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# Vista Springs Charter – Academic Memorandum Response

## General Information

**School Address:** 700 East Bobier Avenue Vista, CA 92084-38049

**Website Address:** <https://springscs.org/programs/san-diego-county-schools/vista/vista-student-center>

**County-District-School Code:** 37 77156 0137323

**Charter Number:** 1968

**Charter Term:** July 1, 2018, through June 30, 2025

**School Description:** The Vista Springs Charter (VSC) mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student. Programs include the La Fuente Dual Immersion Program, a five-day classroom study program in both English and Spanish; the Mosaic Academy, a part classroom and part independent study (blended) program, which works on thematic units with an emphasis on the real-world connections; and a full independent study program (Homeschool and Keys) supplemented by classes on Mondays at the Vista Learning Center.

**Grade Levels Served:** Transitional Kindergarten through Grade Twelve

**2021–22 Enrollment:** 217

**Site Based or Non-Site Based:** Both Site Based and Non-Site Based

## California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

### Results for All Grades and Students

VSC opened in 2018-2019. As Such, no data is provided for 2016-17 through 2017-18.

Year	2016–17	2017–18	2018–19	2019–20 <sup>1</sup>	2020–21 <sup>2</sup>	2021–22
School ELA	No Data	No Data	46.16%	No Data	10 or fewer students tested	25.86%
School Math	No Data	No Data	26.15%	No Data	10 or fewer students tested	16.38%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

### Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	14.28%	No Data	26.31%	20.45%	0.00%
School Math	10.71%	No Data	15.79%	10.23%	0.00%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

## 2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

<sup>1</sup> Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

<sup>2</sup> Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

**Performance (Status) Levels**

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	High	Very High
Suspension Rate	Low	Medium
English Learner Progress	Medium	Medium
Graduation Rate	Not Applicable	Medium
College/Career	Not Applicable	Not Reported
ELA	Medium	Low
Math	Low	Low

**Areas of Greatest Progress and Need**

Based on the charter school’s internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school’s areas of greatest progress and greatest need.

**1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?**

Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>.

Vista Springs has been using iReady by Curriculum Associates with fidelity for the last 5 years. Students take the iReady math and reading diagnostic assessments at the beginning (D1), middle (D2), and end of the school year (D3). This assessment is on the CDE’s approved data list for Adopted Academic Progress Indicators.

**2. Identify the school’s areas of greatest progress:**

The school’s area of greatest progress is in math based on iReady Diagnostic Assessments throughout the current school year (D1 to D3 comparison) and in comparison to the prior school year (SY 22 D2 to SY 23 D2). To clarify, the overall percent of students who are proficient in math is less than reading; however, a larger percent of students are making growth in proficiency in math than in reading based on iReady assessment results.

**3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.**

Comparing the SY23 most recent iReady math diagnostic (D2 midyear) to SY22 iReady math D2 assessments, the percentage of students at or above grade level increased from 31 to 35 percent in SY23. Overall growth this year SY23 from D1 (beginning of school year) to D2 (middle of school year) also increased 3 points relative to the same D1 to D2 growth in the SY22. The SY22 D1 to D2 growth in math was 16 percentage points and the SY23 D1 to D2 growth was 19 percentage points.

All subgroups made growth in math proficiency except for 1 subgroup (SWD, n=13) and all subgroups except for 1 group made >10% growth. EL students made 9% growth in grade level proficiency in math.

iReady Math Diagnostic Results by Group % proficient	SY 22 D2 % Proficient	SY 23 D2 % Proficient	SY 22 % Growth D1 to D2	SY23 % Growth D1 to D2
OVERALL	31	35	16	19
SWD	13	12	7	-5
EL	19	21	19	9
HISPANIC	24	28	14	18
SOCIO ECON	39	25	25	17
WHITE	29	31	17	17

English learners made growth in proficiency on the ELPAC as well, with an increase of students scoring Level 4 from 2.3% in SY 21 to 14.9% in SY 22 (an increase of 12.6%). Students at Level 1 decreased from 47.7% to 23.4% (a decrease of 23.4%). In addition, Vista Springs' English learners performed better than the state average in both ELA and Math during the 21-22 SBAC.

ELPAC Proficiency	20-21 ELPAC % Proficiency	21-22 ELPAC % Proficiency	Growth Change
Level 4	2.30%	14.89%	+12.59%
Level 3	15.90%	27.66%	+ 11.76%
Level 2	34.10%	34.04%	-0.06%
Level 1	47.70%	23.40%	-24.30%

**4. Identify the school’s areas of greatest need including references to student sub-groups:**

The greatest need for Vista Springs Charter School (VSCS) is to increase student performance in both ELA and Math overall. VSCS’s overall performance declined from 2018-19 to 2021-2022 in both reading and math. While the impact of COVID-19 affected schools and students across the state, VSCS scores were generally lower than the state average.

