deposit or reconciliation.

1. A secure area for processing and safeguarding funds received must be maintained and access restricted to authorized personnel.
2. Always issue a receipt in return for cash received from students, parents, or others. Be sure to include at a minimum: date cash received, amount received, purpose and initials/signature verification.
3. All cash collections require two signatures – the individual collecting and handling the money, and the individual recording the money.
  - a. Once verified, all cash will be immediately put into a lock box.
  - b. Under no circumstances will employees or students make disbursements from the un-deposited receipts. All cash or other receipts must be deposited with the bank, in total.
  - c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made, unless deposit amounts total greater than \$6,000.
4. All checks should be made payable to Mission Vista Academy. Checks will be restrictively endorsed immediately upon receipt with "For Deposit Only" and placed in the lock box until they are ready to be deposited. Post-dated checks should not be accepted and will be returned to the check writer.
5. The Depositor (Executive Administrative Assistant) is responsible for making the deposit to the appropriate bank account.
  - a. Deposits totaling greater than \$6,000 must be deposited the next business day by the designated School employee. Un-deposited totals less than \$6,000 may be retained in the School's lock box until the next scheduled deposit made at least two times per week.
  - b. A deposit slip will be completed by the Business Office. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

#### **Wire Transfers**

Only the Senior Director or designee is permitted to initiate an outgoing wire transfer. All outgoing wire transfers shall be performed in-person at the bank or using the bank's secure website, and should include the Senior Director or designee as the secondary approver. Outgoing wire transfers shall not be issued unless the secondary approver is in-person at the bank and approves the transfer or logs on to the bank's secure website and approves the transfer electronically.

#### **Returned Checks**

The School should attempt to deposit returned checks a second time; if the check does not clear on the second attempt, the payment should be returned to the vendor and the general ledger account to which it was applied adjusted.

No check should be withheld from the deposit unless it is legally imperfect (i.e., no maker signature), in which case the Business Office should immediately contact the payer and discuss the best method to remedy the imperfect check. The School should never provide cash to any individual or organization in exchange for their personal checks.

#### **Fundraising**

Each fundraising activity must be approved by the Senior Director or designee. In order to be approved, the individual planning the fundraiser must submit a proposal in advance of the event so that all fundraising efforts may be coordinated.

The Senior Director or designee must appoint a School official (the "Supervising Official") for all fundraisers where cash or checks will be collected.

1. The Supervising Official will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
2. The Supervising Official will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
  - a. The cash, checks, receipt book, and deposit summary must be given to the School's Business Office by the end of the next School business day after the fundraising event.
  - b. Both the Supervising Official and the Business Office will count the deposit and verify the amount of the funds in writing.
  - c. The Business Office will put the funds in a secure, locked location and follow the established cash handling procedures, detailed above.

## **PAYROLL**

# **MISSION VISTA ACADEMY**

## **Fiscal Policies and Procedures**

### **Payroll Services and Setup**

Charter Impact prepares payroll checks, tax and retirement withholdings, tax statements, and performs other payroll support functions. The Senior Director will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Senior Director or designee will review payroll statements each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, the Senior Director or designee will be responsible for the creation of a personnel file with all appropriate payroll-related documentation and completing or providing all of the items on the Employee Payroll Set-up/Change Form. Items include a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave and other leaves of absence.

### **Stipends**

The Senior Director or designee will notify Charter Impact of all authorizations for approved stipends per the School's Compensation Policy.

### **Payroll Processing**

Payroll is processed within 10 days after the period in which it is earned for hourly employees. Hourly employees must submit signed time records within the School's time keeping system on a daily basis to verify appropriate hours worked, resolve absences, and monitor the number of hours worked. Hourly employees submit their time records to their immediate supervisor or the Senior Director for approval.

The designated School employee is responsible for providing Charter Impact with a Summary Report of timesheets processing.

Charter Impact will prepare the Payroll Master report based on the initial payroll summary report and provide it to the Senior Director or designee for review and approval.

Senior Director or designee is responsible for reviewing the Payroll Master and submitting it to Charter Impact for final processing and payment.

1. Payroll checks are direct-deposited or mailed via USPS first-class mail.

### **Payroll Taxes and Record Keeping**

Charter Impact will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

Charter Impact will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the School. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the Senior Director, and submit the forms to the state on behalf of the School.

The designated School employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other leaves of absence.

1. The designated School employee will immediately notify the Senior Director or designee if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
2. The designated School employee will regularly reconcile sick leave and vacation pay accruals and use for all employees. The designated School employee will confirm the availability of accrued sick leave or vacation pay when approving and/or processing requests for paid time off.

#### **Expense Reports & Reimbursements**

Employees will be reimbursed, by a bank check, for legitimate and reasonable School--related purchases and expenses necessarily incurred in discharge of the employee's duties and in alignment with the School's procurement policies and policies for expenditures and employee reimbursements.

In order to be eligible for reimbursement employees must follow the procedures noted below:

1. Fill out, print, and sign the official School reimbursement or expense form within two (2) months of the expense.
2. Attach backup documentation ( i.e. itemized receipts, maps for mileage) to the form and make a copy of both the form and documentation for your personal records
3. Submit the signed form with all documentation ( i.e. receipts, maps to support mileage) to the employee's supervisor, Senior Director, or Assistant Senior Director and copy the Business Office on the email -- [accounting@missionvistaacademy.org](mailto:accounting@missionvistaacademy.org)
4. Employees will be reimbursed within fifteen (15) business days of the approval of the reimbursement or expense request.

Senior Director expense reports must be approved by the Assistant Senior Director or Assistant Director and must always be submitted to Charter Impact for processing and payment.

#### **Guidelines for Reimbursement**

##### **Purchases**



## **MISSION VISTA ACADEMY**

### **Fiscal Policies and Procedures**

Employee must receive pre-approval from their supervising Director, Assistant Senior Director, or Senior Director prior to any purchase of food, supplies, and/or equipment.

#### **Mileage**

Mileage will be reimbursed at the government-mandated rate for the distance traveled per the following guidelines:

1. Mileage will only be reimbursed if the one-way mileage exceeds 25 miles for the following Enrichment Positions: Enrichment Specialist
2. Mileage will only be reimbursed if the one-way mileage exceeds 25 miles for the following Special Educational positions: Psychologists, School Nurses, Speech Pathologists, and Occupational Therapists.
3. Mileage for all other employees will only be reimbursed if the one-way mileage exceeds 100 miles.

Employees must provide a copy of a map(s) along with their reimbursement request to document the one-way mileage.

#### **Travel**

The Senior Director or designee must pre-approve all out of town travel.

1. Hotels - Employees will be reimbursed for overnight stays at hotels/motels when the event is more than 150 miles from either the employee's residence or the School site, or at the pre-approval of the Senior Director or designee.
  - a. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available at the time.
2. Meals - Employees will be reimbursed for any breakfast, lunch, or dinner that is not included as part of the related event. Meal reimbursements cannot exceed the established federal per diem rate and will require receipts for documentation purposes.
  - a. Employees cannot be reimbursed for alcoholic beverages.
  - b. Employees will not be reimbursed for any hotel expenses of a personal nature (i.e., in-room movies or mini bar expenses).

#### **Gratuity**

Employees are allowed to tip up to 18% of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary for an approved expense (such as meals or taxi fares). Any incremental excess is the responsibility of the employee.

# **MISSION VISTA ACADEMY**

## **Fiscal Policies and Procedures**

### **FINANCE AND FINANCIAL REPORTING**

#### **Financial Reporting**

Charter Impact maintains supporting records in sufficient detail to prepare the School's financial reports throughout the year, including:

1. Annually
  - a. Financial statements for audit
  - b. Annual budget
  - c. Unaudited Actuals
  - d. 990 Income Tax Returns
2. Monthly
  - a. Trial balance
  - b. Statement of Financial Position
  - c. Budget vs. Actual Report
  - d. Monthly Forecast (cash-flow projection)
  - e. Monthly Check Register
  - f. Accounts Payable Aging
3. Periodically
  - a. IRS Forms 941 and payroll tax returns
  - b. Comparable State taxing authority returns
  - c. First and Second Interim Reports
  - d. Other reports as requested

#### **Third Party Loans**

The Senior Director and the Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by an Authorized Signer before funds are borrowed.

#### **Fund Balance Reserve**

A fund balance reserve will be maintained in compliance with 5 CCR § 15450, the school's charter, and any agreements with the charter authorizer. Charter Impact will provide the Senior Director with a Statement of Financial Position on a monthly basis. It is the responsibility of the Senior Director and the Board to understand the School's financial situation. It is the responsibility of the Senior Director to prioritize payments as needed.

# **MVA PARENT/STUDENT HANDBOOK**

**2020-2021**



**MISSION VISTA ACADEMY  
1440 BEAUMONT AVENUE, SUITE A2 #412  
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PH (951) 395-8943 | FAX (626) 932-8094**

## **Table of Contents**

Mission and Vision Statement	<b>4</b>
Description of the Program	<b>4</b>
Schoolwide Learner Outcomes (SLOs)	<b>4</b>
WASC Accreditation	<b>5</b>
<b>Admissions, Registration, &amp; Intake</b>	<b>6</b>
The Parent/Guardian's Role	<b>7</b>
Student Behavioral Expectations	<b>7</b>
School Calendar	<b>9</b>
Curriculum Choices & Learning Paths	<b>10</b>
Graduation Requirements	<b>16</b>
Academic Expectations	<b>20</b>
I CAN Statements	<b>20</b>
Academic Integrity	<b>21</b>
Report Cards	<b>22</b>
Attendance	<b>23</b>
Withdrawing Your Student	<b>24</b>
Educational Materials & Restitution Policy	<b>24</b>
Special Education	<b>26</b>
Planning Amounts	<b>29</b>
Field Trips & Events	<b>31</b>
MVA Tech Team	<b>31</b>
Non-Compliance Policy	<b>36</b>
Work Samples	<b>37</b>

Testing & Assessment	38
COVID-19	40
Records Department	40
Student Mental & Physical Health	42
Suicide Prevention Policy	43
Harassment	44
Expulsion & Suspension	45
Due Process Statement	48
Family Educational Rights & Privacy Act (FERPA)	49
Enrichment Guidelines	52
Signature Of Receipt & Acknowledgement	56

## **Mission Vista Academy Mission and Vision Statement**

### **Mission Statement**

Mission Vista Academy provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

### **Vision Statement**

Mission Vista Academy develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st century.

## **Description of the Program**

MVA respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our independent study program is tuition free.

Our programs provide students with many opportunities:

- Learn at home or on the go with options for flexible, standards based learning pathways using choices of curriculum, online platforms, and or bundled textbook programs
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Homeschool Teacher
- Optional field trips and community events
- Numerous and diverse vendor services and programs

## **Schoolwide Learner Outcomes (SLOs)**

At MVA, we have goals for our students. They are known as our Schoolwide Learner Outcomes, and they represent what students at Mission Vista Academy engage in and strive to achieve when they work through our program. The SLOs are a part of our school culture, and they reflect our school vision, the College and Career Readiness standards, the education of the whole child, and the values of our homeschool community. Teachers, students, and parents partner together throughout the year to review and reflect on student progress of the SLOs. SLOs are also an important part of the WASC process as they demonstrate our school's commitment to support student learning.

Mission Vista Academy's Students are:

***Navigators of the Digital World*** - Navigators of the digital world who are proficient in the use of technology, media, and online resources.

***Self-Directed*** - Self-directed and motivated students who are able to set attainable goals to achieve academic success.

***Personalized Learners*** - Personalized learners who are able to thrive in the style of education that best fits their individual needs.

***Independent Critical Thinkers*** - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.

***Responsible Citizens*** - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

***Effective Communicators*** - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

## WASC Accreditation

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. While WASC covers all grade levels at MVA, we focus on our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs.) The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.

- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

## Admissions, Registration, & Intake

Required registration documentation includes: Proof of age, immunization record or waiver, and proof of residence.

The student must reside within a county our school serves and provide proof of residency prior to registration. If, while attending our school, a family moves they must submit a new proof of residence annually and within ten days of a mid-year change in residence to their Homeschool Teacher. If a family moves outside of the service area for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster Youth and students of active military families.

**Proof of Residency (POR):** This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 60 days. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current property tax bill, vote-by-mail ballot, mortgage statement, or lease agreement. Please make sure that the name, date and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: Verification of Residence
- Transitional living: Parent Residency Affidavit Form

High school transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be submitted by hand, faxed, or emailed.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master



Agreement is signed and returned.

All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion.

Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

## The Parent/Guardian's Role

- Regularly support your student in daily learning during the school day, following the educational plan you and your Homeschool Teacher agree to.
- Treat all Mission Vista Academy Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, ensuring your student participates fully in their homeschool learning journey.
- Make sure your student participates in online or other recommended intervention supports if needed and advised by your Homeschool Teacher.
- Complete and submit the monthly Student Learning Log (attendance log).
- Complete the STAR 360 online assessment 3 times per school year.
- Support student in attending state-mandated testing (SBAC, CAST, and Physical Fitness Test).
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period meetings, as well as any other necessary meetings (on the phone, via web conference, or in person), with Mission Vista Academy staff and student.

## Student Behavioral Expectations

At MVA learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom sessions
- Public libraries, coffee shops, parks, community sites
- Vendor locations
- Mission Vista Academy sponsored field trips, workshops, and social events

At Mission Vista Academy, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

1. When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
3. No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
4. No offensive comments, language, or gestures are part of the learning environment.
5. Impersonating another person in an online platform is prohibited.
6. Use only your own username and password for any online platforms, and do not share these with anyone.
7. Do not post personal information in online environments (Phone Number, YouTube, Facebook, Physical Address, Email Address, Passwords, etc.)

An infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

## Consequences

Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

## School Calendar

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.



