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Vista Springs Charter Petition for Renewal



August 28, 2025

Dear Vista Unified School District Board and Staff,

On behalf of Vista Springs Charter School, I respectfully submit our renewal petition for your review.

Since 2017, Vista Springs has provided San Diego County families with a high-quality, stable, student-centered educational option, consistent with the intent of the Charter Schools Act. Our performance reflects a solid, mid-tier school that serves a diverse student population and fulfills the law's purpose of expanding high-quality public school choice.

Our most recent operational data for 2025 reflects measurable gains in academic performance across multiple key indicators, as projected and tracked in our internal dashboard. These include year-over-year progress in English Language Arts (ELA), Mathematics, and English Learner outcomes, confirming we are actively advancing student achievement in alignment with state expectations and our BHAG objectives.

As you know, our school was originally authorized and unanimously approved by the California State Board of Education, underscoring the strength of our program and the importance of ensuring continued access for North County San Diego families. Under California Education Code §47607.2 (AB 1505), Vista Springs meets the renewal criteria for a "middle tier" charter school and is therefore entitled to renewal. We respectfully request your approval of this petition in accordance with the law.

If there are any questions or feedback you'd like to provide, please contact me directly at (760) 716-7112 or Kathleen.Hermsmeyer@springscs.org, or Amy Podratz, Assistant Superintendent of Administrative Operations, at (760) 500-2100 or Amy.Podratz@springscs.org.

Thank you for your consideration and for your commitment to ensuring that every student has access to excellent educational opportunities.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathleen", written in a cursive style.

Kathleen Hermsmeyer, Ed.D.
Superintendent
Springs Charter Schools



Charter Renewal Petition
Vista Unified School District
August 28, 2025

Vista Springs Charter Petition for Renewal

Vista Springs Charter School

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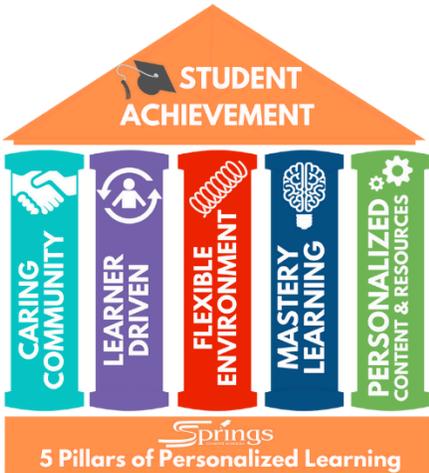
What makes Vista Springs UNIQUE

SPRINGS HISTORY OF SUCCESS



For over 25 years, Springs has successfully served thousands of children with personalized TK-12th grade programs in Southern California.

8 Schools | 23 Locations | 10,000+ Students | One Mission



- ✓ Empowering students by developing learner agency and advocacy
- ✓ Personalized Learning Plans that help students set their own learning goals
- ✓ Integrated learner-driven curriculum
- ✓ Extended work blocks for independent student-led activities and small group lessons
- ✓ Learning discovery grounded in brain science
- ✓ Assessment paired with data-driven student reflection

We offer a high-quality, distinct Personalized Learning program that the district does not provide to its community.

Serving All Students Who Wish to Attend

Vista Springs is currently operating a robust program in San Diego County.
Our current student enrollment includes:



*Source: DataQuest 2024

Addressing the needs of the San Diego community, Vista Springs Charter School enrollment reflects a demographic of students that closely matches the county by offering dual language immersion as a fully seat-based program, as well as a Mosaic hybrid, and homeschool options. Vista Springs Personalized Learning makes education more easily accessible to all families.

Vista Springs Charter School

- Dual Language Immersion Program with five days of classroom learning
- Mosaic Program: three days of classroom learning & two days of supported home study
- TK-12th-grade Home-based Program
- Caring community
- Mastery learning
- Learner-driven curriculum
- Voice and choice for students and parents
- Whole child focus = academic & social-emotional growth
- Rigorous personalized learning & student goal-setting
- Students reflect, analyze their progress, and make daily adjustments
- Freedom of movement, flexible seating within the classroom
- Interventions are provided to all students who need them
- Family Engagement activities and field trips



Vista Springs Charter Renewal

> La Fuente Dual Immersion Spanish/English Model

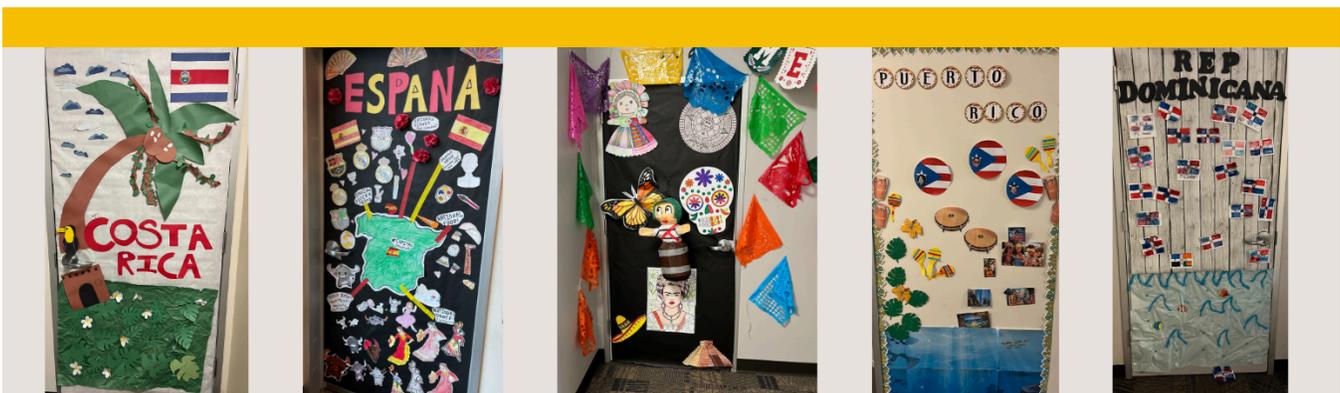
- Enrolls students in grades TK-8
- Students attend on campus five days a week
- Two years in a row, two teachers recognized at the SDCOE of Education. Biliteracy Symposium for strengths in bilingual education
- SDCOE recognized the school for awarding students along their pathway to achieving the Seal of Biliteracy
- Full-time interventionist provides math and reading support for student subgroups
- Turn and Talk and Sentence Frames integrated EL support
- Multi-age Groups

> Mosaic Program

- Three-day classroom, two days of fully supported home study
- Mastery-based independent learning strategies
- Step or Thematic courses based on students' Zone of Proximal Development
- Personalized Learning Plans

> Home-based TK-12

- Teachers, known as Educational Specialists, support parents and students in learning, curriculum choices, and time management
- Student Parent Regional Educational Events (SPREE)
- Parent education, training, and certification program offered
- Field trip opportunities
- Learning Center classes offered
- Small group instruction opportunities offered



2025 Expected Gains IN BOTH ELA & MATH

CAASPP DISTANCE FROM STANDARD ELA & MATH

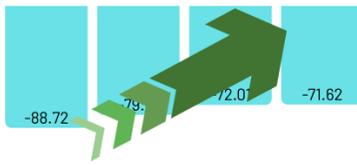
ELA

*Parsec data



MATH

*Parsec data



Since returning from COVID, Vista Springs has made growth in Distance from Standard in both ELA and math. These positive trends show that Vista Springs students are hitting their growth targets and meeting the Vista Springs standard of personalized growth.



*No Performance Color

California School DASHBOARD	Vista Projected 2025 >	State 2024	Vista 2024	State 2023	Vista 2023
ELA DFS	PROJECTED IMPROVED				
Math DFS	Projected Maintained				
English Learner Progress	PROJECTED IMPROVED				
College/Career	*		*		*
Chronic Absenteeism	PROJECTED IMPROVED				
Graduation Rate	*		*		*
Suspension Rate	PROJECTED IMPROVED				

> Projected Data calculations made using preliminary CAASPP, ELPAC, and CALPADS reports of 2024-25 data

Over the last two years, Vista Springs has outperformed or equaled the performance color category of the State of California for 7 out of 10 CA Dashboard metrics.

2025 Vista Springs Projected Data: Based on available data, prior to the 2025 CA Dashboard release, Vista Springs expects to see improvements in the areas of ELA, Math, English Learner Progress (EPLI), Chronic Absenteeism, and Suspension Rates. <

Highlight: In the area of English Learner Progress, Vista Springs has proactively implemented a new ELD curriculum, provided staff training, and fostered parent collaboration. Based on preliminary data, Vista Springs expects to see significant improvement in ELPI progress when the 2025 CA Dashboard is released.

Vista Springs has Staying Power



STUDENT ACHIEVEMENT INCREASES



Vista Springs welcomes all students who apply to our program, and as such, experiences more enrollment changes than traditional public school programs.

The data is clear; the longer students are consistently enrolled with Vista Springs, the better they do in both ELA and Math.

CAASPP scores show students who continue enrollment for 3 or more years, make greater academic progress!

	ELA	Math
Students Overall Met/Exceeded	32.3%	25.4%
Students Enrolled 1 to 2 years Met/Exceeded	12.5%	15.6%
Students Enrolled 3+ years Met/Exceeded	38.8%	28.6%
Overall Difference of	+26.3%	+13.0%

Springs is Gap Busting!

Stanford University's Center for Research on Educational Outcomes (CREDO) June 2023 report identified 32 California school networks as "Gap Busters" -- significantly improving outcomes and closing the learning gap for vulnerable student groups.

In the report, Springs is listed as a "Gap Busting" charter network!

And Springs is the only non-classroom-based charter network on the list.

The report also provides evidence that California's charter school sector is helping close the opportunity gap and foster educational equity within the state's K-12 system. The 32 CMOs that met CREDO's "gap-busting" criteria for reducing opportunity gaps and proving that success is scalable include:

- ACE Charter Schools (San Jose)
- Alliance College-Ready Schools (Los Angeles)
- Alpha Public Schools (San Jose)
- Amethod Public Schools (Oakland)
- Aspire Public Schools (LA, Oakland, Central CA)
- Bright Star (Los Angeles)
- Camino Nuevo (Los Angeles)
- ISANA Academies (Los Angeles)
- Citizens of the World (Los Angeles)
- Education for Change (Oakland)
- Environmental Charter Schools (Los Angeles)
- Equitas Academy Charter Schools (Los Angeles)
- Fenton Charter Public Schools (Los Angeles)
- Green Dot (Los Angeles)
- King-Chavez (San Diego)
- KIPP Bay Area
- KIPP SoCal
- Leadership Public Schools (Hayward)
- Magnolia Public Schools (Los Angeles)
- NOVA Academy (Orange County, Inland Empire)
- Oxford Preparatory Academy (Orange County)
- Rocketship Public Schools (Bay Area)
- Springs Charter Schools (Southern California)
- ST. Hope (Sacramento)

1 of only 32 networks in the State meeting this criteria.

Full CREDO report here: [The National Charter School Study III 2023](#)

VISTA Springs CHARTER SCHOOLS

STAFF DEVELOPMENT



Annual IGNITE! Back to School Conference for all staff plus a full parent day available



ALOHA Welcome Week staff development for all new employees



Fully implemented PLC program with focus on data, MTSS, and ELD



Crisis Prevention Institute training for all student center staff

EMPOWERING STUDENTS & ENGAGING PARENTS



Mastery of I CAN! standards has increased across all grade levels



Spelling Bee, History Day, and Science Fairs offered with increased participation



Family engagement activities incorporate cultural heritage appreciation



MTSS process and training aligned to support the whole child

BUSINESS AND OPERATIONS



Named a Top Workplace for large organizations, five years in a row



Full, highly-qualified, professional Governing Board



High-quality infrastructure



Proven financial stability, exceeding reserve requirements annually

HUMAN RESOURCES



Fostering a community of engagement and respect among staff



ACE to Intern program increasing the opportunities for current staff



Induction program for all first and second year teachers



Robust benefits package for all employees 0.6 FTE or higher

VISTA Springs CHARTER SCHOOLS

AREAS OF ACHIEVEMENT



WASC Accreditation Term
 2019-2028



Dual Language Immersion
 Program with integrated
 EL supports



Free breakfast and lunch are
 available to all students through
 Community Eligibility Provision



High-level data warehousing and
 learning management systems



Mastery-Based Learning
 programs to empower learners
 to become self-directed



Student achievement increases
 more every year that a student is
 enrolled with Springs



1:1 Technology
 (Chromebooks) schoolwide



Student CAASPP scores made
 gains in both ELA and Math

CAREER AND COLLEGE READINESS



POP High School Program
 offers 3 routes to career and
 college readiness



18 CTE Pathway offerings
 8 of which are articulated



Students completing online dual
 enrollment and local concurrent
 enrollment courses for college credit



60 approved A-G courses

PERSONALIZED LEARNING



Fully credentialed teachers and
 Highly-trained Assistant Classroom
 Educators (ACEs) in every TK-6th
 grade academy classroom



Families supported through parent
 education, online guides, and
 teacher collaboration



Fully-supported curriculum choice
 on-demand for unique,
 personalized learning paths



Field trips, college visits,
 and parent/student events

Vista Springs Charter Petition for Renewal
VISTA SPRINGS CHARTER SCHOOL

Affirmation and Declaration

As the authorized lead petitioner, I, Dr. Kathleen Hermsmeyer, hereby certify that the information submitted in this petition for the establishment of a California public countywide benefit charter school named Vista Springs Charter (“Vista Springs Charter School,” “VSCS,” or the “Charter School”) to be operated by Harbor Springs Charter School, Inc. (“HSCS, Inc.”), submitted to the Vista Unified School District (“VUSD” or the “District”) is true to the best of my knowledge and belief; and I understand that, if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. VSCS shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(d)(1)].
2. Harbor Springs Charter School Inc., a nonprofit public benefit corporation, declares it shall be deemed the exclusive public school employer of the employees of VSCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
3. VSCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations [Ref. Education Code Section 47605(e)(1)].
4. VSCS shall not charge tuition [Ref. Education Code Section 47605(e)(1)].
5. VSCS shall admit all students who wish to attend VSCS unless VSCS receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to VSCS shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of VSCS in accordance with Education Code Section 47605(e)(2)(C) [Ref. Education Code Section 47605(e)(2)(A)-(C)].
6. VSCS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including

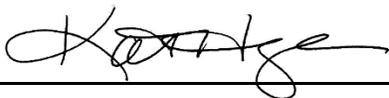
immigration status, or association with an individual who has any of the aforementioned characteristics) [Ref. Education Code Section 47605(e)(1)].

7. VSCS shall adhere to all applicable provisions of federal law related to 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 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
8. VSCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
9. VSCS shall ensure that teachers in VSCS hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605(1)].
10. VSCS shall at all times maintain all necessary and appropriate insurance coverage.
11. VSCS shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, VSCS shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to VSCS within 30 days if VSCS demonstrates that the pupil had been enrolled in VSCS. [Ref. Education Code Section 47605(e)(3)].
13. VSCS may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, VSCS. [Ref. Education Code Section 47605(n)]
14. The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of

Vista Springs Charter Petition for Renewal

Education (“CDE”) notice regarding the requirements of Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

15. VSCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection [Ref. Education Code Section 47612.5(a)(2)].
16. VSCS shall, on a regular basis, consult with its parents and teachers regarding VSCS's education programs [Ref. Education Code Section 47605(d)].
17. VSCS shall comply with any applicable jurisdictional limitations to the locations of its facilities [Ref. Education Code Sections 47605 and 47605.1].
18. VSCS shall comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. Education Code Section 47612(b) and 47610].
19. VSCS shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
20. VSCS shall comply with the California Public Records Act, Government Code Section 7900.000, *et seq.* (“CPRA”).
21. VSCS shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
22. VSCS shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
23. VSCS shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
24. VSCS shall comply with Government Code Section 1090, *et seq.*, in accordance with Education Code Section 47604.1 (“Section 1090”).
25. Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
26. Shall meet the requirements of Education Code Sections 51744 *et. seq.* as related to independent study.



8/28/2025

Authorized Representative’s Signature

Date

Introduction

Leadership Team

Dr. Kathleen Hermsmeyer has been serving as Superintendent of California’s largest charter school, River Springs Charter School, since 2006. In 2013, two new schools were added under her direction, Empire Springs and Harbor Springs Charter Schools. In 2016, Citrus Springs was opened. Two countywide benefit charter schools have been added; Inland Empire Springs opened in 2024 and Orange Springs in 2025. She has worked in education for over 30 years. Prior to her leadership with charter schools, she served as a language arts specialist with the Stockton Unified School District and Homeschool Specialist at Horizon Instructional Systems Charter School. She has also served as an adjunct faculty at Chapman, St Mary’s College, and the University of the Pacific.

Dr. Hermsmeyer earned her bachelor’s degree in liberal studies and a master’s degree in computer based education from California Polytechnic State University at San Luis Obispo. She earned her doctorate degree in curriculum and instruction with a minor in educational administration from the University of the Pacific. She holds a clear administrative credential, as well as a clear multiple subject and cross-cultural language and academic development credentials.

Dr. Hermsmeyer is passionate about preparing students to enter the changing global community through personalized learning, real-world applications and rigorous mastery-based instruction (for full resumé, see Appendix A). Dr. Hermsmeyer currently resides in the City of Vista.

Amy Podratz has more than 25 years of experience with charter schools. She presently serves as the Assistant Superintendent of Administrative Operations and is responsible for accountability plans, purchasing, vendor relations, student records/attendance, curriculum warehousing, and student intake. Ms. Podratz has been in this position since the inception of River Springs.

Ms. Podratz holds a bachelor’s degree in political science and a pre-law certificate from California State University, Long Beach. Additionally, Ms. Podratz holds a single-subject credential in social science, a master’s degree in leadership, and has completed Chief Business Official certification coursework.

Ms. Podratz began her teaching experience as an independent study teacher and is an accomplished equestrian and active volunteer. Ms. Podratz is a native of California, and currently resides in north San Diego County.

Dr. Vivian Price has over 25 years as an educator. She presently serves as the Assistant Superintendent of Education. Ms. Price began her career with Springs Charter Schools in 2006 having served as a middle and high school English teacher. She is responsible for all educational programs, and oversees the Instructional Support Department and Assessment Department.

Ms. Price completed her master’s degree in Education with a literacy focus from California State University, San Marcos. Presently, Dr. Price holds a doctorate in educational leadership. She holds

multiple credentials in administration, English single-subject, and reading specialist. She is recognized as a National Board Certified Teacher (“ELA”) and is a National Writing Project Fellow.

Ms. Price grew up in New England where her teaching career started. She has worked in public, private, university and charter settings as a teacher and leader. She currently lives in North San Diego County.

Tanya Rogers has worked in the highly specialized world of school finance for over 9 years. She currently serves as the Assistant Superintendent of Business. Ms. Rogers is responsible for overseeing the budget process, financial reporting, restricted funding programs, and oversees the audit processes. Ms. Rogers began her professional career in the hospitality industry in which she developed a love for leadership and serving others. These skills translated seamlessly into the arena of school finance. She began this adventure auditing school districts with a local auditing firm. Ms. Rogers joined a local community college district and was eventually selected to lead the multi-college district's personnel division as the Vice Chancellor of Human Relations. Returning to the field of auditing, Ms. Rogers joined a local San Diego firm that specialized in school district, college, not for profit, and charter school audits.

Ms. Rogers earned her bachelor's degree at California State University, San Marcos in business with a concentration in accounting. She also earned a master's degree in business administration. Ms. Rogers is a Certified Public Accountant (“CPA”) in the State of California, and she also holds the designation as a Certified Fraud Examiner (“CFE”).

While having grown up in the state of Washington, Ms. Rogers considers herself to be a California "native" having spent the last 25 years in the Southern California area. She is passionate about the programs Springs offers to students and families, so much so, she enrolled her own daughter!

Virginia Smith comes to Springs Charter Schools from Atlanta, Georgia. She has served 18 years in public and private education. As an Executive Director, she has spent the past 12 years leading a start-up public charter school, growing and developing it in the areas of strategic planning, human resources, recruitment, performance management, budget, compensation, payroll, employee relations, federal and state law compliance, training and development, and implementing systems to streamline processes, to name a few.

She has extensive work collaborating with Governing Boards, District and State authorizers, school leaders, and other stakeholders in promoting the school’s vision and mission in meeting organizational goals and was awarded a Permanent Key to the school for her exemplary work and leadership. Virginia is a team-oriented HR leader who leads and manages through transparency, fairness, and excellent communication to reduce risks and increase employee engagement.

Virginia holds a master's degree in Business Administration from Emory University, a bachelor's degree in Administrative Management from Clayton State University, and is a Certified Human Resources

Professional (“SHRM-CP”). She’s a member of the Society for Human Resource Management and a member and mentor for the National Black MBA Association.

When she is not working, Virginia enjoys traveling and spending time with her husband, their children, Cavachon puppy Bentley, family, and friends. Virginia is excited about their move to California and joining the Springs family!

Michelle Saparana has been an educator for over 25 years, working in a variety of educational settings. She currently serves the students and families of Springs Charter School as Assistant Superintendent, Student Services. In this role Michelle is responsible for student support services which includes coordinated school health and behavioral health services, school counseling, and special education services.

Michelle was elected to the State Executive Board of the California Association of Supervisors of Child Welfare and Attendance in 2020, and has served continuously since then. She provides professional development and training around the state on student services issues including attendance, supporting teen parents, student threat management and Comprehensive School Threat Assessment Guidelines (“CSTAG”), human trafficking prevention, and home-school partnerships through home visits.

Michelle has earned her Bachelor’s in Political Science, her Master’s in Cross Cultural Teaching, and her administrative, multi-subject and single subject credentials. She completed the Association of California School Administrators (“ACSA”) Superintendent’s Academy. Having grown up in Southern California, Michelle and her family enjoy the beach, camping, and she is an avid reader.

Courtney Cook has over 20 years of experience in the field of Special Education. She presently serves as the Senior Director of Special Education for Springs Charter Schools. She is responsible for overseeing the entire special education operation and services to students with special needs. She began her career as a school psychologist in the Spring Valley and Chula Vista communities of San Diego. Ms. Cook moved into special education administration as a Coordinator of Special Education for the Chula Vista Elementary School District and has been a Coordinator for Cajon Valley Union, Oceanside Unified, San Dieguito Union High School District, and Guajome Park Charter School. She was the Director of Special Education at Oceanside Unified for four years. In her previous roles, she has overseen Special Education programs of all sizes. Ms. Cook has led and supported district and charter programs for students identified with the entire continuum of disabilities and has developed programs for students with autism, moderate-severe disabilities, learning disabilities, and emotional disturbance.

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Courtney Cook has extensive leadership training including vision and mission development, goal setting, conflict management, coaching, Universal Design Learning (“UDL”), Design Thinking, and Trauma-Informed Schools.

Ms. Cook is passionate about creating systems that nurture communication and collaboration and team-building between all the stakeholders within the unique charter school community in order to provide an exemplary program for students, parents, and staff.

Academic Criteria for Renewal

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the Charter School on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the Charter School on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance based on Dashboard data and metrics as compared to state average for all students and for subgroups. The California Department of Education (“CDE” evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. In accordance with law and the CDE’s performance category designations, VSCS merited the middle-performing category. We present evidence and data below to demonstrate that VSCS has met the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the state indicators included on the [Dashboard] and the performance of the Charter School on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - A. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data...

Education Code Section 47607(c)(3) defines measurements of academic performance as statewide assessments on the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California

(“ELPAC”), or any successor system, and the college and career readiness indicator. Education Code Section 47607.2(c)(1) specifies that verified data is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. VSCS utilizes i-Ready as verified data, which will be discussed in more detail below.

Dashboard State and Local Indicators (2024)

The following chart reflects the Charter School’s 2024 Dashboard performance indicators and distance from standard (“DFS”), as compared to the State.

Indicator	VSCS	State
Chronic Absenteeism	15.5%	18.6%
Suspension Rate	3.4%	3.2%
English Learner Progress	28.2%	45.7%
ELA	-44.8 DFS	-13.2 DFS
Math	-72.2 DFS	-47.6 DFS

The Vista Springs data demonstrates important areas of success as well as clear opportunities for continued growth. Our chronic absenteeism rate (15.5%) is stronger than the state average (18.6%), and our suspension rate (3.4%) is nearly aligned with the state (3.2%), reflecting a safe and supportive school environment where students are engaged and present. While our overall academic outcomes in ELA (-44.8) show that we still have work to do, our results mirror the statewide challenges in student performance and provide a strong foundation for targeted instructional strategies already underway. In particular, our focus on data-driven intervention and personalized supports is designed to close these gaps over the next charter term. In math, Vista Springs is making more progress than the State, and we are working in a focused and systemic way to improve these results through targeted means. We also recognize that English Learner progress (28.2%) remains below the state (45.7%), and we have expanded professional development, instructional coaching, and family engagement initiatives to accelerate growth for this subgroup. These results highlight that while challenges exist, the school is effectively addressing them with intentional strategies, and our positive trends in engagement and climate provide a strong platform for continued improvement under a renewed charter.

Looking ahead, Vista Springs is committed to building on our positive student engagement trends while accelerating academic growth. To address performance gaps, we invested in para-professionals for every classroom to support personalized learning and implementation of targeted small-group instruction. We adopted a reading intervention program (Really Great Reading) to support our struggling readers and trained all teachers on the intervention tools and process. We also purchased an online platform to track MTSS and SEL progress for each student. Both the platform and the reading intervention program were launched in 2024. This year, we purchased a new California adopted math program, Envision, which provides embedded EL support and intervention tools. Our intervention is blended, leveraging adaptive online tools and providing intensive small group and one-on-one tutoring supports for students who are below grade level. For English Learners, we have expanded support beginning last year through a comprehensive EL initiative schoolwide and have added an ELD Interventionist to the staff. We have integrated ELD strategies across all content areas, increasing teacher training, and strengthening family partnerships to reinforce learning at home.

Additionally, we will continue to monitor attendance and suspension data closely to sustain our safe, supportive school climate. Through these focused actions, we are confident that our students will make measurable progress, and we are committed to meeting or exceeding statewide performance targets in the next charter term.

Chronic Absenteeism

	2022	2023	2024
VSCS	13.3% "High"	16.20%	15.50%
State	30% "Very High"	24.30%	18.60%

Despite statewide trends of rising absenteeism in the wake of the pandemic, VSCS has consistently maintained a chronic absenteeism rate significantly below the state average, demonstrating the school’s strong family engagement and commitment to keeping students connected to learning. While there was a slight increase in chronic absenteeism in 2023, VSCS saw a decrease in 2024. Over the past three years, VSCS has consistently performed better than the state in chronic absenteeism, even as rates have fluctuated. In 2022, VSCS reported a rate of 13.3% (“High”), compared to the state’s 30% (“Very High”). Although VSCS experienced a temporary increase to 16.2% in 2023, rates improved again in 2024, decreasing to 15.5%. During the same period, the state chronic absenteeism rate declined significantly from 30% in 2022 to 18.6% in 2024, narrowing the performance gap. These results show that while VSCS has maintained a stronger attendance record than the state overall, there is still important work to do to reduce absenteeism and ensure students are fully engaged in learning.

To build on this progress, VSCS has implemented a multi-pronged attendance strategy. We begin with establishing a culture of belonging and a staff that regularly employs community circles and restorative practices. In addition, we purchased an online platform, Branching Minds, and have created strengthened early-warning systems to identify at-risk students quickly and provide targeted interventions such as personalized outreach, mentorship, and increased access to counseling and family support services. We work closely with parents through attendance workshops and proactive communication to reinforce the importance of consistent school participation. By pairing these efforts with engaging instructional practices and supportive school culture, VSCS is committed to reducing chronic absenteeism rates further and ensuring more students are present and learning every day.

Suspension Rate

	2022	2023	2024
VSCS	1.2% "Low"	4.4%	3.4%
State	3.1% "Medium"	3.5%	3.2%

VSCS is deeply committed to maintaining a safe, supportive school environment, and our use of restorative practices has helped us keep suspension rates aligned with, and in some years lower than, the state average. Over the last three years, VSCS suspension rates have remained in the low-to-moderate range, reflecting commitment to student well-being and a proactive approach to discipline. In 2022, the suspension rate was 1.2% ("Low"), well below the state's 3.1% ("Medium"). In 2023, VSCS experienced a spike to 4.4%, slightly above the state average of 3.5%; however, in 2024 the rate decreased again to 3.4%, aligning closely with the state's 3.2%. These results demonstrate that while suspensions increased temporarily, the school's commitment to restorative approaches has led to a return to lower, stable rates, highlighting a positive school climate that prioritizes accountability and relationship-building over exclusion.

VSCS has trained all staff on restorative practices and in 2024 contracted with a specialized coach for our principal to support positive school culture. VSCS will continue with this outside support, as well as in-house coaching on these restorative practices across all grade levels, with a focus on equipping teachers and staff with the tools to de-escalate conflicts, address underlying causes of behavior, and strengthen student-teacher relationships. The school will also expand student leadership and peer-mediation programs to give students greater ownership in creating a positive campus culture. By embedding restorative practices into community circles and daily routines and by building strong partnerships with families, VSCS aims to further reduce suspensions and ensure that all students remain engaged, supported, and connected to their learning community.