With more detailed analysis focusing on current year assessment data, two subgroups that have shown the greatest relative need for growth in both reading and math: students with disabilities (SWD) and English learners (EL). In addition, socioeconomically disadvantaged (SED) students also were low relative to the other subgroups in math as reflected on 2022 SBAC assessment results.

**5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.**

Overall, every subgroup made growth in their iReady reading diagnostic assessments from D1 (beg of year) to D2 (mid-year). However, SWD, SED and EL students overall have the lowest percentage of students meeting or exceeding grade level reading standards in both CAASPP and iReady assessments. The overall percent of students schoolwide who score at or above grade level standards on the iReady reading assessment in the current school year, SY23, increased from 27 to 44%, from beginning to middle of year diagnostic assessments. The percent of SWD students meeting or exceeding standards increased from 0 to 9% from beginning to middle of year on iReady reading assessments this year. The amount of EL students meeting or exceeding standards on the iReady reading from beginning to middle of year assessments increased from 4 to 22% (an increase of 19%). SED students meeting or exceeding grade level on current year iReady reading assessments increased from 19 to 33% (an increase of 14%).

iReady Reading Diagnostic by Group % proficient	SY 22 D2 % Proficient	SY 23 D2 % Proficient	SY 22 Growth D1 to D2	SY23 Growth D1 to D2
<b>OVERALL</b>	38	44	7	17
<b>SWD</b>	19	9	19	9
<b>EL</b>	19	22	5	18
<b>HISPANIC</b>	30	34	7	17
<b>SOCIO ECON</b>	48	33	12	14
<b>WHITE</b>	37	42	5	17

On the iReady math assessment, the percent of students schoolwide who achieved at or above grade level standards mastery increased from 16% at the beginning of the year to 35% on the middle of year diagnostic assessments. The percent of SWD students who scored at grade level in math decreased from the beginning of the year to midyear (from 17% to 12% – 13 students tested). The percent of EL students who performed at or above grade level on the iReady math diagnostic assessment increased from 12% at the beginning of the year to 21% at the midyear assessment. The percent of SED students who performed at or above grade level on the iReady math diagnostic assessment increased from 8% at the beginning of the year to 25% at the midyear assessment. All three subgroups were below the average schoolwide and have resulted in increased focus, interventions and systems of support.6. How is the school addressing these areas of need? Include references to student sub-groups.

VSCS is addressing these areas of need at multiple levels. At the student level, Vista Springs conducts small group instruction with intervention strategies and curriculum for students based on need and performance in both reading and math. Students with the greatest need have intervention groups three times a week. In addition, EL students have targeted small group instruction daily. At the curricular level, special education teachers participated in training and implementation of a new reading intervention curriculum. In addition, VSCS implemented a new general education reading and math intervention curriculum and ELD curriculum, including training to support implementation. At the teacher effectiveness level, general education teachers and classroom assistants (ACE) have participated in professional development in math and reading interventions as well as first best instruction throughout the year. In addition, teachers and assistants participate in monthly collaborative case studies and MTSS progress review meetings and quarterly “data dig” analysis meetings. These strategies and interventions will not only support the achievement of significant subgroups, they will also address and support all students to increase their achievement and improve the school’s overall performance in both ELA and Math.

## **Summary of Performance on Measurable Pupil Outcomes**

### **1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:**

Vista Springs has held true to all of the content written in Element 2, Measurable Pupil Outcomes, of the petition. The charter’s LCAP is thorough and explains every aspect of the 8 State Priorities and how Vista Springs is implementing and measuring them across the charter. The current LCAP is summarized below and can be found in its entirety here: <https://springscs.org/about-us/our-authorizers/lcap>

According to page 73 of the charter, Vista Springs will measure student achievement in the following three (3) ways:

- 1. VSCS will meet state calculated growth target annually in all significant subgroups and school-wide in two (2) of the last three (3) years.*

2. *VSCS will meet state calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years.*
3. *Students who are identified as Multi-Tiered Systems of Support (MTSS) Tier II will show improvement in proficiency as measured by the VSCS systematic online standards-based assessment tool in two (2) of the last three (3) years.*

For measure 1, due to the pandemic, VSCS was not able to participate in CAASPP testing two years ago. VSCS participated in iReady testing and has made schoolwide and subgroup growth based on end of year iReady data for the last two years.