# 2020-2021 School Calendar

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Date	Event or Holiday
Aug 17	First Day of School
Sep 07	Labor Day
Nov 11	Veterans Day
Nov 23-27	Thanksgiving Break
Dec 21-Jan 1	Winter Break
Jan 08	Last Day of First Semester
Jan 11	Beginning of Second Semester
Jan 18	Martin Luther King Jr. Day
Feb 15	Washington's Birthday
Feb 16	Lincoln's Birthday
Feb 17-19	School Recess
Apr 02	School Recess
Apr 16-23	Spring Break
May 28	Last Day of School

## Curriculum Choices & Learning Paths

Mission Vista Academy's academic program is designed to be extremely flexible and customizable. Working together, credentialed teachers and parents design a learning plan that can incorporate:

- A variety of curriculum options and platforms
- Academic support including interventions
- A child's optimal learning modalities
- Seemingly limitless enrichment resources, materials, and experiences
- School sponsored learning enrichment, field trips, and student activities
- A blend of virtual and in-person support

If you are looking for an engaging, easy-to-follow learning platform, explore the options below managed by our Curriculum Department. Other curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the [Enrichment Ordering System](#).

Mission Vista Academy Charter Schools' curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

## Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher and she/he will work with you to identify alternative lessons to meet the lesson objectives.

## Curriculum: Transitional Kindergarten - 8<sup>th</sup> Grade

Transitional Kindergarten through 8th grade students enrolled in MVA have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

#### **Transitional Kindergarten: EMBARK (K12)**

- **Newly updated delivery platform, same great content**
- Designed to help preschoolers from ages 4-5 prepare for Kindergarten
- Online and offline lesson delivery
- Thematic units include Math, ELA, Science, Social Studies, Art, and Music
- Engaging, research-based curriculum with kits of learning materials

#### **Kindergarten through 5<sup>th</sup> grade: K12**

- (Middle School courses now available through FuelEd - see below)
- Language Arts, Math, Science and History bundle
- Online and offline lesson delivery with course material kits for core subjects
- Combines multimedia with comprehensive hands-on activities

#### **Kindergarten through 5<sup>th</sup> grade: Calvert Learning by Edmentum**

- **Instructional Services** (grading & feedback) may be added. Curriculum built with over 100 years of homeschool education experience
- All lessons are Project-Based and follow the PLUS model: Project, Learn, Use, Show
- Teacher Tips available for each lesson for both parent and teacher accounts
- Teacher will have some grading and feedback to provide students
- \*Some History courses may not fully align to CA History Standards
- [Intro Video](#), [Material List](#), and [Course Catalog](#) (4 core, plus PE & Health (K-1) or Art (2-5))

#### **Transitional Kindergarten through 8<sup>th</sup> grade: Lincoln Empowered**

- [Instructional Services](#) may be added to the above courses for Teacher Facilitator Updated thematic units incorporated into Math, Science, Reading, Writing, and Social Studies
- Combines multimedia with comprehensive hands-on kits with learning materials and activities
- Online and offline lesson delivery with live videos from teachers (recorded live)
- [General Information](#) and [Elementary Information](#)

#### **Kindergarten through 8<sup>th</sup> grade: Acellus**

- Language Arts, Math, Science, History, World Language, Honors courses, and electives
- HST-supported, HST can customize based on student needs
- HST-assigned assignments and assessments include written responses
- Students in all grade levels must use the I Can statements (TK-8) or curriculum maps to ensure proficiency in all standards that are missed.

#### **Transitional Kindergarten through 8<sup>th</sup> grade: McGraw Hill**

- [TK Kit](#): My Math Pre-K, World of Wonders Reading Pre-K
- [K-5 Kit](#): My Math, CA Reading Wonders, Inspire Science\* (NEW), Impact Social Studies\* (NEW)
- [6-8 Kit](#): CA MS Math, ELA – StudySync, Inspire Science\* (NEW), Social Studies Networks
  - Find info about the above programs and books included in the bundle [here](#)

- **\*Materials all updated to align with Common Core, NGSS, and CA State Standards**
- Designated EL Option available to supplement Core ELA for K-5
- **Student Bundles below include books plus online access, TE is Online Teacher's Books in above bundles are available while supplies last**
- [General information](#)

#### **Kindergarten through 7<sup>th</sup> grade: Redbird (Math and ELA/Writing)**

- Developed by Stanford University
- [Math](#) for Grades K-7, [ELA/Writing](#) for Grades 2-7
- Individualized Assessment and Learning
- Adaptive instruction, gamification, and digital project-based learning
- Provide students with a richly personalized path through the curriculum

#### **3<sup>rd</sup> grade through 8<sup>th</sup> grade: ALEKS (Math)**

- Individualized Assessment and Learning for [Grades 3-12](#)
- Adaptive Environment Avoids Multiple-Choice Questions
- Detailed Progress Monitoring on Student Mastery of [Common Core and State Standards](#)
- Fully Bilingual Courses Available in English and Spanish
- [QuickTables](#) - Math Fact Mastery Program (included w/Math 3, 4 & 5; add to any course)

#### **3<sup>rd</sup> grade through 8<sup>th</sup> grade: Odysseyware**

- **Odysseyware Academy (OWA) Courses**, w/OWA instructors -
- Language Arts, Math, Science and History
- Assessments include written responses
- All lessons are online with optional, hands-on activities included
- Customizable courses to fit student's needs with pretesting option available
- SPARK Courses available for remediation on content from K-12 grade
- [Student Account Intro](#)
- [Lesson Example & Features](#) - Advance to 28:20 for the student view and lesson demo

#### **6<sup>th</sup> grade through 8<sup>th</sup> Grade\*: ChoicePlus Bridge powered by Bridgeway**

- **\*Updated to include 7th and 8th grade options.**
- All courses taught by Bridgeway Academy certified content expert instructor
- Each course has one live online class each week (60-90 min class)
- Only 25 students per online class with flexible scheduling
- Instructor support includes weekly office hours, grading and community building
- Parent will grade some supportive assignments (answer keys provided)
- Rigorous and engaging curriculum that is aligned to Common Core State Standards
- Exclusive Inspire program info - [General Information](#), [Supply List](#), and [20-21 Class Schedule](#)

#### **7<sup>th</sup> through 8<sup>th</sup> Grade: ChoicePlus Academy**

- Check our the [MVA Catalog](#) for additional information and schedule of classes
- All courses taught by Highly-Qualified Content Teacher
- Each course has two live-online classes each week (60 min class)
- Fully online core content from McGraw-Hill provided with the courses
- Teachers provide support through weekly office hours, grading and feedback
- Fully aligned to California and Common Core State Standards (CCSS) and

## Next Generation Science Standards (NGSS)

### 6<sup>th</sup> through 8<sup>th</sup> grade: **Edmentum EdOptions Academy**

- All courses taught by Edmentum state-certified instructors
- Each course has one live online class each week (students do not sign up for a specific day/time, recording available if missed)
- Weekly office hours with instructor, plus content specialist support 5-days a week
- Research-based and engaging curriculum aligned to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)
- Short instructional videos throughout, max length is 2 minutes 30 seconds
- Multiple modes of learning incorporated
- [General Information](#)

### 6<sup>th</sup> grade through 8<sup>th</sup> grade: **Edgenuity**

- Fully web-based interactive curriculum with pretesting option available
- Rigorous and engaging curriculum aligned with Common Core and California State Standards and Next Generation Science Standards
- Direct-instruction videos from expert teachers with multimedia & interactive learning tools
- Online platform provides a built-in “text-to-speech” in many different languages
- California A-G curriculum available to meet UC standards and grad requirements for High School
- [General Information](#)

### 6<sup>th</sup> grade through 8<sup>th</sup> grade: **StrongMind Digital Learning**

- 100% online, award-winning curriculum engages students with multimedia, gaming, and interactive learning tools and resources
- Rigorous, research-based curriculum that is aligned with Common Core and California State Standards and Next Generation Science Standards
- A [Parent/Student Portal](#) facilitates communication and provides feedback on progress
- Asynchronous student collaboration allows for flexible schedule to accommodate outside needs
- Direct-instruction videos from expert teachers w/multimedia & interactive learning tools
- Online platform provides a built-in “text-to-speech” plus teacher resource guides available
- [General Information](#) and [20/21 StrongMind Catalog](#)

### 6<sup>th</sup> through 8<sup>th</sup> grade: **FuelEd**

- Fully web-based interactive curriculum
- **FuelEd Instructors** are available to be added
- Rigorous and engaging curriculum aligned with Common Core and California State Standards and Next Generation Science Standards
- Mobile compatibility
- [General Information](#) and [20/21 Course Catalog](#)

### Transitional Kindergarten through 12<sup>th</sup> grade: **ChoicePlus**

Within the ChoicePlus option, families are welcome to choose their favorite secular curriculum. We have a variety of vendors to choose from and curriculum costs vary based on which homeschool curriculum each family requests to purchase. Some popular homeschool curriculum vendors that our families use, but are not limited to are:

- [Rainbow Resource](#)
- [Homeschool Buyers CoOp](#)



- [Timberdoodle \(Secular\)](#)
- [Bridgeway Grade Level Kits](#)
- [BookShark](#)
- [BYU High School Suite](#)
- [G3](#)

If you need more options or help choosing a curriculum, we are happy to assist you. Please reach out to your homeschool teacher (HST).

## Curriculum: High School

MVA offers an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool teacher or a High School Counselor, based on the student's short and long-term academic goals. MVA provides high school students with various homeschool curricula and vendor options, including college prep, "a-g," and AP courses. Students have the freedom to choose courses in:

**Ultimate HQT Bundle:** Students may take unlimited courses from ChoicePlus Academy, Edgenuity (HQT-led), and McGraw Hill (HQT-led) Textbook Program as a bundle program.

### ChoicePlus Academy Courses:

NCAA Approved

- California A-G curriculum
- Highly-Qualified Content Teacher Support
- Meets high school graduation requirements
- Aligned to Common Core and California State Standards and Next Generation Science Standards

### Edgenuity (HQT-led)

NCAA Approved

- California A-G curriculum
- Web-based interactive curriculum
- Meets high school graduation requirements
- Aligned to Common Core and California State Standards and Next Generation Science Standards
- Direct-instruction videos from expert teachers with multimedia & interactive learning tools
- Online platform providing built-in "text-to-speech" in many different languages
- [General Information](#)
- A la carte HQT-led courses

### ChoicePlus McGraw Hill (HST managed)

California A-G through the use of ICS Course Outlines and weekly access to an HQT

- Pacing guides and rubrics available
- HST supported

### [Edmentum EdOptions Academy](#)

NCAA/UC Approved

- Fully web-based interactive curriculum
- Meets high school graduation requirements



- Aligned to Common Core and California State Standards and Next Generation Science Standards
- Mobile compatibility

### **FuelEducation (HST-managed with FuelEd. instructor)**

California A-G curriculum

- Fully web-based interactive curriculum
- Meets high school graduation requirements
- Aligned to Common Core and California State Standards and Next Generation Science Standard
- Mobile compatibility
- [General Information](#) & [20/21 Course Catalog](#)

### **StrongMind Digital Learning**

- 100% online, award-winning curriculum engages students with multimedia, gaming, and interactive learning tools and resources
- California A-G curriculum
- Meets high school graduation requirements
- Aligned to Common Core and California State Standards and Next Generation Science Standard
- A [Parent/Student Portal](#) facilitates communication and provides feedback on progress
- Asynchronous student collaboration allows for a flexible schedule to accommodate outside needs
- Direct-instruction videos from expert teachers w/multimedia & interactive learning tools
- Curated, moderated courses are taught by live, credentialed, subject matter experts from StrongMind that your student has access to every school day
- Integrated, computer-graded assessments arm teachers with “real time” data
- Online platform with built in “text-to-speech”
- [General Information](#) and [20/21 StrongMind Catalog](#)

### **ALEKS**

- Individualized Assessment and Learning for [Grade Levels 3-12](#)
- Adaptive Environment Avoids Multiple-Choice Questions
- Detailed Progress Monitoring on Student Mastery of [Common Core and State Standards](#)
- Fully Bilingual Courses Available in English and Spanish
- [QuickTables](#) (additional cost) - Math Fact Mastery Program

### **Odysseyware (HST managed)**

- HST-supported
- California A-G curriculum
- Meets high school graduation requirements
- Assessments include written responses
- All lessons are online with optional, hands-on activities included
- Customizable courses to fit student’s needs
- Translation tools and text-to-speech audio supports
- [Parent Information & General Overview](#)
- [More Features Specifically for Students](#)
- [Lesson Example & Features](#) - Advance to 28:20 for the student view and lesson demo

### ChoicePlus

Families are welcome to choose their favorite curriculum, either through School-Adopted curriculum options or textbook, online, and learning center vendors of choice. Curriculum costs vary and options are ordered through Vendor Lobby if not listed on the Curriculum Survey. If you need help choosing a curriculum that fits your child's needs, please first reach out to your homeschool teacher (HST).

For further guidance and help with high school options, please contact your HSSC.

### Acellus

- Language Arts, Math, Science, History, World Language, and electives
- HST-supported- with a GoldKey, HST can customize based on student needs
- HST-assigned assignments and assessments include written responses
- Students in all grade levels must use the I Can statements (TK-8) or curriculum maps to ensure proficiency in all standards that are missed. All HS core courses (or courses where an outline is available) must be completed in conjunction with the MVA Course Outlines, following all guidelines. Please ask your HST for any help or questions.

### Curriculum Department Return Policy

McGraw Hill Textbooks - the refund start date is the date books were shipped to the student

All other in-house, COS-ordered curriculum (including McGraw Hill)

- 0 - 14 days = 100% refund
- 15+ days = No refunds

\*All textbooks and novels ordered through the curriculum department are meant to be returned upon completion of a course. The curriculum department will email return labels to the family at the end of the semester-long course or school year. There is a \$100 textbook deposit held upon the first time a textbook is ordered, up to 6 courses.

AP courses are also offered through BYU, K12, APEX, and other curricula options that offer College Board adoptable AP courses with an AP instructor attached.