English Learner Progress

VSCS has a strong history of supporting English Learners, performing at or above the state level in 2022 and 2023, and remains committed to accelerating growth for this important student group through targeted instruction and expanded supports. In 2022 and 2023, VSCS achieved English Learner progress rates of 53.8% and 54.1%, outperforming the state averages of 50.3% and 48.7% and earning a “Medium” performance level. In 2024, both VSCS and the state experienced a decline, with VSCS falling to 28.2% compared to the state’s 45.7%. This decline reflected several contributing factors, including the lasting academic disruptions from the pandemic, an increase of newly enrolled English learners and new English Learners at early stages of language acquisition, and the school’s continued efforts to raise academic language expectations through the adoption of a new ELA program in 2023.

Importantly, preliminary embargoed 2025 data show meaningful gains for English Learners at Vista Springs, demonstrating that the targeted strategies in designated instruction and integrated into all content areas that are being implemented by VSCS are already accelerating English Learner progress and beginning to close gaps with statewide performance.

VSCS is continuing to implement targeted interventions to ensure sustained improvement. Professional development in integrated and designated ELD strategies is being expanded, instructional coaching is focused on embedding academic language across content areas, and formative assessments such as i-Ready are used to monitor progress and adjust supports in real time. Additional online supports are provided for family engagement in EL development at home. Other family engagement initiatives, including multilingual workshops and resources, are helping reinforce language development at home. With these comprehensive supports, VSCS is confident that English Learner progress will continue to rise and exceed state expectations in the coming years.

Local Indicators

The following chart reflects the Charter School’s 2024 Dashboard Local Indicators.

Indicator	
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Basics: Teachers, Instructional Materials, Facilities	“Standard Met”
Implementation of Academic Standards	“Standard Met”
Parent and Family Engagement	“Standard Met”
Local Climate Survey	“Standard Met”
Access to a Broad Course of Study	“Standard Met”

VSCS English Language Arts Performance Level and DFS

Demographic	2022	2023	2024
VSCS	-59.7 “Low”	-35.8	-44.8
English Learners (“EL”)	-74.9 “Very Low”	-65.3	-88
Hispanic	-62.5 “Low”	-50.8	-62.4
Socioeconomically Disadvantaged (“SED”)	-68.3 “Low”	-50.3	-64.3
State	-12.2 “Low”	-13.6	-13.2

VSCS serves a diverse student body, including high numbers of English Learners and socioeconomically disadvantaged students, and remains committed to closing achievement gaps through targeted first-best instruction, data-driven personalization, and family engagement. Over the past three years, VSCS’s English Language Arts (ELA) performance has shown fluctuations, with a 2022 DFS of -59.7 (“Low”), improving to -35.8 in 2023, and then declining to -44.8 in 2024. Subgroup performance mirrors these trends, with English Learners dropping from -74.9 (“Very Low”) in 2022 to -65.3 in 2023, before decreasing further to -88 in 2024. Hispanic students and socioeconomically disadvantaged students experienced similar dips.

Several factors contributed to these results. First, VSCS experienced an influx of new English Learner students in 2023, which temporarily lowered overall subgroup scores. At the same time, a number of long-term English Learners who had not yet qualified for redesignation remained in the subgroup,

which further impacted results. These trends highlight both the challenges of serving a high-needs population and the urgency of providing more intensive measures to accelerate learning. **Importantly, embargoed 2025 data already show signs of recovery,** with gains in the EL subgroup performance that reflect the effectiveness of the strategies VSCS has put in place.

VSCS is taking a multi-faceted approach to accelerate English Learner and subgroup achievement in ELA. The school has increased instructional coaching for all teachers, as well as focused PD in the areas of academic and social-emotional intervention, assessment and data-driven instruction. Vista Springs focused on integrating explicit vocabulary instruction, including academic language development, into all content areas, while also providing designated ELD instruction targeted to individual student needs. Teachers are using i-Ready diagnostics, formative assessments, and structured data cycles to identify gaps and provide small-group and one-on-one interventions. Long-term English Learners are receiving individualized support plans to address persistent barriers to redesignation, while newcomer EL students are being supported through sheltered instruction strategies and bilingual family outreach to strengthen home-school partnerships. Additionally, VSCS is investing in professional development to equip teachers with culturally and linguistically responsive instructional practices. Through these intentional actions, VSCS is confident that ELA performance for English Learners, Hispanic students, and socioeconomically disadvantaged students will continue to improve, closing gaps with the state and ensuring equitable outcomes for all learners.

VSCS Math Performance Level and DFS

Demographic	2022	2023	2024
VSCS	-82.6 "Low"	-76.7	-72.2
English Learners	-104.6 "Very Low"	-105.6	-105.7
Hispanic	-97.5 "Very Low"	-93.9	-82.8
Socioeconomically Disadvantaged	-100.6 "Very Low"	-91	-88
State	-51.7 "Low"	-49.1	-47.6

VSCS is committed to strengthening student outcomes in mathematics, and early progress combined with the adoption of a highly successful new curriculum provides our school with a strong foundation for accelerated improvement moving forward. Over the past three years, VSCS math performance has

shown gradual improvement, even as scores remain below the state average. The school's DFS increased from -82.6 ("Low") in 2022 to -76.7 in 2023, and further to -72.2 in 2024, reflecting steady upward momentum. Subgroup performance has followed a similar trend: Hispanic students improved from -97.5 in 2022 to -82.8 in 2024, and socioeconomically disadvantaged students improved from -100.6 in 2022 to -88 in 2024. English Learners, while still facing significant challenges with DFS results at -105.7 in 2024, remain a key focus for intervention. Compared to the state's DFS (-47.6 in 2024), VSCS continues to face a performance gap, but the trend of improvement demonstrates that the school's non-negotiable initiatives in math instruction are yielding positive results. As we move into the 2025-26 school year, Vista has adopted a new math curriculum that has shown striking results in other Springs Schools. Based on results in other schools, we believe this change positions VSCS for stronger math results in the next charter term.

To accelerate math success, VSCS implemented a new, state-adopted and standards-aligned math curriculum this fall, designed to support conceptual understanding, problem-solving, and skill fluency. The program includes explicit support for intervention and English Learners. Teachers are receiving robust and ongoing professional development to ensure high-quality implementation, with particular attention to scaffolding for English Learners and students who are below grade level. Springs Instructional coaches continue to support teachers in integrating math discourse routines and formative assessment strategies to monitor student progress more closely. In addition, VSCS is expanding small-group interventions and rigorous personalized independent opportunities, including self-checking hands-on activities, for students to accelerate their growth, particularly for those below standard. By pairing a strong curriculum with data-driven instruction and targeted supports, VSCS is confident that student outcomes in mathematics will continue to improve and move closer to state performance levels.

Verified Data

The law also gives middle-performing charter schools the opportunity to provide data showing measurable increases in academic achievement, via verified data:

In addition to state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers.

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education approved the criteria to define "verified data"

and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and supplemented the list in May 2023.

VSCS utilizes i-Ready as verified data. The i-Ready online assessment tool has been used for the entire term of Vista Springs as a key diagnostic measure for all students in grades 3 and above, and is administered three times per year—in the fall, winter, and spring. These adaptive assessments in reading and math provide a clear picture of each student’s strengths and areas for growth, allowing teachers to identify skill gaps, monitor progress over time, and adjust instruction to meet individual learning needs. The consistent use of i-Ready across grade-levels and over years ensures that we can track both individual and schoolwide achievement trends, measure the impact of our instructional strategies, and provide timely interventions that support every student in reaching grade-level proficiency.

According to the vendor provided guidance ([May 2023 SBE Agenda Item 02](#), pg.36) on evaluating for one-year’s progress, i-Ready defines their growth progress as, “the aggregation of students would have a median percent progress toward typical growth of 100 percent or greater to show that students have, on average, experienced a full year’s worth of typical growth.” As shown in the chart below, in both Reading and Math, VSCS exceeds this metric for verified data.

VSCS i-Ready Reading and Math Performance (Typical Growth)

Domain	2022-2023	2023-2024	2024-2025
Reading	135%	171%	183%
Math	111%	117%	109%

*3rd-8th grade i-Ready results (i-Ready)

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

Element A: Educational Program

Governing Law: *The educational program of the charter school is designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).*

Governing Law: *The annual goals for the charter school for all pupils and for each subgroup of pupils, identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

Governing Law: *If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).*

Mission

VSCS is a parent/guardian choice school where the community is the classroom. Our mission is to foster the innate curiosity of our students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student. VSCS’s objective is to enable pupils to become self-motivated, competent, and lifelong learners.

Goals for students and parents of VSCS include, but shall not be limited to, the following:

1. Optimum learning by the student will be achieved by encouraging parent involvement and support.
2. Students will be active participants in their personalized learning plan with the support of VSCS staff.
3. VSCS students will make at least one year of academic achievement gains each year.
4. Students will be intrinsically motivated.

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5. Students will achieve competency in basic academic skills.
6. Opportunities will be provided for students to explore their potential in the performing and living arts and in the use of technology.
7. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak.

VSCS is open to all students in grades transitional kindergarten (“TK”)-12. VSCS is nonsectarian in its programs, admission policies, employment practices, and all other operations. VSCS specifically targets and is attempting to educate students seeking a non-traditional educational setting. VSCS does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220.

VSCS believes that learning best occurs when students are educated through a personalized learning, goal-oriented curriculum, which is developed utilizing personalized learning models, community-based educational programs, group seminars, supplemental learning projects, cooperative school programs and classes, and current educational research. Every program will also use learning programs and distance learning via current technology, as applicable. VSCS will supply a Chromebook for every student (1:1), which they can transport from school to home. Technology use and resources are described throughout this document to show how VSCS will use best practices, follow Common Core technology standards, provide digital assessments, and ensure professional learning opportunities for all. Further, VSCS will provide portable internet devices (MiFis) to all students who request one and qualify. Qualifying students include socio-economically disadvantaged, foster, homeless, and English Learners. or

The growing body of reputable research indicates that personalized learning schools (specifically those employing the aforementioned strategies and initiatives) have helped students attain greater academic achievement than their traditional school peers, particularly those students with lower starting achievement levels. (Steiner et al.)¹ All student curricula are subject to approval by VSCS. [Click here to view](#) a sample list of recommended curriculum and [click here to view](#) instructional materials.

VSCS also values diversity and will be open to all students in grades TK-12 with classroom sizes at 32:2 (1 credentialed teacher and one general education aide per classroom). There may also be an additional aide in the classroom if a student with an Individualized Education Program (“IEP”) requires additional support.. VSCS will be nonsectarian in its programs, admission policies, employment practices, and all other operations. VSCS will specifically target and attempt to educate all students seeking a non-traditional education.

¹ Steiner, Elizabeth D., et al. “Continued Progress: Promising Evidence on Personalized Learning: Survey Results Addendum | RAND.” RAND Corporation, 10 November 2015, https://www.rand.org/pubs/research_reports/RR1365z2.html. Accessed 27 July 2022.

For purposes of this charter, "parent(s)" includes guardian(s). Any parent or legally responsible entity may designate an alternate party to act in place of the parent(s). VSCS adult students do not require parental participation in educational or admission contracts or performance evaluations.

Educational Program Choices

Who We Are

VSCS is part of Springs Charter Schools ("SCS" or "Springs"), a successful network of non-classroom and classroom-based, rigorous, personalized-learning charter schools serving students in California. As the flagship school, River Springs Charter School ("River Springs" or "RSCS"), authorized by the Riverside County Board of Education, is the largest individual charter school in California, due to tremendous parent support, excellent programs, and best business practices. Since River Springs' initial charter approval in 2005, we have gone on to obtain two five-year charter renewals, opened fourteen resource center locations, and have expanded our movement outside of Riverside County through the opening of Empire Springs and Harbor Springs Charter Schools with Helendale Elementary School District & Julian Elementary School District, respectively. In 2016, the fourth charter of the network, Citrus Springs Charter School, was opened under the oversight of the Orange County Board of Education. In the past few years, there have been other charters added, including Pacific Springs, authorized by the San Diego County Office of Education on appeal, Inland Empire Springs, a countywide benefit charter authorized by the San Bernardino County Board of Education, and Orange Springs, a countywide benefit authorized by the Orange County Board of Education. We continue to take pride in helping each student through their own personalized educational journey.

Since 2017, Vista Springs has provided San Diego County families with a high-quality, stable, student-centered educational option, consistent with the intent of the Charter Schools Act. Our performance reflects a solid, mid-tier school that serves a diverse student population and fulfills the law's purpose of expanding high-quality public school choice.

The most recent operational data for 2025 reflects measurable gains in academic performance across multiple key indicators, as projected and tracked in our internal dashboard. These include year-over-year progress in English Language Arts (ELA), Mathematics, and English Learner outcomes, confirming we are actively advancing student achievement in alignment with state expectations and our BHAG objectives.

Vista Springs was originally authorized and unanimously approved by the California State Board of Education, underscoring the strength of our program and the importance of ensuring continued access for North County San Diego families. Under California Education Code §47607.2 (AB 1505), Vista Springs meets the renewal criteria for a "middle tier" charter school and is therefore entitled to renewal. We believe that our unique program fills a special niche in the San Diego County community, and thus we are submitting this charter renewal.

Signature Components of Vista Springs Charter's Education

- Student and Parent/Guardian Curriculum Voice and Choice
- Unique, personalized learning paths
- Power Tools strategies for independent learning
- Mastery-based learning and grading
- Collaborative learning groups
- Freedom of Movement/Flexible Seating within the classroom
- Structured support and credit recovery options for struggling students/multi-tiered system of supports (“MTSS”)
- Community as the classroom
- Student goal setting with “just in time” conferencing and feedback, and use of progress trackers
- Parent/guardian as co-teacher, with support through parent/guardian education, online guides, and mentoring
- Fully-supported student choice curriculum on demand
- Field trips, college visits, and parent/guardian/student events
- Personalized Options Program (“POP”) for high school where students, parents/guardians, and credentialed, single-subject teachers collaborate to create unique, individualized, four year plans with supports based on need and interests/likes ([Click here to view](#) the POP High School course catalog) College-articulated Career and Technical Education courses and internships incorporated into high school coursework ([Click here to view](#) the CTE course descriptions and schedules)
- Dual/Concurrent Enrollment options for high school students partnered with local/state universities, colleges, and community colleges
- Signature IGNITE Conference for all high school students

21st Century Learners

VSCS identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of the political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which she or he lives. This person is one who has realized his or her own special interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of VSCS to help students become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

VSCS parents, students, teachers, and homeschool specialists believe that the best learning occurs when:

1. Curriculum is tailored to an individual student’s learning styles.
2. One-to-one teaching is used as appropriate.
3. Real life context-based learning is encouraged.

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4. A variety of enrichment ([click here to view](#) Learning Center options) is implemented through classroom instruction, independent learning, field trips ([click here to view](#) information about field trips), apprenticeships, technology and integrated projects across the curriculum.
5. Schooling is viewed as one aspect of an education.
6. The entire community is the classroom.
7. Learning is promoted by engaging student interests².

Parent & Student Engagement

Students become part of the learning community by participating in multi-age campus activities such as excursions and exploring a special interest with their peers. Parents from all programs are a big part of the school community and are encouraged to be on-site volunteering and building relationships with fellow parents, but this is not required.

Student Demographics

Vista Springs currently serves students in San Diego County, as well as the contiguous counties, and has a student center in Vista, CA. The tables below represent the current population of students enrolled in Vista Springs Charter School.

Enrollment by Gender		
	#	%
Female	128	51%
Male	123	49%

Enrollment by Primary Race/Ethnicity		
	#	%
White	40	16%
Hispanic	186	74%
African-American	6	2%
Filipino	2	1%
American Indian	2	1%
Two or More Races	15	6%

Enrollment of Socio-Economically Disadvantaged		
	#	%
Free lunch	155	62%
Reduced Lunch	21	8%

² Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 298.

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Total Free & Reduced Lunch	176	70%
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Enrollment of Students with Disabilities		
	#	%
Active IEP	51	20%
Active 504 Plan	4	2%

The chart below represents the current enrollment only for students in the La Fuente Dual Immersion Academy (Home-based programs not included):

La Fuente Enrollment by District of Residence		
	#	%
Vista USD	168	83%
Oceanside USD	13	7%
Other districts combined	21	10%
Total	202	100%

Accreditation

VSCS is accredited TK-12 through Western Association of Schools and Colleges (“WASC”), and any high school courses offered by the Charter School for middle school-age students will be transferable to other public high schools. VSCS will offer middle school students high school mathematics and world languages courses that meet California State University (“CSU”) and University of California’s (“UC”) A-G admission requirements. For Home-based students, the Student Agreement (Appendix B) that is signed by students and parents/guardians upon enrollment details the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. All Teachers of Record who are assigned to high school are trained in the requirements of A-G coursework and high school graduation policies and procedures.

Program Offerings

VSCS believes in providing a multifaceted portfolio of options for parents who want to play a more active role in the public education of their children. Instead of providing just one model, VSCS works within the local community of families and teachers to create research-based, mission-driven, comprehensive school models. This takes place either in the classroom or in our Home-based program, both using the best of personalized learning. [Click here to view](#) the Student & Parent Handbook.

VSCS believes that a child’s attitude about learning a particular subject significantly contributes to their success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason:

- The Charter School uses a variety of diagnostic tools to accurately assess and place each child in the appropriate course/curriculum for their skills. The content will be challenging, but not so challenging that it would be almost impossible for the child to succeed based on their initial skill set.
- The Charter School focuses on the goals of mastery and understanding within each discipline. Children are encouraged to keep working on a skill until it is mastered, and they will not be penalized for multiple attempts at mastery. [Click here to view](#) information about the Mastery Learning process. The Charter School gives timely feedback to the student about their progress in such a way that the student will learn and grow from it. Students are actively involved in evaluating their own progress. They will be called upon to reflect; given tools such as rubrics, pre-assessments, and other means of identifying their strengths and areas of improvement, and will be enabled to make the adjustments necessary to succeed and achieve at high levels. Teachers will personalize learning to help each child identify their own strengths and weaknesses in a particular task or topic.

Since VSCS focuses on personalized learning, we use a continuum of skills for mastery (“I CAN!s”), based on the Common Core State Standards (“CCSS”) in English language arts and mathematics. [Click here to view](#) a sample of the 5th grade ELA at-a-glance. These skills are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for a true understanding of higher-level concepts, some students will begin their learning below their designated grade level. Our goal for students operating below grade level is to accelerate their learning through mastery, motivation, and success.

VSCS focuses on all students’ mastery and understands the needs of qualifying students, including, but not limited to, significant subgroups, foster, homeless, English Learners, students with disabilities, socio-economically disadvantaged, and also VSCS’ sizable Hispanic population. (Also see references in Element B.)

Programs will use a variety of instructional materials to teach these skills. These instructional materials will support standards-based mastery and will be used with flexibility according to individual student needs, with specific attention to all significant subgroups. All applicable courses will follow the CCSS, Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”).

The programs provide a cross-grade-level thematic curriculum with an emphasis on personalized I CAN! Mastery and student discovery. Classroom labs are designed for students to observe, practice, explore, create, and solve problems. Students partner with their teachers to work collaboratively to solve a real-world problem or connect to an age-appropriate community project.

Please see Appendix E for our Academic Calendar and a sample Bell Schedule. [Click here to view](#) the Career and Technical Education (“CTE”) pathways and course offerings. [Click here to view](#) the High School POP Course Catalog.

The programs provide a cross-grade-level thematic curriculum with an emphasis on personalized I CAN! Mastery and student discovery. Classroom labs are designed for students to observe, practice, explore, create, and solve problems. Students partner with their teachers to work collaboratively to solve a real-world problem or connect to an age-appropriate community project.

Program Offerings & Grade Levels

Vista Springs Charter operates several unique classroom-based and independent study programs in San Diego County and its adjacent counties. These include:

- **La Fuente Academy TK-8** a five-day classroom-based model, geared toward dual immersion education.
- **Home-based Programs TK-12** has enrichment workshops and resource center support available, including programs for at-school, hybrid, and online programs for all students in grades TK-12.
- **Mosaic Academy TK-8** a three-day classroom/homeschool hybrid model, for students and parents who would like a highly-supported homeschool model with classroom support.

All programs are research-based, innovative, need-driven models. VSCS’s Vista Student Center is located at 700 East Bobier Avenue, Vista, California, and provides 13 classroom spaces. Space is also provided for Home-based Enrichment classes, Special Education services, meetings, student events, activities, and assessment as needed.

VSCS will offer:

- Five-day/week, unique, personalized learning options
- Hybrid classes
- Enrichment classes for students participating in home-based programs
- High school small group instruction
- Special Education services
- Meeting space
- Events and activities for all students/families/community members
- Assessment space

P2 Enrollment Projections

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Vista Springs Charter School: ENROLLMENT Projections					
	2026-27	2027-28	2028-29	2029-30	2030-31
Vista La Fuente	208	238	268	298	308*
Mosaic (Hybrid) Program	58	73	88	103	116*
Home-based Programs	15	25	32	40	50
Total Projected Enrollment	281	336	388	441	474

*The facility will be at capacity in year 5. Home-based programs will still have room for growth.

P2 ADA Projections

Vista Springs Charter School: P2 ADA Projections					
	2026-27	2027-28	2028-29	2029-30	2030-31
Vista La Fuente	200	228	257	286	296
Mosaic (Hybrid) Program	56	70	84	99	111
Home-based Programs	14	24	31	38	48
Total Projected ADA	270	323	372	423	455

PROGRAM 1: La Fuente Academy TK-8 (Classroom-based instruction)

VSCS’s La Fuente Academy is located at 700 E. Bobier Dr. in Vista, CA and provides 23,863 square feet of space for educational use. La Fuente Academy is a TK-8, five-day-per-week seat-based program. In accordance with Education Code Section 47612.5, transitional kindergarten and kindergarten students will receive a minimum of 36,000 minutes of instruction, students in grades 1-3 will receive a minimum of 50,400 minutes of instruction, and students in grades 4-8 will receive a minimum of 54,000 minutes of instruction on a yearly basis. Please see Appendix E for a sample of the La Fuente bell schedule and school calendar.

Mission and Vision

La Fuente Academy utilizes a personalized learning 50/50 Dual Immersion model with an emphasis on combining the community with the classroom to provide an environment where students can choose

to become life-long scholars, to display honorable character, and to act as agents of positive change within their community and our global society. We foster the innate curiosity of all learners and provide opportunities that empower students and their parents to make the best choices for success in life's journey.

Academic Innovations

Dual Immersion Spanish/English Model

La Fuente follows a coherent two-way dual immersion model to ensure that all students gain fluency in English and Spanish. There is a well-established positive relationship between basic thinking skills and being a fully proficient bilingual who maintains regular use of both languages. Fully proficient bilinguals outperform monolinguals in the areas of divergent thinking, pattern recognition, and problem solving.

Bilingual children develop the ability to solve problems that contain conflicting or misleading cues at an earlier age, and they can decipher them more quickly than monolinguals. In doing so, they demonstrate an advantage with selective attention and greater executive or inhibitory control.³ Fully proficient bilingual children have also been found to exhibit enhanced sensitivity to verbal and nonverbal cues and show greater attention to their listeners' needs, relative to monolingual children.⁴ Further, bilingual students display greater facility in learning additional languages when compared with monolinguals.⁵

References to language models in this petition refer to the percentage of the day instruction is given in English vs. Spanish. A 50/50 immersion model means that Spanish instruction is given 50% of the time, and English instruction is given 50% of the time. As a public school, it is not legal or possible to control the exact proportion of students in our program who speak English or Spanish at home. We actively advertise the program at Spanish and English-speaking events, and have been very successful at keeping our classes balanced. Approximately 36% of the current La Fuente students are Spanish dominant, 33% are English dominant, and 30% are equally proficient in spoken English and Spanish.

According to the CDE website's Two-Way Language Immersion Program FAQ⁶: "The ideal ratio of English learners to English speakers is 50:50, but to stay within the program design, the recommendation of many practitioners is that the ratio should never go below 33% for either language group."

While designing the La Fuente Academy, leadership staff considered the benefits of a 50/50 program versus a 90/10 immersion. Native Spanish-speaking stakeholders were surveyed and expressed concern that students may be delayed in achieving proficiency in English literacy in a 90/10 program. This concern was researched and found to be well-founded in data. According to Lindholm-Leary,

Native English speakers tend to perform at grade level in their first language once they have received formal reading instruction through that language, and their achievement is at grade level in the second language typically by third grade, if not sooner. For English language learners, scores are usually in the

³ Williams-Fortune, Tara. "What the Research Says About Immersion." Center for Advanced Research on Language Acquisition, University of Minnesota. http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html. Accessed December 1, 2016.

⁴ Bialystok, E. (2009). *Bilingualism: The good, the bad, and the indifferent*. *Language and Cognition*, 12(1), pg. 3-11.

⁵ Lazaruk, W. (2007). "Linguistic, academic, and cognitive benefits of French immersion." *The Canadian Modern Language Review*, 63(5), pg. 605-628.

⁶ <http://www.cde.ca.gov/sp/el/ip/faq.asp>

*average range in their first language by second grade, but as a group, they do not achieve at grade level in English until middle school.*⁷

Having a balance of native English speakers and native Spanish speakers is critical to program success; therefore, the school chose a model that would improve early performance for English Language Learners while being equally effective for Fluent English Speakers.

La Fuente students begin each day learning Spanish through song, dance, modeling, drama, and hands-on learning about literature, science, history, and mathematics. Their day continues with connected thematic learning in English and is followed up with practice activities at home, both with parents and online, to solidify English and content standard learning.

La Fuente implements the 50/50 model with fidelity up to and including 5th grade. This means, for grades TK-5, half of the day is in Spanish and half in English. For grades 6-8, Spanish language instruction focuses on enrichment or maintenance, depending on the language background of the student. Spanish language instruction for grades 6-8 is 45-60 instructional minutes daily. Spanish is a specific class focused on Spanish Language Literacy and Fluency; all other curricular subjects are taught in English. The justification for reducing the Spanish language program to 15% at 6th grade is to allow a second entry point into the program to give students a greater opportunity to expand English vocabulary in content areas while maintaining Spanish fluency and literacy.

Personalized Learning

By assessing each student's academic needs and personal interests, in combination with their preferred learning style, teachers provide both interesting and challenging coursework that promotes academic success. Students work with teachers to assess learning strengths and challenges and then to set learning goals. Students extend their learning through choosing topics of interest in which they can apply the knowledge they are gaining. Teachers use various teaching styles to motivate and engage students in the learning process. Rigorous curriculum, technology, and real-world scenarios are tools used to assist students in mastering the standards. Using these strategies helps students enjoy learning and gives them the opportunity to be full participants in their own education process.

Learning is a process as dynamic as the children who arrive in each class. Helping parents and students realize that learning is an activity that can happen anywhere and everywhere is a priority. The learning process should be something that is truly challenging and alive for the learner. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process, and it helps children build lifelong learning.

Personalizing learning enables students to engage in a more meaningful way to the content. A 2015 study completed by The RAND Corporation, in collaboration with the Bill and Melinda Gates Foundation, found that students attending personalized learning schools "made gains in mathematics and reading over the past two years that were significantly greater than a comparison group made up

⁷ Lindholm-Leary, K. J. (2001). *Dual Language Education*. Avon, England: Multilingual Matters.

of similar students selected from comparable schools.”⁸ In addition, the longer students experience personalized learning practices, the greater their growth in achievement.

Student Goal Setting

Teachers and students work jointly to create learning goals that connect the learning objectives (standards) with each student’s interests and learning style. Student goals are fleshed out with timelines and strategies to be used to reach these goals. Students will track their progress using our I CAN! Mastery Tracking Sheets ([click here to view](#) a sample of the I CAN! Mastery Tracking sheets). Timelines and activities are created to give optimum learning experiences for the student’s educational success. Goals are reviewed and adjusted regularly to assist students in attaining them. There is also the creation of new goals to move students along their personal learning path.

Individualized goal setting and formative assessments are important components of personalized learning to ensure that students are working in their Zone of Proximal Development. "Consistent with Vygotsky’s concept of the zone of proximal development, effective [individual] learning goals should be slightly beyond a student’s current abilities and, as a result, often require peer or instructor scaffolding to reach initially (1978). The setting of suitably challenging goals requires understanding students’ current abilities as well as frequent formative assessments that are used to update educational targets in response to learner progress.”⁹

The Community is Our Classroom

Students and teachers work together to create community-based learning projects where the student works with various community members to bring solutions to community issues. Parents are invited to participate in the school at various levels, becoming an integral part of the learning community at Vista Springs. Events are also organized to bring awareness to the community about literacy and ways that they can participate in creating a better educational system for all children. Family events are scheduled alternating between daytime and evenings, to bring families onto campus to participate in activities designed to increase a sense of community, belonging and involvement.