On iReady assessments during the 21-22 school year, students made growth, both schoolwide and in specific subgroups. On the iReady reading diagnostic assessment, the percentage of schoolwide students performing at or above grade level increased from 31% to 50%. The students with disabilities (SWD) subgroup reflected growth from 10% of students performing at grade level to 18% by the end of the school year. The English learner subgroup, (EL) increased from 14% to 47% performing at grade level. And, the socioeconomically disadvantaged (SED) student subgroup increased from 36% to 51% performing at or above grade level on the iReady reading diagnostic assessment.

On the iReady math diagnostic assessment, the percentage of students schoolwide who performed at or above grade level increased from 15 to 43%. The SWD subgroup reflected an increase in achievement from 5 to 14% students performing at or above grade level. The EL subgroup improved in the percentage of students performing at or above grade level, increasing from 2 to 28% by end of year. And, the SED subgroup increased the percentage of students performing at or above grade level from 15% to 47% on the iReady math diagnostic assessment.

<b>2021-2022 READING Group % proficient</b>	<b>D1 Results</b>	<b>D3 Results</b>	<b>D1 to D3 Growth</b>	<b>Sample Size</b>
<b>OVERALL</b>	31%	50%	19%	150
<b>SWD</b>	10%	18%	8%	22
<b>EL</b>	14%	41%	27%	46
<b>HISPANIC</b>	23%	42%	19%	130
<b>SOCIO ECON</b>	36%	51%	15%	103
<b>WHITE</b>	29%	50%	21%	151

<b>2021-2022 MATH Group % proficient</b>	<b>D1 Results</b>	<b>D3 Results</b>	<b>D1 to D3 Growth</b>	<b>Sample Size</b>
<b>OVERALL</b>	15%	43%	28%	150



<b>SWD</b>	5%	14%	9%	22
<b>EL</b>	2%	28%	26%	46
<b>HISPANIC</b>	11%	35%	24%	130
<b>SOCIO ECON</b>	15%	47%	32%	103
<b>WHITE</b>	13%	41%	28%	151

In the 20-21 school year, using the iReady diagnostic assessment, VSCS students also reflected growth. The percentage of students schoolwide that performed at or above grade level on the iReady reading assessment increased from 38% at the beginning of the school year to 47% at the end of the school year. The percentage of students who performed at or above grade level on the iReady math assessment increased from 26% on the beginning of the year assessment to 48% at the end of the year assessment.

<b>2020-2021 READING Group % proficient</b>	<b>D1 Results</b>	<b>D3 Results</b>	<b>D1 to D3 Growth</b>	<b>Sample Size</b>
<b>OVERALL</b>	38	47	<b>-137</b>	184
<b>SWD</b>	7	6	<b>-12</b>	18
<b>EL</b>	12	27	<b>-14</b>	41
<b>HISPANIC</b>	24	38	<b>-84</b>	122
<b>SOCIO ECON</b>	41	50	<b>-66</b>	116
<b>WHITE</b>	35	46	<b>-110</b>	156

<b>2020-2021 MATH Group % proficient</b>	<b>D1 Results</b>	<b>D3 Results</b>	<b>D1 to D3 Growth</b>	<b>Sample Size</b>
<b>OVERALL</b>	26	48	22	184
<b>SWD</b>	12	11	-1	18
<b>EL</b>	8	29	21	41
<b>HISPANIC</b>	15	39	24	122
<b>SOCIO ECON</b>	27	52	25	116
<b>WHITE</b>	24	47	23	156

For measure 2, VSCS ensured 95% participation rate for iReady during those pandemic years. According to the 2022 Dashboard Additional Participation Rate Report, Vista

Springs met the state mandated assessment participation rate school-wide with 96% overall participation in math and ELA.

For measure 3, the percent of students identified as MTSS Tier 2 and 3 increased in proficiency as indicated by academic performance on iReady, moving into the next higher tier.

## **2021–22 Local Control and Accountability Plan Progress**

### **1. Provide a summary of progress made in meeting the school's 2021–22 Local Control and Accountability Plan (LCAP) goals:**

The charter's LCAP has three goals. The following mid-year progress was reported to the school board at their regular December meeting.