## Graduation Requirements

High school graduation requirements and college entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

College admission requirements will vary from school to school; it is recommended that students check admission requirements before applying to their college of choice. Students can always reach out to their Mission Vista Academy Counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses <i>(Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)</i>	30
English	8 semester courses	40
Math	4 semester courses <i>(Algebra 1 must be completed)</i>	20
Science	4 semester courses <i>(Must include 1 year of Physical Science and 1 year of Biological Science)</i>	20
Visual & Performing Arts	2 semester courses	10
World Language		
Physical Education	4 semester courses	20
Electives	12 semester courses	60
<b>Total =</b>		<b>200 Credits</b>

\* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

Suggested Course Sequence			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>● English 9</li> <li>● Algebra 1</li> <li>● Physical Science or Earth Science</li> <li>● PE 9</li> <li>● Elective / Elective</li> </ul>	<ul style="list-style-type: none"> <li>● World History</li> <li>● English 10</li> <li>● Math</li> <li>● Biology</li> <li>● PE 10</li> </ul>	<ul style="list-style-type: none"> <li>● US History</li> <li>● English 11</li> <li>● World Language or Visual &amp; Performing Arts</li> <li>● Elective / Elective</li> <li>● Elective / Elective</li> </ul>	<ul style="list-style-type: none"> <li>● Economics <i>and</i> Government</li> <li>● English 12</li> <li>● Elective / Elective</li> <li>● Elective / Elective</li> <li>● Elective / Elective</li> </ul>

## 4-year College Entrance Requirements

Students who plan to apply to a 4-year college right after high school graduation should plan to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The “a-g” requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History   Social Science	2 years  <i>(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)</i>
b	English	4 years

c	Mathematics	3 years  <i>(Algebra or higher)</i>
d	Laboratory Science	2 years  <i>(At least 2 of the 3 disciplines of Biology, Chemistry, and Physics)</i>
e	Language Other Than English	2 years  <i>(Must be 2 years of the same language)</i>
f	Visual & Performing Arts	1 year
g	College-Preparatory Elective	1 year

Students who plan to apply to the UC or CSU systems will need to take courses that are “a-g” approved. All “a-g” courses must be completed with a grade of C or better. There are alternative ways to meet “a-g” requirements through testing and community college courses. Students can check the progress of their “a-g” requirements by consulting with their Mission Vista Academy counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g” requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to take the SAT or ACT. SAT Subject Tests are usually optional; however, students who are applying to specific departments or highly selective schools will want to check with the admissions office of the college or university of interest to verify requirements.

For more information, please visit the sites below:

- [MVA A-G Requirements](#)
- [“A-G” Requirements](#)
- [SAT Information](#)
- [ACT Information](#)

## High School Elective Credit for 7th & 8th Graders

Mission Vista Academy will grant high school elective credit for high school math, world language, and CTE pathway courses taken by 7th and 8th grade students. As a parent-choice school, we allow 7th and 8th graders to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Homeschool Teacher to discuss starting high school courses early prior to enrolling in high school level courses.

## Academic Expectations

### TK-8th Grade

Families choose to enroll at MVA for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their chosen/assigned credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their credentialed Homeschool Teacher once every 20 school days.

### High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher. Short and long term goals will be created based on the needs of each student. A guidance counselor is also assigned to each student and will review the IGP. Our ultimate goal is to help students meet graduation requirements. It is incredibly important for students to pass courses so that graduation is attainable within 4 years of high school.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and guidance counselor if they wish to graduate high school early. Students who have surpassed the minimum number of credits that should be earned at the end of each semester must still be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be “on track” for graduation. Students who become credit deficient should work with their teacher and guidance counselor to adjust the Individualized Graduation Plan. Students are expected to meet with their Homeschool Teacher(s) regularly to ensure adequate progress is made toward completing courses.

## I CAN Statements

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student.

## Academic Integrity

Mission Vista Academy urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** A grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week and parent/guardian notification
- **Second offense:** A grade of F and/or 0% on the assignment/exam with no resubmit and conference with parent/guardian
- **Third offense:** A grade of F in the class, in person conference, and placement on Academic Probation for 1 year
- **Fourth offense:** Disciplinary hearing; possible expulsion from the school

Students placed on Academic Probation may be subject to the following consequences:

- Copy of cheating referral placed in permanent cumulative file
- Proctored unit tests and finals by an Mission Vista Academy staff member
- Restricted from participating in school activities (field trips, prom, graduation)
- Ineligible to receive letters of recommendation from staff and faculty

## Report Cards

### Review of Student Work

Families share all of the learning that has occurred during their monthly meetings with their teachers. Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I CAN statements.

### AWRs- Assignment and Work Records

Each Learning Period, the homeschool teacher will work with their families to plan assignments based on the California Common Core Standards. After the assignments have been completed by the student, the teacher will grade and record the work done in the Mission Vista Academy Student Information System. These records are called AWRs and are available to the parent on the MVA Parent Portal.

### Report Cards - TK-8th

At Mission Vista Academy Charter School, students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the I CAN statements.

Report Cards are required for grades TK-8. Report cards reflect the hard work our students do each semester and are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Parents will receive a copy of their child's report card at the end of each semester. A copy of each report card will also be placed in the student's cumulative file.



## Report Cards - High School

All 9th -12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on progress made in the student's assigned high school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher, as applicable.

The chart below shows the grading rubric for quality of assigned work:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59 and below	F

## Attendance

- Parent/guardian is responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Log) must be signed and submitted to your Homeschool Teacher at the end of each month. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: prolonged illness, hospitalization, bereavement, family emergency, natural disaster. In such cases the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.

- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in Mission Vista Academy is not in the best interest of the student and he/she may be subject to withdrawal. (Refer to Non-Compliance Policy)

## Withdrawing Your Student

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work sample
  - The last day of documented attendance is the last day of enrollment

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

Please Note: Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

## Educational Materials & Restitution Policy

This policy supports Mission Vista Academy's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of the Mission Vista Academy Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

1. Provide an Overview for the Educational Materials and Restitution Policy
2. Outline the Procedures for the Restitution Process

**Overview:** Students attending Mission Vista Academy may receive access to certain school property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear).

California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$10,000.

Mission Vista Academy shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to Mission Vista Academy. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

Mission Vista Academy, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., educational technology, textbooks, etc.). Mission Vista Academy may also withhold full privileges of participation in school activities.

#### *Withholding Grades, Diploma and Transcripts and Transferring Students*

The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt.

#### **Procedures:**

1. Mission Vista Academy shall use inventory systems that clearly identify the student and type of school property issued to the student.
2. Mission Vista Academy shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored. Parents are responsible to pay out of pocket to return items that are taken out of state.
3. Mission Vista Academy shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
  - a. Mission Vista Academy shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
  - b. The Written Notice will inform families that Mission Vista Academy may contact law enforcement and/or refer the debt to a collections agency.
  - c. If the parent/guardian disagrees with Mission Vista Academy's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
  - d. After reviewing any information provided by the parent/ guardian, the Principal (or his/her designee) shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Principal is final. There is no appeal beyond the school level.
4. Upon receiving notification of Mission Vista Academy's decision ("Second Written Notice"), the

parent or guardian must address the outstanding obligation payable to Mission Vista Academy or return missing property.

5. If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, Mission Vista Academy may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if Mission Vista Academy is withholding the transcript, diploma, and grades until the parent/guardian pays or remedies the outstanding debt.
6. Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g., reasonable wear and tear), Mission Vista Academy shall ensure the debt is discharged. If Mission Vista Academy withheld student's grades, diploma, and/or official transcripts, Mission Vista Academy shall release grades, diploma, and/or transcripts.
7. The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid Mission Vista Academy having to seek a legal recourse. If the Second Written Notice is unsuccessful, Mission Vista Academy may consider referring the debt to a collections agency as a last resort.

## Special Education

Mission Vista Academy Charter School's personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive special education supports and services. Our commitment is based on the belief that all students shall have access to a high quality public education.

In cooperation with the El Dorado County Charter Special Education Local Plan Area (SELPA), Mission Vista Academy Charter School will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, Mission Vista Academy Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable special education policies and practices of the SELPA.

## Common Questions

The following are the most common questions that the special education department receives from families regarding special education at Mission Vista Academy. Please review and contact the department which serves your child if you would like to discuss these topics further.

### What is Special Education?

Special Education is specially designed instruction, supports, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education

program. It is an integral part of the total public education system, and special education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

#### **Who should you contact when you believe your child may need additional academic support?**

Your assigned Homeschool Teacher is the best person to initially discuss any academic questions or concerns with. Your Homeschool Teacher will most likely recommend interventions and/or accommodations for you to use with your child if appropriate.

In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention. Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

#### **How is it determined that a student is eligible to receive special education?**

Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. Please note: General Education teachers and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When the school receives a referral for special education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" to determine if the child has a disability and determine the child's educational needs. A full evaluation means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by Mission Vista Academy via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

#### **What is an Individual Education Program (IEP)?**

An IEP is a contractual, legal obligation, on the part of the school stating how the school plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for special education and held at least annually after the initial IEP meeting.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a “statement of measurable annual goals” which allow the child to be involved in and make progress in the general education curriculum and meet each of the child’s other educational needs that result from the child’s disability.” The IEP team develops the IEP document annually and identifies the child’s needs, annual goals, objectives, adaptations, services and placement.

### **What is the role of the parent in an IEP meeting?**

Parents are required members of the IEP meeting and are encouraged to participate in the IEP meetings by providing information on present levels of performance, as well as which supplementary aids and services, program accommodations, and support for the parent's role as learning coach are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals. Please speak with your Special Education teacher further regarding the structure of IEP meetings and if you have any questions or concerns.

### **How are special education services provided at our independent study school?**

Students with IEPs are required to participate in special education services as indicated in their IEP documents.

- Specialized Academic Instruction (SAI) is delivered virtually and is taught by experienced and credentialed special education teachers. The format of these sessions are determined by the student’s IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified District staff or via non-public agencies (NPA) contracted with Mission Vista Academy. NPAs have a certification with the California Department of Education to work with school aged students and they are carefully selected by Mission Vista Academy.

### **May a family maintain the same special education NPA Providers/individual therapists, if they enroll in Mission Vista Academy and year to year?**

Each NPA oversees the scheduling and availability of their services providers. Our Special Education Department will confirm an NPA’s certification with the California Department of Education and establish a contract with that NPA to start services.

Please note: MVA acknowledges the importance of consistency with special education providers; however, the Special Education Department is not able to guarantee that a student may maintain the same NPA providers/individual therapists.

## Should Special Education Teachers be included in the development of a student's education plan, designed by the Homeschool Teacher?

Whenever possible, it is recommended that a Special Education Teacher collaborate in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

## Shall your Homeschool Teacher collect work samples for students with an IEP?

Yes, Mission Vista Academy's Work Sample policy is the same for all students.

## Planning Amounts

### Program Description

At Mission Vista Academy Charter School, we focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In order to allow families flexibility on their personalized learning path we allocate for each Mission Vista Academy student a "Planning Amount" from which families and their teachers carefully select educational products, such as curriculum, technology items, supplemental enrichment materials, and field trip opportunities, and services, such as enrichment lessons and classes to fit their goals. All planning amount orders must be secular and are approved by your Homeschool Teacher. Students may not "share" or "borrow" planning amounts from their siblings. There are no exceptions.

#### Product:

- Academic Enrichment Materials
- Curriculum
- Technology Items\*
- Educational Field Trips

#### Service:

- Fine Art Lessons & Classes
- Performing Art Lessons & Classes
- Academic Enrichment Classes
- Physical Education Classes
- Tutoring Services
- Driver's Education Courses
- Reading and Writing Classes
- STEM Classes

*\*The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

All materials ordered through MVA with state funding are the property of MVA. Materials are loaned to enrolled students for educational purposes only. The items must be returned to the school at the commencement of the withdrawal process. All materials must be returned to MVA within thirty days. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

All services requested through MVA with state funding must be approved by the Homeschool Teacher and will only be provided with an Enrichment Certificate during the student's enrollment period. Any services provided without an Enrichment Certificate and/or beyond the student's enrollment dates will be the financial responsibility of the family. Upon withdrawal, families shall be responsible for notifying their service vendor(s) they are no longer enrolled with MVA.

### How to Request Services/Products

1. Visit the Mission Vista Academy Enrichment Ordering System (EOS) to request services and products.
2. Services may only be requested through approved service vendors.
3. The first time a family uses a vendor for service, they will need to sign and submit an online waiver form through the EOS.
4. If services are approved by the Homeschool Teacher, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates on the EOS. Students are not able to start services without an Enrichment Certificate, and backdated services may not be approved.
5. Families will present the Enrichment Certificate to the vendor. Services should not begin prior to providing the vendor with an Enrichment Certificate.
6. Each vendor will invoice Mission Vista Academy Charter School for the services approved on the certificate.
7. Mission Vista Academy Charter School pays vendors directly. Parents should not pay vendors for Mission Vista Academy Student services as we cannot provide payment/reimbursement to families.
8. Technology devices can be ordered from an approved list through the Enrichment Ordering System (EOS). Please reach out to [techhelp@missionvistaacademy.org](mailto:techhelp@missionvistaacademy.org) with any questions.

### How to Request New Vendors

If you would like to suggest a new service vendor, we have a form you can submit here: [Suggest a Vendor](#). This can only be filled out by the parent or the teacher. Please include as much information as possible, including a contact person and email address for the vendor.

We have the most success when we reach out to the potential vendor first. Letting them know that your child's lessons or classes could be covered with planning amounts and could bring



more students their way can spark interest.

Once the Vendor Support Team receives the survey response, they will verify if we can move forward with the newly suggested vendor. If eligible, the vendor will receive an email requesting additional information and eventually the documents that need to be completed and returned for approval.

Once the vendor has completed the onboarding process, they will be listed as an approved vendor in our Enrichment Ordering System.

## **Field Trips & Events**

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Homeschool Teacher approval based on the student's educational plans.

### **Student Supervision**

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students.

### **Liability**

All families will be required to sign a liability waiver releasing Mission Vista Academy from any and all liability or costs associated with or arising from their participation in each field trip.

## **How to Request School-Organized Field Trips & Events**

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval.

## **MVA Tech Team**

Choosing technology can be overwhelming. The MVA Tech Team helps simplify your selection by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained with Planning Amounts.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

## Tech Costs

Most devices offered by the MVA Tech Team are business-class devices and are not found in local retail stores, so be certain you are comparing the exact same models and specs. Remember, all taxes (ex. sales tax) and fees (ex. shipping, CA e-waste disposal) are also included in the price you see. Unfortunately, we are not able to price match.