Academic Program

Shared Inquiry

Shared Inquiry uses strategies to engage all readers in higher-order thinking and collaborative problem solving. In Shared Inquiry, students and teachers come together to help each other explore the meaning of a literary work, historical event, or scientific occurrence. Each participant brings a unique perspective that influences how he or she understands the work, event, or issue. Through sharing their interpretations, participants gain new insights that deepen or change their initial understanding. Research makes it clear that teachers can make a real difference when they engage in the ongoing cycle

⁸ Bill & Melinda Gates Foundation (2015). “Continued Progress: Promising Evidence on Personalized Learning.” Accessed 4-7-2017:

<http://k12education.gatesfoundation.org/resource/continued-progress-promising-evidence-on-personalized-learning/>

⁹ "Educational Goals: Higher Education Services." *White Paper*, Pearson Education Inc, 2016. p. 3.

http://www.pearsoned.com/wp-content/uploads/INSTR6230_Goals_WP_f.pdf. Accessed 6 February 2017.

of planning, acting, reflecting, and changing; an approach characteristic of action research. Research identifies that inquiry-based learning is a hopeful approach to educational improvement.¹⁰

Service Learning

Students problem solve, create and design technology products or standards-driven artifacts, prepare written documents, and complete presentations for advocacy purposes. Discussion across the curriculum links multidisciplinary concepts to real-world outcomes and encourages the critical thinking skills that 21st-century learners will need in order to adapt content knowledge for varying jobs and career paths. The teaching and learning approach will integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. The focus is on real-world problems that promote learning across disciplines. Students have the opportunity to exhibit leadership, ethical behavior, and respect for others; accept responsibility for personal actions, consider the impact on others; take the initiative to plan and execute tasks, and interact productively as a member of a group.

High quality service learning, defined as service learning aligned with the K-12 standards for high-quality service learning¹¹, asks students to engage in setting goals to meet community needs, offers students choices and voice, provides many opportunities for teamwork in the planning and provision of service, engages in reflection that reduces social comparisons of achievement and increases self-assessment, teaches time management, allows self-paced instruction, rewards students for goal attainment; all of which were cited by Maehr and Midgley (1991) as being highly associated with engagement.¹²

Shared Responsibility

The entire school community shares in the responsibility of shaping a positive learning environment within our school. There is no substitute for excellence. Excellence demands both individual commitment from students and cooperation between students, parents, teachers, board members, and the community. We believe that all stakeholders share responsibility and play an integral part in setting academic, social, and personal goals for the education of all students. This schoolwide team-based approach assumes shared responsibility for the achievement of all students. It addresses student concerns and monitors student progress. This shared responsibility encompasses the belief that school success is dependent on the commitment and support of all stakeholders.

Collaborative Learning

Collaborative learning strategies enable the teacher to use thought-provoking prompts to gear conversations toward standards-based content, promote thinking and listening skills, and honor students' prior knowledge base. Prompts can also be combined with written reinforcements to

¹⁰ Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 208-209.

¹¹ National Youth Leadership Council, 2009. *K-12 Standards and Indicators of High Quality Service learning*, St. Paul, MN: National Youth Leadership Council.

¹² Maehr, J. L., & Midgley, C. (1991). *Enhancing student motivation: A schoolwide approach*. *Educational Psychologist*, 26(3/4), 399-427.

promote phonemic awareness, vocabulary, or English language acquisition. The active exchange of ideas increases intrigue and motivation about known content and stimulates new ideas that promote critical thinking. Proponents of collaborative or cooperative learning include Thayer-Bacon (2000), who emphasizes the importance of students' relationships with others in developing critical thinking skills.¹³ Bailin et al. (1999) argued that critical thinking skills involve the ability to respond constructively to others during group discussion, which implies interacting in pro-social ways by encouraging and respecting the contributions of others.¹⁴ Similarly, Heyman (2008) notes that social experiences can shape children's reasoning about the credibility of claims.¹⁵

Curriculum

All materials and teaching methods used for English, math, science, and history support the learning of the State Standards. The CCSS focuses on higher-level thinking skills, which can be taught using many teaching and curricular materials. In accordance with the intent of the State Standards, teachers use a variety of curricula to meet the goals and expectations for the knowledge and skills students need in English language arts and mathematics at each grade level. [Click here to view a sampling of Pacing Guides](#). A variety of commercial online curricular tools will be used to augment core instruction, including ST Math, i-Ready, Lexia, and Reading Plus.

English Language Arts

High-quality English Language Arts instruction requires a variety of materials and strategies to ensure a balanced ELA program. Vista Springs teachers use the California ELA/ELD framework along with Springs' grade-level pacing guides to design excellent lessons and guide the development of student goal setting and pacing. Vista Springs teachers use a variety of resources including standards based ELA Curriculum, I Can! Mastery Path activities, teacher-created lessons, literature circles, and online materials to help students achieve mastery in all areas of ELA. VSCS uses an array of textbooks, center-based, and online materials to help students reach mastery in all areas of ELA.

Writing is integrated across the curriculum ensuring that students develop strong writing skills for both academic success and authentic purposes. Writing is embedded in all content areas to provide consistent writing practice and to develop and strengthen writing skills and critical thinking. Writing focus is grade-level appropriate starting with our youngest writers who begin building their writing foundations through pictures and words. Students complete multiple forms of writing including creative and informal as well as writing aligned with the expectations of the California Assessment of Student Performance and Progress (CAASPP). This includes a focus on informative/explanatory writing, opinion/argumentative, and narrative writing. Students learn to analyze text and construct well-organized essays, and support their ideas with evidence.

Students improve their writing through writing daily and this integrated approach builds consistency, stamina, and skills for strong communication and success on standardized tests.

¹³ Thayer-Bacon, B. J. (2000). *Transforming critical thinking: Thinking constructively*. New York: Teachers College Press.

¹⁴ Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Conceptualizing critical thinking. *Journal of Curriculum Studies*, 31(3), 285–302.

¹⁵ Heyman, G. D. (2008). Children's critical thinking when learning from others. *Current Directions in Psychological Science*, 17(5), 344–347.

Programs in use for English Language Arts may include, but are not limited to: Benchmark Advance, Adelante, Benchmark Express, and Reading Plus.

Both Benchmark Advance and Adelante, available in English and Spanish for K-6, are comprehensive core literacy programs for culturally diverse classrooms.

Benchmark Advance units are thematic and vertically aligned so that each year students revisit topics where they have already built background knowledge and explored related vocabulary. The long-term impact of this design allows students more time to focus on academic standards, as the context is already familiar to them.

Benchmark Adelante, the Spanish Language Arts curriculum, is designed to expand students' Spanish academic vocabulary. This keeps our students on track to qualify for the Seal of Biliteracy on their high school diploma.

Benchmark Express is used for our Designated ELD instruction. These lessons are designed to introduce English learners to new vocabulary and concepts to frontload them prior to ELA class. By preparing our English Learners to read, write, speak, and listen to how the English language is structured in the ELA class, they experience more success in their ELA lessons and also make gains toward reclassification.

Reading Plus is designed for 3rd-8th grade students who have mastered decoding and need to work on building fluency and comprehension skills. Reading Plus is adaptive and improves vocabulary, stamina, and motivation. Research studies have shown that Reading Plus can produce 2.5 to 3 years of improvement in grade level in 60 hours of practice, and other Springs schools have experienced that success. Struggling students are encouraged to spend 90 minutes each week using Reading Plus.

Spanish Language Arts

To design classroom instruction for our bilingual program, Vista Springs relies on the CDE Foreign Language Framework for California Public Schools, the CDE World Language Content Standards, and the CCSS Spanish standards created by the San Diego County Office of Education. Our program is designed as a dual-language immersion model in which students gradually develop proficiency in both English and Spanish, with the goal of achieving fluent biliteracy by the end of eighth grade and preparing students for the California State Seal of Biliteracy in high school.

Instruction is carefully sequenced, with a balance of content and language objectives, and is supported by pacing guides grounded in current research on second language acquisition and biliteracy development (Thomas & Collier, 2017; Lindholm-Leary, 2012). Teachers use strategies such as GLAD, SDAIE, and translanguaging to differentiate instruction and ensure that native English speakers and English Learners alike access grade-level content while developing high levels of proficiency in both program languages.

Student progress is measured through both English and Spanish assessments. Data is analyzed regularly to inform instruction and provide targeted supports. Vista Springs invests in professional learning for its bilingual teachers, ensuring they are credentialed and trained in biliteracy pedagogy and culturally

responsive teaching. Families are vital partners in the program, engaged through bilingual family nights, parent workshops, and access to resources that empower them to support learning at home.

Our vision is to prepare students with the academic achievement, biliteracy, and intercultural competence to thrive in a global society, in alignment with California's Global 2030 goals.

Math

Our mathematics instruction supports a deep conceptual understanding of mathematics. We reinforce California's eight Standards for Mathematical Practices, providing students with regular practice to make sense of and persevere in solving problems. Students reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning. Math programs such as ST Math are designed to support practice in these important math skills. Multi-tiered Systems of Support are used to determine our processes, plans, implementation, and data-driven decision-making for our tiered interventions. The MTSS process is used to support and accelerate struggling students, provide focused additional practice, provide personalized, incremental high-quality instruction, and train teachers and staff to support students at high levels.

We employ a mastery-based, balanced mathematics program, implementing a variety of learning tools including online, center-based, and textbooks. Programs in use may include, but will not be limited to:

Savaas Envision Math

The Envision math curriculum allows for personalization by offering a variety of tools and resources that cater to individual student needs. These features include:

Personalized Instruction: The curriculum provides tiered lessons, including reteach, reinforce, and extend activities, allowing teachers to adjust instruction based on students' proficiency levels.

Interactive Digital Platform (Savvas Realize): The platform allows teachers to assign personalized tasks to students, offering adaptive learning pathways that adjust based on student performance. Each Envision lesson has a three problem formative assessment. Each problem is written at a different depth of knowledge. These results determine the problem set the students are assigned for practice or the small group intervention lesson they receive. Teachers can track progress, identify areas of need, and assign specific resources for practice or enrichment.

Focus on Conceptual Understanding: The curriculum emphasizes problem-based learning, providing opportunities for students to engage deeply with math concepts. Teachers can adjust the complexity of

tasks, offering more scaffolded problems for struggling students or open-ended tasks for advanced learners. [Click here to view](#) a sample of the 5th Grade math at a glance teacher resource.

ST online math: Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction and identified by the CEO-led Change the Equation¹⁰ as one of just four STEM programs ready to scale nationally, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

English Language Development

Designated ELD

All English Language Learners have designated English Language Development. Vista Springs English Language Development instruction addresses the state adopted ELD standards. During daily designated time, explicit instruction focuses on building English skills (listening, speaking, reading, and writing). Vocabulary is front loaded at the beginning of each unit by building background knowledge, using visuals, and creating student friendly definitions. As students progress through each unit they have opportunities to practice reading and writing during their individual research as well as speaking and listening during group presentations. This repeated practice solidifies the scaffolded English Language concepts which in turn propels them along the English Language Acquisition continuum.

Because Long Term English Learners (LTELs) have their own unique needs, an even more personal approach is used for their instruction. Newcomers learn about culture and traditions to support their social integration while also acquiring a new language. LTELs at levels 2-4 complete an instructional pattern that begins with reading and writing cross curricular content to learn more about a topic while focusing on the language nuances. Next they listen to information on the topic (e.g. listen to a TED talk) and take written notes. Finally all of this information is amalgamated into a slide show presentation to ensure students' speaking and writing includes complete sentences with appropriate description words as well as correct grammar and spelling.

Integrated ELD

All Vista Springs teachers use multiple strategies to support English Learners during their content instruction. These include but are not limited to: Sentence Frames, Turn and Talk, using visuals, realia, and graphic organizers, translanguaging, increasing wait time etc. In addition to regular use of these strategies, each year a few focus strategies are selected for a deeper focus, ensuring that new teachers thoroughly learn each strategy, and seasoned teachers are reminded on a regular basis of all the nuances within the strategy.

RAZ Kids Leveled books in English and Spanish

Raz Kids is an online immersion supplement, particularly useful for home learning and non-fiction content. Chromebooks, with RAZ kids installed, are made available to check out and take home to bring language learning into the home to families.

Science

High-quality science instruction requires a variety of materials and strategies. According to the California Next Generation Science Standards (NGSS) Value Statement Declaration, children should “Demonstrate an understanding of scientific principles and the ability to conduct investigations through student-directed experiments, authentic performances, lab reports, portfolios, laboratory demonstrations, real world projects, interviews, and high-stakes tests.” In addition, the California Next Generation Science Standards Executive Summary urges schools to “Integrate science, mathematics, technology, and engineering design to solve problems and guide everyday decisions; Coupling practice with content gives the learning context, whereas practices alone are activities, and content alone is memorization. It is through integration that science begins to make sense and allows students to apply the material.” Integration and hands-on learning is the cornerstone of student-driven education, so these ideals are in perfect alignment with Springs Schools. High-quality science instruction requires a multitude of materials and strategies. La Fuente uses a variety of demonstrations, trade books, projects, teacher-created materials, and online materials to help students reach mastery of science standards. Standards-based science education is a part of the thematic teaching during Spanish Instruction time. Students are also assigned thematic science learning in their primary language as part of their home-study projects and present this learning to their peers. Pacing for units of study is outlined in the yearly theme overview; teachers follow NGSS. [Click here to view](#) a sample of the 5th grade Science Pacing Guide.

History

High-quality history instruction requires a wide range of resources, strategies, and experiences that foster both knowledge and critical thinking. La Fuente uses a carefully curated combination of textbooks, primary sources, digital archives, and interactive online materials to help students achieve mastery in all areas of history and social studies. Our program is fully aligned with the California History–Social Science Framework and integrates Common Core literacy standards to ensure that students not only acquire historical content but also practice evidence-based reasoning, analysis, and writing.

At the elementary level, history and social studies are woven throughout the content areas through direct instruction, thematic projects, and inquiry-based units. Students examine culture, geography, politics, economics, and ethics in ways that are developmentally appropriate yet intellectually challenging. Instruction emphasizes historical literacy, perspective-taking, and the skills necessary to become active and informed citizens. Civic engagement is built into the curriculum through research projects, simulations, debates, and opportunities to connect classroom learning with real-world issues in their communities.

Our unique multi-age classrooms are supported by a month-by-month vertical integration framework that allows students of varying grade levels to explore common historical themes together while engaging in tasks at their individual developmental levels. This model promotes cross-grade collaboration, reinforces concepts over multiple years, and provides students with a rich, spiraling curriculum that deepens historical understanding over time. [Click here to view](#) a sample of the 5th grade I CAN! History Pacing Guide.

Assessment in history extends beyond traditional tests to include portfolios, performance tasks, document-based questions (DBQs), and project presentations. These assessments give students opportunities to demonstrate mastery through analysis, communication, and application of historical knowledge to contemporary questions.

Ultimately, VSCS history instruction prepares students not only to understand the past but also to critically evaluate the present and actively shape the future as thoughtful, informed citizens.

Physical Education & Electives

These courses are integrated into all the core subjects and are focused on students' interests.

Physical Education ("PE"): Physical Education focuses on health principles and follows the Open Phys Ed curriculum. Open Phys Ed is standards aligned, and breaks down the skills students in each grade band (Early Childhood, K-2, 3-5 and 6-8) need to master. Each skill has several lesson plans to choose from which provides students with adequate practice without belaboring a single activity.

Structured Playtime: Our structured playtime games are designed to maximize activity for kids in confined spaces (such as the classroom or a field without equipment). Some of the games are high-intensity, some are based on movement that stimulates brain activity, and some are designed with the simple goal of getting kids up, active, and happy to move.

Structured playtime games help students build social skills such as teamwork, sportsmanship and respect for others. Finally, structured playtime can help improve academic performance. Even moderate physical activity can improve both attention and brain function, helping kids concentrate and perform better in class.

Electives: La Fuente's Electives are all related to language learning and the cultural ideas/topics that accompany learning language. Students learn about Spanish speaking cultures through hands-on activities such as learning to make dishes that are traditional in the countries being studied and engaging with guest speakers about a cultural practice.

Visual Arts play a pivotal role in La Fuente students' education. All students have regular art lessons from a qualified teacher. Students practice using media (paper, chalk, tempera paint, water colors etc.) and principles of design (line, color, shading etc.) Students learn various techniques for each medium, which allow them to use the medium to express an academic concept or emotion.

All middle school students also take Spanish as an elective. This class is integral in evolving their learned Spanish into the formal level by applying advanced vocabulary and grammar (e.g. irregular verb conjugations). These skills ensure that our students remain on the pathway to receiving their high

school Seal of Biliteracy. Our middle schoolers also take a Career Exploration elective that allows them to experience hands-on modules for several Career Technical Education and Internships courses. After experiencing each module, students reflect on whether or not they might be interested in any portion of that particular career.

Instructional Strategies

Individualized, Interest-Driven, Relationship-based Models: In line with its core philosophy, La Fuente may adopt additional instructional models that focus on building skills through social-emotional and intellectual development, capitalizing on the student's natural emotions and interests. By starting with the students' interests, teachers can capture students' attention and improve connection. La Fuente teachers spend a significant amount of time and energy to find the best ways to engage students in content that is focused on interesting, meaningful, and essential questions that intrigue students and pique their natural curiosity, allowing for multiple access points for different types of learners. To this end, the textbooks and other curricular materials listed herein will be used as a foundation for the curriculum, but no class will be spent moving sequentially through the lessons as the plan for the year. Rather, teachers will work cooperatively to share resources, formulate interdisciplinary approaches, and provide high-interest models of instruction to facilitate student mastery of standards in a way that is engaging and provides experiences to bolster what is explored through the electronic medium and other available resources (such as the Chromebooks).

PROGRAM 2: Home-based TK-12 (Non-Classroom Based)

In the home-based programs, parents and students work closely with teachers, also known as Teachers of Record (TORs), to choose the right combination of learning programs for each individual student. VSCS believes that parents are the primary educators of their children, and VSCS's primary mission is to support and encourage families in the challenging task of educating their children. Families are allotted instructional funds, depending on the grade level. These funds are used to purchase curriculum, educational materials, and services from approved VSCS vendors. Home-based students are able to use a portion of their instructional funds to take TK-8 enrichment classes at a student center; 9-12th grade through an online course management system. Home-based families are able to take advantage of field trips, our HELLO (Homeschool Education Live Learning Online) program, the Curriculum Warehouse, various health and fitness programs, and numerous parent and student events throughout the year.

Student progress is tracked through the use of individualized learning plans or learning management system ("LMS") courses, which are created monthly and revised regularly through parent/ Education Specialist/ student collaboration. Assessment is done regularly for a variety of purposes, including VSCS's common benchmark assessments, which are stored in the VSCS data warehousing system. The data is analyzed regularly and used to modify instruction as necessary.

Parent Prep is an integral part of the home-based programs designed to provide newly enrolled home-based families with optional extra support with curriculum, lesson planning, assessment, and time management. Parents who are new to home-based schooling are urged to go through the parent prep course, which is supported by the Homeschool Department.

For Home-based students who need additional support, VSCS offers the following personalized options:

- In-person or virtual meetings: Students can be met 1-5 days/week either in-person or online. During this time, the student and teacher will discuss coursework, select and order curriculum, and personalize lessons to meet each student’s individual needs, interests, and goals.
- Small Group Instruction: Students may also participate in small group instruction with a credentialed specialist.
- Electronic assignments: Class assignments may also be delivered electronically via the virtual classroom and/or Canvas (Learning Management System) and are available 24/7.
- Differentiated coursework: Courses are differentiated, with integrated modules that students can choose from based on their learning styles, interests, and abilities.
- Community college options: Students may enroll at the local community colleges through dual or concurrent enrollment.
- Students have access to college-articulate Career Technical Education courses and internship programs.
- Field trips: Students may attend any VSCS field trips.
- Catch-up or personalized curriculum plan: High school students who are behind in credits can work with their TOR to develop a “catch-up plan,” which may include course offerings from external vendors.
- Resource Centers VSCS Resource Centers may provide academic and enrichment classes for home-based students and serve as a meeting place for regular parent/TOR meetings. Resource Centers may offer enrichment courses or other special events to provide community building, academic, and enrichment experiences.

Home-based students attending our Resource Centers have an opportunity for socialization and developing appropriate classroom/school behaviors. Through events, outreach, activities, and guest speakers, Resource Center students use the community as the classroom throughout the year.

Each family that participates in our home-based programs must sign an annual Student (Master) Agreement prior to beginning any independent study program at VSCS (see Appendix B). The Charter School also adheres to an Independent Study Policy, included in Appendix C.

VSCS will offer a variety of events throughout the year. Parent and student events include the following:

- Student Parent Regional Education Event (“SPREE”) events

Vista Springs Charter Petition for Renewal

- Parent education and training
- Math workshops
- Reading workshops
- Annual parent conference
- Parent certification program

Our parent certification program offers our Vista Springs Charter home-based parents an opportunity to better themselves as educators in teaching their students in the home and to collaborate with other parents and staff. The program provides parents and their children the best foundation for successful learning in the home through educator classes and workshops. Participating parents complete the course through Canvas and workshops. Courses are dynamic and include topics such as learning and the brain, developing an annual plan, and project-based learning. [Click here to view](#) an overview of our parent certification program.

Curriculum

All materials and teaching methods used for English, math, science, and history will support the learning of the State Standards. The CCSS focus on higher-level thinking skills which can be taught through many teaching and curricular materials. [Click here to view](#) the Teaching the Springs Way Handbook. [Click here to view](#) a sample of the Teaching the Springs Way Teacher resources for grade 6. [Click here to view](#) a sample of the Teaching the Springs Way resources for high school grade levels. VSCS families have a variety of choices when it comes to selecting the most appropriate curriculum for their students. Curriculum selection is a collaborative process between the parent and home-based teacher of record (TOR). VSCS in-house curriculum distribution center, Bookmart, stocks our recommended home-based curriculum for grades TK-12. [Click here to view](#) a sample list of recommended curriculum. Parents may also choose from numerous approved vendors to purchase curriculum using their instructional funding. VSCS supports students through a variety of vendor options to enrich and broaden student experiences. These vendor offerings typically include physical education, foreign language, music, drama, dance, art classes, and more. The parent and TOR work together to select curriculum from a variety of materials, vendors, online classes, and in-house teacher-created curriculum.

Boxed Set

Boxed set curriculum, VSCS's most popular, fully supported curriculum, is a complete collection of materials and lesson plans for students in kindergarten through 8th grade. This curriculum will include engaging daily lessons, weekly pacing guides, multimedia learning resources, and rich literature. The Boxed Set is one of many options for students and parents to acquire essential skills. [Click here to view](#) more detailed information about VSCS's boxed set curriculum.

World Languages

VSCS offers two high school online world language courses, instructed by a qualified teacher credentialed in the offered languages. Students will attend online classes twice per week with independent study assignments for the remaining days. The instructor will provide personalized support for students and quality instruction.

Dynamic Integrated Courses

Integrated courses, curriculum, and learning resources will be offered at every grade level to support parents and students in making connections between content areas. Some of the offerings will include a complete literature-based program for kindergarten through 8th grade and a high school curriculum that integrates an entire schedule of courses into 3-week, high-interest modules. These integrated options allow students and parents a choice in curriculum and how learning is delivered.

Additional Supports

Students can participate in large group and/or individualized field trips, along with special events, including writing and math activity days, inspired learner expo, the annual spelling bee, history day, and science fair.

Each TK-12th grade student will be provided with a Chromebook to support access to the many online subscriptions provided for them, as well as to the online curriculum management system. Students also have access to a curriculum warehouse with hundreds of items available for checkout.

Although parents have a variety of curriculum choices, VSCS has established essential learning in ELA and math that is considered the foundation of all ELA and math courses.

The essential learning in the home-based program is based on Common Core State Standards, developed into parent and student-friendly "I CAN!" statements. These I CAN! statements will be tracked by student and teacher using a variety of tools. Students shall make a minimum of a year's growth in a year, but they also have the opportunity to reach further. We offer a wealth of I CAN! resources to support parents and students including the following:

- Personalized pathways to develop a plan for acquiring each I CAN! ([Click here to view I CAN! Pacing Guides.](#))
- [Click here to view I CAN! mastery tracking folders](#) that follow students from TK-8.
- [Click here to view](#) online interactive learning options. Online learning portals with parent support, links to instructional videos, activities/games, practice assessments and mastery quizzes and tests
- Online supported math

VSCS provides a wide range of choices for math instruction. One of these options is a math curriculum for grades 6-8 that combines home instruction with online support. Resources include video instruction, real-world tasks, assessments, and practice. [Click here to view](#) more information about the Mastery Math Lab.

Homestudy Resource Center TK-12

The Vista Student Center on Bobier Avenue provides classroom spaces for home-based students' enrichment classes and workshops. Special Education services, meetings, student events, activities, and assessments as needed.

The student center helps families connect with other home-based program participants to create a strong support system. Families enjoy the non-traditional choice of home-based learning while

benefiting from more time-honored school activities such as school pictures, yearbooks, open houses, and the opportunity to perform and compete as a group. Through events, outreach, activities, and guest speakers, resource center students use the community as the classroom throughout the year.

All enrichment classes and workshops have complete course syllabi and day-by-day course descriptions, which are available to the public on the school website. This transparency allows the teacher of record to support the enrichment courses their students are attending. The content for each course a student attends is entered into the monthly learning plan as part of the student's assignments. Classroom attendance is completely optional, except in cases of need, such as Special Education services, English language development, etc. All course content is available online for students to access from home in the event they do not come to class.

For each of our a-g lab sciences, students will attend seven lab practicals a year. This will satisfy their fifth semester unit for the course as well as the lab component for the subject and is accepted by four-year universities. Students will engage in the process of inquiry in subjects including, but not limited to, exploring with microscopes, testing velocity, experimenting with chemical reactions, and exploring miniature biomes. The VSCS Mobile Science Lab will be led by a credentialed science teacher using lab activities that go along with what is being taught in the courses. Students will deepen their understanding of science in these rigorous labs and have fun while doing it.

Academic counseling services are offered on an appointment basis at the resource center. In addition, special education services, including Resource Specialist Program ("RSP"), Occupational Therapy ("OT"), speech, and IEP meetings are provided.

Independent Study

For non-classroom based programs, VSCS shall adopt and implement written policies relating to Independent Study as required by Education Code Section 517447, *et seq.* and make such available upon request.

Parents who enroll their children in VSCS shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education. VSCS supports its students and parents with appropriate educational materials and with a team of home-based teachers and coaches. The VSCS teachers of record and coaches advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Each minor student and at least one parent (or each adult student), with the assistance of VSCS teachers of record and coaches, shall design, consistent with the VSCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives and shall sign one or more contract(s) with VSCS that clearly describes the student's individual educational goals and curriculum for each year the student is enrolled with VSCS. This contract (Appendix B Student Agreement) shall further describe the manner for submitting assignments and reporting progress and frequency of meetings. All curricula shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study and, if applicable, the credit(s)

the student will receive upon successfully demonstrating competence and completing the course of study. This applies to both home-based programs and the Mosaic program.

High School Guidance Services

All high school students enrolled in VSCS will be challenged through access to a-g courses and concurrent and/or dual enrollment at local community colleges where appropriate. Students will be guided toward college preparatory courses and offered opportunities to visit local colleges and universities.

A high school guidance counselor will be available to all families. The guidance counselor's role is to help with high school academic planning, college entrance requirements, and post-graduation goals.

[Click here to view](#) the High School Handbook.

PROGRAM 3: Mosaic Program (Non-Classroom Based)

Students enrolled in the Mosaic Academy program will receive three days of classroom instruction combined with two fully supported home-based days through this independent study program. This program uses mastery-based methods and independent learning strategies to ensure that students meet the requirements of the State Standards. Teachers and parents collaborate to provide personalized learning, hold rigorous expectations, and challenge all students to achieve their personal best. With today's changing career marketplace, schools must be designed to prepare students for a different world; one where they are skilled at learning new content by using multiple resources. Personal responsibility and collaboration, globalization, technology, and a career involving lifelong learning are what our graduates need.

Defining Elements

The Resource Center Teacher

In the Mosaic program, the resource center teacher accommodates and leads the students' different ways of learning. This demands a different mindset because the teacher is not only giving direct instruction and feedback, but they are first and foremost the students' partner and coach in learning.

Time

Time is the most valuable resource in a student's learning journey. In a world where knowledge and skills open doors to opportunity, time is also the scarcest and most limited resource in school. Students do not all learn at the same pace—while one child may need five hours in a week to master a subject, another may require twice as much. Yet, in most schools, time is fixed and uniform: every student is given the same schedule and the same number of instructional minutes, regardless of their needs.

Mosaic recognizes that true equity in education requires rethinking time. Instead of treating learning as something that must fit into rigid schedules, we design flexible structures that allow students to progress at a pace that reflects their individual learning needs. Time becomes the variable, and learning the constant. This means building in opportunities for acceleration, enrichment, or additional support, ensuring that every student can achieve mastery rather than simply moving on when the clock runs out.

By leveraging multi-age classrooms, thematic integration, and personalized workmaps, we maximize instructional time and create an environment where students can take ownership of their learning. Our approach reflects research that shows mastery-based models not only increase academic achievement but also build persistence, confidence, and a deeper love of learning.