***Goal #1 Teaching and Learning:*** *Maintain high quality, rigorous Common Core State Standards curriculum and instruction to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement through research-based practices and teacher training for all students as well as underperforming student subgroups. For high school specifically, support college and career readiness by increasing enrollment in CTE courses, increasing enrollment in A-G approved coursework and sequence, improving 11th-grade CAASPP results, providing concurrent/dual enrollment opportunities, advertising Golden State Merit Diploma, and other specialized/personalized options.*

Vista Springs Charter school has increased teacher training with a focus on interventions to support the current needs of students. The high school Personalized Options Program (POP) offers A-G approved core courses and fifteen Career and Technical Education Pathways. Students are also offered the opportunity to take college courses for dual credit. The school has implemented additional intervention programs for all grades, including Really Great Reading & Math Manipulative intervention training for ACEs. To increase uniformity of growth and achievement monitoring, all EL students will participate in the MTSS Tier II process and supports. As always, teachers are appropriately credentialed, and all students have access to standards-aligned instructional materials.

***Goal #2 School Safety:*** *Maintain high levels of student safety and positive school culture by continuing to provide students with safe clean facilities, nutrition services, and whole child support.*

Vista Springs offers a safe and clean school facility. The facility is leased and in good repair. Our facilities department takes a proactive approach to maintenance and has made plans to upgrade the restrooms and replenish playground wood chips over the summer. Our school offers nutrition services to all students. Vista Springs supports the whole child by using the MTSS framework. All Assistant Classroom Educators (ACE) were recently trained on the Zones of Regulation curriculum to further support student

needs in the classroom. For staff and students, a new resource, Care Solace, was made available for mental health referrals.

***Goal #3 School Mission:*** *Maintain high levels of parent, student, and community engagement through implementation of the school mission and personalized learning, as well as targeted efforts to address student attendance rates, drop-out rates, and graduation rates.*

Vista Springs continues to involve parents, students, and the community to engage in learning. Our community events happen monthly to encourage family participation in education. Our Assistant Classroom Educators (ACE) play an invaluable role in working with small groups supporting teachers in the intervention process. Our students with the greatest need are eligible to receive a portable WIFI device and all students have 1:1 Chromebook access to ensure that learning can take place from anywhere. High school transcripts have been evaluated for college and career readiness, and schedules were adjusted as needed to keep students on track for graduation.

**2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school’s work to engage community members in the process:**

Vista Springs hosts monthly events to engage students and families. Four DELAC meetings are scheduled during the 2022-23 school year. The Annual LCAP survey will be open online from March 1, 2023 to March 31, 2023 to collect feedback from all Educational Partners, including all staff, students, parents, and board/community members. Vista School Site Council met and provided input on LCAP goals. All of these will be used to contribute to further development of the goals, actions, and expenditures moving forward.

**3. How is the school addressing learning loss from the prior school year?**

Vista Springs has increased teacher training events and student intervention options to mitigate the learning loss. The Assistant Classroom Educator (ACE) training has focused on small group interventions to provide additional support to teachers and students. An increase in counseling staff and mental health programs, such as access to Care Solace are being implemented to provide whole child support. Each student in all grade levels have been issued Chromebooks to assure access to learning options in or out of the classroom. Portable WiFi devices are available to our EL, Foster, homeless, and low-income students in order to access technology when not at the resource center. This is year two that Springs has offered high school students the Personalized Options Program (POP) with increased curriculum options for this personalized choice model. All core courses are A-G compliant. Career and Technical Education Pathways have increased from 3 to 15, including 9 articulated courses. Springs has partnered with Barstow College, increasing the dual enrollment options.

## 2022–23 Plan for Independent Study

### 1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

As written in the Charter, Vista Springs continues to offer both seat-based and non-classroom-based (independent study programs). A brief overview of the programs include:

- Classroom-Based
  - **La Fuente (TK-8):** La Fuente Dual Immersion Academy combines instruction in both English and Spanish. A 5-day per week program at our Vista Student Center.
- Nonclassroom-Based (NCB)
  - **Mosaic (TK-8):** The hybrid Mosaic Academy works on thematic units with an emphasis on real-world connections. Students meet 3-days per week in class at the Vista Student Center, and have two days of home-study with assignments from the teacher and supported by the parent.
  - **Homeschool (K-12):** Students and their parents work closely with a California credentialed teacher to choose the right combination of personalized learning options. Elementary and middle school students have access to optional on-site workshops and classes two days per week at the Vista Student Center, or they may work completely from home.
  - **Keys High School (9-12):** Students work independently and attend weekly meetings with their teacher of record. Students receive instruction and support from single-subject teachers through live online instruction and through our online course management system.

Below is a breakdown of Vista Springs' current enrollment by program with a summary of seat-based vs NCB:

- **La Fuente** (Dual Language, seat-based program) - 182 students, 74.3% of total VSCS enrollment.
- **Non-classroom based programs:** Mosaic (42 students), Homeschool (13 students) and Keys High school (8 students) have a total enrollment of 63 students, or 26% of total VSCS enrollment.