Pricing also includes software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device is standard. These items are factored into the Instructional Fund cost of Tech Items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student
- 1 printer per student

## How to order

Tech devices are now available through the Enrichment Ordering System, and can be ordered in the same fashion as other enrichment items. For a read-only catalog of current offerings, you may visit the Enrichment Ordering System.

## Tech Center Returns

All Tech items are the property of MVA and returns should be submitted to the MVA Tech Team. Please contact your HST for detailed directions on how to return items.

The school is unable to sell any enrichment/technology items to families.

For MVA Tech Team assistance or questions, please email [tech-support@missionvistaacademy.org](mailto:tech-support@missionvistaacademy.org)

## Parent-Student Information Technology Acceptable Use Policy

It is the mission of Mission Vista Academy Charter Schools' Tech Team to empower our students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

MVA is committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of MVA devices, networks, accounts, and other resources must adhere to MVA policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of MVA. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

#### **DEFINITIONS:**

1. MVA, School, Organization, and or We - Mission Vista Academy Charter School and its subsidiaries, programs, and divisions
2. ITD - Mission Vista Academy Charter School's Information Technology Department
3. You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
4. Resources - Devices, systems, services or networks owned, operated or issued by MVA
5. User - Any person(s) accessing or utilizing MVA resources that is not a resource operator
6. AUP - Parent/Student Information Technology Acceptable Use Policy

#### **USER RESPONSIBILITIES:**

Access to MVA technology, resources, and support is a privilege which offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

1. You agree to learn about and comply with all the information outlined in this AUP document.
2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:

#### **ACCEPTABLE USE OF MVA RESOURCES BY USERS:**

1. All MVA-issued accounts are intended solely for use by the person authorized to use the account.
2. When sharing or exposing personal information or data online, extreme caution should be exercised.
3. Any information or communication accessible via any MVA network should be assumed private property.
4. MVA reserves the right to verify whether specific uses of MVA technology or networks are consistent with this acceptable use policy.
5. MVA is bound by certain licensing agreements. Users are expected to comply with those agreements.

6. Educational and instructional use as related to MVA only
7. Never leaving items unattended
8. Never lending, giving or releasing items to a person other than an authorized Mission Vista Academy employee, such as an MVA Tech Team member
9. Never removing protective accessories or features (e.g. cases, bumpers)
10. Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
11. Maintaining student supervision by parent/guardian during access and usage
12. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
13. Parent/guardians are expected to provide supervision and monitor device/Internet access and usage.
14. You are expected to make a reasonable effort to protect your passwords, information and data.
15. You must safeguard internal safety and security policies, such as authentication methods and password conventions.
16. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
17. Items, devices and resources issued by MVA are School property and must be returned or relinquished to MVA upon request.

#### **UNACCEPTABLE USE OF MVA RESOURCES:**

1. All commercial or for-profit usage is prohibited.
2. The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
3. Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws ([Title 17](#), USC)
4. Any attempt to circumvent MVA security measures, content filters or access restricted resources is prohibited.
5. All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
6. The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
7. Publically advertising internal authentication methods and/or password conventions.
8. Impersonation of any user other than yourself is prohibited.
9. Unauthorized falsification or modification of any school records is prohibited.
10. The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.

11. Political lobbying or advertising is prohibited.
12. Unauthorized maintenance, service, repairs, or upgrades are prohibited. MVA owned or operated resources must be maintained by ITD or authorized third parties.

#### **EXPECTATION OF PRIVACY:**

For email, networks, systems and other resources owned or operated by MVA, users should have no expectation of privacy. MVA reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by MVA:

1. Obtain emails, messages and their attachments transmitted to or through MVA owned or operated email systems
2. Monitor an individual's use of MVA owned resources
3. Locate or track the location of an MVA owned resource
4. Confiscate, search, disable or wipe any MVA owned device, item or their contents/data

Personal devices are private. MVA must obtain permission to access personal devices.

#### **CYBERBULLYING:**

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, and social media). Examples of this behavior include but are not limited to:

1. Transmitting false, cruel, hateful or embarrassing information or media targeting others
2. Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
3. Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
4. Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
5. Posting of a student picture without their permission.
6. The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

#### **STUDENT DEPARTURE:**

1. Upon student departure (ex. withdrawal, graduation, or expulsion) from MVA, all issued items must be returned upon disenrollment. Prepaid return labels and pick up services may be provided at no cost. Please review our *MVA Tech Center and Issued Technology Agreement* for complete details regarding returns. Please reach out to your Homeschool Teacher to make arrangements to return the items to the school.
2. For information regarding technology returns, please review our *MVA Tech Center and Issued Technology Agreement* or contact ITD.

#### **DISCLAIMER & ACKNOWLEDGEMENTS:**

1. MVA reserves the right to modify its policies at any time.
2. All items, devices, and resources issued by MVA are school property. School property must be returned or relinquished to MVA upon request or departure from the school
3. MVA reserves the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
4. Access to MVA technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of MVA.
5. MVA will not be held liable for the information or data retrieved, stored, or transmitted by means of MVA owned or operated resources, devices, networks, or systems.
6. Users should not have an expectation of privacy in the use of MVA resources, email, systems, or networks.
7. Illegal activities performed using MVA devices, networks, and systems may be reported to the proper authorities when discovered.
8. MVA will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
9. MVA issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of MVA.
10. MVA may confiscate and search any MVA technology in the event of policy discrepancy.
11. MVA is not in any way an Internet Service Provider.

#### **USER AGREEMENT:**

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any MVA technology and other electronic resources issued, owned or operated by MVA. I also give permission to collect verifiable personal information from my child (under 13 years of age) to be in compliance with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any MVA resource may be limited or revoked, and disciplinary and or legal action may be taken.

**BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, YOU AGREE YOU HAVE READ, UNDERSTOOD AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY**

### **Non-Compliance Policy**

Mission Vista Academy Homeschool Teachers partner with families to educate students enrolled in our programs. The partnership is effective if students and parent/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- Non-attendance

- Missing or refusing to schedule meetings
- Unable to contact
- Not meeting enrollment requirements
- Not submitting requested work samples
- Making inadequate progress

**In these instances MVA may:**

- Contact the family by phone and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Homeschool Teacher will attempt to contact the family again by phone, email, and a letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, the Homeschool Teacher will attempt to contact the family again by phone, email, and a second letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than six days of the date the letter was sent.
- It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.
- Should a student be Administratively Withdrawn, the student is not eligible to re-enroll in the school for at minimum, one full academic school year.

## Work Samples

To meet California Independent Study Guidelines, Work Samples will be required and collected at the end of each Learning Period. Students are required to submit work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at Mission Vista Academy.

**Acceptable Work Sample Criteria:**

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name and date in the top right hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)

- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include:

- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

## Testing & Assessment

Assessment data is critical to Mission Vista Academy Charter Schools. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing. Mission Vista Academy is involved in the WASC cycle.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Mission Vista Academy Charter School must remain in good standing with its authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to the school that all students participate in school wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessment adoptions.



## State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8: California Assessment of Student Performance and Progress (CAASPP)
- Grade 11: California Assessment of Student Performance and Progress (CAASPP)
- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

As a public charter school we receive state funds that each student accesses when they use their planning amounts.

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

Mission Vista Academy faculty administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing will be made available to parents that would like a copy.

Often our families have questions or concerns about the CAASP/CAST assessments. At Mission Vista Academy Charter Schools we want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. Your HST will provide resources such as practice tests and videos as it gets closer to the testing dates. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

## Star 360

Mission Vista Academy Charter Schools believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws but rather to build strength and skills necessary to become successful in the student's educational career.

MVA chose Star 360 because of its adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful

implementation of the new standards. MVA will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance consistently and continuously over a student’s entire K-12 career. The questions will automatically change the level of difficulty, thus “adaptive,” based on student response patterns.

Star 360 Testing will occur up to three times a year, in the fall, winter, and spring of each year.

**Testing for English Language Learners**

California state law requires that the ELPAC be given each year to English Learners. The ELPAC (English Language Proficiency Assessments for California) is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified. At that point they will no longer need to take the test.

**COVID-19**

As a non-classroom-based independent study school, Mission Vista Academy’s academic model is in line with Distance Learning Guidance provided by the California Department of Education. Mission Vista Academy continues to provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples.

**Records Department**

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

Document Requested	Expected Time of Processing
Work Permit	2-3 Business Days

Enrollment Verification	2-3 Business Days
Copies of Grades & Official/Unofficial Transcripts	3-5 Business Days
Copies of CUME (Student Records)	3-5 Business Days

## Work Permits

There are two types of work permits: Entertainment and Non-Entertainment

- **Entertainment Work Permits** are obtained from the entertainment industry employer, filled out, and sent to [records@missionvistaacademy.org](mailto:records@missionvistaacademy.org)
- **Non-Entertainment Work Permits** are different. Before the Records Department can fill out a regular work permit, the employer needs to provide the student a **B1-1** permit (think of this as the permit to attain a permit). This is important because it tells our department where the student wishes to work. Once the **B1-1** permit is sent to [records@missionvistaacademy.org](mailto:records@missionvistaacademy.org), one of our Records specialists will fill it out and provide a **B1-4** at the same time. The **B1-4** is the actual permit.

## Concurrent, College Enrollment Exceptions

For all concurrent, college enrollment requests, please send applications and inquiries to your Guidance Counselor. There is a minimum five (5) business day turnaround for these applications, so please plan accordingly.

## Educational Records

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by Mission Vista Academy. Such information includes but is not limited to:

- Date and place of birth, parent and/or guardian's address, and where the parties may be contacted for emergency purposes;
- Grades, test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended;

- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that Mission Vista Academy shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

Mission Vista Academy shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin. An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- Records maintained by a law enforcement unit of Mission Vista Academy that were created by that law enforcement unit for the purpose of law enforcement;
- Records relating to a Mission Vista Academy employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Mission Vista Academy.
- Records that only contain information about an individual after he or she is no longer a student at Mission Vista Academy.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by Mission Vista Academy to comply with the requirements of FERPA and its promulgated regulations.
- Request that Mission Vista Academy not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental

consent.

## Student Mental & Physical Health

The school is committed protecting the health and well-being of all Mission Vista Academy students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

Mission Vista Academy recognizes that:

- a) Physical, behavioral, and emotional health is an integral component of a student's educational outcome
- b) Further recognizes that suicide is a leading cause of death among young people
- c) The has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- d) Acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development. In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Mission Vista Academy has adopted a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

## Suicide Prevention Policy

The school's Suicide Prevention Policy can be found on the school website under Boards and Board Policies.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students.

Mission Vista Academy's policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical

evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.” In an attempt to reduce suicidal behavior and its impact on students and families, Mission Vista Academy has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

## Harassment

It is the policy of MVA to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

Harassment for any reason including, but not limited to: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators and board of directors. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

MVA will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

In situations in which electronic or cyber bullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be so severely disruptive of the educational process that it markedly interrupts or severely impedes the student learning..

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

## **Expulsion & Suspension**

### **Definition of Expulsion**

Expulsion shall be defined as permanent dismissal from MVA, without re-enrollment privileges, and must be approved by the MVA Charter Board or their authorized designee.

### **Definition of Suspension**

Suspensions shall be defined as a temporary leave of absence from MVA that may occur at the discretion of the individual MVA Homeschool Teacher, Regional Administrator, or the MVA Charter Board.

### **Grounds for Suspension and Expulsion**

A student may be subject to suspension and/or expulsion when it is determined that he/she, while on or within view of the Preferred Vendor Program, Vendor Locations, at a school sponsored activity/field trip, or online.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.

- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials, students, and/or school property.
- Committed sexual harassment as defined in Education Code 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
  - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - Causing a reasonable student to experience substantial interference with his or her academic performance.



- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- A. “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
  - (ii) A post on a social network internet website, including, but not limited to:
    - (I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
    - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - (iii)
    - (I) An act of cyber sexual bullying.
    - (II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - (iv) Notwithstanding paragraph (A) and subparagraph (i), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the

internet or is currently posted on the internet.

- B. "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

### **Suspension & Expulsion for Students with Disabilities**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, MVA shall comply with federal and state law.

### **Due Process Statement**

MVA shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in MVA policy, regulation, or law.

In all cases, MVA disciplinary policies shall afford students due process. To this end, the MVA Charter Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due-process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. MVA will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the MVA Charter Board.

## Grievance Policy and Procedure

MVA is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and Mission Vista Academy staff grievances are addressed fairly by the appropriate persons in a timely manner. MVA prohibits discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation or religion.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher and supervisor. Both Homeschool Teacher and supervisor will respond within ten (10) school days.

If the concern or grievance is not resolved, the parent/guardian may, within ten (10) school days, request a meeting with school leadership to discuss the concern or grievance. The Sr. Director will investigate and respond within ten (10) school days.

A written email and letter will be sent to the family that will address the concern and outcome.

## Family Educational Rights and Privacy Act (FERPA)

### Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Mission Vista Academy Charter Schools receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask MVA to amend a record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for

amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MVA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have

a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

## Enrichment Ordering System Guidelines

Educational Vendor Policies and Procedures (“Policy”) are in place to ensure Mission Vista Academy (“Charter School”) funds are budgeted and expended on Charter School-approved educational items and services. The Policy requires the Charter School carefully evaluate all requests for educational items and services made through the Enrichment Ordering System. No purchases can be made without the Charter School’s approval. No family may spend, or obligate Charter School to spend, any school funds on educational items and services.

These guidelines provide additional information to help the Charter School community better understand what educational items and services the Charter School may or may not approve through the Enrichment Ordering System (“EOS”).