Our Mosaic Academy will provide each student with a personalized workmap to help them attain the goals they set in the Personalized Learning Plan meeting. This workmap will be used to record and reflect on their daily effort and their weekly progress. Each day will include some scheduled instruction, and time for a student to work independently through a variety of learning tools, based on the student's individual goals and strategies. According to age and ability, students also log their goals and activities they have completed: development discussion, progress tracking reviews, group work, individual work tasks, etc.

Work Maps-Goal Setting, Planning, and Progress Monitoring

Every student has a personal and tailored quarterly work map , depending on their knowledge, goals, and strategies — and preferred ways of learning. Quarterly goals, schedule and action list are written down in each student's personalized work map. Goal setting sheets are used for weekly planning and progress monitoring.

Work Maps guide and direct independent work each day. Students are taught the process of completing work and getting feedback on that work, tracking their progress before moving on to new activities based on their work map assignments, and how to get help when they get stuck. Some work map assignments will be independent and others will be partner activities.

The students are therefore responsible for the way they spend their time and have much influence over it. However, the personal responsibility is never greater than what the individual student can manage. The personal coach is responsible for ensuring this. Students will be provided with a wide variety of learning options, including seminars, interactive direct instruction, small group discussion, hands-on labs, online options, and more.

“Just in time” conferencing and feedback and use of progress trackers ensures that the coach and student are making progress on their academic goals. Goals are reviewed weekly. Teachers hold weekly “tuning” meetings where plans are adjusted to assist student success; new goals and plans will be created to move students along their personal learning path as quickly as possible.

Curriculum

The curriculum in the Mosaic Program is based on the State Standards, developed into parent and student-friendly "I CAN!" statements. These I CANs are tracked by student and teacher through a variety of tools. Students shall make a minimum of a year's growth in a year, but they also have the opportunity to reach much further.

All subjects in our Mosaic program will be taught as step courses or thematic courses. The steps are designed to give the student an opportunity to learn those courses that require incremental skill development (mathematics, foreign language, grammar, spelling and reading fluency) at their own level and pace. After an introductory assessment, students start on the step that matches their current level of knowledge. Step courses provide academic depth, perspective and opportunities to advance to each student's potential at the right time based on their Zone of Proximal Development. [Click here to view](#) examples of the I CAN! ELA teacher pacing guides. Students work through the steps at their own pace, with the focused support of their teacher. Students who are below grade level expectations will receive extra support, both small-group and one-on-one.

Thematic courses provide the context and breadth that helps spark student interest in subject areas including literature, science, art, music and history. Students begin each theme unit with an interest-grabbing kick-off event, and participate within grade-level groups in the themes that address the State Standards for their grade levels.

The same resources used by La Fuente for ELA, math, science, social science, art, and PE will be used as a core base of study for Mosaic, but these resources will be modified to become thematic.

Personalized curriculum is well suited for our targeted population because we provide a variety of choices for students in how they learn every skill. This choice increases motivation and relevance for the student in learning. Our direct instruction lessons are designed to be relevant and meaningful to students and focus on higher-level critical thinking. Our literature selections provide a wide range of quality novels that represent many cultural backgrounds. Underrepresented students of various races and ethnicities can thrive in inclusive environments where their culture and individual perspective are valued.

Literacy and writing are woven within all disciplines. Students will regularly communicate their understanding of math, science, and social studies both verbally and in writing. Students will use literacy skills in reading, vocabulary, speaking, listening, and writing which align with the California Academic Standards.

In addition to Springs' curricula, a variety of commercial online curricular tools will be used to augment core instruction, including ST Math, i-Ready, Lexia, and Reading Plus.

i-Ready math and reading instruction support all students, by offering individualized skills instruction and practice, to meet the needs of ELs, students with disabilities (“SWD”), and gifted students by delivering content targeted to their specific needs. i-Ready’s instruction is tailored to each student’s data gathered during their diagnostic testing three times per year. The program adapts for individual needs, allowing students to move as quickly or as slowly as they need. i-Ready provides detailed data tracking that allows us to monitor students’ continual growth and hone instruction in response to this data.

ST Math is an online game-based conceptual program that provides students with more than 35,000 visual puzzles with interactive representations of math topics that align with California Academic Standards, with learning objectives that target key grade-level concepts and skills. ST Math is designed to complement the core math curriculum. Students utilize ST Math 60-90 minutes per week.

Lexia is an effective, high-yield addition to a structured primary reading program. Lexia is founded upon a personalized, structured, and systematic approach to literacy instruction that builds upon prior learning in a sequential manner—from simple to complex—ultimately improving each teacher's ability to deliver critical literacy concepts by strengthening the relationship with these skills and transitioning ownership of learning to the student. Students use Lexia for 45-60 minutes per week.

The Springs Portal

The Springs Portal, a Canvas-based course management system, is Mosaic’s collective and web-based source of wisdom. Students can find most of the learning materials on the portal: the courses, the content, objectives, and criteria for every step, assignments, texts, pictures, links, and tests. The Springs Portal is an important tool in personalized learning because the content of the Springs Portal provides a wide variety of choices and is accessible to students anywhere and anytime.

The Springs Portal for Teachers

For teachers the portal is also a common-knowledge management system. Each subject has its own community and pages. Here teachers collaborate and contribute, with their best hands-on projects and lessons and with best practices. The forum is moderated by some of our most experienced subject experts. This is a way of sharing and enabling the learning process for teachers. Every minute saved for a teacher who doesn’t have to prepare a lesson that has already been developed by colleagues is a minute that could be spent on personal coaching instead of preparation. That is one of the reasons why it is possible for our schools to provide more personal coaching time with the same staff resources as a conventional school. The Learning Portal gives teachers a realistic opportunity to “meet” each student where they happen to be in terms of their current knowledge development.

One-to-One Coaching Session

In Mosaic Academy, coaching is a structured session that occurs weekly and if needed daily. To ensure a structured and successful tutoring process, we have developed a number of tools for the teacher/coach, the student and the parents:

- 1) **Personal Tutorials/Coaching Sessions:** Students have a scheduled discussion with their coach/teacher on a weekly basis. This prepared review assesses each student's performance according to the set goals by reflecting on their schoolwork, results, and strategies. Reviewing and reflecting on their own learning process is a central part of the student's discussion with the coach. As an outcome of the discussion, the goals, strategies, and schedule for the next week are established. [Click here to view](#) Q1 4th grade Quarterly Workmap.
- 2) **Goal Setting Sheets:** Each student has a weekly goal setting sheet, containing their learning goals, activities/tasks, and timetable for the coming week. The goal sheets, connected to the quarterly workmap, is the main tool for the student's planning and reflection process. It is important for monitoring and guiding the student's learning process and is therefore a central tool for personalized learning. [Click here to view](#) the Student Self-Assessment tool.
- 3) **Progress Tracking Review/Development Discussion:** Once each semester, students lead a progress tracking review with their teacher and parent. Guidelines for student-led progress reviews are different according to grade level and ability. During the review, the goals and strategies for the student's course of study are discussed, assessed, and revised as necessary. [Click here to view](#) the Primary Goal Progress Folders.
- 4) **Personalized Learning Plan:** At the first progress tracking review/development discussion, the student, parents and the coach develop the student's curriculum with personal goals and strategies. These are the medium- and long-term goals that should be attained within six months. Ultimate goals are those that the student aims to achieve for their entire education, the courses the student wants to take, and the quality of the knowledge as expressed in marks or exam scores. Based on these goals, objectives are set for the next six months. The individual study plan is documented and stored in each student's Virtual Portfolio ("VP"). The Personalized Learning Plan is a living document that is reviewed and revised on a continuous basis. [Click here to view](#) the 8th grade Personalized Learning Plan.
- 5) **Virtual Portfolio:** With the Virtual Portfolio, the coach, student, and parents can follow the student's learning process. The VP contains the student's personal curriculum, ultimate goals, and goals and strategies for the school term. The student's mastery learning results as well as their own personal reflections of their performance during the term are also documented in the VP.

Personalized Goals and Strategies

Mosaic Academy puts the individual student at the center. The teacher is the student's personal coach, guiding them in the learning process and in the effort to reach their goals. Resources in the form of time, facilities, curriculum, and learning material are organized to support that process.

Upon entering Mosaic Academy, the first meeting is a discussion with the student and their family. Together they identify the student's long-term educational goals. What do they want to achieve in school? What do they need to learn? What will it take - from them, their family and the Charter School - to succeed? The long-term goal is then decided and documented in writing.

Strategies for Learning

The student is then assessed to determine what level they will start on and accordingly what strategies they will need to reach their long-term goals. The strategies are not only a list of hours that need to be spent or pages that have to be read. It is also a choice of lectures, lessons, assignments, and everything else that can support learning. Each student has a working plan, which will be divided into medium-term goals for the semester and short-term goals for the week to come. Each step is reviewed in the student's weekly coaching sessions. In progress reviews and development discussions (occurring at least every six months or as needed) progress is tracked and the goals and their strategies are reviewed. Are they making progress according to the plan? Does the strategy need to change, the efforts, or should the goals be revised?

Every goal should be both challenging and reachable. Every strategy should provide a reasonable roadmap for the learning journey. In the beginning is a process of setting goals, choosing strategies, and assessing improvements often strongly geared and guided by the teacher. Step-by-step, our students learn their capabilities and how to stretch them. Setting goals, choosing strategies, completing assignments, assessing the result, and drawing the conclusions for next steps. It all becomes part of the learning, just as natural as all the facts and knowledge achieved.

From kindergarten up, students are explicitly taught 15 powerful independent learning strategies, the Springs' Power Tools ([Click here to view](#) the Power Tools presentation). Not only do teachers use these strategies with students during lessons, but students are taught to analyze the needs of any new learning and apply the correct Power Tool to help them learn the content. This process, done repetitively over multiple years, helps to ensure that our students have learned *how* to learn, which is vital in our 21st century world.

Creating Meaning

Unlike conventional schools, outcomes (grades, exams, and achievements) are not passively viewed by the student after the fact. These outcomes are something the student can identify and influence along the way. Neither are outcomes a surprise for the family, since every step is assessed and documented. Through the Virtual Portfolio on the Springs Portal, teachers, parents, and students get real time insight into how learning is progressing.

Setting up individual goals and strategies to reach them creates meaning and motivation in school. It is much more interesting going somewhere if you know where you are going, as well as how and why you

will get there. Being able to see the result and your own progress step by step is satisfying and provides motivation for learning more. The ability to set up goals and strategies, to break them down into smaller steps, and to revise plans as needed has life-long value. Not to mention the feeling you have when you reach and surpass your goals and see the new horizon and opportunities ahead.

Multi-age Groupings and Looping

In the Vista Springs Mosaic program, students are typically grouped together by educational goals, learning styles, and progress monitoring data, rather than grade level (where appropriate). This gives students access to the information they need and a style that meets them where they are and builds on a solid foundation of skills, rather than rushing students through standards and compromising mastery and depth of understanding. This also enables students to pursue an offering of subjects that aligns with their own interests, rather than have those subjects prescribed to them by grade level.¹⁶ Our students also spend two years or more with the same teacher (looping) which increases the depth and effectiveness of personalized learning.

¹⁶ Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 91-96.

Vision

The VSCS vision empowers VSCS students through the five pillars:



Learner Driven

Our students are invested and are active leaders of their own educational journey. They are motivated and primed for learning through their active collaboration on their personalized learning plans, which combine skills diagnostics and interests analysis to build each child’s unique learner profile. The learner-driven model builds young people who seek out new ideas on their own and who develop the skills to become lifelong learners. To this end, VSCS teaches students how to be reflective, strategic learners, utilizing the 15 powerful strategies to help them learn any subject, called Springs’ Power Tools.



Caring Community

Relationships are the foundation of personalized learning. When students feel they belong, they thrive. We have intentional and specific methods which include beginning each day with a community circle to ensure every child builds relationships with staff and peers. It is vital for our students to feel they are welcomed and that they have a voice. In addition, our parents are included and considered cornerstone partners within the Charter School.



Mastery Learning

We know every student can master rigorous, grade-level content as long as they are provided with multiple avenues for learning, flexible pacing, and varied materials and methods. Therefore, VSCS reinforces the power of educating the whole child by including the arts, sports, and other enriching pursuits in the mastery plan. Goal setting and reflection are at the heart of learner-driven education and support the data-driven Mastery Learning Wheel process. With this process, students gain at least one grade level each year, with below-level students gaining more than 1.5 years’ progress.



Flexible Learning Environment

The learning environment is not just a place of safety and comfort for students. At VSCS, classrooms become teachers too. Once a rich and robust student-centered space is created, students not only take ownership of their classroom but also learn from it. We employ flexible seating, gathering circles, discovery decks, learning lobbies, and peaceful playgrounds.



Personalized Curriculum and Resources

VSCS has developed proprietary materials to support students and teachers in creating wonderful personalized content for their learning. Teaching the Springs Way is just one resource where new teachers are provided an orientation for how to live out the vision of personalized learning at VSCS in the classroom.



The teaching methods at VSCS will be those used within the network of Springs Charter Schools, which has over two decades of success with this model. All teaching methods are proven best practices and are reviewed annually to ensure the highest quality available are being implemented. If applicable, strategies will be updated and professional development will be produced for teachers.

Personalized Learning

Children will be assessed formally and informally to gauge their mastery and readiness for concepts. This focus on meeting students “where they are” academically addresses advanced learners as well as those who are struggling to meet grade-level standards. [Click here to view](#) the Proficiency Scale and Leveled Assessment Alignment. Students will set goals with the teacher and create a Personalized Learning Path plan collaboratively. Students will have a weekly Work Map to help them stay on track and report progress to the teacher.

By assessing each student’s academic needs and personal interests, in combination with their learning style, teachers will provide both interesting and challenging coursework that promotes academic success. Students will work with teachers to choose topics of interest to which they can apply the knowledge they gain. Teachers will use various teaching styles to motivate and engage students in the learning process. Rigorous curriculum, technology, and real-world scenarios are tools that will be used to assist students in mastering the standards. Using these strategies will help students enjoy learning and give them the opportunity to be full participants in their own education process.

Learning is a process as dynamic as the children who make up each class. Helping parents and students realize that learning is an activity that happens anywhere and everywhere is a priority. The learning

process should be something that is truly challenging and alive for each learner. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process, and it helps children build lifelong learning.

Personalizing learning enables students to engage in a more meaningful way with the content. A 2015 study completed by The RAND Corporation, in collaboration with the Bill and Melinda Gates Foundation, found that students attending personalized learning schools “made gains in mathematics and reading over the past two years that were significantly greater than a comparison group made up of similar students selected from comparable schools.” (Steiner et al.)¹⁷ In addition, the longer students experience personalized learning practices, the greater their growth in achievement.

Student Goal Setting

Teachers and students will work jointly to create learning goals that connect the learning objectives (standards) with each student’s interests and learning style. Student goals will be fleshed out with timelines and strategies to reach these goals. Students will track their progress using our I CAN! Mastery Tracking Folders ([Click here to view](#) the I CAN! Mastery Tracking Folders). Timelines and activities will be created to give optimum learning experiences for the student’s educational success.

At VSCS, teachers will hold Personalized Learning Plan meetings at least three times throughout the year to partner with students and their parents in designing their education. Goals will be reviewed regularly through the use of bimonthly “tuning meetings,” where plans are adjusted to assist student success; new goals and plans will be created to move students along their personal learning path as quickly as possible. [Click here to view](#) the Q1 Personalized Learning Plan resources.

Small-Group Lessons

Children will receive direct instruction in small groups based on readiness for subject matter. These lessons will occur throughout work period sessions during which time the rest of the students are making progress on the activities and assignments set forth in their Work Map. [Click here to view](#) the Grade 1: ELA Unit Planner Template.

Integrated Curriculum

Lessons will be grounded in real-world relevance and will be integrated across the curriculum. In the elementary program, there will be no set times for subject instruction. Instead, students will be provided uninterrupted work periods for them to complete independent work assigned on their Work Map.

¹⁷Steiner, Elizabeth D., et al. “Continued Progress: Promising Evidence on Personalized Learning: Survey Results Addendum | RAND.” RAND Corporation, 10 November 2015, https://www.rand.org/pubs/research_reports/RR1365z2.html. Accessed 27 July 2022.

Freedom of Movement

Classrooms will be organized with many types of flexible seating (floor seating, high, low, soft, etc.). Children will be free to choose where and with whom they work as long as distractions are kept to a minimum.

Work Periods

To the extent possible, the schedule will be set so each class has a large block of time, between one and a half hours to three hours, to work and receive lessons. This will give children mostly uninterrupted time to get into a state of flow and explore subjects and concepts at a deep level.

Independent Learning

After direct-instruction lessons, children will complete independent follow-up work designed to foster mastery of concepts and skills. When the teacher is occupied with small group instruction, our Assistant Classroom Educators (“ACEs”) are available to support students in their independent work.

Caring Community

Teachers and students will work diligently to create a cooperative learning environment where children take care of each other and treat each other with the utmost respect. Community Circle time will begin each day and helps set a positive tone for learning. Optimistic Closures will end each day, providing a review of the day’s achievements, allowing students time to reflect, and building excitement for the next day’s learning. [Click here to view](#) Community Circle Prompts.

Time Management and Self-Awareness

Due to our unique classroom-based model, children will learn to manage their time between lessons, follow up on their work, and select their own interest-driven projects and learning activities with teacher collaboration. Their independent work selections will help them directly understand which activities further their learning and which activities are less effective in helping them learn. Tuning Meetings will provide an opportunity for students to reflect and analyze their progress with their teacher one-on-one.

Independent Personalized Materials

Springs has developed a varied set of hands-on and paper/pencil materials to support independent learning for every standard at every grade. Many of these activities use manipulatives. The use of manipulatives and visuals will allow children to grasp difficult abstract concepts through concrete materials.

Progress Tracker

Teacher and student will track progress together through the use of each child's Progress Tracker in addition to the VSCS online grade book, which will allow full communication between the classroom teacher, parent, and student. Benchmark assessments (called "Milestones") will be given in all core classes multiple times per year and will be stored electronically in the VSCS data warehousing system.

The Community is our Classroom

As a key part of our daily curriculum each semester, students and teachers will work together to create community-based learning projects where the student will work with various community members to bring solutions to community issues. Community members will be invited into the classrooms regularly to share their expertise and experience to enrich all students' education.

Parents will be invited to participate frequently in the school at various levels, whether it is by being their child's teacher at home, being involved in decision-making at the school, attending VSCS events, or cheerleading their children to victory in their extracurricular programs. In this way, our parents are an integral part of the learning community at VSCS. Events are also organized to bring awareness to the community about literacy and ways that they can participate in creating a better educational system for all children.

The COMMUNITY is our CLASSROOM

TK-5

- Community course instruction
- Field Trips
- Learning Centers
- Schoolwide events and activities
- Clubs and Co-ops
- Lego League

6-8

- Community service
- Small group classes
- Science Fair
- History Day
- Spelling Bee
- National Junior Honor Society
- California Junior Scholarship Federation

9-12

- Internships
- CTE classes and pathways
- Dual and concurrent enrollment at local community college
- Robotics
- National Honor Society
- California Scholarship Federation
- CIF Sports

Positive Attitudes

VSCS believes that a child's attitude about learning a particular subject significantly contributes to their success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason:

The Charter School uses a variety of diagnostic tools to accurately assess and place each child in the appropriate course and curriculum for their skills. The content is challenging, but not so challenging that it would cause the child to give up in frustration. Our goal is for children to spend most of the day in their Zone of Proximal Development ("ZPD").¹⁸ All students not only make progress on their personalized goals but also on grade-level content. All students take benchmark tests (called "Milestones") three times per year that test attainment of grade-level standards as per our pacing guide. This data is used to inform teacher lesson planning, small group instruction, and Multi-tiered systems of support intervention placement. [Click here to view](#) the Assessment Calendar.

The Charter School focuses on the goals of concept mastery within each discipline. Numerous research articles reinforce the need for mastery.¹⁹ Children are encouraged to keep working on a skill until it is mastered, and they are not penalized for multiple attempts at mastery. Once a skill is mastered, it is revisited regularly to ensure long-term retention of the learning. Springs has developed a robust variety of materials to support the entire continuum of skills for mastery based on the State Standards. These skills are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for true understanding of higher-level concepts, some students will begin their learning below their designated grade level. Our goal for students operating below grade level is to accelerate their learning through mastery and success.

The Charter School gives timely feedback to the student about their progress in such a way that the student will learn and grow from it. Students are actively involved in evaluating their own progress through bi-monthly, one-on-one meetings with their teacher. They are called upon to reflect—given tools such as rubrics, pre-assessments, and other means of identifying their strengths and areas for improvement—and are enabled to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help each child identify their own strengths and weaknesses in a particular task or topic. Aside from academic progress monitoring, students learn about themselves by developing their own personal learning profile and making changes to that profile as they grow, develop, and change their learning temperament and preferences.

¹⁸ R.A. Walker, in *International Encyclopedia of Education* (Third Edition), 2010

¹⁹ e.g., Pearson, Juliana and Flory, Michael. "Beyond Proficient: How Three Schools In Kentucky Implement Mastery Learning." July 2014. IRM-2014-U-008147



Our programs use a variety of instructional materials to teach key skills and concepts. These instructional materials support standards-based mastery and are used with flexibility according to individual student needs, interests, and strengths.

In any discussion of teaching, the first consideration is, “What do we value enough to teach with our heart and soul?”

For VSCS, this distills into three key concepts:

- (1) Personalized content,
- (2) Data-Driven Mastery learning, and
- (3) Student-driven process.

Personalized Content

At VSCS, we consider learning similar to the foundation and growth of a tree. There are three key components of our learning tree.

Tree Roots: Academic Foundational Concepts – Driven by the State Standards, these skills are the foundational requirements of literacy in our society which enables students to be successful in successive educational experiences. Using the State Standards for each subject and grade level, we have established student-friendly “I CAN!” standards ([Click here to view](#) Grade 1 ELA Pacing Guide and I CANS! sample. [Click here to view](#) Grade 5 Math Pacing Guide and I CAN! sample) which ALL students are expected to achieve mastery (although they may master these on their own individual timeline.)

Tree Trunk: Learning Skills – At VSCS, we believe a lifelong learner is someone who not only seeks out learning experiences due to curiosity but who also has the skills necessary to learn independently. This requires students to receive explicit instruction in learning strategies, have the opportunity to practice learning on their own, and ultimately take ownership and be fully engaged in their learning process. Our students understand their individual, best learning preferences and have the ability to think reflectively about their learning process. We believe in providing students with both Power Tools (research-proven strategies for learning) and Habits of Success for them to use to aid the learning of any subject—anywhere and anytime.

Tree Branches: Personalized Student-Driven Applied Knowledge – In order to foster curiosity, our students are allowed to explore areas of interest within each discipline. Content that is only taught “a mile wide and an inch deep” is unlikely to spark curiosity in students. Students are given meaningful, interesting personalized assignments and projects that allow them to choose to pursue certain aspects of the curriculum in a targeted and deep way.

Many schools focus only on the roots, hoping that the rest will flourish naturally without explicit instruction. VSCS believes our mission is to foster curiosity and enable lifelong learning for every student. This means that we ensure our curriculum teaches and reinforces these skills in a spiral way beginning in kindergarten.

Data-Driven Mastery Learning

Springs steers through personalized learning through our data-driven Mastery Learning Wheel process used at every level with increasing complexity that is age and ability appropriate.

The Data-Driven Mastery Learning Wheel includes seven stages:

1. *Set personalized learning goals:*

The teacher begins by reviewing diagnostic assessment data, mastery quiz data, and observations with the child to determine appropriate academic skills to select. Teachers lead students through a series of questions designed to get them thinking strategically and analytically. Teachers ensure that students know how to write a “SMART” goal—one that is specific, measurable, attainable, relevant, and time-based.

2. *Make a plan with tasks and strategies to reach goals:*

Students need the teacher’s guidance to develop clear and simple strategies for learning. Therefore, they are encouraged to select a variety of learning activities to complete their plan. The strategies align with and build on students’ learning preferences, their capacity for independent learning, their personal characteristics, and the specific learning goals they set. This plan also encourages students to determine any known or unforeseen challenges they may encounter through their learning process. [Click here to view](#) the Holistic View of Learners Resource.

3. *Learn the content:*

Work the plan. This portion of the process includes both teacher-delivered instruction and independent learning activities including online lessons, textbook learning, center activities, and independently completed paper-and-pencil activities. All “Learn” activities should be paired with a “try” activity for accountability and effort tracking. Teachers also provide daily feedback that is relevant and encourages critical thinking that will ultimately assist students on the journey to mastery.

4. *Try:*

Assess and track progress. Students complete learning activities and track progress in their folders. Students are also given opportunities to redo in order for them to demonstrate higher levels of mastery.

5. *Reflect:*

Teachers and students participate in tuning meetings at least bi-monthly where progress is reviewed and assignments are honed. These meetings provide a space for collaboration where teachers can support students' SMART goals and make informed decisions on pace, amount of practice, and further self-reflection strategies.

6. *Prove (summative assessment):*

When the student believes they have mastered the skill, they complete the mastery quiz or assignment related to the I CAN! topic. Mastery quizzes are created through the use of a valid and reliable test bank such as i-Ready or Mastery Connect.

7. *Celebrate:*

Celebrate success, discuss obstacles, and develop new goals.



Data-Driven Mastery Learning

Data-driven mastery learning builds a culture of effort and success. All students have the opportunity to succeed when their goals are created based on their individual test data, their interests, and their learning preferences. Data-driven instruction yields maximum results for typically underperforming

populations due to its focus on continuous improvement. Students are encouraged to have a growth mindset and are expected to sometimes require multiple opportunities to master a skill through focused reteaching and practice. When teachers make decisions based on data, and employ focused small-group lessons and personalized work maps, students do not waste time and are not bored or frustrated. Students spend more time in their zone of proximal development and can make rapid progress. Bimonthly student/teacher tuning meetings help clarify learning for the students and make the work time more effective. [Click here to view](#) the Tuning Meeting Form 2nd Grade.

Learner-Driven Process: Classroom-Based

There is a balance in Springs' classroom schedules between direct instruction and hands-on independent work periods. Most work blocks begin with a whole-class mini-lesson that is engaging, supported, and data-driven. This whole-class lesson ensures that all students are exposed to the grade-level standards on a daily basis, even if their independent work is either below that level or above. Students then begin their independent work. Students collaborate with the teacher to create a Mastery Learning Plan ("MLP") for the trimester and select mastery activities for their Paths to Mastery for each identified standard. The teacher (with the student for upper grades) then develops personalized weekly "Work Maps" that the student uses to guide and direct their independent work each day. Students are taught the process of completing work and getting feedback on that work, tracking their progress before moving on to new activities based on their work map assignments, and how to get help when they get stuck. Some work map assignments will be independent and others will be partner activities.

In a Springs' classroom, students are never "done early" and waiting for their peers. Instead, our students will have a list of important and focused personalized work to build their skills and meet their goals. Students are encouraged to get into a state of flow in their learning, and whenever possible are allowed to complete their projects instead of being required to stop, put their work away, and start on something different.

Teachers pull flexible small groups based on their skill mastery and academic needs. Students also have the option to sign up for a lesson in a certain area when they feel they need more support. In our model, students may get significantly more direct instruction in small groups than other students according to need. Teachers and Assistant Classroom Educators ensure that students complete adequate work daily and that they are making the best use of their time.

Learner-Driven Process: All Students

VSCS believes that our mission is to foster curiosity and enable lifelong learning for *every* student.

Learner-Driven means we believe that each learner must develop "agency" to control their own learning in a positive and proactive way. In order to do this, each child must be aware of their learning

preferences, strengths, and challenges. Students are allowed to make choices about how, when, where, what, and with whom they learn best. As they grow, teachers release control of their learning to them so they can become self-directed, self-regulated learners who are able to monitor and adjust their own learning process.

VSCS teachers will create the conditions and teach specific behaviors and strategies to help students grow to be active drivers of their learning. Student strategies look different based on the age and capabilities of each child. For example, a first-grade student might want to be able to go all the way across the monkey bars or tie their shoes independently. An older child might want to learn to begin an internship program or master a musical instrument. We work with all students to track and monitor their own data and growth.

Springs Learner-Driven Elements

Voice: Provide opportunities for students to share their opinions, ideas, and preferences.

Choice: The goal of choice is to ultimately have learners make decisions about how they want to learn, practice, and demonstrate mastery, but this can be confusing for students just getting started. We begin by offering scaffolded opportunities for learners to choose from a menu or selection of activities.

Engagement or “flow” in learning: This is more than simply “on task” behavior. Students who are truly engaged find passion and purpose in the activity, are excited to plan to share the learning, are motivated intrinsically, and are able to self-regulate and make responsible learning choices.

Ownership: Students are invested in their learning. They pursue their interests and passions in creative ways. They self-monitor and track their own goals. They plan and decide when and how to demonstrate their learning through exhibitions, student-led conferences, or portfolios.