- **Planning Amounts:**
  - The Charter School will provide a budgeted planning amount from which parents may request educational items and services to meet their enrolled student’s educational needs.
  - All planning amounts belong to the Charter School, not to the student.
  - The Charter School retains discretion to reject any request for educational items and services.
- **EOS Requests Must Align with Student’s Course of Study:** The Charter School shall only approve educational items and services that meet the following requirements:
  - From approved vendors;
  - Support student’s personalized curriculum and education plan; and
  - Align with student’s course of study and State standards.
- **Educational Requirements:**
  - Students must attend regular learning period meetings, turn in quality work samples as requested, and consistently complete daily attendance logs. If a student fails to meet these requirements, the Charter School will not approve the student’s requests for educational items or services.
  - Reminder: The Homeschool Teacher ensures students access all necessary “core subject curriculum” – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any other educational items and services through the EOS.
- **Charter School Responsible for Reviewing and Approving Requests for Educational Items and Services:**
  - Students will not receive educational items or services without Charter School approval.

- Charter School will signal approval of requested educational services or field trips with an Enrichment Certificate. Requests for backdated services will not be approved. Students can only participate in these educational services after receiving an Enrichment Certificate.
  - Enrichment certificates may be requested for one month at a time, up to one month prior to the start of services. Students may also request semester-long educational services that are billed by the semester. Vendors may invoice the school once services have begun.
  - Charter School is responsible for purchasing approved educational items. Parents can make requests for educational services and items, and Charter School retains sole discretion to approve or reject the request or purchase a similar service or item from another approved vendor.
  - Parents will not be reimbursed for any purchases of educational items and services made “out of pocket”. Parents shall not pay any approved vendor to receive services procured by the Charter School with an Enrichment Certificate.
  - Cancellation of services does not guarantee Charter School will increase students’ planning amounts to reflect the cancellation.
  - Planning amounts may not be used to pay for educational services or field trips when school is not in session beginning May 29, 2021.
- **Educational Quality Items and Services Limited to Student Need:**
    - Homeschool Teachers will only approve educational items and services that are educational quality and appropriate for school (e.g., not top of the line). Only basic items and services may be approved.
    - Charter School will not approve educational items or services beyond what is needed to meet a student’s learning objectives.
    - Charter School will not approve educational services that cost more than \$350 a month. Please note: Charter School will only approve requests for education services supporting a student’s course of study and therefore is not required to approve educational services just because those services cost less than this amount.
- **Educational Items are Charter School Property and Must be Returned:**
    - All materials purchased through the EOS are Charter School property.
    - Once a student’s scheduled use is completed or student disenrolls from the Charter School, parents must return the educational item to the Charter School.
    - “Consumable” items *used during the course of the school year* (e.g., crayons, paper, pencils, etc.) do not have to be returned to the Charter School.
    - Students must take care of educational items. Parents are responsible for paying for lost, stolen, or damaged educational items.

- All educational product order purchases are final. If purchased materials are no longer needed or wanted, items may be returned to the Charter School, but the Charter School may not increase the planning amount as a result.
- **No Dangerous Educational Items or Services:**
  - Charter School will not approve dangerous educational items and services that expose students, teachers, or staff to unreasonable risk.
  - Charter School will not approve educational items that are too large or heavy to easily lift or transport.
- **Educational Items and Services only for Charter School Students:**
  - Charter School will only approve educational items and services for enrolled students (e.g., not siblings enrolled in other schools).
  - Planning amounts are not transferrable to any other student.
  - Charter School may approve parent educational workshops directly supporting a student's course of study (no more than \$350 a year).
- **Questions about EOS:**
  - If Homeschool Teachers have questions regarding these guidelines, please reach out to Assistant Principals, Principals, or Regional Coordinators for further guidance.
  - If parents have questions, they should first contact their Homeschool Teacher or Principal.
- **Examples of Educational Items Charter School May Approve:**
  - Educational secular curriculum, such as textbooks, workbooks, reading books, etc.
  - Supplemental educational materials, such as microscopes, math manipulatives, calculators, etc.
  - Basic school supplies, such as notebooks, pencils, and rulers
  - Raw materials for learning basic skills, such as fabric, yarn, or crochet hooks
  - Basic equipment to support learning goals, such as educational-quality technology such as computers, musical instruments, or sewing machines. **Please note:** Parents are responsible for overseeing students' internet usage on Charter School-educational technology
  - Educational puzzles or model sets
  - Educational quality classes or lessons through approved educational vendors
  - Pre-approved educational technology and curriculum items
- **Examples of Prohibited Educational Services and Items:** The following items are not available for purchase – the purpose of this list is to remind families that Charter School will not approve requests for these prohibited services and items:



- Educational products and services that are not aligned with student's course of study
- Top-of-the-line educational items and services (e.g., Copic markers)
- Educational items requested in excessive quantities
- Sectarian or denominational items
- Field trips to locations like amusement and water parks, trampoline parks, ziplining, etc.
- Annual memberships to field trip locations such as museums
- Parking passes, such as vehicle day use passes for California State Parks, recreational areas, and beaches
- Family gym memberships and exercise equipment such as barbells, dumbbells, exercise balls, gymnastics beams & mats, ballet barres, etc.
- Personal items for students, such as backpacks, clothing, costumes, personal hygiene items, etc.
- Items that could cause injury, such as pesticides, model rocket engines, spray paint, and other dangerous items (knives, fencing and archery equipment, etc.)
- Items usually used to furnish homes and yards, such as furniture, organizational supplies, kitchen equipment, household tools, plants, gardening tools, planter boxes, etc.
- Home and office equipment, such as cameras, televisions, mobile phones, etc. (Charter School may grant requests for reasonable and cost-effective cameras for students taking photography classes per their Master Agreement. Students are required to return cameras to the Charter School after scheduled educational use.)
- Heavy duty office equipment like silhouette cutters, binding machines, heavy duty staplers, etc.
- Face painting supplies, makeup, hair color, or tattoo kits
- Arts and crafts items that are unrelated to a student's course of study (e.g., mason jars for candle making, cookie making kits, jewelry making supplies, and other similar gift-making items.)
- Non-Educational Toys, such as dollhouses and slime kits
- Educational materials not typically found in traditional schools (e.g., DNA kits, student wobble cushions, chew items, weighted blankets, etc.).
- Live animals and animal supplies, such as bees, chicks, egg incubators, fish, jellyfish, terrariums, etc.
- Parts, software, or hardware for educational items not owned by the Charter School.
- Video game hardware or software (Charter School may approve certain educational technology and software).
- Performance or competition fees for non-Charter School activities
- Out-of-state field trips
- Travel, lodging, or food

## Signature Of Receipt & Acknowledgement

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines
- COPPA Permissions

Student Name (Please print)\_\_\_\_\_

Student  
Signature\_\_\_\_\_Date\_\_\_\_\_

Parent Name (Please print)\_\_\_\_\_

Parent  
Signature\_\_\_\_\_Date\_\_\_\_\_

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/ic/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mission Vista Academy	Amy Davis Principal	Amy.Davis@MissionVistaAcademy.org (951) 395-8943

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 17, 2020, our Board approved to physically close Mission Vista Academy in response to the COVID-19 pandemic. We transitioned to our emergency distance learning plan on March 20, 2020. Our emergency distance learning plan continued through the end of the school year on June 19, 2020. We have provided staff and parents with ongoing updates and guidance from State and local agencies over the past few months. We have worked to prepare for a safe and successful fall reopening that considers current challenges. We are located within a Riverside County, a county that is on the State watch list due to its high COVID-19 rates. We communicate regularly with the Riverside County Offices of Education and monitor the Riverside County Public Health Department (RCPHD) health guidelines. The most recent RCPHD advisory for the operation of schools is dated August 14, 2020. It prohibits the in-person instruction for schools within Riverside County. Consequently, we are not offering any in-person instruction in the fall of 2020 (until RCPHD guidelines allow for in-person instruction).

We are a non-classroom-based independent study work charter school. While the in-person aspect of our curriculum is directly affected by the school closure mandate, our default curriculum delivery platform is a distance-learning format. However, we also emphasize Place-Based Learning that is effective by closures of local resources. Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. Additionally, the results of our surveys make clear that the COVID-19 pandemic and societal unrest has directly affected our students and families. To mitigate the negative impact of COVID-19 and societal unrest on the education of our students, we have increased and refined various services and approaches, including social-emotional support.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Since the spring of 2020, we have kept our stakeholders informed of the fluidity of the COVID-19 pandemic and engaged in assessing needs through a variety of mediums, including surveys administered in April and August 2020 and virtual meetings in August and September 2020. We translated questionnaires used in surveys into appropriate languages and provided translation services during virtual meetings. By default, much of our curriculum occurs online. Thus, we know an overwhelming majority of our parents have access to and know how to use

the internet before the COVID-19 pandemic. We work with new families to ensure they have access to technology and the internet. We made, and continue to make, a concerted effort to inform all stakeholders of opportunities to participate in the development of our Learning Continuity Plan, including our August 27, 2020, public hearing. When communicating with stakeholders, we do not assume they have access to the internet or speak English at home. Our communication strategies include including surveys, email, social media, school websites, telephone calls, our school website, regular mail delivery, and text messages. We also identified families who do not speak English at home (based on Language Surveys) and translated communications in a language accessible to them. We want to ensure all stakeholders have notice of opportunities to contribute to our Learning Continuity and Attendance Plan, including proposed actions and expenditures. We encourage verbal and written comments.

We shared a Learning Continuity and Attendance Plan draft with our District English Learner Acquisition Committee (DELAC) on [insert date(s)]. We provided Spanish translation and interpretation at the DELAC engagement meeting.

We analyzed input from all formats and stakeholders. We translated input into themes and areas of need that directly informed our Learning Continuity and Attendance Plan.

[A description of the options provided for remote participation in public meetings and public hearings.]

Board meetings, public hearings, and stakeholder input meetings were open to the public via Zoom. All meetings are open, transparent, and accessible to the public. The agenda link is communicated to families and is posted on our school website. Members of the public can submit their comments during the livestream of the Learning Continuity and Attendance Plan public hearing as well as during the board approval meeting. For example, members of the public may call in using a provided number and password. Notice of and the agendas for the public hearing and the board approval meeting are publicized on our website at least 72 hours before they occur. We also informed our stakeholders of our public hearing via emails, telephone calls, texts, and our school website. Communications are translated as appropriate. We held our public hearing during a regularly scheduled board meeting on August 27. The Board is scheduled to formally approve the Learning Continuity and Attendance Plan on September 24, 2020.

[A summary of the feedback provided by specific stakeholder groups.]

We received feedback regarding our Learning Continuity and Attendance Plan from parents, teachers, and our DELAC. Below is a summary:

Teachers- Our teachers expressed the need to refine the structure and communication of our tiered supports during the COVID-19 pandemic and other societal issues that have increased student trauma. In particular, teachers recommend making clear that social-emotional supports are now tier 1 or universal supports. In contrast, they were considered tier 2 supports before the pandemic.

Parents- Our parents expressed the need also to learn more about the effects of trauma on their children/teens, and strategies and resources to mitigate their negative impact.

DELAC- Our DELAC representatives expressed concern regarding the interruption and completion of the English Language Proficiency Assessments for California (ELPAC) and its impact on the reclassification of English Learners (ELs).

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Our stakeholder feedback informed the final version of our Learning Continuity and Attendance Plan in the following manner:

Teachers- Our teachers expressed the need to refine the structure and communication of our tiered supports during the COVID-19 pandemic and other societal issues that have increased student trauma. In particular, teachers recommend making clear that social-emotional supports are now tier 1 or universal supports. In contrast, they were considered tier 2 supports before the pandemic. We incorporated this suggestion in various sections within this plan, including Mental Health and Social and Emotional Well-Being, Pupil Learning Loss Strategies, Supports for Pupils with Unique Needs, and Distance Learning Professional Development. This feedback also informed expenditures related to staff, and parent training focused on implementing trauma-informed practices through in-person and distance learning curriculum.

Parents- Our parents expressed the need also to learn more about the effects of trauma on their children/teens, and strategies and resources to mitigate their negative impact. Parent feedback various aspects of our plan, including the Mental Health and Social and Emotional Well-Being, Pupil Learning Loss Strategies, Supports for Pupils with Unique Needs, and Distance Learning Professional Development sections. This feedback also informed expenditures related to staff, and parent training focused on implementing trauma-informed practices through in-person and distance learning curriculum.

DELAC- Our DELAC representatives expressed concern regarding the interruption and completion of the English Language Proficiency Assessments for California (ELPAC) and its impact on the reclassification of English Learners (ELs). We replied in **writing** to all comments from our DELAC. Further, feedback from our DELAC informed our Pupil Learning Loss, Pupil Learning Loss Strategies, and Effectiveness of Implemented Pupil Learning Loss Strategies sections. Feedback from our DELAC also informed various expenditures, including the creation of a Student Support Coordinator position.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The most recent RCPHD advisory for the operation of schools is dated August 14, 2020. It prohibits the in-person instruction for schools within Riverside County. Consequently, we are not offering any in-person instruction in the fall of 2020 until RCPHD guidelines allow for in-person instruction. When and if RCPHD guidelines allow for in-person instruction/activities based on the spread of COVID-19, we will resume our in-person curriculum/activities, including Place-Based Learning.

We are a non-classroom-based independent study work charter school much of our curriculum delivery options will look similar, if not identical, to our current distance-learning format. However, we are now infusing trauma-informed practices as universal supports to help mitigate the negative effects of COVID-19 and societal unrest. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing. When, and if, the RCPHD guidelines allow for in-person instruction/activities, we will add similar supports in person as needed.

As a non-classroom-based independent study work charter school, we provide homeschooling families with a wide variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Upon enrollment, an appropriately certified home school teacher (HST) is assigned to a family and schedules a meeting to create an individual education plan for the student(s). The role of an HST is similar to a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs work together with families to provide support and to review student performance and progress to date. HSTs schedule additional meetings, and support as needed.

We provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. As we have done before our extended closure, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families during our extended COVID19 closure:

#### 1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

#### 2) Online Instructional Model

- Instruction provided through district-licensed online content resources (e.g., Edgenuity)
- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

#### 3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through district-licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

We do not attempt to recreate long, traditional school days at home. Instead, we focus on implementing an online instructional delivery method that supports mastery of content that maximized synchronous instructional time with teachers and other students, as well as on-demand or asynchronous approaches. In this way, time on task is viewed as a variable, and learning is the constant. Considering the effects

of COVID-19 and societal unrest, our staff collaborated to prioritize learning goals, identify course sequence changes, increased scaffolding/instructional support, and to divide content and standards into manageable chunks through on-demand methods and shorter, targeted synchronous lessons that include trauma-informed practices. These foci are especially important to accelerate the learning of students who are most vulnerable to the negative effects of COVID-19 and societal unrest. Further, our curriculum continues with the context of initial diagnostic, formative, interim, and summative assessments to inform our practices and need adjustments. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Expenditures associated with training for staff and parents related to incorporating trauma-informed practices into lessons.	\$5,800	Y
Expenditures associated with researching and access to virtual access to community resources, including Ford’s Theatre, museums, Generation Beyond, The Good Egg Project, Alcoa Kitts Green.	\$4,500	Y

**Distance Learning Program**

**Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

We are a non-classroom-based independent study work charter school much of our curriculum delivery options will look similar, if not identical, to our current distance-learning format. However, we are now infusing trauma-informed practices as universal supports to help mitigate the negative effects of COVID-19 and societal unrest. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing. When, and if, the RCPHD guidelines allow for in-person instruction/activities, we will add similar supports in person as needed.

As a non-classroom-based independent study work charter school, we provide homeschooling families with a wide variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Upon enrollment, an appropriately certified home school teacher (HST) is assigned to a family and schedules a meeting to create an individual education plan for the student(s). The role of an HST is similar to a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs work together with families to provide support and to review student performance and progress to date. HSTs schedule additional meetings, and support as needed.

We provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress



monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. As we have done before our extended closure, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families during our extended COVID19 closure:

#### 1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

#### 2) Online Instructional Model

- Instruction provided through district-licensed online content resources (e.g., Edgenuity)
- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

#### 3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through the district-licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

We do not attempt to recreate long, traditional school days at home. Instead, we focus on implementing an online instructional delivery method that supports mastery of content that maximized synchronous instructional time with teachers and other students, as well as on-demand or asynchronous approaches. In this way, time on task is viewed as a variable, and learning is the constant. Considering the effects of COVID-19 and societal unrest, our staff collaborated to prioritize learning goals, identify course sequence changes, increased scaffolding/instructional support, and to divide content and standards into manageable chunks through on-demand methods and shorter, targeted synchronous lessons that include trauma-informed practices. These foci are especially important to accelerate the learning of students who are most vulnerable to the negative effects of COVID-19 and societal unrest. Further, our curriculum continues with the context of initial diagnostic, formative, interim, and summative assessments to inform our practices and need adjustments. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing.



We do not have 11<sup>th</sup> or 12<sup>th</sup> graders this year and thus do not anticipate a significant disruption for students enrolled in college courses.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

As part of our emergency closure in March of 2020, we began creating questionnaires. We also held planning meetings intended specifically to identify any needed technology, particularly by English Learners (ELs), those with exceptional learning needs, socioeconomically disadvantaged students, homeless, and foster youth. We have continued administering these questionnaires and holding meetings related to identifying technology needs in August and September 2020. Through surveys and meetings, we have made a concerted effort to identify families with a need for technology devices or access to the internet. Most importantly, each of our students and families meets (virtually during closure) with HSTs regularly to focus on academic progress and identify needs, including technology. When we learn of families that lacked access to technology, the HST will follow through immediately to process an appropriate order. Of course, we make certain to provide families with distance learning packets, including hard copies of the curriculum, while they receive the ordered technology.

We have used appropriate funding sources to provide all families with the technology needed to participate in our curriculum equitably. For students receiving reliant on in-person services, we have attempted to identify **new** technology they may need and have provided the necessary support to ensure they can use it effectively, notably for ELs, those with exceptional learning needs, socioeconomically disadvantaged students, homeless, and foster youth. We increased our focused parent support to maximize student learning. We also planned to continue our focused parent support to maximize student learning.

High-speed internet access is critical to the smooth operation of our regular curriculum delivery options. Based on survey responses and communications, all families and students have access to the technology necessary to participate in learning effectively, including access to high-speed internet. Often, this takes the form of Wi-Fi hotspots. We also attempt to use external resources to help families, including [learningequality.org](http://learningequality.org), located in San Diego. Learning Equality focuses on making high-quality education technology available to low-resource communities, including rural communities with an insufficient infrastructure for high-speed internet.

Based on our experience, we have learned that our students need an increased diversity in the hardware used to access our curriculum. For example, SPED, ELs, and Early Learners tend to interact better with hybrid Chromebooks as compared to regular Chromebooks. The hybrid Chromebooks also function as touchpads that help with the tactile interface. We are currently exploring the cost of hybrid Chromebooks. We have also learned that certain learning management systems such as SeeSaw are better applicable to Universal Design Learning (UDL) approaches that help all students better access the curriculum.

We are also vigilant of student privacy (e.g., FERPA and California Student Online Personal Protection Act). We take care not to record or take pictures of virtual meetings and use passwords to help prevent security breaches such as Zoombombing. We also use Zoom educator accounts (instead of consumer accounts) that offer more stringent privacy policies. We make a concerted effort to use only technology products that have that meet privacy compliance concerns.

We elaborate on related professional development in the section below called Distance Learning Professional Development.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher. Regardless, we are aware that COVID-19 and societal unrest may influence many of our students to disengage. Accurately monitoring engagement is one of the most important ways we can help ensure student learning and monitor student wellbeing during a pandemic and societal unrest.

We measure student engagement through regular meetings with families (minimum of every 20 days) and students, weekly 10-15 minute check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic assessments, interim assessments, formative assessments, and the completion of assignments. We use our student information system (Pathways) to track progress, including daily engagement records.

We do not have any 11<sup>th</sup> or 12<sup>th</sup> graders this year. We thus do not anticipate to extensively monitor participation in college courses (dual/concurrent enrollment).

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

We believe the conventional approach to teaching, explaining, application, followed by an assessment, do not maximize distance learning format, particularly, online resources. We stress tapping into a student's interest in a topic, concept, or phenomenon before engaging them in a related lesson. We help parents and teachers learn how to peak student interest through a variety of online (mostly asynchronous or on-demand) and place-based approaches. For example, we use of multi-media text sets through an asynchronous. Often, this requires vetting information ahead of time to modify for various learning needs.

We embed multi-media text-sets in digital lessons or units to maximize creativity using synchronous and synchronous approaches and technology. As an example, if one were to look at a digitized instructional unit, it does not visually look like a pen and paper unit. Instead, it is interactive, dynamic and includes visually rich options (highlighted with icons) such as Read, Watch, Infer, Wonder, Explain, Justify, Apply, Analyze, Examine, Listen, Compare, Discuss that are directly related to an overarching unit question. One of the options focuses on providing students an opportunity to express their thoughts/answers through multi-modalities. This approach, including visuals and supports, are modified for students with exceptional needs, language needs, or those with other needs and is explained in greater detail in the Pupil Learning Loss section. We also participate in external professional learning opportunities, including those provided by the Riverside County Office of Education.

This year, we have added two new aspects of our professional learning related to distance learning. First, we are providing staff with professional learning focused on strategies to accelerate learning to mitigate anticipated learning loss. Our approach to mitigating learning loss is explained in greater detail in other sections, including Pupil Learning Loss. Second, we helping staff and families learn how to implement trauma-informed practices within a distance format and within lessons. Trauma-informed practices were implemented as tier 2

supports before the pandemic. Our approach to trauma-informed practices is explained in greater detail in other sections, including Mental Health and Social and Emotional Well-Being.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Given our instructional model, the roles of staff will not change substantively. However, many community enrichment opportunities are closed, affecting our ability to maximize our placed-based learning approach. Our teachers are working diligently to find creative alternatives for enrichment, including virtual tours of museums.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We are a non-classroom-based independent study work charter school, and most of curriculum delivery options will look similar, if not identical, to our current distance-learning format. Below is a summary of the support we typically provide students with unique needs. However, this year we are infusing a greater amount of trauma-informed practices that we will explain in greater detail in other sections, including Mental Health and Social and Emotional Well-Being.

### English learners

Given our previous content delivery options, many of our ELs can maintain English language development (ELD) supports with minimal disruption. We provide leveled designated ELD classes composed of approximately 20 students administered virtually by an appropriately credentialed and trained teacher. Our ELD Director monitors student progress. Additionally, we integrate English language development in and through subject matter courses. Further, our virtual curriculum options (E.g., MobyMax, BrainPop, McGraw-Hill ODI) facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. However, given the anticipated learning loss caused by COVID-19 and societal unrest, we are increasing the professional staff learning related to in lesson supports to accelerate learning for ELs. For example, we will emphasize increased use of a range of information systems, such as graphic organizers, diagrams, videos, or other media to provide comprehensible input and contextualize content. Similarly, we will focus on providing improved language models-such as sentence frames and starters. This approach differs from an isolated remedial approach focused on the previous year’s curriculum.

Our core instructional program is based on the principles of Universal Design for Learning or UDL. UDL is an educational framework that guides the development of learning experiences to accommodate a variety of individual learning differences. It provides multiple means of engagement, including multiple means of representation, action, and expression.

### Pupils with exceptional needs

Our core program implements California’s multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through

which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with an inclusive core instructional program based on the principles of UDL, regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. In this model, Tier 1 supports are universal and available to all and is intended to meet the needs of approximately 80 to 90% of students. This year, our tier 1 supports include trauma-informed practices. When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 or additional supports individually and in small groups. These supports are short term and deployed rapidly to address issues as they arise for approximately 5-10% of students. However, there approximately 1-5% of our students require additional focused tier 3 supports. These supports are intensive and often are longer-term

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. However, we are working with families to determine how to administer occupational, speech or physical therapy best virtually. Our attempted solution varies according to the need of each student and family. We are also attempting to find a way to administer assessments virtually as needed optimally.

### **Pupils who are experiencing homelessness and those in foster care**

Many of our students in foster care are experiencing a negative impact due to COVID-19 and societal unrest. As an example, we are noticing a higher transiency rate among foster families.

An increased number of students are experiencing homelessness (including doubling up with another family) as a direct result of COVID-19. As an example, several parents/guardians have lost their jobs and have moved in with another family to help make ends meets. To increase our support for students experiencing homelessness, and those in foster care, we are:

1. Strategically planning for and implementing a time during the instructional day to learn more about students and to listen to their concerns and needs. E.g., communication circles during class (online). Many middle and high school students still struggle to find a caring adult in school. Checking in regularly, both formally and informally can give young people the space to share their interests, provide feedback on lessons, and open up about what might be affecting their ability to learn. This helps to normalize student struggles and to increase resiliency
2. Implementing universal screening (questionnaire) by asking all students about the economic impact of the coronavirus on their family financial and housing situation before they return to school so they get access to services. Students are often reluctant to self-identify as being homeless, or their families may not consider their living situation as unstable or know they are eligible for supports.
3. Focusing on maintaining a personalized relationship with students and families. The impact of the pandemic and societal unrest increases student concerns about their family safety and emotional wellbeing. We strive to establish meaningful relationships with families to mitigate the adverse effects of the pandemic and unrest by helping to establish a safe and supportive environment for learning. We do this in a variety of ways, explained in greater detail with the Mental Health and Social Emotional Support section.
4. Maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility and will work with students and parents/guardians to avoid any unnecessary academic penalty related to matters beyond their normal control.
5. Increased outreach and coordination with community resources. Given the impact of the pandemic and societal unrest, we are simply unable to meet every student's need without coordinating with community resources, including county and state agencies.

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Professional learning for staff and parents related to incorporating trauma-informed practices into lessons, specifically in a distance learning format, including new Professional Development Coordinator	\$8,500	Y
STAR360 diagnostic/interim assessments	\$23,500	Y
Additional devices, including Chromebooks and iPads for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$181,577	Y
Additional connectivity, including hotspots, modems, and routers for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$31,924	Y
Online learning resources, including MobyMax, BrainPOP, and Age of Learning	\$219,541	Y
Creation of IT Administrator position	\$70,614	N
Creation of IT Support Specialist position	\$54,080	N
Creation of IT Development Specialist position	\$68,828	N
Costs associated with staff using telephone and internet	\$148,200	N

**Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In response to Governor Newsom’s Executive Order N-33-20, we stopped our normal school operations from March through June of 2020. Also, in March 2020, the Governor suspended the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC). The pandemic also directly affected many of our families, rendering it difficult for them to participate in or focus on our interim assessments during the second half of the 2019-20 school year. Thus, our students were unable to complete their ELPACs, and many did not complete our STAR360 interim assessment cycle. The validity of spring 2020 interim assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, in late March 2020, the U.S. Department of Education approved California’s waiver of the Every Student Succeeds Act (ESSA) assessment and accountability requirements for the 2019–20 school year. Consequently, the California Department of Education did not report Dashboard results for the 2019-20 school year.



The foundation of our plan to mitigate learning loss and accelerate learning is the infusion of trauma-informed practices into the curriculum. This year, the core of our instruction is responding to the cultural, social, and emotional needs of students. Accelerated learning will not occur if instructional practices leave students feeling displaced, invisible, or unsafe. This approach is explained in greater detail in the section Mental Health and Social and Emotional Well-Being. Beyond that, we will rely on a variety of initial assessments to determine the extent of each student's learning loss carried over from the 19-20 school year. As stated, there are no standardized test results or valid interim test results for the 19-20 school year to base on curriculum decisions. However, we are also aware of the limitations of diagnostic assessments in that they are grade-level based and not competency-based. There is a scarcity of State standards-aligned competency-based assessments to accurately capture an individual student's learning status at the beginning of the 2020-21 school year, including the learning loss emanating from the 2019-20 school year. A competency-based assessment is similar to swimming classes wherein the support is specific to an ability level and not age. Further, many are written and administered in such a way that they are not readily understandable for English learners. We will use commercial diagnostic assessments (STAR360) and the State CAASPP Interim Assessments. We will administer the STAR360 diagnostic at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We will administer the State CAASPP Interim Assessment Blocks for ELA and Math at the beginning of semester 2. We plan to analyze the results of our diagnostic and interim assessments to formulate a general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our grade and course scope and sequences. We also ensure students and families have access to adequate technology to participate in assessments (See Access to Devices and Connectivity for more details).