Self-Efficacy: Students must build self-confidence so that they can move from being passive receivers of learning to active drivers of learning. Drivers know where they are beginning and have a destination for where they want to end up. They have a purpose in their activities and make plans. Springs’ students are supported to embrace challenges, view mistakes as learning opportunities, and move out of their comfort zone to accomplish their goals.

VSCS has the highest expectations with mastery being at the forefront for all students. Grades are minimized, multiple attempts at mastery are expected and encouraged, and a culture of effort is established. The charter understands that the demographics of the county bring various needs and challenges. The sections located below outline the charter’s plans for students who are academically high achieving, academically low achieving, students with IEPs, students with 504 Plans, and English Learners. There are also references throughout the petition regarding how VSCS serves foster and homeless youth. Furthermore, students in typically underperforming subgroups receive a personalized education that is specifically focused on their learning needs, aligned with their learning preferences, and reflective of the specific interests of different learners, across learning objectives, content, and

instructional methods.

“Although there is not yet one shared definition of personalized learning, leading practitioners in the field generally look for the following:

- (1) systems and approaches that accelerate and deepen student learning by tailoring instruction to each student’s individual needs, skills, and interests;
- (2) a variety of rich learning experiences that collectively prepare students for success in college and the career of their choice; and
- (3) teachers’ integral role in student learning: designing and managing the learning environment, leading instruction, and providing students with expert guidance and support to help them take increasing ownership of their learning.” (Redding 3-18²⁰; Steiner et al.²¹)

Personalized Learning is proven to be a powerful strategy to close achievement gaps and to increase achievement in all students in numerous studies. From 2013 to 2015, the Bill and Melinda Gates Foundation studied 62 schools totaling 11,000 students. All used a schoolwide personalized learning approach. The results show that personalized learning is effective; study schools had an overall 11% average increase in student achievement in Math and an 8% increase in ELA. (Steiner et al.²²)

VSCS uses the LMS, along with the student information system, to provide an up-to-date record of each student’s academic and behavioral progress. Springs’ students attend an intentional school environment that begins with the end in mind. Two key goals we have for young people are for them to become independent, competent adults who are lifelong learners. All scheduling and curriculum decisions at Springs are made with these goals in mind.

Students track daily progress in their progress folders and reflect on what worked and what needed changing. When they identify that they’re ready to prove their mastery of a particular skill, they will ask to take a mastery quiz for that standard. Students who pass the mastery quiz will move on to the next skill, but they understand that they aren’t done with that skill after only one quiz. The mastery quiz, along with milestone assessments, performance tasks, other authentic assessments, and teacher observation will all be used to double and triple-check that the student has mastered the skill.

All materials and teaching methods used for English, math, science, and history support the learning of the California Academic State Standards. All curricula will be vetted and thoroughly chosen by a

²⁰Redding, S. (2016). Competencies and personalized learning. In M. Murphy, S. Redding, & J. Twyman (Eds.), Handbook on personalized learning for states, districts, and schools (pp. 3–18). Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from www.centeril.org.

²¹ Pane, John, F. Steiner, Elizabeth D. Baird, Matthew D. Hamilton, Laura S. (2015) Promising Evidence on Personalized Learning, Continued Progress, Rand Corporation funded by Bill and Melinda Gates Foundation, <https://k12education.gatesfoundation.org/download/?Num=2342&filename=GatesContinuedProgress-Nov13.pdf>.

²² Pane, John F. Steiner, Elizabeth D. Baird, Matthew D. Hamilton, Laura S. Promising Evidence on Personalized Learning, Continued Progress, Rand Corporation funded by Bill and Melinda Gates Foundation, <https://k12education.gatesfoundation.org/download/?Num=2342&filename=GatesContinuedProgress-Nov13.pdf>.

committee of experts, including administrators, teachers, and other specialized staff, in order to ensure the best possible choice for the Springs model. The California Academic State Standards are focused on higher-level thinking skills, which can be taught through many teaching and curricular materials.

Voice and Choice

Students in upper elementary through middle school participate in self-selected arts elective classes. These classes are facilitated by our core-credentialed teachers based on their own interests, as well as the interests of the students. Classes may include options such as chess, robotics, drumline, watercolor art, (these are meant as examples and change every quarter) as well as many others. The instructor of that course guides students in exploring and documenting their learning in an individual interest area, enfolded as many related California State Standards as possible to ensure rigor and relevance. Skills from the arts (dance, music, theater, and the visual arts) are integrated with other core subjects as much as possible. We place an emphasis on project-based learning and arts integration. Both approaches are highly effective in engaging and motivating students. It supports academic achievement and improved social behavior of students while enhancing school climate and parental involvement. Similarly, arts instruction is deepened through integration of content from the other subject areas. It enlivens the teaching and learning experience for entire school communities. The arts are also taught as discrete elective courses.

VSCS provides significant time and focus on arts education. Art is the finest expression of the human condition. It increases motivation for students and is positively correlated with academic achievement and closing the achievement gap. Research studies identify improvements in student behaviors such as self-regulation, focus, tenacity, and leadership (Rabkin²³). These characteristics have positive effects on student learning. The specific skills learned in music class transfer to other academic subjects including mathematics, literature, and foreign languages (Eason and Johnson²⁴). Mastering an instrument helps students to understand in a visual and auditory way the progress they can make over time, and it helps to build confidence. A substantial body of literature finds that students enrolled in a comprehensive arts curriculum achieve higher scores on standardized assessments, specifically math, science, and

²³ Babbkin, Nick. Critical Links: A New Compendium of Research, Grantmakers in the Arts, Published Fall 2002, <https://www.giarts.org/connections-between-education-arts-and-student-achievement>.

²⁴ Eason, Becky J.A. Johnson, Christopher M. Music Makes Us Baseline Research Report, Metro Nashville Public Schools, <https://www.artsedsearch.org/study/prelude-music-makes-us-baseline-research-report/>

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English subtests on proficiency exams (Eason and Johnson (Johnson and Memmott 293-307²⁵; Fitzpatrick 2006²⁶; Kinney and Forsythe 35-48²⁷).



Emphasizing the Process of Learning

Students are expected to complete high-quality work, but our focus is as much on the learning process as it is on the product. Our teachers use metacognitive strategies to model the process of learning for students. In addition, we explicitly teach 15 powerful learning strategies to all grade levels to help students understand how learning occurs and how to manage independent learning tasks.

Fostering Individual Growth and Community Building

Students develop their communication and leadership skills as they work together to raise questions, solve problems, and build a cohesive, productive learning community. An emphasis is put on ensuring our classroom environments are comfortable and inviting. Students need to feel safe and empowered in order to take risks necessary for learning and for growth to occur.

Building a Strong Home/School Connection

VSCS teachers support and encourage a strong connection between learning at home and at school, which positively influences students' attitudes and achievements. Teachers are in constant contact with

²⁵ Johnson, Christopher & Mermott, Jenny. "Examination of Relationships between Participation in School Music Programs of Differing Quality and Standardized Test Results" Journal of Educational Research in Music, Dec. 1, 2006.

<https://journals.sagepub.com/doi/10.1177/002242940605400403>

²⁶ Fitzpatrick, Kate. "The Effect of Instrumental Music Participation and Socioeconomic Status on Ohio Fourth-, Sixth-, and Ninth-Grade Proficiency Test Performance" Journal of Research in Music Education. April 1, 2006.

<https://journals.sagepub.com/doi/10.1177/002242940605400106>

²⁷ Kinney, Darryl & Forsythe, Jene. "The Effects of the Arts IMPACT Curriculum Upon Student Performance on the Ohio Fourth-Grade Proficiency Test" Bulletin of the Council for Research in Music Education, 2005.

parents through our online Learning Management System, gradebook, email, telephone, conferences, and written or in-person check-ins. Staff readily make themselves available to parents, as their schedules allow, and share the belief that strong communication is vital to create partnerships with parents and work as a team for each child's education.

Personalized Learning Curriculum

The State Standards are the foundation for Springs' I CAN! Statements, which are the basis for all goal-setting and learning at VSCS. Our academic plan for English Language Arts is focused on rigorous literacy and critical thinking. Our comprehensive literacy approach ensures that students receive scientific, research-based reading methods in K-3rd grades with a focus on phonemic awareness, phonics, and fluency. In upper elementary and middle school, students focus on regular practice with complex text and academic vocabulary. Reading and writing are supported by evidence from the text. Springs builds vocabulary and content knowledge through hands-on experiential learning and rich literature, listening centers, drama, and other meaningful experiences.

Computer Utilization

VSCS is a one-to-one device school program, where each student is assigned a Chromebook or similar device. This device is used to complete certain assignments, upload work, communicate with parents and teachers, and computer-aided learning that is personalized, adaptive and supportive. The devices are used by students for some time each school day, and they are sent home to support practice at home.

Springs incorporates the use of adaptive computer learning software to provide targeted reinforcement and variety to each student's independent work time. At no time will computer-aided instruction be the "stand-alone" method for learning a particular content standard or skill. Rather it is used to provide another tool for learning. Brain research is clear that novelty aids learning. To ensure we maximize every minute of the school day, students must neither be bored nor frustrated. Computer-aided learning helps target that "just right" learning zone - the Zone of Proximal Development - that helps all students succeed and grow. Students who are experiencing success continue to make an effort, which helps to close achievement gaps in math and reading. Our blended learning activities, along with "hands-on" centers, allow independent personalized instruction to continue while teachers work with students in small groups.

Power Tools

VSCS will teach all students fifteen powerful strategies for independent lifelong learning, called Power Tools.

The Springs Power Tools are fifteen learning strategies designed to help students become independent learners. The Power Tools are useful before, during, and after reading and reinforce literacy skills in all

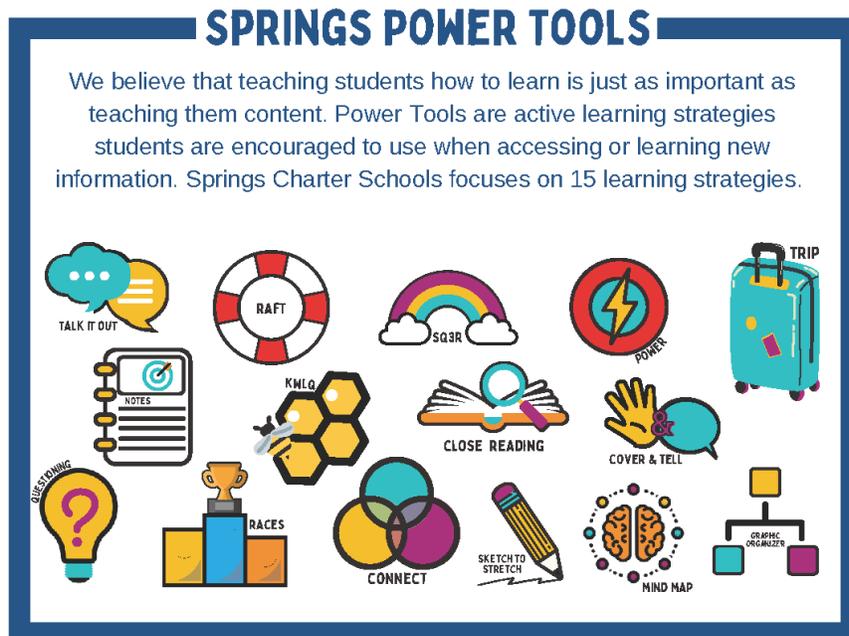
subjects and grades. The tools help students access new and difficult assignments independently. The Power Tools are strategies that are used to develop critical thinking and authentic application of knowledge.

Critical thinking skills allow students to be able to make reasoned and informed decisions and take purposeful actions and it is imperative that schools help build these skills in all students.

Our goal is not only to provide parents and teachers the top strategies, but also to ensure that students have the resources to be independent learners and are college and career ready.

These research-based literacy development strategies are

RACES, Sketch-to-Stretch, Connect, Graphic Organizers, Talk It Out, KWLQ, Cover and Tell, POWER Writing, Notes, RAFT, Mind Maps, Close Reading, TRIP (Tie, Repetition, Imagery, & Pattern), Questioning, SQ3R (Survey, Question, Read, Recite, & Review). [Click here to view](#) more information about Power Tools.



Plan for Students who are Academically High Achieving

Students who are academically high achieving are those who are working independently a minimum of one grade level above grade-level standards.

1) Identification

High achieving students will be identified through the following criteria: Two or more years of scoring standards exceeded on the standardized test instrument, and/or through classroom report cards indicating excellent work, and/or through placement test results including assessments from previous school(s), and/or through teacher recommendations.

2) Parent Notification and Involvement

Vista Springs Charter School (VSCS) partners closely with parents/guardians to support high-achieving students. Families are informed through written reports of assessment results, counselor meetings, and academic planning sessions. VSCS assists parents through academic screening, counseling, and curriculum choices to support high achieving students. The Charter School shall provide regular written notifications of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans are created in collaboration with parents/guardians and students based on the assessment results so that strengths can be built upon and difficulties addressed.

High-achieving students at VSCS benefit from differentiated instruction, tailored to their learning profiles and interests. Supports and opportunities include:

- Access to next grade-level coursework upon mastery of current standards.
- High-interest enrichment projects and independent study options.
- Honors-level, UC a–g approved courses.
- Advanced online classes in areas of student interest.
- Early college opportunities through concurrent and dual enrollment with local community colleges.
- Leadership opportunities, mentorships, and project-based learning that allow for deeper exploration of subject matter.

The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Because the staff of VSCS understand that bright students often have academic gain “sprints,” students who have mastered their grade level standards will be encouraged to study the next grade level designation. Great care will be taken before deciding to accelerate students, either academically

or through a grade level change. Personalized learning allows students who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas.

3) Supports

VSCS believes that differentiation is the key to success with high achieving students. VSCS teachers will differentiate content, process, or product according to students' academic level and learning profile. High achieving students will be provided with opportunities such as the next grade-level's coursework, high-interest independent study enrichment projects, access to advanced online classes, time and access to concurrent or dual enrollment classes offered at the community college.

Plan for Students who are Academically Low Achieving

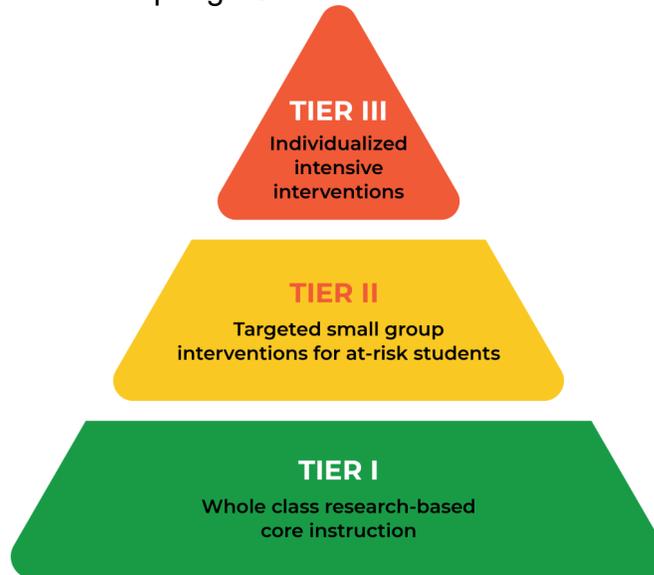
VSCS believes that both the confidence and the motivation to learn are fostered by providing the student with curriculum appropriate for their current grade level with supplemental and strategic support based on individual student need to support growth and close achievement gaps. The pace and rigor of learning adjusts to challenge and engage their full potential. In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning plan. Vista Springs Charter School is designed to provide a rigorous and personalized school experience within each student's familial culture and support. Vista Springs Charter's community of leaders, teachers, students, families, and public will collaborate to ensure that all students are growing and achieving.

1. Identification

Students will be assessed upon enrollment to VSCS to identify their level of proficiency in reading, writing, language usage, and mathematics. With the information from these formative and diagnostic assessments, in addition to information from both the parent and the student about the student's history, attitudes, and interests, a personalized learning plan will be developed to meet the individual needs of each student and to optimize the student's chance for success.

Universal screening is a diagnostic assessment used to identify students' areas of strength and growth, to set stretch goals, increase achievement rates, close opportunity gaps, and ensure the target of more than one year of growth is achieved, with appropriate support provided at school, in the classroom, and for the student.. The key feature in a screening measure is the accuracy in identifying a student as "at promise" or not "at promise." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into our multi-tiered systems of support (Tier I, Tier II and Tier III).

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Universal screening measures for all VSCS students:

1. Amplify mClass Early literacy Screener for Kindergarten through second grade
2. i-Ready for grades third through 12
3. State Test, including CAASPP
4. Curriculum-based assessments that are part of the student's instructional program
5. Teacher and parent observation, student work samples
6. Early Warning System report including behavior incidents, grades and attendance

2. Parent Notification and Involvement

Both the administration and teachers will communicate with parents of low-achieving students in a responsive and timely manner, as laid out in our Multi-Tiered System of Support process ([click here to view](#) our MTSS Handbook). The "Teacher of Record" ("TOR") will be the main point of contact between family and the Charter School. TORs will communicate with parents both formally and informally, in person, through email and by phone. TORs assess progress toward personalized learning plan and work progress each month with the student at the regular home-based meeting or during a tuning meeting, and during personalized individual student conferences. Students with less than 70% of work completion are identified for additional support and more frequent one on one check ins.

The teacher will remain in close contact with the family and will propose any alterations to the plan that may appear necessary as the student moves forward. If a student is not making sufficient progress via the personalized Learning Plan review, the teacher will meet with the

parent(s) and student to discuss the situation and advise them on how to better achieve and support learning.

3. Supports

VSCS's philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly-scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or TOR observation, interventions to the curriculum and/or instructional delivery will be discussed. Here are some strategies to begin discussions in personalization of the individual needs of each student:

a. Increase Time and Intensity

Time spent daily in ELA and math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First-through-third grade students should spend two-and-a-half to three hours per day in ELA and 45 minutes to one hour of math each day. Fourth-through-eighth grade students should spend two hours per day in ELA and one hour in math per day. High school students should spend one hour per academic day in each enrolled course.

Consider the following strategies to increase time and intensity when there is a concern in academic progress:

- Time: provide more direct instruction and learning time with shorter assignments
- Time of day: schedule assignments at optimal time for the student's maximum performance (e.g. math assignments after PE, in the morning, or after medication)
- Breaks (specify the number and length of breaks for students, during the performance of assignments)
- Multiple days (provide an assignment in sections over two-or-more days (e.g. one section or question of the task per day)
- Multiple time segments - provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon).
- Timelines and daily check lists provided to students to assist them in pacing their work

b. Supplemental Resources

We include supplemental resources in every discussion of the personalized learning plan. VSCS has supplemental resources available for all students. Below are the current resources used by Vista Springs and they may be changed periodically based on student needs, curriculum updates, etc.

- ST math is an online resource that provides student choice in assignments for the learning session.
- Ready Math Toolbox provides sequential lessons to support teachers in small group direct instruction to support foundational skills development.
- Reading Plus offers ELA materials in reading, vocabulary, comprehension, fluency and assessment. Resources can be accessed using the student's chromebook and printable materials are used during small group or one on one direct instruction lessons, aligned to the independent or instructional level of the student.
- Lexia offers supplemental support at the child's level and adjusts based on mastery of the early foundational reading skills. It is an independent computer based program the child can access using the chromebook. Printable lessons are used to provide direct explicit instruction in foundational skills during small groups or one on one instruction aligned to the students ability level.
- Raz Kids offers additional practice reading at the child's independent level to build confidence, fluency and reading comprehension
- Read Naturally is a support used during small group instruction to build reading fluency and comprehension skills
- Essentials is an intensive resource and can count for a high school credit, as it prepares students for the necessary skills aligned to Algebra I... This course is offered through Canvas and is supported by a course teacher.
- Core Workshops at the student centers are a great way to increase direct instruction time.
- I CAN!s are concept-based resources that provide a pre-test, resources to master the concept, and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress-monitoring tool.
- i-Ready Intervention Tools systematically teaches foundational skills using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.
- eNvision Math builds deep conceptual understanding through problem-based learning and visual learning. The program uses a combination of hands-on activities, real-world scenarios, and digital resources on the Savvas Realize platform, allowing

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for personalized learning experiences and flexible instruction in print or digital
formats

4. Ongoing Evaluation

Progress monitoring assessments provide continuous feedback about the effectiveness of the instructional program and the student's achievement. i-Ready is the tool VSCS will use for Tier I progress monitoring. For Tiers II and III more frequent progress monitoring occurs using mClass reading and math for kindergarten through fifth grade and EasyCBM assessments are provided in reading and math for sixth grade through tenth grade as well as observations and evidence of progress toward a specific goal. I CAN!s will also be used as a progress monitoring tool.

We believe it is imperative to monitor a student's progress on a frequent and consistent basis in order to ensure the following:

- Continuous feedback on the effectiveness of a specific instructional intervention
- A system for accountability for student achievement
- Data on student progress, which assists teachers in making data based decisions regarding the need
- Current instructional strategies
- Graphic displays of a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

Special Education

VSCS shall serve the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, children with disabilities. For the complete Special Education Procedural Manual, ([click here to view](#) the Special Education Case Management Handbook).

Overview

Vista Springs Charter School is committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. Policies, procedures, and guidelines are in place to ensure that students being referred for and/or enrolled in special education program services receive a free appropriate public education (“FAPE”), in the least restrictive environment (“LRE”). Vista Springs Charter School follows the guidelines and procedures set forth in accordance with all State and Federal laws.

VSCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA. VSCS shall participate as a local educational agency (“LEA”) in a Special Education Local Plan Area (“SELPA”) approved by the State Board of Education in accordance with Education Code Section 47641(a) and will receive state and federal revenues directly, in accordance with the SELPA’s allocation plan. VSCS is a member of the El Dorado County Charter SELPA. [Click this link to view](#) the El Dorado SELPA letter of support.

VSCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

VSCS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. VSCS may also provide related services by hiring credentialed or licensed providers through Non-Public Agencies (“NPA”).

VSCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by VSCS shall be accessible for all students with disabilities.

Services for Students under the “IDEA”

VSCS provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

VSCS will provide services for special education students enrolled in VSCS. VSCS will follow SELPA policies and procedures and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, for responding to record requests and

parent complaints, and for maintaining the confidentiality of pupil records. VSCS will be exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification, and implementation).

All students with disabilities will be fully integrated into the programs of VSCS with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending VSCS is properly identified, assessed, and provided with necessary services and supports. VSCS will meet all the requirements mandated within a student’s IEP.

Staffing

All special education services at VSCS will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. VSCS staff shall participate in in-service training relating to special education by the SELPA or VSCS.

Operating within all legally mandated timelines, VSCS will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and related service providers including, without limitation, speech therapists, occupational therapists, behavioral therapists, psychologists. VSCS shall ensure that all special education staff hired by VSCS are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law.

Assessments shall be conducted to address all suspected areas of disability including, but not limited to: academic achievement, social/adaptive/behavioral/emotional, processing, perceptual/motor development, communication development, cognitive development, health/development, and post-secondary transition. Assessment measures will include formal and informal assessments including interviews and observations.

Parents/guardians of any student referred for assessment must give their written consent for the school to administer the assessment. Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel, and in accordance with any instructions provided by the producer of the assessments. Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory. Assessments

will be delivered in the student's primary language, and a qualified interpreter will be provided if needed. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability. The assessment will be completed and an initial IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

Identification and Referral

VSCS provides for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the general instructional program (Education Code Section 56302). Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents/guardians will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents/guardians may also contact their child's teacher or school site administrator with concerns about their child's academic or behavioral performance.

Concerns may be addressed in a MTSS meeting. This meeting may be initiated by school staff or parents/guardians/students. During the MTSS meeting, the team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

A parent request for assessment starts the assessment process and VSCS must respond in writing within 15 days. The Director of Special Education or designee will notify the MTSS Team of the parent/guardian's request. VSCS will hold a meeting within 10 days to address the parent/guardian's concerns and determine if an assessment is required. If so, the parent/guardian will receive a written Assessment Plan within 15 days. Assessment Plan and Prior Written Notice ("PWN") will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. The parent will be given at least 15 days to provide written consent. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized (Education Code Section 56303). The assessment will be completed and an initial IEP meeting held within 60 days of receipt of the parent's written consent for assessment. If assessment is not required, the parent/guardian will be provided with a Prior Written Notice (PWN) indicating denial of request within 15 days of the request.

If a student enrolls, and has an existing IEP, the Charter School will send notification within five days and hold an IEP meeting within 30 days.

IEP Meetings

VSCS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. VSCS shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the VSCS designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; the parent/guardian; and other VSCS representatives who are knowledgeable about the regular education program at VSCS and/or about the student. VSCS shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, special education teacher, and behavior specialist, and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

VSCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible VSCS students in the least restrictive environment in accordance with the policies and procedures of the Charter School and requirements of State and Federal law. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals shall be developed.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan ("ITP") is required at the appropriate age
- When VSCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of their disability

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting their needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, VSCS will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

IEP Implementation

VSCS shall ensure that all progress reporting complies with state and local guidelines. VSCS shall be responsible for implementation of IEPs and supervision of services. VSCS shall provide the parents with timely reports on the student's progress as provided in the student's IEP, as frequently as progress reports are provided for VSCS's non-special education students, which is at least once during each academic term. VSCS shall also provide all home-based coordination and information to the parent/guardian each semester. VSCS shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations. All special education services and supports shall be developed to ensure students receive a free, appropriate education in the least restrictive environment.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll during the school year in VSCS from another school district with a current IEP, VSCS shall implement comparable services in accordance with the most recent agreed-upon and implemented IEP from previous school district to the extent practicable or as otherwise agreed between VSCS and the parent/guardian. VSCS will conduct an Interim IEP meeting within 30 calendar days. Prior to such meeting and pending agreement on a new IEP, VSCS shall implement the existing IEP at VSCS, to the extent practicable or as otherwise agreed between VSCS and the parent/guardian.

Non-Public School Placements/Non-Public Agencies

VSCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. VSCS shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with applicable law.

Non-Discrimination

It is understood and agreed that all children will have access to VSCS, and no student shall be denied admission nor counseled out of VSCS due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Procedural Safeguards and Parent/Guardian Complaints

VSCS shall adopt policies and procedures for responding to parental concerns or complaints related to special education services in accordance with applicable law. Parents/guardians of students with IEPs must provide written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. VSCS will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions at least once per year. VSCS will utilize the Notice of Procedural Safeguards used by the El Dorado County Charter SELPA.

VSCS shall receive any concerns raised by parents/guardians regarding related services and rights. VSCS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. An IEP meeting will be scheduled if necessary to address the parent complaint. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. VSCS shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office for Civil Rights, or any other agency.

Dispute Resolution

VSCS may initiate a due process hearing or request for mediation with respect to a student enrolled in VSCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, VSCS shall defend the case. In the event that VSCS determines that legal representation is needed, it shall select appropriate legal counsel.

SELPA Representation

VSCS understands that it shall represent itself at all SELPA meetings.

Funding

VSCS understands that it will be subject to the allocation plan of the SELPA.

Section 504

Section 504 of the Rehabilitation Act

VSCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of VSCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by VSCS's 504 Coordinator or other designated staff and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not qualify to receive services is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the

504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have accommodation needs under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by VSCS's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that she or he review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

English Learners

VSCS will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

VSCS complies with all applicable federal and state laws concerning services and the education of EL students. VSCS shall adopt policies and procedures ensuring the:

- Identification of EL students
- Development of a program designed to provide assistance to EL students
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

Under the management of the Superintendent, VSCS takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire Crosscultural, Language, and Academic Development (“CLAD”) and Bilingual, Crosscultural, Language and Academic Development (“BCLAD”) teachers. Teachers not currently authorized but who are serving EL students shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Superintendent, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Home Language Survey

VSCS will administer the home language survey upon a student’s initial enrollment in a California public school (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be ELPAC tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

VSCS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassified students must be monitored for a period of at least four years following reclassification. The Coordinator of EL services and the Assistant Superintendent of Education Services will supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measure scores, teacher assessments, and observations to semi-annually monitor the progress of Reclassified Fluent English Proficient (“RFEP”) students for a period no less than four years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including but not limited to, all of the following:

- 1) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC

- 2) Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- 3) Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- 4) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

Parent Notification and Involvement

The Charter School shall send a notification of the results of English proficiency assessments to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and in the pupil's primary language. In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood. Parents/guardians also shall be notified of the results of any reassessments. Before pupils are enrolled in a program for English learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian.

Strategies for English Learner Instruction and Intervention

VSCS will create an environment in which non-English speaking families feel supported and welcomed. VSCS will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language. All meetings that involve parents or other members of the community will offer the appropriate translation services as needed.

Teachers will engage in best practices to support ELs, with the specific strategy modified according to the need of the student and the program in which the student is enrolled. In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, and peer support, and after-school study halls. In home-based programs, students will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, Canvas, and Adobe Connect, which allows students to connect with their credentialed teacher

via a virtual platform. In addition, face-to-face instruction with a CLAD or BCLAD certificated instructor will occur each week.

VSCS staff will continue to receive professional development in Specially Designed Academic Instruction in English (“SDAIE”) as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

These practices include, but are not limited to project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pullout instruction with a focus on academic language acquisition, after-school support, and tutoring.

In addition, the VSCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs. Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

During these meetings, all students classified as EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL – Core: students who are recent English learners or immigrants and will benefit most from strategies specifically directed at transitioning them to English
- EL – Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL – With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that SSR is used to raise their reading fluency.

Monitoring and Ongoing Evaluation of Program Effectiveness

EL Students will be assessed on English language proficiency level in the fall and the spring annually. The EL Coordinator administers and reports ELPAC results to staff and monitors and supports reclassification of ELs on a continuous basis. ELA lead staff coordinates/conducts EL professional development, administers ELPAC assessments, coordinates additional EL interventions, and supports all content areas with EL strategies. Finally, the administration monitors teacher qualifications for legal compliance and the availability of adequate resources.

VSCS's evaluation for the program effectiveness for ELs includes:

- 1) Adhering to VSCS-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress
- 2) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
- 3) Monitoring of student identification and placement
- 4) Monitoring of parental program choice options
- 5) Monitoring of availability of adequate resources

English Learner Advisory Committee

When there are 21 or more English learners at VSCS, a parent/guardian English Learner Advisory Committee ("ELAC") shall be maintained to serve the advisory functions specified in law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school. ELAC has four legal responsibilities that are the focus of their work. They must advise the Charter School and staff on the following:

- Development or revision of a master plan for English learner education for the individual school
- Development of the Charter School's needs assessment
- Administration of the Charter School's annual language census
- Ways to make parents aware of the importance of regular school attendance

English Language Development

Each English Learner will receive (at minimum) 60 minutes of ELD instruction each school day; instruction will be personalized to the English proficiency level of the student. [Click here to view](#) the ELD Master plan that includes a variety of materials and strategies shall be used to support students in reaching mastery in all areas of ELA.

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Programs will include but are not limited to:

- Small-group student rotations created to emphasize academic vocabulary comprehension and usage. Cross-age groups of students working together on thematic units that will increase oral language skills, reading skills, and writing skills designed to build English proficiency for students who are second language learners. Units of Study will be created with the interest of students as a primary focus. The integration of academic vocabulary, social language functions, literacy skills, writing forms, and grammar will all work together to build English language proficiency for the student.
- Play-Based Kindergarten: Vista Springs Charter School will integrate a nurturing, developmental, play-based learning kindergarten program focusing on language development for all children. Play-based learning is a term that embraces two approaches simultaneously. One is that children are given ample time to carry their own ideas into play (with assistance from teachers and Assistant Classroom Educators as needed). The other is that their knowledge of the world has been enriched through appropriate content offered in interesting and experiential ways by their teachers. This can include reading books, storytelling, puppetry, music, and the arts, as well as the encouragement of hands-on activities and exploration of nature. The children's own play and the content offered by teachers shall enhance one another.

"Play is a child's life and the means by which he comes to understand the world he lives in."
Susan Isaacs, Social Development in Young Children

Researchers report that other kinds of play, particularly make-believe, include rich opportunities to use language and literacy. Several studies have demonstrated that play inspires children to use more frequent and complex oral language. In play, children tend to speak longer, more syntactically complex sentences and use more words.¹¹ Through play, children learn to delay gratification, take turns, negotiate with peers, solve problems, cope with disappointment, listen to others, and empathize. Imaginative play in kindergarten requires planning, higher-level thinking, cognitive skills, math skills, and language skills. If given sufficient time for sustained imaginative play, that group of kids will use anything they can find to set up the restaurant, advertise, and create some form of currency for their customers. That is an exceptional and comprehensive level of learning.

- ST Math is a computer-based math program that meets students at their level and teaches them foundational math skills that align with the State Standards. ST Math is a program that is beneficial for all of our students but is particularly helpful to ELL students because it is strictly concept-based and does not rely at all on language to understand and learn from the program. Since ST Math does not rely on language for math success, it allows students struggling with the English language to learn math by understanding concepts through visual problem-solving.

Being conceptually and visually based, the skills are taught strictly through modeling and trial and error.

Charter School Goals and Actions to Achieve the Eight State Priorities

Local Control and Accountability Plan

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

[Click here to view](#) the current Vista Springs Charter LCAP posted on the school website and also included as Appendix F. . The Charter School shall annually update and develop the LCAP using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Element B: Measurable Pupil Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP.

The current LCAP is included as Appendix F ([click here to view](#) the LCAP links on the website). The Charter School shall annually update and develop the LCAP using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

VSCS 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 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.

Accomplishments in each of the goals and outcomes directly support the mission to foster the innate curiosity of students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student.

Element C: Methods of Measuring Student Progress

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

VSCS expects all students will achieve the State Standards by graduation but not all will progress at the same rate. Teachers of Record shall consider each student's individual abilities, interests, and talents in utilizing these measurements. VSCS administers the mandated state assessments as an independent entity and also meets any required state performance standards developed. VSCS conducts tri-annual evaluations of student academic performance in ELA and mathematics to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools both within San Diego County and across the State.

VSCS shall utilize assessments which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. VSCS affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Additionally, student progress is assessed through the current state mandated assessment tool(s) per Education Code Section 60605 and a variety of the following:

1. Monthly review of work
2. Annual portfolios
3. Parent, student, and teacher of record observation
4. Norm and criterion referenced tests
5. In-house formative student assessment,
6. Assessments given through Professional Learning Communities
7. Continuous, personalized assessments through independent study courses
8. Student demonstrations
9. Student projects
10. Student grades
11. Student work samples

Student self-evaluations

The staff of VSCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. All students will have a personalized learning plan developed that matches their current academic achievement level, learning style, and interests while developing skills to meet or exceed the challenges of grade level work. Students performing substantially below grade level expectations will be referred to a team of teachers and administrators to discuss the parents' and teacher's concerns. This team will develop a plan for meeting the student's needs, including evaluating curriculum used by the student and the delivery method(s).

Teachers will meet monthly in Professional Learning Communities ("PLCs") to evaluate student assessment data, identify targeted areas of improvement, and collaborate to plan instruction for students in those areas. Student data will include standardized benchmark assessments, mastery quizzes by standard, authentic work products, and writing samples.

Each VSCS program will collaborate on analysis of their students' progress, including student demographics, attendance, behavior, achievement in all areas, retention, budget, extracurricular activities, parent involvement, etc.

Regular meetings are held with the parent and the student to review the progress of the student. It is a primary goal of VSCS to ensure that parents and students are empowered with information about their progress and support to help them reach their goals. These meetings occur regularly and include a focus on data-driven instruction.

When students enter the ninth grade as VSCS, staff will ensure that they are informed of their course options, testing options, and deadlines for test registration. The staff will provide students with information on college selection, financial aid, and scholarships as well as the opportunity to assess their own interests, values, and proclivities as related to education and career planning. The VSCS guidance team will advertise opportunities for students to apply for scholarships for which they may qualify.

Use and Reporting of Data

VSCS will use Parsec EducationS as a data warehousing and analytics platform to manage student progress. Working with Parsec Education, our team is able to monitor growth for all grade levels, programs, and subgroups. Key areas of data include but are not limited to: state assessments (CAASPP, CAST, and ELPAC), i-Ready, enrollment, and graduation rate. Leaders are trained to use Parsec Education to ensure accountability of student growth and academic improvement. In addition to the analytics capabilities, VSCS is working with Parsec on new ways through the platform Real to gain feedback and qualitative street data from students, families, and staff. Pairing street level data with quantitative data, Parsec is allowing us to make a meaningful impact on overall student success.

Additionally, VSCS will use the i-Ready platform to produce timely reports on a variety of measures for diagnostic assessments to determine how students perform overall, by standard, by numerically

significant subgroups, and in comparison to other charter schools in California. I-Ready reports are nationally normed and provide a wealth of information in a parent-friendly format.

VSCS will also annually create and post the SARC with overall school conditions, demographics, and performance. The SARC report will also allow for further disaggregation of student performance data by numerically significant subgroups.

VSCS teachers will use an online learning management/gradebook system, Canvas, and will enter a minimum of three grades per week across categories such as “homework,” “citizenship,” or “performance assessments” in order to create a rich picture of student performance in each class.

VSCS students will also be required to regularly check their grades using Canvas’s online student interface. Students will learn how to analyze this data, use it to advocate for themselves, and comprehend it deeply in order to make improvements. Teachers will use an individual student’s grade data from Canvas to make decisions about necessary Student Support Plan meetings and will use this data during those meetings. VSCS parents will be educated at the beginning of the year about how to monitor their own student’s data via the Canvas online interface.

Improvement Plan

VSCS is committed to understanding the data in order to improve student outcomes. This philosophy also reflects VSCS’ commitment to repeated assessment using a variety of measures to generate data about student learning and understanding. The VSCS staff participates in bi-monthly Professional Learning Communities to engage in two levels of inquiry using data. VSCS staff uses a cycle of inquiry to move students toward improvement.

Cycle of Inquiry Stages

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions
3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

Grade Level Teams

Teachers across disciplines meet as a grade level team and use discipline report data, classroom observations, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that grade level. Results are relayed to the teachers of individual students so that pertinent information can be used in personalized learning plan meetings with parents/guardians and the student.

Department Teams

Teachers in the same department meet as a team and use formative assessment data and classroom observations to discuss progress primarily on the core academic skills. Teachers are involved in a cycle of inquiry to identify ways to improve student achievement in that discipline. These focused data meetings take place monthly.

Reporting of Data to the VSCS Board and Community

The VSCS Superintendent or designee compiles an annual school performance report for each program to be presented to the Board of Directors. This report includes, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed.
- An analysis of whether or not student performance is meeting the goals specified in the charter.
- Data on the level of parent involvement in program activities.
- Data regarding the number of staff working at the program and their qualifications.
- An overview of the program's demographics, including numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Information demonstrating whether or not the program implemented the means listed in the charter to achieve a racially and ethnically balanced student population, including special education students, English learner students, including redesignated fluent English proficient pupils .
- Other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the charter generally.

The report is presented to the VSCS Board at the end of the school year at a public meeting. Data from the performance report is translated into the SARC that is published on VSCS' website.

Reporting of Data to Families and Students

Students and families will be informed of the results of their student's assessments at regular parent meetings along with discussion of the implication of the results and goals for future assessments. Individual student results will be relayed to parents during personalized learning plan meetings, and via grade reports and progress reports. Teachers will relay class-wide and grade-wide data to students after assessments. Teachers will help students review and analyze their own data on a regular basis and help students understand their own strengths and areas for growth.

SARC & LCAP

VSCS will comply with state mandated requirements applicable to charter schools regarding the SARC and LCAP. The SARC will be accessible to all parents via the VSCS website ([click here to view](#) the School Accountability Report Card links on the website). Progress toward LCAP goals will be tracked through a variety of instruments. This data will be analyzed quarterly by administrative leadership to help us meet our LCAP goals.

Element D: Governance Structure

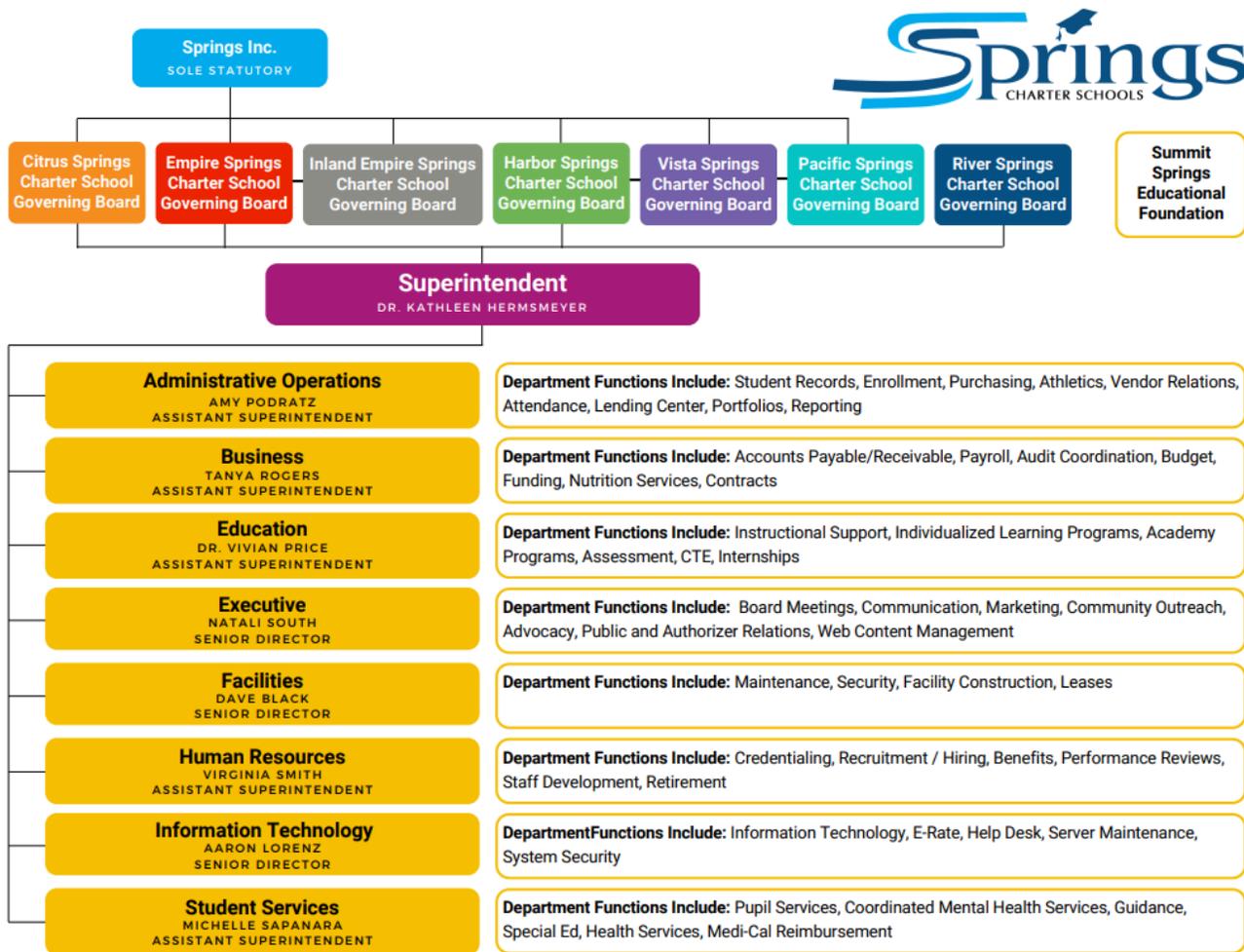
Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Legal Status

Vista Springs Charter School will be a directly funded independent charter school and will be operated by Harbor Springs Charter School, Inc., a California nonprofit public benefit corporation. HSCS, Inc. is not a subsidiary of the District.

VSCS will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and VSCS. As outlined in Education Code Section 47604(d), the District shall not be liable for the debts and obligations of VSCS, operated by the HSCS nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by VSCS as long as the District has complied with all oversight responsibilities required by law.

HSCS, Inc. Articles of Incorporation, Bylaws, and Conflict of Interest Code can be found in Appendices H, I, and J, respectively.



Sole Statutory Member

The sole statutory member of HSCS, Inc. is Springs Charter Schools, Inc., a California nonprofit corporation with tax exempt 501(c)(3) status. This nonprofit was created to promote charter schools affiliated with Springs Charter Schools, Inc. Springs Charter Schools will be responsible for approving the appointment of the individuals who will serve on the HSCS Board of Directors. Additional rights include: (1) filling vacancies on the HSCS, Inc. Board of Directors; (2) removal of the HSCS, Inc. Directors; (3) vote on the disposition of all or substantially all of the corporation's assets; (4) approve any merger and its principal terms and any amendment of those terms; and (5) any election to dissolve the corporation.

Conflict of Interest

The HSCS, Inc. Board of Directors has adopted a Conflict of Interest Code that complies with the Political Reform Act, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval. Annual disclosure statements are required.

VSCS will abide by Government Code Section 1090 as follows:

All officers, board members, and employees of the LEA shall not be financially interested in any contract made by them in their official capacity, or by any body of which they are members. Officers, board members or employees shall not be purchasers at any sale or vendors of any purchase made by them in their official capacity. For the full Conflict of Interest Code, see Appendix G.

Board Meetings

All meetings of the Board of Directors shall comply with the Brown Act and Education Code Section 47604.1(c) and the bylaws. Board meetings will occur no less than four times per fiscal year at a mutually agreed upon location.

Board of Directors

VSCS will be governed by the HSCS, Inc. Board of Directors in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors of HSCS, Inc. will include no fewer than three (3) and no more than seven (7) board members. All directors shall be nominated by the Board, with nominations submitted to the Statutory Member, and appointed only with the written approval of the Statutory Member. In accordance with Education Code Section 47604(c), the District may appoint a single representative to the HSCS, Inc. Board of Directors. If the District appoints a representative, the HSCS, Inc. Board may appoint an additional director to maintain an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Member Qualifications

When a vacancy arises on the Board, applicants will submit a resume to the HSCS, Inc. Board for consideration. As a sole statutory member, SCS, Inc. Board designates members for the HSCS, Inc. Board. Applicants must:

1. Reside in San Diego County or in an adjacent county where Vista Springs Charter School students are served
2. Not be an interested person i.e., must not have received compensation from VSCS for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director and must not be the brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person
3. Be able to attend at least 80% of regularly scheduled board meetings and workshops
4. Display a willingness to actively support and promote the vision and mission of Vista Springs Charter School; and
5. Be dedicated to Vista Springs Charter School 's educational philosophy and mission.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor director has been designated and qualified. Directors may serve no more than two (2) regular three (3) year consecutive terms. Terms for the initial Board of Directors will expire June 30, 2016.

Board Member Responsibilities

As a 501(c)(3) tax exempt nonprofit public benefit corporation, the HSCS, Inc. Board serves as the corporate board of directors and is governed in its operations and actions by its corporate bylaws, which are consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. The Board has final authority for all aspects of the Charter Schools operation and educational programs. The Board's primary mission is to ensure that students are achieving success and that the school's mission guides all decision-making. Additional roles and responsibilities of the Board include but are not limited to:

Finance

Monitor fiscal solvency and management
Approve budgets/spending and fiscal policies

Educational Program

Monitor student performance
Ensure curriculum aligns with the school's mission

Student Enrollment Hearings

Determine enrollment of students who have previous suspensions/expulsions

Personnel

Hire/evaluate superintendent
Approve personnel policies

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Facilities

Enter into financing and building contracts
Approve construction and remodeling of facilities

The Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

The Board of Directors consists of the following individuals:

- Barbara Jean Heath
- Collin Harrison, Vice Chair
- Lauren Ruge, Treasurer
- Michelle Nagelvoort
- Reginald Wadlington, Secretary
- Ivo Caouette
- Debbie Daniel

Superintendent

The Superintendent will have the authority and responsibility of managing the day-to-day operations of VSCS including the selection of administrative, certificated, and classified personnel. Additionally, the Superintendent will direct, administer, and coordinate activities in support of organizational policies, goals, and objectives by performing the following duties personally or through subordinate managers:

- Serve as liaison between management and Board of Directors;
- Supervise members of the Senior Management Cabinet made up of management employees who direct department activities that implement the organization's policies and procedures;
- Guide and direct management in the development, production, promotion, and financial aspects of the organization's products and services;
- Direct the preparation of short-term and long-range plans and budgets based on broad corporate goals and growth objectives;
- Implement programs that meet corporate goals and objectives;
- Create the structure and processes necessary to manage the organization's current activities and its projected growth;
- Maintain a sound plan of corporate organization, establishing policies to ensure adequate management development and to provide for capable management succession;

Direct the development and installation of procedures and controls to promote communication and adequate information flow within the organization;

Establish operating policies consistent with the broad policies and objectives of the corporation and ensure their execution;

Evaluate the results of overall operations regularly and systematically;

Ensure that the responsibilities, authorities, and accountability of all direct subordinates are defined and understood;

Ensure that all organization activities and operations are carried out in compliance with local, state, and federal regulations and laws governing business operations;

Ensure professional quality relationships with contracted agencies; and

Assist charter school directors in the school accreditation process.

Memorandum of Understanding

The details of the working relationship between the District and VSCS will be delineated in a MOU.

Parent Involvement

Parents will be encouraged to form a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising the HSCS, Inc. Board of Directors on any and all matters related to the strengthening of the VSCS community. Parent participation will play a vital role in the effectiveness of our program.

In addition to encouraging parents to serve on the HSCS, Inc. Board of Directors, and parent participation on the Parent Advisory Council, parents will be encouraged to volunteer at VSCS. The VSCS administration shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from VSCS or school activities due to the failure of their parent or legal guardian to volunteer at the Charter School.

Element E: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

VSCS will employ professional staff members who are certificated in their teaching field and other qualified staff personnel who subscribe to the mission and educational philosophy of the Charter School. VSCS is nonsectarian in its employment practices and all other operations. VSCS does not discriminate against any employee or potential employee on the basis of any legally protected class. In accordance with Education Code 47605(e)(l)(1), teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. All VSCS employees are "at-will" employees. All at-will employees may be terminated with or without cause.

Recruitment of Vista Springs Charter Staff

VSCS strives to recruit and hire the best-qualified candidate for each position within the organization. To that end, vacancies are advertised in various locations and formats. Applications are screened for competency and suitability for the particular position. Qualified candidates are tested and interviewed, and ultimately the best-suited candidate receives an offer of employment.

General Qualifications for Key Positions

Superintendent

As outlined in Board Policy, the Superintendent is responsible for overseeing all aspects of the school operations and staff. The Board delegates authority for the overall administration of the Charter School's day-to-day affairs to the Superintendent. The Superintendent provides leadership and oversight for the instructional, operational and financial aspects of each school including VSCS. The Superintendent also provides leadership and supervision to ensure agency compliance with all federal, state, and county regulations governing the education of students.

The Superintendent will be responsible for:

- Providing leadership and supervision for the development and implementation of effective instructional programs for all students
- Ensuring that all such programs comply with Education Code, IDEA and all regulations
- Ensuring adequate staffing in all departments and overseeing personnel practices
- Providing visionary instructional leadership and sound fiscal management for all schools

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- Attending all regular Board of Directors' meetings
- Providing leadership and supervision of professional development on an ongoing basis for all staff
- Ensuring departmental and academic goals are addressed and met on an annual basis

Person holding this position must possess, at minimum:

- A master's degree, with a minimum of 10 years of experience working with youth/adolescents
- Administrative and educational experience
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Excellent financial, business and quantitative skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with youth/adolescents and their families

Preferred skills:

- Doctorate or other higher education degree

Principal

The principal supervises both instructional and non-instructional staff, and is responsible for implementing the mission and vision of the Charter School, its philosophies and practices. The principal is responsible for engaging the community and ensuring that program staff stress the importance of the community as the extended classroom. The principal is responsible for ensuring that personalized instruction takes place for each student, each day, throughout the school year. Other responsibilities include:

- Providing leadership for the development of school programs and curricula on a daily basis
- Serving as the liaison between parents, teachers, and students when appropriate
- Serving as the "voice" for the center and reporting to the superintendent as required
- Conducting research and implementing best instructional practices to meet the needs of each student on a personalized level
- Ensuring safest and most productive measures resulting in a productive school environment

- Fostering and nurturing a positive and supportive school culture for all students, staff and parents
- Collaborating with teachers, staff, parents, and students as stakeholders in key decisions that affect the school
- Providing professional development opportunities for all staff to grow professionally
- Ensuring that vacancies are filled with the best staff possible and working closely with the Human Resources department
- Evaluating staff and ensuring supervision of volunteers
- Collaborating with community agencies

Person holding this position possess, at minimum:

- A master's degree, with a minimum of 5 years of experience working with youth/adolescents
- Administrative and educational experience
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with young/adolescents and their families

Preferred skills:

- Bilingual proficiency in English and Spanish

Teachers

Teachers are responsible for implementing the educational programs for all students while personalizing instruction to meet the needs of each individual student, and creating challenging activities consistent with the subject matter under study. Teachers will assess students throughout the year and vary the modes of instruction to the learning style of each student. Teachers will also be responsible for collaborating with other staff members, both within and outside their discipline/department. In addition to their instructional role, the duties of the teacher include, but are not limited to:

- Understanding the mission and vision and practices of charter schools
- Overseeing student academic progress, including assessment and recommendation(s)

- Promoting a school culture/environment that maximizes student learning and critical thinking
- Engaging in ongoing professional development activities
- Collaborating with colleagues and administration
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents
- Utilizing the community as an extension of the classroom

VSCS teachers will hold the certificate, permit, or other document required for the teacher's certificated assignment (including CLAD and BCLAD certificates, or CTC-recognize authorization to teach EL students, if necessary) issued by the Commission on Teacher Credentialing. In VSCS all Transitional Kindergarten teachers will be held to the qualifications as set forth in Education Code Section 48000(g).

All VSCS teachers are expected to demonstrate the following abilities, experiences, and attitudes:

- Professionalism and commitment to personalized learning
- Understanding and appreciation for diversity and the contribution of each to the learning environment
- Belief that all students should be prepared for college and or career upon high school graduation
- Ability to communicate clearly and collaborate with other colleagues
- Capable of managing a well-disciplined and productive classroom or home-study environment conducive to the needs of each student
- Understanding of how to modify lessons and differentiate instruction for different learning styles
- Ability to work with parents in a friendly manner, demonstrating problem solving skills
- Ability to multitask
- Ability to empathize with students while still holding students responsible to a high level of social and academic standards
- Commitment to the development of students as young adults

- Desire to advocate on behalf of students and parents/families
- Commitment to academic rigor and utilizing data to drive instruction

Subject Specialists

Subject specialists are responsible for developing, coordinating and evaluating the assignments within their subject area. They are responsible for supporting the instructional department and teachers, as well as developing curriculum, mentoring teachers, and supporting the use of our online learning management tools. Subject Specialists must hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, possess a valid CA driving license and be able to travel each week. Employees may be assigned additional related duties as required by VSCS.

Essential Duties and Responsibilities:

- Support the vision and work of Vista Springs Charter School
- Coach and support of all single subject teachers in the department, including mentoring new teachers in the induction program ("BTSA")
- Develop curriculum and pacing guides for all high school classes within the department
- Attend monthly face-to-face meetings with assistant superintendent of education as required to develop department-meeting agendas and discuss departmental issues
- Develop the agenda and chair monthly departmental meetings to share best practices and effective instructional techniques within the department
- Perform monthly teacher support and informal observation in the classroom with the goal of developing the teachers' skills in personalizing education within the classroom setting
- Collaborate with members of the department regarding needs of students and parents and find solutions to meet needs, including attending Response to Intervention meetings as they are scheduled
- Establish basic competencies for each course offered by the department, as well as at each level (general education and CP/a-g)
- Support teachers in our online learning management system, including setting up course syllabi, assignments, grade book usage, and resources
- Support teachers in online synchronous course environments, such as Adobe Connect

- Provide support for TK-8 teachers in areas of curriculum and content delivery methods
- Assist in planning of academic staff development days
- Plan and implement quarterly parent/student workshops at Resource Center locations
- Maintain the department web content under the direction of the assistant superintendent of education
- Develop and maintain the annual department budget with input from department personnel
- Collaborate with grant writer, providing answers to questions for grant submissions
- Inform site directors through VSCS email of the content of each PLC meeting, including attendance, content of discussions, and decisions made as a collaborative team
- Coordinate with each site director to supervise and support department teachers, sharing insights and strategies
- Develop additional curriculum for students during the summer months as assigned by the assistant superintendent of education

Teacher of Record

VSCS Teachers of Record are primarily responsible for ensuring that the Charter School's educational program is implemented in the students' homes or the communities. TORs act as instructional leaders for the home-based families, serving an ambassador role between the family and the Charter School. TORs must be able to support and disseminate curriculum in their subject area, as well as those areas created by other teachers. TORs will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. TORs are also responsible for collaborating with parents and other staff—both in their department and outside their department - to ensure the delivery of rigorous content and instruction in a way that maintains consistency and works toward VSCS' mission of personalized learning.

In addition to their academic/instructional leader role, the duties of TORs include, but are not limited to:

- Understanding the Charter and its mission and practices
- Overseeing the students' academic progress
- Administering student assessment
- Promoting a school culture that maximizes student learning and critical thinking

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- Participating in the governance of the school
- Engaging in ongoing professional development activities
- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents

VSCS teachers will hold the certificate (including CLAD and BCLAD), permit, or other document issued by the Commission on Teacher Credentialing, required for their certificated assignment. All TORs are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can and should set and reach personalized academic goals
- Understanding and appreciation of the backgrounds of our students
- Resiliency and perseverance test
- Professionalism and a commitment to the seriousness of our work
- Ability to communicate promptly and clearly
- Willingness to do “whatever it takes” to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to all students mastering VSCS’ I CAN!s
- Promotion of academic rigor
- Desire to collaborate with other disciplines
- Capable of running a well-managed and productive classroom
- Ability to work with English Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multi-task
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to being an advisor in addition to a content-area teacher
- Desire to advocate on behalf of students

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- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

Non-Instructional Staff

At VSCS, all non-instructional staff will possess experience and expertise appropriate for their position as outlined in their job description and consistent with personnel practices and policies. With the assistance of the department of Human Resources, job descriptions, job qualifications, selection processes and evaluation tools appropriate for non-instructional staff members have been developed.