We are doing our best to administer Initial ELPAC within 30 days and are aware of a possible 45-day extension (not official). The county health regulations render it challenging to administer the Initial ELPAC to a student within 30 days. If a student is unable to complete the Initial ELPAC within 30 days, we use the results of the Home Language Survey to identify presumptive English learner students and notify their parents/guardians that English language development courses and resources until such time that the county health department deems it safe to administer the Initial ELPAC in-person/co-located or remotely.

In addition to diagnostic and interim assessments, we will rely heavily on formative assessments to formulate additional details of student learning proficiencies. Ideally, formative assessments occur during each lesson. More than ever, formative assessments are vital. Formative assessments are not tests in the conventional sense. They do not look like a traditional quiz or final examination. A formative assessment refers to a teacher's evaluation of student proficiency during a lesson. This type of evaluation takes on a variety of methods whereby the teacher observes and processes evidence of learning, including asking guiding and probing questions, observing students during student to student discussions, etc. In this manner, a teacher may also take into account student's English language proficiency and make immediate adjustments. We explain our strategies for implementing formative assessments and accelerating learning in greater detail in the next section.

We will use the same approach explained in the Pupil and Family Engagement and Outreach section of this document to communicate with parents regarding student learning loss and progress. These strategies consider a family's home language, literacy level, and access to technology.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

As stated in the previous section, the foundation of our learning loss mitigation strategies is the infusion of trauma-informed practices into the curriculum. Accelerated learning will not occur if instructional practices leave students feeling displaced, invisible, or unsafe, particularly students who live in an environment that directly exposes them to the effects of the pandemic and societal unrest. Specifically, English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are likely to experience an exacerbation of previous achievement gaps. We cannot reasonably expect a student to be able to focus on her Biology class if her father lost his job as a result of COVID-19 or societal unrest. Similarly, a student whose family is unable to pay the rent may be preoccupied with their living conditions precluding the ability to focus on school. Simply put, students cannot focus on their formal education, let alone making up for lost learning if their basic needs are not met. Our trauma-informed practices are explained in greater detail in the section Mental Health and Social and Emotional Well-Being.

After making sure to address student social-emotional needs, our teachers will focus on implementing authentic formative assessments and implementing research-proven instructional support (commonly referred to as scaffolds in education) during lessons to bridge the gap between unfinished learning and new learning. Lost learning (or learning loss) includes not just the skills students need to access grade-level material, but content knowledge itself. Our approach is different than *remediation* focused on what students should have learned during the previous year in isolation of this year's curriculum. Cognitive science informs us that learning is not linear. Further, learning loss has exacerbated past learning deficiencies. Isolating and frontloading remediation leads to further loss of expected learning because students with previous proficiency gaps may never have an opportunity to focus on this year's curriculum, remaining trapped in a cycle of below-grade level work. This approach is similar to isolating English learners while they learn English before integrating them into the core classes to learn English and content simultaneously.

Thus, the crux of our learning loss mitigation strategies focuses on filling the most critical gaps, not in isolation, but at the moment, they are needed in this year's curriculum. Our strategy focuses on acceleration of learning and is based on the principles of interleaving, spaced practice, and retrieval practice, all evidence-based strategies that help students learn more efficiently and retain information longer. To accelerate learning, we are focused on identifying what unfinished learning needs to be addressed, when, and how. This includes identifying the content knowledge and skills students may struggle with in their current grade level and filling these gaps when it is necessary during the curriculum. To do this, we used a variety of tools to look closely at the standards, the topics, and the tasks within a unit and across the year. For example, in math, we used a variety of tools provided by Achieve The Core, including Standards Focus by Grade Level Guide and the Coherence Map. We also used tools from Student Achievement Partners, including the 2020-21 Priority Instructional Content in ELA/literacy and Mathematics. These documents provide us guidance about how to leverage the structure and emphases of State content standards to prioritize learning priorities by grade level or course.

Next, we modified our scope and sequence/pacing guidance for each subject area and grade level to reflect our revised learning priorities. Accelerated learning requires students to consistently receive grade-level materials, tasks, and assignments, along with timely supports (or scaffolds) that make the work accessible. The following are some examples of scaffolding or instructional support for literacy: using text sets and systemically order them from less to more complex, by topic, to build students' background knowledge; using varying strategies before

reading a text, during the initial reading and subsequent readings, and after reading to support all students in comprehending a complex text; building vocabulary with a focus on words that are key to text comprehension; and in addition to grade-level appropriate texts, include time for differentiated support for individual or small groups of students depending on their needs. In math, we find use the Understand-Diagnose-Take Action cycle to provide appropriate scaffolding or instructional supports. Understand refers to teachers understanding the revised learning priorities for this year, including prerequisite skills students need to access grade-level content. Diagnosing refers to having an accurate understanding of where individual students stand in relation to the revised learning priorities. To do this, teachers engage in ample formative assessments and review the results of diagnostic and interim assessments. Take Action refers to planning for and appropriately implementing needed supports/scaffolds during a lesson.

Our instructional supports also reflect the Universal Design Learning framework (explained in the section Supports for Pupils with Unique Needs), including maximizing the variety of modalities in which we teach content, skills, concepts, and by which we allow students to express their comprehension. We do not all learn in the same way, let alone express our understanding of a new skill. Some students need visual representations, while others need to experience a skill. In the same, way depending on a student's preference or even ability, they may express their comprehension better if allowed to do it in a variety of ways, including comics, podcasts, short videos, voice-to-text dictation, etc. Further, we stress combining this multi-modality approach by delivering information in manageable chunks.

Further, our academic supports are part of our overall school support structure, commonly known as MTSS (explained in greater detail in the section Supports for Pupils with Unique Needs). We supplement our learning loss strategies with our MTSS to make certain each student receives appropriate support. For example, students with exceptional learning or emotional needs may not have their individual needs met through universal supports. In this case, we carefully review their Individual Education Plan (IEP) and provide appropriate support. Additionally, new State law requires districts to craft specific distance learning plans for all students with an IEP if a closure for ten days or more materially decreases a student's average daily attendance. Thus far, none of our students with an IEP have manifested a significant decline in their attendance. However, we will make certain to comply with State law should it become applicable. Our efforts to monitor attendance and participation are explained in greater detail in the section Pupil and Family Engagement and Outreach.

For students learning English, we take care to continue facilitating structured opportunities to practice English with classmates and teachers. Additionally, our learning supports/scaffolding focuses on the increasing use of a range of information systems, such as graphic organizers, diagrams, videos, or other media to provide comprehensible input and contextualize content. Similarly, we will focus on providing improved language models-such as sentence frames and starters.

For students living in an impoverished environment, experiencing homeless, or living in foster care, the effects of COVID-19 and societal unrest can be pervasive. As stated, the foundation of our strategies to help mitigate learning loss for these students is based on trauma-informed practices (explained in greater detail in the section Mental Health and Social and Emotional Well-Being) and our MTSS. Our MTSS approach will allow us to identify individual needs, regardless of circumstances, while our trauma-informed practices allow us to address the effects of the pandemic and societal unrest, across various student demographics. For example, we will:

1. Maximize instructional flexibility and support. Students in foster care, experiencing homelessness, or struggling with poverty may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility and will work with students and parents/guardians to avoid any unnecessary academic penalty related to matters beyond their normal control.



2. Increase outreach and coordination with community resources. Given the impact of the pandemic and societal unrest, we are simply unable to meet every student's need without coordinating with community resources, including county and state agencies.
3. Include student voices, explore societal events, normalize struggles, and listen to one another to increase student agency. This approach is critical because students in foster care, experiencing homelessness, or struggling with poverty often feel a loss of control that will carry over into the classroom. Students who feel they have no control in school, in addition to their home environment, are likely to disengage. From their perspective, what's the point.
4. Given the likely shorter attention spans caused by concerns related to the pandemic and societal unrest, distractions at home, unfamiliarity with technology platforms, and learning loss frustration, we will also implement instruction into shorter, manageable chunks.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As stated in the Pupil Learning Loss section, there are no standardized test results or valid interim test results for the 19-20 school year to compare the pupil proficiency growth using our pupil learning loss strategies. Similar to the State's approach with the 2021 Dashboard, we will compare our 2020-21 CAASPP and Dashboard results (assuming CAASPP is implemented) with corresponding performances in 2018-19. There is a scarcity of State standards-aligned competency-based assessments to accurately capture a student's learning status at the beginning of the 2020-21 school year, including the learning loss emanating from the 2019-20 school year. Regardless, we plan to analyze the results of the STAR360 diagnostic and the CAASPP Interim Assessment Blocks to formulate a general understanding of how students are progressing toward understanding State content standards. Further, we will do our best to administer the summative ELPAC this year. Equally, if not more important, will be our use of formative assessments to measure the effectiveness of our learning loss mitigation strategies. Ideally, formative assessments occur during each lesson. More than ever, formative assessments are vital. Formative assessments are not tests in the conventional sense. They do not look like a traditional quiz or final examination. A formative assessment refers to a teacher's evaluation of student proficiency during a lesson. This type of evaluation takes on a variety of methods whereby the teacher observes and processes evidence of learning, including asking guiding and probing questions, observing students during student to student discussions, etc. In this manner, a teacher may also take into account student's English language proficiency and make immediate adjustments. We explain our strategies to implementing formative assessments and accelerating learning in greater detail in the next section. We will use the same approach explained in the Pupil and Family Engagement and Outreach section of this document to communicate with parents regarding student learning loss and progress. These strategies consider a family's home language, literacy level, and access to technology.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Creation of Student Support Coordinator position	\$83,000	Y
Creation of Program Specialist position	\$81,088	Y

Description	Total Funds	Contributing
Creation of Director of Testing position	\$95,000	Y
Creation of Guidance Tech position	\$49,250	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	\$4,500	Y
Staff and parent training related to understanding our English Language Development strategies	\$7,900	Y
Expenditure associated with the translation of communication and Learning Continuity Plan	\$3,000	Y
Expenditures associated with staff training related to formative assessments, instructional supports, and refining curriculum Scope and Sequences	\$8,500	Y

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional wellbeing of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

As stated in the section Pupil Learning Loss Strategies, accelerated learning will not occur if instructional practices leave students feeling displaced, invisible, or unsafe. This is especially true for students who live in an environment that leaves them directly vulnerable to the effects of the pandemic and societal unrest. In particular, English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of the pandemic, societal unrest, and resulting learning loss that exacerbates previous achievement gaps. For example, we cannot reasonably expect a student to be able to focus on her Biology class if her father lost his job without social-emotional support. Similarly, a student whose parents are unable to pay the rent may be preoccupied with their living conditions precluding the ability to focus on school. Simply put, students cannot focus on their formal education, let alone making up for lost learning if their basic needs are not met. Worse, students who live in poverty often do not have equal (and much less equitable) access to outside mental health support. To mitigate the negative effects of the pandemic and societal, we will implement tiered trauma-informed practices per our MTSS. Unlike previous years, we will implement trauma-informed practices as universal or tier one supports this year. Generally speaking, trauma-informed practices are strategies or practices that help students regulate emotions, build resilience, and overcome the impact of trauma/stress. Our trauma-informed practices are based on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework.

Our first tier of trauma-informed supports includes continuing a sense of support through providing needed educational resources and maintaining connections online and through telephone calls. We want to make sure students continue to feel connected and supported by our school. As an example, staff recently created a video about how much we miss our students and families and sent it to each family. We also provide online learning to staff and families explaining the signs and symptoms of trauma, including changes in behavior, unexplained

pain, irritation, or depression. Trauma response strategies include listening attentively, modeling behavior, teaching the effects of stress, and providing a sense of protection. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. We offer regular 10-15 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students.

Tier 1 supports intentionally creating learning environments that validate student participation and voice, respect diverse views and opinions, promote respectful language and action, and develop a sense of community. Learning will not occur until the primary needs of all learners, including feeling safe, is established. Thus, we try to begin distance-based classes with a community-building activity that offering students opportunities to share personal information, including their interests or concerns, difficulties focusing on schoolwork. Unlike an in-person classroom setting, we consider the best use of synchronous and asynchronous approaches when planning lessons for distance learning. Within asynchronous tasks or resources, we include a personalized message or words of encouragement. We also use asynchronous methods to differentiate instruction according to student ability levels and learning styles. For example, many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace. Within synchronous online tasks, we make certain to include student voices, their experiences, increase instructional level decisions, explore societal events, normalize struggles, and listen to one another. As an example, Zoom offers online virtual meeting platforms wherein students can break out into smaller groups allowing teachers to check in with each group. However, given the likely shorter attention spans caused by concerns related to the pandemic and societal unrest, and learning loss frustration, our learning objectives are narrower in focus and broken into smaller chunks. We expect our tier 1 supports will meet the needs of approximately 80 to 90% of our students.

Our second tier of supports includes educating staff and families about the signs and symptoms of trauma in students, including changes in behavior, unexplained headaches or body pain, irritation, and depression. We also train staff and families in strategies to address signs and symptoms of trauma, including listening attentively, modeling behavior, teaching the physiological effects of stress, and providing a sense of protection. For example, our teachers may model problem-solving and flexibility in the face of new daily schedules. Staff and parents complete the trauma-informed practice training online. We anticipate approximately 5-10% of students will require tier 2 or additional supports in through individual or small groups settings. These supports are short term and deployed rapidly to address issues as they arise. For example, students in foster care, experiencing homelessness, or struggling with poverty may be unable to focus on school despite our tier 1 supports. In these cases, our staff will reach out to families and schedule a meeting to explore appropriate supports. Parents play a critical role in helping us identify issues and helping customize supports.

We anticipate that approximately 1-5% of our students who require additional individual supports beyond those outlined in tiers 1 and 2. Tier 3 supports are intensive and often are longer-term and involve outreach to and coordination with community resources. Given the impact of the pandemic and societal unrest, we are simply unable to meet every student's need without coordinating with community resources including county and state agencies. Many community mental health organizations use HIPPA compliant mediums such as telehealth.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

We are a non-classroom-based independent study work charter school much. While our school year is longer than 175 instructional days, some of the language in Education Code §43502 (based on AB77), including daily synchronous instructional minutes with a teacher do not apply to our format. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher. Regardless, we are aware that COVID-19 and societal unrest may influence many of our students to disengage. Monitor attendance is vital to help ensure student learning and account for student wellbeing during a pandemic across any instructional model. Our plan reflects positive strategies for encouraging student engagement, with a focus on how to best center in relationships in a virtual setting. We incorporate trauma-informed practices into our regular (every 20 days) meetings with students and parents, including social-emotional check-ins and maintaining strong personalized relationships. Through these meetings, we will be able to quickly discern student disengagement, particularly for those who are disengaged for 60% (3 days).

Student engagement is measured through regular meetings with families and students, weekly 10-15 minute check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic and interim assessments, formative assessments, and completion of assignments as documented in our student information system (Pathways). Our daily engagement records are also uploaded into our student information system. When we notice a student begins to disengage, physically and emotionally, we first speak with his/her parents/guardians. Depending on what we learn during this meeting, we will provide additional supports to meet student needs. As an example, if a student disengages because she needs other emotional support/counseling, we will work with a family to provide that. Of course, there are times when students will need even more supports, including referrals to outside services. When this occurs, we collaborate with the family to explore options and facilitate referrals.

Any time we communicate with families about any matter, we do not assume families speak or understand English or have access to the internet, let alone know how to access an email. We communicate with parents and guardians through our regularly scheduled in person meetings. These in-person meetings are critical since we know not all of our families are literate even in their native language. Additionally, sent translated communication through the following mediums: email, social media, school websites, telephone calls, school website, regular mail delivery, and text messages.

We do not have any 11<sup>th</sup> or 12<sup>th</sup> graders this year and thus do not anticipate the need to monitor engagement in college courses (dual/concurrent enrollment). For those students who are enrolled in college credit courses, we will monitor participation in the same methods explained.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

As a non-classroom-based independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. However, we help families find needed resources within the community.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.65%	\$783,680

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

English learners, students living in poverty, and students placed in foster care, vulnerable to the effects of the pandemic, societal unrest, and resulting learning loss that exacerbates previous achievement gaps. As such, we considered the unique needs of unduplicated groups throughout this plan. The actions we are implementing to support our unduplicated students accelerate learning are based on evidence-based research. For example, our trauma-informed practices are based on the CASEL framework.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The actions/services intended to increase the quantity and improve the quality of support for English learners, students living in poverty, and students placed in foster care are summarized below according to respective sections:

#### Continuity of Learning

- staff and parent training related trauma-informed practices
- access to community resources.

### Distance Learning

- staff and parent training related trauma-informed practices in a *distance-learning format*
- diagnostic and interim assessments
- additional devices to access the distance-learning curriculum
- expenditures associated with ensuring access to the high-speed internet, including hot-spots
- online learning resources

### Learning Loss

- Student Support Coordinator, Program Specialist, Director of Testing, and Coordinator- to help maximize our MTSS, including analysis of interim assessment results and coordination with community resources/entities
- staff and parent training related to our MTSS
- staff and parent training related to our English Language Development program
- staff training related to formative assessments, instructional supports, and the refinement of our Scope and Sequences-as explained in the Learning Loss section, these strategies are critical to accelerating learning.



## Immunization and Oral Health Policy

Mission Vista Academy is committed protecting the health and well-being of all Mission Vista Academy students.

The purpose of Mission Vista Academy Governing Board approving this Immunization and Oral Health Assessment Policy is to accomplish the following:

1. Outline Immunization Requirements During Enrollment
2. Establish Medical Exemptions from the Immunization Requirements
3. Establish the Oral Health Assessments as a Condition of Enrollment
4. Outline the Reporting Requirements to County Office of Education

- 1. Immunizations:** To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to require immunization of all students against preventable diseases.

Valid immunization records are required during the Registration (REG-Online) process. Failure to submit a valid copy of the student's immunization record within the timeframe set by the school's board-approved Enrollment Policies will result in the forfeiture of the student's placement for the school year. Note, however, that Health & Safety Code section 120335 allows for independent study programs to allow non-immunized students to enroll if there is no classroom-based instruction. In that instance, the REG-Online process must indicate that the student is not immunized. Alternatively, a medical exemption must be submitted during REG-Online.

- 2. Medical Exemptions:** Prior to January 1, 2021, a student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician or surgeon to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that immunization is not considered safe. The statement should include the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician or surgeon does not recommend immunization.

Beginning January 1, 2020, a child who has a medical exemption issued before January 1, 2020 shall be allowed continued enrollment in the School until the child enrolls in the next grade span.

Beginning January 1, 2021, the form that is compliant with Health & Safety Code section 120372 shall be the only documentation of a medical exemption that the School may accept.

If California's Department of Health Services (the "Department") revokes a student's medical exemption,



the student has 30 days to commence the immunization schedule required for attendance at the School. During this 30-day period, the student may continue in attendance at the School. Alternatively, the parent/guardian may appeal the revocation through the Department's appeal process. The student will continue in attendance during the pendency of the appeal and will not be required to otherwise comply with immunization requirements unless and until the revocation is upheld on appeal.

The School will file a written report on the immunization status of new entrants to the School with the Department of Health Services as required by law.

- 3. Oral Health Examination:** By May 31 of each school year, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the school of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional. The oral health assessment must have been performed no earlier than 12 months prior to the date of initial enrollment.

A student may be excused from this requirement if his/her parent or guardian indicates on the approved form provided by the school one or more of the following reasons apply:

- The oral health assessment poses an undue financial burden on the parent/guardian;
- The parent/guardian lacks access to a licensed dentist or other licensed or registered dental health professional; or
- The parent/guardian does not consent to the assessment.

Upon initial enrollment in kindergarten or first grade, the school will notify parent/guardians of the required oral health assessment on the California Department of Education approved form.

Upon initial enrollment in kindergarten or first grade, the school will notify parent/guardians of the required oral health assessment on the California Department of Education approved form.

- 4. Report to County Office of Education:** By July 1 of each year, the school will submit a report to a system designated by the state dental director for the collection of those reports or the County Office of Education containing the following information:

- the total number of pupils in the school who are subject to the oral health assessment requirements of the statute;
- the total number of pupils who submitted proof of an assessment;
- the total number of pupils who could not complete the assessment due to financial burden;
- the total number of pupils who could not complete the assessment due to lack of access to a dentist;
- the total number of pupils who could not complete the assessment because their parents/guardians did not consent;
- the total number of pupils who are assessed and found to have had caries experience;
- the total number of pupils who are assessed and found to have untreated decay;
- the total number of pupils who did not return either the assessment form or the waiver request to the school



**REVISED NONPROFIT CONFLICT OF INTEREST POLICY  
OF  
MISSION VISTA ACADEMY**

**Article I  
Purpose**

**Section 1.1. This Conflict of Interest Policy** (this "Policy") has been adopted and approved by the Board of Directors of Mission Vista Academy (the "Corporation") for the purposes of (1) protecting the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person (as defined hereinafter) or might result in a possible excess benefit transaction; and (2) establishing policies and procedures to be adhered to and implemented by the Corporation whenever it is contemplating entering into such transactions or arrangements, and whenever determining appropriate levels of compensation, direct and indirect, including benefits and perquisites for any Interested Person. The Corporation and each director, officer, member of a committee with Board-delegated powers, and key employee intends to comply with this Policy in such a manner so as to avoid any "excess benefit transaction" that would be subject to intermediate sanctions and excise taxes under section 4958 of the Internal Revenue Code of 1986, as amended (the "Code"). This Policy also is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest applicable to nonprofit and charitable corporations, and the Corporation shall comply with the requirements of each such federal or state law in addition to the requirements of this Policy.

**Section 1.2.** The Corporation is a nonprofit corporation duly organized and existing under the laws of the state of California, which has been recognized by the Internal Revenue Service as exempt from income tax under section 501(c)(3) of the Code, and as such is organized and operated exclusively for charitable, educational, and scientific purposes, not for pecuniary profit, and no part of the net earnings of the Corporation shall inure to the benefit of any person or non-exempt entity.

**Article II  
Definitions**

**Section 2.1. Interested Person**

Any director, officer, member of a committee with Board-delegated powers, or key employee, as defined below, who has a direct or indirect financial interest, as defined below, is an interested person ("Interested Person").

**Section 2.2. Financial Interest**

A person has a "financial interest" if the person has, directly or indirectly, through business, investment or family, any of the following:

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

“Compensation” includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial, benefits, perquisites, reimbursements for personal expenses, or entitlements relating to personal uses of property or service rights of the Corporation.

A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

### **Section 2.3. Key Employee**

A person is a “key employee” if he or she meets the three tests set forth for that term in the Glossary to the Instructions to Form 990 Return of Organization Exempt from Income Tax. Those tests generally provide that a key employee is an employee who has (i) reportable compensation from the Corporation and all related organizations, for the calendar year, in excess of \$150,000; (ii) responsibilities similar to officers and directors or manages a discrete segment of the Corporation that represents at least 10% of its activities, assets, income, expenses, or capital budget; and (iii) is one of the 20 employees with the highest reportable compensation from the organization and related organizations for the calendar year.

## **Article III Conflict Procedures**

### **Section 3.1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her financial interest and all material facts to the Board of Directors of the Corporation (the “Board”) or to any special committees with Board-delegated powers (e.g., conflicts or compensation committees) considering the proposed transaction or arrangement.

### **Section 3.2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall excuse himself/herself from the Board or committee meeting while the determination of whether a conflict of interest exists is discussed and voted

upon. The remaining Board or committee members shall determine whether a conflict of interest exists.

### **Section 3.3. Procedures for Addressing the Conflict of Interest**

a. An Interested Person may make a presentation at the Board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the possible conflict of interest.

b. The Board or the committee shall undertake, or appoint a disinterested person or committee to undertake, an appropriate due diligence investigation, including an analysis of all material facts related to the possible conflict of interest, collection of data on comparable arrangements or transactions, and the development and investigation of alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and charitable, educational, and scientific purposes and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.

e. Compliance with California Corporations Code section 5233 regarding self-dealing transactions in applicable circumstances shall constitute compliance with the requirements of this policy.

### **Section 3.4. Violations of the Conflict of Interest Policy**

a. If the Board or committee has reasonable cause to believe that a director, officer, or key employee has failed to disclose an actual or possible conflict of interest, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.

b. After hearing the response of such person and making such further investigation as may be warranted under the circumstances, if the Board or committee determines that the director, officer, or key employee is an Interested Person and has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Prompt corrective action must be required in order to avoid the second-tier penalty tax under section 4958 of the Code and other additional liability and must include full restitution to the Corporation.

## **Article IV Records of Proceedings**

**Section 4.1.** The minutes of the Board and any special committee with Board-delegated powers shall contain the following:

- a. 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, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest exists.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

## **Article V Compensation Procedures**

**Section 5.1.** No Interested Person shall vote on any matter relating to his or her compensation, irrespective of whether said compensation is received directly or indirectly from the Corporation. No Interested Person, however, is prohibited from providing information to the Board or a committee regarding compensation, including factual data on comparable compensation for comparable services or the reasonableness of the proposed compensation.

**Section 5.2.** The Corporation shall endeavor to ensure that all compensation arrangements affecting Interested Persons are objectively reasonable, based on the relevant market for persons of comparable skills, training, education and experience and performing similar duties for comparable organizations under similar conditions and circumstances. The Corporation shall consider and give due weight to studies published by third parties regarding rates of compensation whenever and, to the extent that, such studies are reliable, comparable and available.

## **Article VI Annual Statements**

**Section 6.1.** Each director, officer, member of a committee with Board-delegated powers, and key employee shall annually sign a statement which affirms that such person:

- a. has received a copy of this Policy of the Corporation,
- b. has read and understands this Policy,
- c. has agreed to comply with this Policy, and

d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its stated charitable, educational, and scientific purposes and do not result in private inurement or unreasonable or excessive economic benefit to private individuals or entities.

## **Article VII**

### **Periodic Reviews**

**Section 7.1.** To ensure that the Corporation operates in a manner consistent with its charitable, educational, and scientific purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation shall conduct periodic reviews of its compensation arrangements and any other transactions or arrangements that may provide a financial interest to any Interested Person. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements are reasonable,
- b. Whether transactions of the Corporation result in private inurement or impermissible private benefit,
- c. Whether transactions and arrangements with third parties conform to written policies, including this Policy, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable, educational, and scientific purposes, and do not result in private inurement or impermissible private benefit, and
- d. Whether the Corporation's expense reimbursement procedures are adequate in terms of required documentation, whether persons seeking reimbursement are complying with these procedures, and whether such expenses relate to furthering the Corporation's charitable, educational, and scientific purposes and do not result in private inurement or impermissible private benefit.

## **Article VIII**

### **Use of Outside Experts**

**Section 8.1.** In determining whether a conflict of interest exists, determining compensation or conducting the periodic reviews required by this Policy, the Corporation may, but need not, use outside advisors and consultants. If outside experts are used, their use shall be documented, but shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted in accordance with this Policy.

## **Article IX**

### **California Government Code section 1090**

**Section 9.1.** To the extent required by law, the Corporation shall comply with Article 4 (commencing with section 1090) of Chapter 1 of Division 4 of Title 1 of the California Government Code as applicable and with regard to its charter school operations.

#### **Article X**

**Section 10.1.** This policy shall supersede the prior conflict of interest policy adopted by the Corporation, but shall supplement any Conflict of Interest Code adopted by the Corporation in compliance with the Political Reform Act of 1974 (Title 9 (commencing with section 81000) of the California Government Code).

Adopted by the Board of Directors of Mission Vista Academy, on August 27, 2020, effective immediately.

AGREEMENT TO COMPLY  
WITH  
CONFLICT OF INTEREST POLICY

I, a director, officer, member of a committee with Board-delegated powers, or key employee, hereby state that I have received a copy of the Conflict of Interest Policy of Mission Vista Academy, have read it and understand it, and hereby agree to comply with this Policy. I understand that I will engage only in activities to further the charitable, educational, and scientific purposes of this Corporation, which will not result in private inurement, unreasonable private benefit, or acts of self-dealing.

Signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_