Minimum requirements for office administrative staff include but are not limited to:

- Computer skills (including working knowledge of word processing, spreadsheets, and internet communication management)
- Written and verbal communication in English
- Filing skills, including organizational management
- Phone etiquette and an interest/desire to promote best human resources practices
- Punctuality
- Ability to fulfill the physical requirements of the job as prescribed by the job description
- Strong work ethic
- Ability to communicate and interact with youth and adults in a positive manner

Training and Professional Development

All VSCS staff members will receive regular, ongoing professional development throughout the year, consistent with their location or area of concentration. Annually, staff members participate in a concentrated, back-to-school professional training where speakers, breakout sessions, and particular areas of focus are provided for all staff members. Parents are also invited to participate, and specific topics are provided for them. [Click here to view](#) the Centralized Professional Development Plan. [Click here to view](#) Staff Evaluation Information.

Element F: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

i. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

ii. For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

Health and Safety Procedures

In order to provide safety for all students and staff, VSCS shall maintain full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

VSCS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Procedures for Background Checks

VSCS will comply with all applicable federal and state laws regarding criminal background checks and fingerprinting. VSCS will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors, and volunteers prior to employment and/or any more than limited contact with VSCS pupils. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Assistant Superintendent of Human Resources shall monitor compliance with this policy as well as prepare quarterly board reports. The Board Chair shall monitor the fingerprinting and background clearance of the Superintendent. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws and the policies and procedures adopted by the HSCS, Inc. Board of Directors. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

VSCS will adhere to all law related to legally required immunizations for entering academy students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 and will include the requirements for all rising 7th grade students to be immunized with a pertussis (whooping cough) vaccination. Academy students will be required to submit verification of required immunizations before enrolling.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV"). This is done before academy admission or advancement to the 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

VSCS will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers. Medication policies will be included in the parent handbook and will be explained to parents during a parent-student-school meeting prior to enrollment at VSCS. [Click here to view](#) the I CAN! Parent Student Handbook.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. VSCS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by VSCS.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- 1) A description of type 2 diabetes.
- 2) A description of the risk factors and warning signs associated with type 2 diabetes.
- 3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- 4) A description of treatments and prevention methods of type 2 diabetes.
- 5) A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School posts a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster is displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

1. child abuse reporting procedures
2. routine and emergency disaster procedures
3. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
4. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
5. a discrimination and harassment policy consistent with Education Code Section 200
6. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
7. procedures for safe ingress and egress of pupils, parents and employees to and from the Charter School
8. a safe and orderly environment conducive to learning
9. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
10. procedures for conducting tactical responses to criminal incidents
11. procedures to prepare for active for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
12. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
13. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

14. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. to the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct th eSchool Safety Plan to be modified accordingly. [Click here to view](#) a sample School Safety Plan.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood Borne Pathogens

VSCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus and hepatitis B virus (“HBV”). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

VSCS will maintain a drug and alcohol and smoke-free environment.

Trainings

VSCS staff will receive training on CPR, sexual harassment, and other safety related issues annually as required by position.

Facility

In accordance with Education Code Section 47610, VSCS' school facility will be certified by the City of Vista to be in compliance with all regulations for schools, including ADA. VSCS will assess potential and current school buildings for structural safety, using the existing state, county and city standards. VSCS, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.

VSCS shall conduct monthly fire drills for staff and students. Additionally, VSCS will test sprinkler systems, fire extinguishers, and fire alarms as required by law to ensure they are maintained.

Comprehensive Sexual Harassment Policies and Procedures

VSCS will provide a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. VSCS will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the VSCS sexual harassment policy.

A copy of the policy shall be provided as part of an orientation program, conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to teach faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in the bathroom and locker room at the schoolsite, and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees who serve students in grades 7-12 and maintain records of such training as required by Education Code Section 328.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element G: Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

VSCS shall actively seek to match the racial and ethnic backgrounds, including special education pupils, and English learner pupils, including re-designated fluent English proficient pupils, of the general population residing within the territorial jurisdiction of the District. VSCS will implement an open enrollment policy and active recruitment strategies to target the under-represented student populations generally reflective of the District's population. Recruitment efforts of VSCS will include but not be limited to the following:

- 1) Development of promotional and information materials that appeal to the racial and ethnic groups, including special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, represented in the District and San Diego County.
- 2) Distribution of promotional and informational materials to a broad variety of community groups and agencies.
- 3) Outreach meetings for prospective students and parents.

Recruitment

In effort to recruit a student population that is reflective of the local Vista community, VSCS will engage in the following types of actions to advertise and/or disseminate information about the charter:

- 1) Provide flyers to local libraries within San Diego County boundaries
- 2) Post to all social media outlets regularly
- 3) Drop off bilingual flyers to the local preschools
- 4) Use websites/search engines
- 5) Place/purchase advertisements in local venues (e.g., movie theaters, shopping carts, etc.)
- 6) Attend local events
- 7) Contact local community education networks, churches, and youth centers

VSCS will provide all materials in English and Spanish and in other languages as needed. VSCS will allocate a recruitment budget in our proposed budget that will cover at minimum the following items: production of recruitment materials, advertising, and personnel costs.

Element H: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

VSCS actively recruits a diverse student population from San Diego County and adjacent counties eligible for enrollment under state law. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.

VSCS shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. VSCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Students admitted to VSCS must understand and value the Charter School's mission and be committed to the Charter School's instructional and operational philosophy. Admission to VSCS shall be open to any resident of San Diego County or the adjacent counties. Prospective students and their parents will be briefed regarding VSCS's instructional and operational philosophy and will be informed of any

student-related policies. VSCS has established an annual recruiting and admission cycle which shall include: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admission application period, (4) an admission lottery if necessary, and (5) enrollment.

The nature of Personalized Learning allows for a great deal of flexibility in time management and instructional options without regular teacher supervision. Students who enroll in Personalized Learning must be properly motivated and have adequate home supervision. To ensure that students and parents clearly understand these requirements, all prospective students will undergo a pre-enrollment application and orientation process.

VSCS may enroll students from San Diego County, and the adjacent counties of Riverside, Orange, and Imperial. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that the number of students who wish to attend VSCS exceeds the Charter School's capacity, a public random lottery will be used to determine those selected to attend, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preference in the case of a public random drawing shall be granted in the following order:

- 1) Foster youth and homeless youth,
- 2) Siblings of students admitted to or attending VSCS,
- 3) Children of currently employed VSCS staff and VSCS board members, and
- 4) Residents of San Diego County.

Lottery Procedures

The lottery will be led by the Superintendent or designee. The lottery will be open to the public; however, families are not required to be present at the time of the drawing to be eligible for admission.

Numbers will be assigned for each application submitted to the Charter. Each entry will indicate if the applying student has any siblings that are applying for admission the same year. Entries will be given a numerical ranking based on the order they were chosen. The drawing will continue until all entries have been drawn and all entries have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double-checked by the lottery official.

Separate lotteries shall be conducted for each grade and program in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. The first lottery will consist of foster and homeless youth, based on student application information. If additional spaces are available, a second lottery consisting of siblings of students admitted to or

attending VSCS will occur. If additional spaces are still available then a third lottery will occur consisting of children of currently employed VSCS staff. If, after all three lotteries are complete, there are additional spaces available then a fourth lottery will be held consisting of students who are residents of San Diego County.

Due to preference given to siblings of VSCS students, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade level.

If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for the same grade level, that sibling(s) will be offered the next available slot(s) or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waiting list. If maximum capacity has been reached in a particular grade level and the applicant drawn in the lottery has a twin, triplet, or other siblings of a multiple birth that has also submitted a timely application, admission shall be determined on a case-by-case basis by the Superintendent. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above) at the time of assignment of slots for their grade level.

Waiting List

Once maximum enrollment is reached, the remaining names will be placed on a waiting list in the order received. If vacancies occur during the school year, the vacancies may be filled according to the waiting list, which will be prioritized in the same manner described in the previous section according to rank on the list of preferences.

Families will be immediately notified by phone call or email of their placement on the waiting list within two weeks of the lottery. Families may call the main office to track their status on the waiting list.

Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested in writing by the parent to be removed. Students who remain on the waiting list at the end of the academic year will be required to enter the lottery again for the next school year.

VSCS and the District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv).

Students otherwise eligible will not be denied admission due to ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the

characteristics listed in Education Code Section 220. Further, students with exceptional needs may not be denied admission to VSCS solely due to missing copies of IEP or 504 plans, or due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Continued Enrollment

Continued enrollment for all students depends upon fulfilling the terms of the parent/student contract. Prior to enrollment, all parties must sign a parent/student/teacher Student Agreement. [Click here to view](#) the Student Agreement.

Private Schools

Students who are enrolled in VSCS may not be concurrently enrolled in a private school.

Element I: Audit of Financial Operations

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

The HSCS, Inc. Board of Directors will contract with an independent auditor experienced in charter school finance to conduct an annual audit of VSCS's financial affairs. The auditor will have at a minimum, a CPA and educational institution audit experience, and be approved by the California Department of Education to conduct audits for LEAs. The audit will verify the accuracy of VSCS's financial statements and reporting practices. The audit will be conducted in accordance with generally accepted accounting principles applicable to public schools and in compliance with the audit provisions of the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies. The Board will submit a report to the District describing how the exception and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit exceptions must be resolved to the satisfaction of the District.

Audit reports will be completed and available for review by the school members and the public and submitted to the District, the County Superintendent of Schools, the California Department of Education, and the State Controller's Office by December 15 of each year. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified to meet the auditor's specifications and such modifications will be sent to the Board of Directors within three (3) months of the auditor's report. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

VSCS shall comply with the provisions of Education Code 47604.3 regarding financial reporting and accountability. In addition, as outlined in Education Code Section 47604.3, VSCS shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records, from its chartering authority, the County or from the Superintendent of Public Instruction, and shall consult with the chartering authority or the Superintendent of Public Instruction regarding any inquiries.

Element J: Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspension of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or

guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

—Education Code Section 47605(c)(5)(J)

This Suspension and Expulsion Policy and Procedures (hereafter “Policy”) have been established in order to promote learning and protect the safety and well-being of all students at VSCS. In creating this policy, the Charter School reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures for suspensions, expulsions, and involuntary removal. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as VSCS’s policy and procedures for student suspension, expulsion, and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments conform to legal requirements. [Click here to view](#) VSCS’s full Suspension and Expulsion Policy.

VSCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion. It is the intent of VSCS to administer even-handed discipline and use alternative means of discipline that are “age appropriate and designed to address and correct the pupil’s specific misbehavior” in lieu of suspension and expulsion (AB 1729). Alternative means of discipline include but are not limited to, conferences between school personnel, parents, and the pupil, study teams, and participation in a restorative justice program, among others (AB 1729).

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

VSCS administration shall ensure that students and their parents/guardians²⁸ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these Policy and its Procedures are available upon request from the Administration Office.

²⁸ The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

At VSCS, we want each of our students to be safe, respected and enjoy a positive environment at school. Our policies strictly prohibit bullying or any other form of harassment of our students, staff or other persons affiliated with our school. We are proactive in preventing this unlawful behavior, including providing preventative education for our students and staff, offering a quick response to reports of bullying and harassment, making available school counseling to any students involved and initiating appropriate school investigative and disciplinary actions as state law directs. We define bullying as extreme or continuous actions directed toward one or more students with the result or expected result of causing a reasonable student to fear personal harm, or harm to the student's property, or harm to the student's physical, mental or academic well-being or interference with the student's access to service, activities or privileges of the Charter School.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of the intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Offenses

Enumerated Offenses

1. Discretionary Suspension Offenses

Students may be suspended for any of the following when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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 same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. *SB 274 prohibits the suspension or expulsion of students in grade levels TK-12 for willful defiance.*²⁹

²⁹ *School Discipline Information and Resources*. School Discipline Information and Resources - School Environment (CA Dept of Education). (n.d.).
<https://www.cde.ca.gov/ls/ss/se/schooldiscipline.asp#:~:text=Ending%20Suspensions%20for%20Willful%20Defiance%20in>

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

(1) 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:

- (i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or

%20Grades%20Kindergarten%20through%20Twelve&text=expanded%20the%20prohibition%20to%20cover,for%20both%20suspension%20and%20expulsion.&text=EC%20Section%2048910-,,in%20school%20interventions%20or%20supports.

students in fear of harm to that student's or those students' person or property.

- (ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - (iii) Causing a reasonable student to experience substantial interference with their academic performance.
 - (iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- (2) "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 Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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.

- b. For purposes of this policy, “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.

(3) Notwithstanding subparagraphs (1) and (2) above, 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.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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, with the Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive 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, with the Superintendent or designee’s concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
- e. Possession of an explosive

3. Discretionary Expellable Offenses

Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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 same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "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:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and 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 Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without

consent impersonate a student for the purpose of bullying the student and such that another pupil would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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.

- (b) For purposes of this policy, "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 subparagraphs (ii) and (iii) above, 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.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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, with the Superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses

Students must be expelled when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
- e) Possession of an explosive

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, by telephone, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Superintendent's designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has

determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by an Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Administrative Panel may make a determination whether to expel any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense.

An Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in confidential session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
- 7) An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
- 8) An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which

the complaining witness may leave the hearing room.

- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the

complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a final determination regarding the expulsion. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their educational program.

Written Notice to Expel

The Superintendent or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the

chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Right to Appeal

The student or the parent/guardian is entitled to file an appeal of the decision of the Administrative Panel for an expulsion or a suspended expulsion to the Governing Board. The appeal must be filed within 30 calendar days following the decision of the Administrative Panel to expel the student.

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Administrative Panel following a meeting with the Superintendent or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Administrative Panel following the meeting regarding their determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after 30% missed assignments and adequate progress is not made, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- 1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- 2) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- 1) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- 2) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- 3) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- 1) Carries or possesses a weapon, as defined in 18 U.S.C. 930, to or at school, on school premises, or to or at a school function;
- 2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- 3) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- 1) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- 2) The parent/guardian has requested an evaluation of the child.
- 3) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

Employees of VSCS shall participate in the State Teachers' Retirement System ("STRS"), Public Employees Retirement System ("PERS"), and/or Social Security depending upon eligibility with the corresponding agency. In the event that PERS is not available to VSCS classified employees, such employees will be covered by Social Security. The HSCS, Inc. Board of Directors reserves the right to offer its employees additional retirement options such as a 403(b) or 401(k) program. Eligibility of new employees in a particular retirement program will be determined by the VSCS Human Resources Department as part of the new hire process. The VSCS Human Resources Department shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made. A complete list of the positions covered under each system resides in the VSCS Human Resources Department and are available for inspection by the District.

Element L: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

Attendance at VSCS is entirely voluntary on the part of the students who enroll and no student may be required to attend VSCS. If a student chooses not to attend VSCS, they have the option of attending a public school in their district of residence or to pursue other educational alternatives through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in VSCS will be informed on admission forms that the students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in VSCS, except to the extent that such a right is extended by the local educational agency.

Element M: Employee Return Rights

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at VSCS. Persons employed at VSCS are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from employment to work at VSCS and who later wish to return to the District shall be treated the same as any other former the District employee seeking reemployment and will have no automatic rights of return to the District after employment by VSCS unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Any dispute between VSCS and the District (collectively "the Parties") shall be resolved in accordance with the following procedure. The term dispute means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the Parties which does not constitute a severe and imminent threat to the health and safety of students.

In the event of a dispute between VSCS and the District, VSCS staff, employees, and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Superintendent of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, VSCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Charter School Superintendent and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and the Superintendent of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If the Parties are unable to reach agreement, the dispute may be referred to nonbinding mediation before a single neutral mediator. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation unless extended by

mutual agreement for the convenience of the parties and/or mediator. The costs of mediation shall be shared equally by all of the Parties. The cost to VSCS for the dispute resolution process will be paid for through unrestricted dollars. No party shall commence any action in connection with a dispute under this Charter or an MOU without exhausting this dispute resolution procedure.

If the mediation result is not mutually agreeable, both Parties will have been deemed to have "exhausted their administrative remedies" and may pursue other legal options for resolution. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

VSCS shall have an internal dispute resolution process to be used for all internal disputes related to VSCS's operations. VSCS shall also maintain a Uniform Complaint Policy and Procedures included in Appendix L, and [click here to view](#) the Title IX complaint procedures as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at VSCS will be provided with a copy of VSCS's policies and internal dispute resolution process. The District will promptly refer all disputes not related to a possible violation of the Charter or law to VSCS.

Element O: Charter School Closure and Disposition of Assets

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

In the event that VSCS decides to cease operations, the following procedures will ensue:

- 1) The HSCS, Inc. Board of Directors shall adopt a resolution electing to close the Charter School. The resolution shall identify the reason for closure and an entity or person(s) responsible for closure-related activities.
- 2) The Charter School will promptly notify parents and students of VSCS, the District, the County, the Charter School's SELPA, the retirement systems in which VSCS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
- 3) The Charter School will ensure that the notification to the parents and students of VSCS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close VSCS.
- 4) The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, which it will provide to the entity responsible for closure-related activities.
- 5) As applicable, VSCS will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. VSCS will ask the District to store original records of VSCS students. All VSCS student records will be transferred to the District upon closure. If the District will not or cannot store the records,

the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

- 6) All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
- 7) As soon as reasonably practical, VSCS will prepare final financial records. VSCS will also have an independent audit completed within six months after closure. VSCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant and selected by HSCS, Inc. and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to VSCS.
- 8) VSCS will complete and file and annual reports required pursuant to Education Code section 47604.33.
- 9) On closure of VSCS, all assets of VSCS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending VSCS, remain the sole property of nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or the District property will be promptly returned upon VSCS closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- 10) On closure, VSCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.

- 11) As VSCS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
- 12) As specified in the VSCS budget, VSCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The HSCS, Inc. Board of Directors will designate a school employee(s) to remain on the payroll of the Charter School beyond the Charter School's closing for the purpose of overseeing the transfer of student records and distribution of assets, as well as matters directly related to the closure procedures.

Additional Considerations

Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of the HSCS, Inc. Board of Directors and the District. Material revisions to the charter may be made only with the District's approval and shall be governed by Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.

Any material revision to the charter must be presented to the District for approval.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter that are inconsistent with the terms of this charter, the parties agree to amend this charter and any applicable MOU provisions to accord with any such changes.

Term of the Charter

The term of this charter shall be five years commencing July 1, 2026 through and including June 30, 2031 and may be renewed for subsequent terms by the District.

Revoking the Charter

The District Board of Education may pursue revocation of the charter pursuant to Education Code Section 47607 and its implementing regulations if any of the following apply:

- 1) VSCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.
- 2) VSCS failed to pursue any of the pupil outcomes identified in the charter.
- 3) VSCS failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- 4) VSCS violated any provision of law.

Administrative Services

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

Details of any business or administrative services, special education services, costs, and funding between the District and VSCS shall be detailed in a separate MOU.

VSCS will contract with River Springs Charter Schools for back office services per the draft MOU. The draft MOU outlines the respective roles and responsibilities of VSCS, its Board of Directors, and River Springs Charter School. A copy of the MOU shall be provided to the District promptly following its execution. The HSCS, Inc. Board of Directors reserves the right to contract with a different back-office provider at any time pursuant to the needs of VSCS and budget considerations as determined by the Board.

Pursuant to California law, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of VSCS not to exceed one (1) percent of the revenue of the charter school. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

VSCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

VSCS is located at 700 East Bobier Avenue, Vista.

VSCS operates its primary Administrative Offices at 27740 Jefferson Avenue, Temecula, CA 92590. VSCS also rents occasional temporary space for events and activities.

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

The following documents are included in Appendix M:

- A projected budget
- Budget assumptions

- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

VSCS shall provide reports to the District and County Superintendent of Schools as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

- 1) By July 1, a preliminary budget for the current fiscal year.
- 2) By July 1, a local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- 3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
- 4) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 5) By September 15, a final unaudited report for the full prior year. The report submitted to the SBE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Insurance

VSCS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and VSCS's insurer. The District Board of Education shall be named as an additional insured on all policies of VSCS. Prior to opening, VSCS will provide evidence of the above insurance coverage to the District.

Potential Civil Liability Effects

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

VSCS shall be operated by HSCS, Inc. as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. VSCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of VSCS.

Further, VSCS intends to enter into a memorandum of understanding with the District, wherein VSCS shall indemnify the District for the actions of VSCS under this charter.

The corporate bylaws of HSCS, Inc. shall provide for indemnification of the HSCS, Inc. Board, officers, agents, and employees, and VSCS will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and VSCS's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of VSCS.

The HSCS, Inc. Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Memorandum of Understanding and Indemnification

VSCS anticipates that it shall enter into a memorandum of understanding with the District to outline the agreement of VSCS and the District governing the parties' respective fiscal and administrative responsibilities, legal relationship, and operation of VSCS.

The MOU shall include an indemnification provision to cover the actions of VSCS under this Charter. As VSCS recognizes that it cannot bind the District to an indemnification clause to which the District does not agree, the following language is intended as a starting point and may be amended per the MOU between the parties:

VSCS shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its officers, directors, and employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter the District's personnel) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the District's personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, VSCS's performance under this Agreement, the Charter or any acts or errors or omissions by VSCS or its Board of Directors, administrators, employees,

agents, representatives, volunteers, successors and assigns; provided, however, that VSCS shall not have any obligation to indemnify, hold harmless or defend the District's personnel against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the District's personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, VSCS's performance under this Agreement, resulting from or arising out of the negligence or intentional acts, errors or omissions of the District's personnel.

Vista Springs Charter Petition for Renewal
VISTA SPRINGS CHARTER SCHOOL

Appendix A

Kathleen Hermsmeyer, Ed.D.



27740 Jefferson Avenue, Temecula, CA 92590
(951) 252-8800 (W) | (760) 716-7112 ©

Professional Summary

Innovative educational leader with 36+ years of experience spanning traditional and charter school systems. Currently serving as superintendent of California's largest charter school system, with a record of founding and expanding multiple successful schools across Southern California. Adjunct faculty member at several universities and passionate advocate for personalized, mastery-based learning.

Education

Ed.D. in Curriculum & Instruction, Minor in Educational Administration

University of the Pacific, Stockton, CA — June 2000

Dissertation: Training Low-Income Parents of First Grade Students in Paired Reading

M.A. in Computer-Based Education

California Polytechnic State University, San Luis Obispo — June 1991

B.A. in Liberal Studies, Cum Laude

California Polytechnic State University, San Luis Obispo — June 1987

Credentials & Certifications

- Clear Administrative Services Credential (2005)
- Clear Multiple Subject Credential (1991)
- Language Development Specialist Certificate (1994)

Professional Honors & Activities

- Research Consultant for Lodi Unified School District
- Published book review in *Educational Studies*, Summer 1996
- Exchange Teacher to Shimizu, Japan (1994)
- Member, California Teacher's Society
- Alpha Chi Omega (Public Relations Chair, Song and Spirit Leader)

Vista Springs Charter Petition for Renewal

Career Experience

Superintendent — Orange Springs Charter School

Temecula, CA | July 2025 - Present

Superintendent — Inland Empire Springs Charter School

Temecula, CA | Aug 2024 - Present

Superintendent — Vista & Pacific Springs Charter Schools

Temecula, CA | Jul 2018 - Present

Adjunct Faculty — Alliant University

San Diego, CA | Mar 2018 - Present

Superintendent — Citrus Springs Charter School

Temecula, CA | Jul 2016 - Present

Superintendent — Harbor & Empire Springs Charter Schools

Temecula, CA | Jul 2013 - Present

Executive Director / Superintendent — River Springs Charter School

Temecula, CA | Jul 2006 - Present

Executive Director — Eagles Peak Charter School

Vista, CA | Jul 2000 - Jan 2007

Education Specialist — Horizon Instructional Systems

Lincoln, CA | Jul 1998 - 2000

Adjunct Faculty — Sacramento City College

Sacramento, CA | Mar 1997 - 2000

VISTA SPRINGS CHARTER SCHOOL

Appendix B

Springs Charter School Student Agreement

Student Legal Name: _____

Student Pref Name: _____

Student SSID #: _____

Program: _____

Agreement Begins: 08/19/2025

Grade Level: _____

School Year: 2025-2026

Duration: 175 Days

Agreement Ends: 05/27/2026

Reporting: The manner, time, frequency, and place for submitting a pupil's assignments, for reporting, the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress shall be as follows:

Manner: Face-to-face learning plan meeting

Time: 8 a.m. to 4 p.m.

Frequency: At least once every 20 school days

Place: Parent home, school site, or other agreed upon location

Objectives: Learning Plans will include descriptions of the major objectives and activities of the course of study covered by the agreement that were used within each assignment period. The student must make adequate and appropriate progress toward the attainment of the Student Standards outlined in the charter document.

Methods of Study: Learning Plans will include descriptions of the major objectives and activities of the course of study covered by the agreement that were used within each assignment period. Activities selected as the means to reach the objectives may include, but are not limited to: reading, research, essays, term papers, flash cards, illustrations, oral reports, demonstrations, participation, group projects, lesson exercises, games, projects, comprehension questions, computer programs, educational activities, simulations, discussions, note taking, videos, audio tapes, coloring, and other educational activities.

Methods of Evaluation: Learning Plans will include descriptions of the specific methods of evaluation covered by the agreement that were used within each assignment period.

Mandatory Evaluations: Portfolio samples, monthly review of work, parent and teacher/ES

observation, and California Assessment of Student Performance and Progress or Charter School grade level assessments other evaluations include meeting Common Core State Standards which will include at minimum norm and criterion referenced tests, textbook assessments and project completion.

Specific Resources, Including Materials and Personnel, That Will Be Made Available to the Student: Learning Plans will include descriptions of the specific resources that are provided within each assignment period. The school will ensure confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. The school will provide all school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, and community resources. Resources will include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all.

Measurements of Academic Accomplishment or Course Credits: Per this contract, a student enrolled for a full academic year must attempt a full course of study to include a minimum of 40-course credits (grade 9-12) or four core year long courses/ICANS (grades TK-8) to prove academic accomplishment. This is reflected in the student's course list in the charter school's student information system. All content is aligned to grade level standards that are substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Board Policies

Maximum Assignment Time: For all grade levels and all programs offered by the Charter School, no more than 20 school days may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work.

Missed Assignments & Satisfactory Progress: An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:

1. In the event that 30% of assignments are missed during a learning period; and
2. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's Adequate Progress Policy and procedure which considers ALL of the following indicators:
 1. The pupil's achievement and engagement in the independent study program indicated by the pupil's performance on applicable pupil-level measures of pi

achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
5. This evaluation will be documented in the attendance record and learning record documents and will be maintained as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Mandatory Statement: Independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Academic and Other Supports: The school shall utilize its Multi-Tiered Systems of Support ("MTSS") to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils in foster care or experiencing homelessness, and pupils requiring mental health support. The school complies with the Individuals with Disabilities in Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program. Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Pupil-Parent-Educator Conference: Before signing this written agreement parent or guardian of a pupil may request that Springs conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

educational activities, simulations, discussions, note taking, videos, audio tapes, coloring, and other educational activities.

Methods of Evaluation: Learning Plans will include descriptions of the specific methods of evaluation covered by the agreement that were used within each assignment period. Mandatory Evaluations: Portfolio samples, monthly review of work, parent and teacher/ES observation, and California Assessment of Student Performance and Progress or Charter School grade level assessments other evaluations include meeting Common Core State Standards which will include at minimum norm and criterion referenced tests, textbook assessments and project completion.

Specific Resources, Including Materials and Personnel, That Will Be Made Available to the Student: Learning Plans will include descriptions of the specific resources that are provided within each assignment period. The school will ensure confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. The school will provide all school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, and community resources. Resources will include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all.

Measurements of Academic Accomplishment or Course Credits: Per this contract, a student enrolled for a full academic year must attempt a full course of study to include a minimum of 40-course credits (grade 9-12) or four core year long courses/ICANS (grades TK-8) to prove academic accomplishment. This is reflected in the student's course list in the charter school's student information system. All content is aligned to grade level standards that are substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Board Policies

Maximum Assignment Time: For all grade levels and all programs offered by the Charter School, no more than 20 school days may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work.

VISTA SPRINGS CHARTER SCHOOL

Appendix C

Vista Springs Charter Petition for Renewal



Subject: Independent Study
Effective Date: June 7, 2018
Revised Date: July 13, 2021
Revised Date: August 10, 2022
Approved By: Board of Directors
Policy: 5006.1

The Charter School offers independent study to meet the educational needs of pupils enrolled. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board of Directors for implementation at Charter School:

1. A master agreement shall be kept on file for each independent study student for each year the student attends the Charter School. The maximum length of time for all grade levels and all programs operated by the Charter School that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work is 20 school days.
2. The Charter School shall ensure that it is in compliance with Education Code Section 51745.6 regarding the ratio of average daily attendance (“ADA”) to full-time equivalent (“FTE”) certificated employees.
3. The Superintendent or designee shall complete an evaluation to determine whether it is in the best interests of the student to remain in independent study upon the following triggers:
 - a. In the event that 30% of assignments are missed during a learning period.
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Adequate Progress Policy and procedure which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.

- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim student record which shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

4. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
5. The Charter School has adopted tiered reengagement strategies for the following pupils:
 - a. All pupils who are not generating attendance for more than 10 percent (10%) of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than fifty percent (50%) of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
 - c. Outreach from the school to determine pupil needs including connection with health and social services as necessary;
 - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to Education Code Section 51747(g)(4).
 - e. A plan to evaluate the pupil's achievement and necessary support through the Charter School's Multi-Tiered Systems of Support process.
6. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For pupils in transitional kindergarten through grade 3, inclusive, a plan to provide opportunities for daily synchronous instruction for all pupils throughout the school

- year as follows: daily live instruction accessed through the Learning Management System.
- b. For pupils in grades 4 to 8, inclusive, a plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year as follows: daily live interaction and weekly synchronous instruction accessed through the Learning Management System.
 - c. For pupils in grades 9 to 12, inclusive, a plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year as follows: weekly synchronous instruction accessed through the Learning Management System.
7. When a family indicates a wish to return their pupil or pupils to in-person instruction from independent study, the Charter School shall provide the family with options within their district of residence or surrounding areas for in-person instruction expeditiously, and, in no case, later than five instructional days.
8. A current written agreement shall be completed for each student each school year and maintained on file, including but not limited to, all of the following
- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for reporting his communicating with a pupil's parent or her guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Sections 57147 (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant

to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.

- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

VISTA SPRINGS CHARTER SCHOOL

Appendix D

Vista Springs Charter Petition for Renewal



Vista Springs La Fuente

2025-26 Student Attendance Calendar

July 2025					August 2025					September 2025					October 2025				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4					1	1	2	3	4	5			1	2	3
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
28	29	30	31		25	26	27	28	29	29	30				27	28	29	30	31

November 2025					December 2025					January 2026					February 2026				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
3	4	5	6	7	1	2	3	4	5				1	2	2	3	4	5	6
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9	9	10	11	12	13
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16	16	17	18	19	20
24	25	26	27	28	22	23	24	25	26	19	20	21	22	23	23	24	25	26	27
					29	30	31			26	27	28	29	30					

March 2026					April 2026					May 2026					June 2026				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6			1	2	3					1	2	3	4	5	6
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8	9	10	11	12	13
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	16	17	18	19	20
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22	23	24	25	26	27
30	31				27	28	29	30	31	25	26	27	28	29	30	31			

Green = First Day of School Orange = Last Day of Semester Teal = Minimum Day Blue = Virtual Awards 9-10 Lavender = Student Days Off (No School)
 Pink = State Testing (CAASPP) Window Gray = Summer Break Yellow = Events

Vista Springs Charter Petition for Renewal

School Events and Important Dates

NOTE: Other events/activities may be added throughout the school year.

August	
19	First Day of School

September	
1	Labor Day (no school)
4	Open House
25	Awards Assembly

October	
13-17	Minimum Days (personalized learning parent-student conferences)
24	No School (Professional Development)
30	Awards Assembly and EVENT: Fall Festival

November	
11	Veteran's Day (no school)
20	EVENT: Traditions Open House and Potluck & Awards Assembly
21	Minimum Day
24-28	Thanksgiving Break (no school)

December	
18	Awards Assembly
18	Minimum Day
22-31	Winter Break (no school)

January	
1-4	Winter Break (no school)
16	Minimum Day (staff work day & last day of semester)
19	No School (MLK Day)
20	First day of Semester 2
22	Awards Assembly

February	
6	NO SCHOOL (Professional Development)
12	EVENT: Sweetheart Dance
13	Minimum Day
16	No School (President's Day)
23-27	Minimum Days (personalized learning parent-student conferences)
26	Awards Assembly

March	
19	EVENT: Career Fair
26	Awards Assembly
30-31	NO SCHOOL - Spring Break

April	
1-3	NO SCHOOL - Spring Break
30	Awards Assembly

May	
4/28-5/16	CAASPP Testing Window
20	EVENT: Dolphin Dash
21	Awards Assembly
25	Memorial Day (no school)
27	EVENT: Promotion Minimum Day (last day of school)

Vista Springs Charter Petition for Renewal

Daily Schedule

8:15 am	Start of School	8:15 am	Start of School	8:15 am	Start of School
3:00 pm	End of Day	3:00 pm	End of Day	3:00 pm	End of Day

Minimum Day Schedule

Every Monday (and as listed on the calendar above)					
TK		K - 5th Grades		6th - 8th Grades	
8:15 am	Start of School	8:15 am	Start of School	8:15 am	Start of School
1:00 pm	End of Day	1:00 pm	End of Day	1:00 pm	End of Day

VISTA SPRINGS CHARTER SCHOOL

Appendix E

Vista Springs Charter Petition for Renewal



Vista Springs Mosaic

2025-26 Student Attendance Calendar

July 2025					August 2025					September 2025					October 2025				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4					1	1	2	3	4	5			1	2	3
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
28	29	30	31		25	26	27	28	29	29	30				27	28	29	30	31

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3	4	5	6	7	1	2	3	4	5				1	2	2	3	4	5	6
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9	9	10	11	12	13
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16	16	17	18	19	20
24	25	26	27	28	22	23	24	25	26	19	20	21	22	23	23	24	25	26	27
					29	30	31			26	27	28	29	30					

March 2026					April 2026					May 2026					June 2026				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6			1	2	3					1	2	3	4	5	6
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8	9	10	11	12	13
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	16	17	18	19	20
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22	23	24	25	26	27
30	31				27	28	29	30	31	25	26	27	28	29	30	31			

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Vista Springs Charter Petition for Renewal

School Events and Important Dates

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18	Awards Assembly
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February	
6	NO SCHOOL (Professional Development)
12	EVENT: Sweetheart Dance
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16	No School (President's Day)
23-27	Minimum Days (personalized learning parent-student conferences)
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March	
19	EVENT: Career Fair
26	Awards Assembly
30-31	NO SCHOOL - Spring Break

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1-3	NO SCHOOL - Spring Break
30	Awards Assembly

May	
4/28-5/16	CAASPP Testing Window
20	EVENT: Dolphin Dash
21	Awards Assembly
25	Memorial Day (no school)
27	EVENT: Promotion Minimum Day (last day of school)

Vista Springs Charter Petition for Renewal

Daily Schedule

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Minimum Day Schedule

Every Monday (and as listed on the calendar above)					
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1:00 pm	End of Day	1:00 pm	End of Day	1:00 pm	End of Day

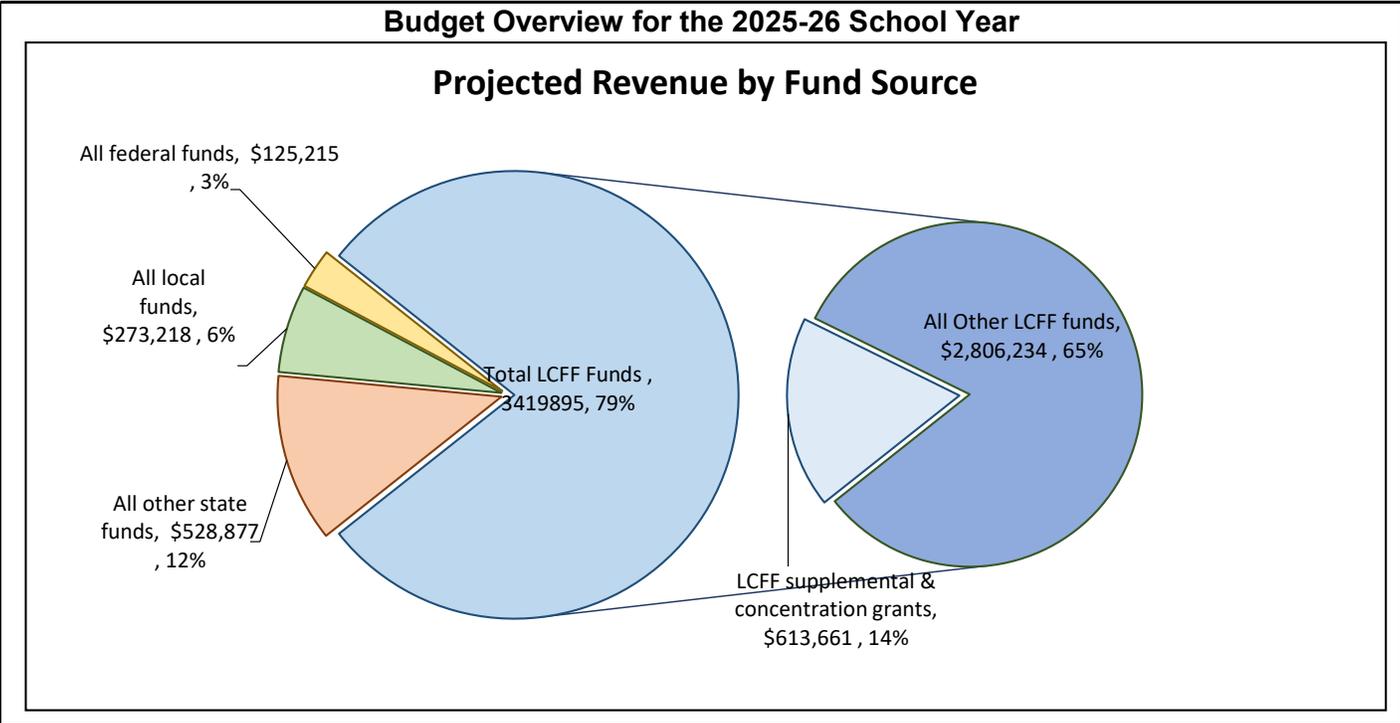
VISTA SPRINGS CHARTER SCHOOL

Appendix F

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Springs Charter
CDS Code: 37 77156 0137323
School Year: 2025-26
LEA contact information: Tanya Rogers, (951) 225-7759, tanya.rogers@springscs.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

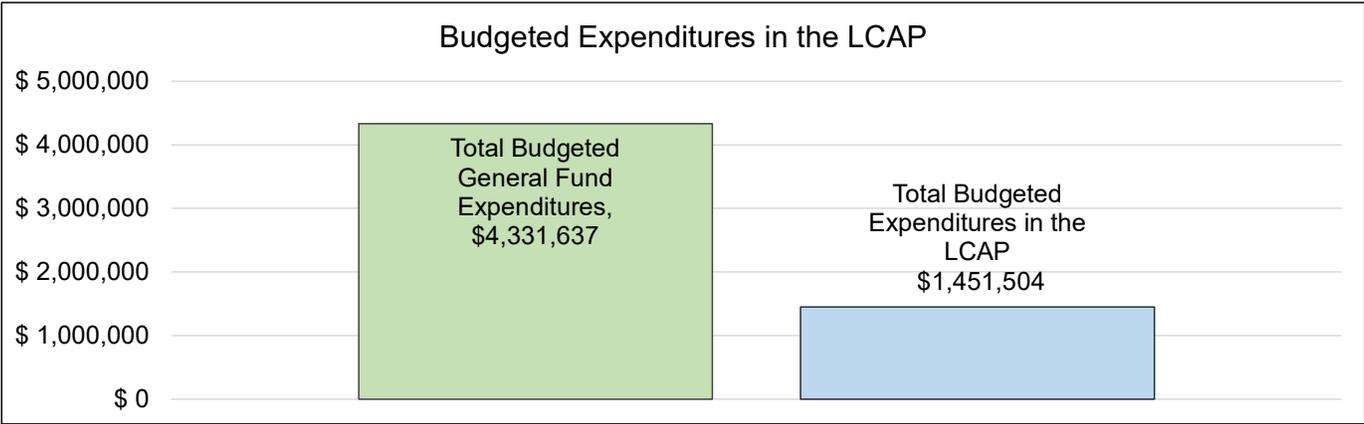


This chart shows the total general purpose revenue Vista Springs Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Springs Charter is \$4,347,205.00, of which \$3,419,895.00 is Local Control Funding Formula (LCFF), \$528,877.00 is other state funds, \$273,218.00 is local funds, and \$125,215.00 is federal funds. Of the \$3,419,895.00 in LCFF Funds, \$613,661.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Vista Springs Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vista Springs Charter plans to spend \$4,331,637.00 for the 2025-26 school year. Of that amount, \$1,451,504.00 is tied to actions/services in the LCAP and \$2,880,133.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

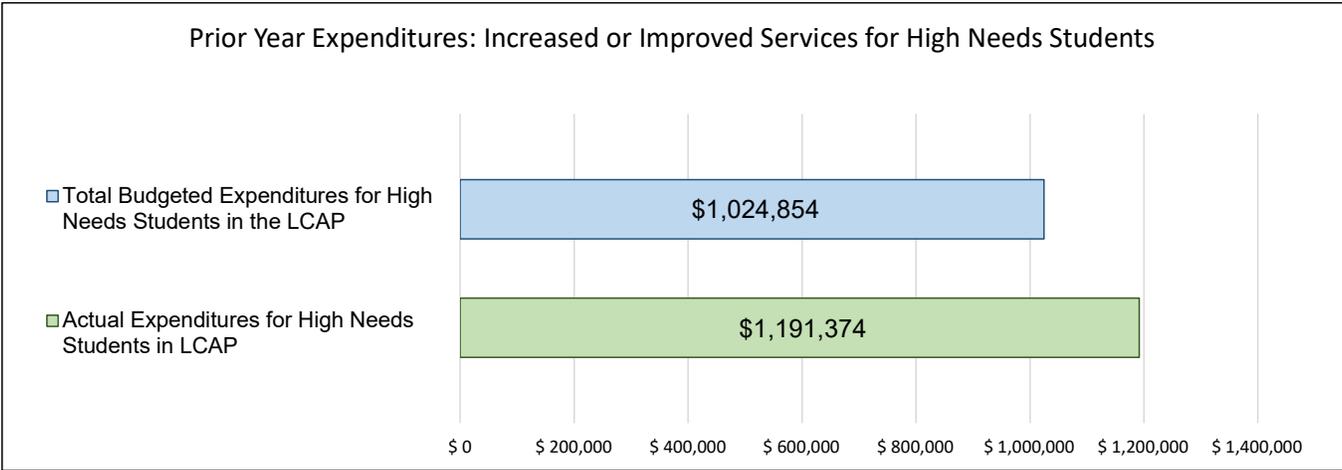
A majority of expenditures for Vista Springs are included in the LCAP, however some oversight and administrative fees are not included as they do not tie directly to our outlined goals and actions.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Vista Springs Charter is projecting it will receive \$613,661.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Springs Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Springs Charter plans to spend \$720,629.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Vista Springs Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Vista Springs Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Vista Springs Charter's LCAP budgeted \$1,024,854.16 for planned actions to increase or improve services for high needs students. Vista Springs Charter actually spent \$1,191,374.07 for actions to increase or improve services for high needs students in 2024-25.

Vista Springs Charter Petition for Renewal

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vista Springs Charter School	Amy Podratz, Asst Sup Admin Operations	Amy.Podratz@springscs.org (951) 252-8851

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Our Mission

Our 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. Student empowerment and optimum learning are evidenced in all goals as we continue to expand focused services, supports, and opportunities for all students.

Our Philosophy

The school was created by and is operated by parents. We understand that every child is on a personalized educational journey. Our talented teachers work hard to incorporate a rich diversity of skills development, curriculum, and extracurricular activity into each day. Our staff works hard to direct resources where our students need them most. As a charter school, we are part of the solution to a better education system. We value:

- Parent choice and involvement
- Using the community as the classroom
- Fostering a child’s innate creativity
- Collaborating to achieve goals
- Building relationships
- Personalizing learning

Vista Springs Charter Petition for Renewal

Our Charter

Vista Springs Charter School (VSCS) has been authorized by the State Board of Education since 2018. The school serves about 250 students; the majority reside in San Diego County, with authorization to serve students in the contiguous counties. The charter provides the community with a full continuum of educational services through various programs: Homeschool, Vista Mosaic (hybrid 3 days per week on site), and La Fuente Dual Immersion (seat-based). As a personalized learning school, Vista Springs will continue to serve families well, addressing each student’s needs and designing a program to move them forward in their educational journey.

The 2024 CA School Dashboard shows the following Census Day student demographics:

Student Group	Total	Percentage
English Learners	53	21.5%
Foster Youth	2	0.8%
Homeless	16	6.5%
Socioeconomically Disadvantaged	179	72.5%
Students with Disabilities	35	14.2%

Race/Ethnicity	Total	Percentage
African American	7	2.8%
American Indian	2	0.8%
Asian	3	1.2%
Filipino	1	0.4%
Hispanic	172	69.6%
Two or More Races	14	5.7%
White	48	19.4%

Since opening, the charter school has had a small group of high school students in the Homeschool program, and Goal 4 of the LCAP was drafted to support those high school students. In 2024-25, the group moved to one of the charter network sister schools, which offers a fully online program that is currently not part of the Vista Springs charter. Due to this change, Vista Springs did not have any high school students enrolled in 2024-25 and does not anticipate having any in 2025-26. Future planning is underway to decide if there is a need for high school programs within the charter. To maintain consistency, the LCAP goal 4 will remain on the plan for the remainder of the LCAP cycle without implementation until/unless high school students enroll.

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Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The charter is pleased to note many successes over the past year. The annual performance was determined based on a thorough analysis of 2024 CA School Dashboard data, progress on LCAP metrics, local self-assessment and progress monitoring tools, and input from educational partners.

Feedback from the online educational partner survey was overwhelmingly positive. The vast majority of stakeholders reported that they believe the school is “consistently” or “generally” serving students well in each of the four LCAP goal areas: standards-based curriculum and instruction, student safety and connectedness, services for qualifying student subgroups, and college and career preparedness.

Successes

Students continue to have access to safe, clean facilities, credentialed teachers, standards-aligned curriculum, and a broad course of study within a personalized learning program with high interest options and parent involvement.

Suspension rate remains very low. Chronic absenteeism declined on the 2024 Dashboard, and the Students with Disabilities subgroup increased by two performance colors due to the Whole Child efforts and new services provided through Branching Minds (Actions 2.1 and 2.2).

Students continue to receive Chromebooks on a 1:1 basis, and the need has increased this year. The school has made great efforts to keep Chromebooks functional and remove older and obsolete devices from circulation.

The Annual survey asked parents to evaluate the quality of programs and services developed and provided to students with exceptional needs (IEPs); 100% of parents who have a student in this subgroup responded that they believe the school is doing “well” or “very well” in the area of academic instruction and student support.

Challenges

For the ELA performance on the 2024 Dashboard, the overall and subgroup DFS declined, which indicates that more work is needed in the ELA program and teacher development. Math performance increased by 4.5 points, which is worth celebrating, but school leaders recognize that even with this growth, the charter is performing below the State; the new math curriculum introduced in Action 1.2 is anticipated to positively impact math scores on the 2025 CAASPP and 2025 Dashboard performance. CAST performance remained pretty much the same, and single subject specialists have revised all science courses at all grade levels to increase academic achievement in this area.

This charter is a high priority for intensive administrative wraparound services for the coming year, including leadership and teacher support to ensure the educational program is implemented with fidelity. The administration must ensure that all students are receiving a rigorous, personalized education at all grade levels in order to increase achievement.

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Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

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Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	<p>Students actively participated in the LCAP engagement process through an online survey designed to gather their perspectives on various aspects of school life. The survey, distributed through StudentSquare, was accessible to all students and featured student-friendly language and engaging emoji images. To ensure broad participation, teachers allocated class time or learning plan meetings for students to complete the survey. Student email addresses were cross-referenced with the student information system to identify subgroup information. Analyzing disaggregated data from different subgroups allows the school to compare the overall consensus with subgroup-specific results. This process is crucial for evaluating the school's effectiveness and identifying opportunities for improvement.</p> <p>Students were asked to rate the school's progress toward meeting LCAP goals and provide feedback on the overall school climate, culture, academics, and support services. Additionally, students were invited to share their likes about school and suggest one thing they would change. The survey, conducted over 30 days in mid-January to mid-February, received an exceptional response, with over 3,500 student surveys completed network-wide; nearly 50 of those were Vista Springs students.</p>
Teachers, principals, administrators, other school personnel	<p>Teachers and school staff were engaged in the LCAP process through a survey distributed via ParentSquare, school social media, email, and text messages. The use of ParentSquare in communication has significantly increased survey participation. The survey, open from mid-January to mid-February, asked teachers and staff to rate the school's performance in providing services and resources to students. The survey provided an opportunity for narrative responses, allowing teachers and staff to offer qualitative input for improvement. Informal feedback was also gathered through classroom observations, professional development sessions, and other onsite and virtual events, which were shared with the administration for consideration.</p>

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<p>Parents (overall)</p>	<p>The parent/guardian annual LCAP survey was conducted through ParentSquare, posted on school social media pages, emailed, and sent through text messages directly to parents, and guardians. Notifications and surveys were sent in each family's preferred language and via text message. This approach has significantly increased participation over the past two years. The survey, open from mid-January to mid-February, asked parents/guardians to rate the school's performance in key areas and provide feedback on the local school climate, culture, safety, and communication. This year we had over 2,500 parent/guardian survey participants network-wide; over 50 of those were from VistaSprings. In the past, the survey has asked parents/guardians to self-report on program and demographic information, such as having students with Individualized Education Plans or English Language Learners. Sending the survey through Parent Square removed that need and enabled the school to cross-reference the Parent/Guardian contact information with our student information system to increase the accuracy of program and subgroup reporting. Analyzing disaggregated data from different subgroups allows the school to compare the overall consensus with subgroup-specific feedback. This process is crucial for evaluating the school's effectiveness and identifying opportunities for improvement. The survey provided the opportunity for parents to add narrative responses. This allows the school to evaluate and assess qualitative input for context and improvement recommendations.</p> <p>Less formal, but equally valuable feedback is gathered through interactions during school events and activities. Feedback from these discussion opportunities are gathered and shared by the principals and directors with the administration throughout the school year.</p>								
<p>School Site Council</p>	<p>The School Site Council held three meetings in the 2024-25 school year. The meetings took place using an online platform for the convenience of all involved parties who may reside throughout the charter's wide service area. The meeting agendas had dedicated time for LCAP discussions. The LCAP purpose, content, cycles, and goals were discussed. The current LCAP goals, services, and resources were discussed. The school site council gave valuable input and positive feedback about the resources and services provided by the school.</p> <table border="1" data-bbox="627 1154 1927 1273"> <thead> <tr> <th data-bbox="627 1154 951 1203">Charter</th> <th data-bbox="951 1154 1276 1203">Meeting #1</th> <th data-bbox="1276 1154 1602 1203">Meeting #2</th> <th data-bbox="1602 1154 1927 1203">Meeting #3</th> </tr> </thead> <tbody> <tr> <td data-bbox="627 1203 951 1273">Vista Springs</td> <td data-bbox="951 1203 1276 1273">Thurs. Jan 30, 2025 4:30 No Meeting(no quorum)</td> <td data-bbox="1276 1203 1602 1273">Mon. Feb 24, 2025 4:30 No Meeting(no quorum)</td> <td data-bbox="1602 1203 1927 1273">Mon. March 31, 2025 4:30</td> </tr> </tbody> </table>	Charter	Meeting #1	Meeting #2	Meeting #3	Vista Springs	Thurs. Jan 30, 2025 4:30 No Meeting(no quorum)	Mon. Feb 24, 2025 4:30 No Meeting(no quorum)	Mon. March 31, 2025 4:30
Charter	Meeting #1	Meeting #2	Meeting #3						
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<p>DELAC and parents of EL students</p>	<p>The District English Learner Advisory Committee (DELAC) met four times(11/6/2024, 01/8/2025, 02/05/2025, 04/02/2025) during the 2024-25 school year. All of the DELAC meetings take place online for the convenience of the participants who may reside throughout the charter’s wide service area. Each meeting had a focus topic to discuss. These include English Learner (EL) assessments, reclassification processes, Title I compact, Title III funding, the needs of the EL community, the EL curriculum, and the LCAP, among other things. The LCAP-focused meeting took place in April and provided the opportunity to collaborate with representatives from the school’s EL community. The LCAP purpose, content, cycles, and goals were reviewed. Special attention was given to the EL-specific goals and objectives. The school reviewed the goals and actions to increase and improve the services of EL and all other unduplicated pupil groups. Parents gave positive input and valuable feedback for consideration.</p>
<p>Parents of students with disabilities</p>	<p>Throughout the 2024-2025 school year, Springs Charter Schools hosted three dedicated Parent Advisory Meetings for special education parents. These meetings took place on November 13, February 12, and April 9. Unlike traditional meetings with fixed agendas, these sessions were designed as interactive forums for questions and answers and brainstorming support ideas. This approach allowed parents to raise concerns relevant to them and contribute directly to identifying solutions and needed resources for the LCAP.</p> <p>In addition to the advisory meetings, the LEA provided a comprehensive 6-part parent training series titled "Parenting the Love and Logic Way." This program, designed by the Love and Logic Institute, offered practical techniques and tips for parents of children of all ages and abilities. The training was free and open to all parents, family members, and guardians.</p> <p>Furthermore, Springs Charter Schools maintains ongoing communication with all COMPASS students' parents through a monthly newsletter. This consistent communication ensures that parents are well-informed about school activities, academic expectations, and available support programs, further facilitating their engagement in the educational process and indirectly contributing to LCAP development by providing a channel for broad communication and feedback.</p> <p>By combining direct advisory meetings, skill-building workshops, and consistent informational newsletters, Springs Charter Schools demonstrates a robust and comprehensive engagement process for involving parents of special education students in the development of its LCAP, fulfilling its obligation to consult with key educational partners.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

At Springs Charter Schools, input from our educational partners—including students, parents/guardians, staff, and community members—is integral to the development and refinement of our Local Control and Accountability Plan (LCAP). Engagement opportunities such as the Annual School Survey,

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School Site Council (SSC) meetings, District English Learner Advisory Committee (DELAC) meetings, and other stakeholder forums have provided valuable insights that directly influenced our goals, actions, and metrics.

Addressing Academic Gaps:

Survey responses indicated a continued need to address residual learning loss. In response, the LCAP includes increased professional development for teachers and school staff focused on academic interventions, as well as expanded tutoring opportunities to support student achievement. (Goal 1, Actions 1.1–1.4)

Strengthening Communication and Partnerships:

Educational partners emphasized the importance of strong communication and collaboration between families and schools. This feedback resulted in actions to enhance engagement opportunities and improve school-home communication. Additionally, efforts will be made to increase participation and improve the quality of responses in future LCAP surveys. (Action 2b)

Equity in Access to Resources:

During SSC and DELAC meetings, participants highlighted the need for clearer communication regarding the availability of resources for specific student groups. In response, annual notifications will now include this information to ensure equitable access. (Metric 3a)

Support Staff and Early Intervention:

Stakeholders consistently recognized the vital role of Assistant Classroom Educators (ACEs) and Aides in supporting student learning. This feedback led to the continued investment in their professional development, with an emphasis on early assessment of foundational skills to ensure timely interventions. (Action 3.6)

Promoting School Belonging and Safety:

Feedback from students identified strong relationships with peers and supportive teachers as key elements of a positive school climate. Based on this input, the school implemented Branching Minds to promote peer-to-peer respect and consistent discipline practices. Additionally, investments in Social Emotional Learning (SEL) and school-based mental health services have contributed to improved perceptions of school climate from 2024 to 2025. (Goal 2)

Increased Staffing for Student Support:

Survey data and the LREBG needs assessment indicated the need for more direct support for students. As a result, the LCAP includes actions to increase staffing, thereby strengthening connections among students, staff, and families. (Actions 2.4, 3.1, 3.6; Metrics 2i, 3h)

The feedback from our educational partners continues to shape the direction of our LCAP, ensuring that our goals and actions reflect the values and priorities of the Springs Charter Schools community.

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Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Teaching & 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 and underperforming student subgroups.	Broad Goal

State Priorities addressed by this goal.

1, 2, 4, 7

An explanation of why the LEA has developed this goal.

This goal was developed and put as Goal #1 because teaching and learning are the charter's primary driving force. The specificity was determined through data analysis of the CA School Dashboard, internal student academic progress, and staff feedback, thus becoming an identified need. Various data were used (see metrics) to determine the multiple realms of action necessary, including curriculum, instruction, CAASPP performance, and teacher PLC/training. As shown, the actions/metrics are not only for overall achievement but subgroups as well. Further, each action was developed to ensure that the charter had all of the resources/budget available to meet expected achievement outcomes.

The metrics and actions will work together to increase student achievement and ensure charter renewal qualification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	<p>Teachers appropriately assigned and credentialed</p> <p><i>Source: DataQuest: Teaching Assignment Monitoring Outcomes by FTE</i></p>	<p>2021-22 Report:</p> <ul style="list-style-type: none"> • 10.3 total FTE • 96.8% clear • 2.7% out of field • 0.0% Intern • <1% Incomplete • 0.0% Unknown 	<p>2022-23 Report:</p> <ul style="list-style-type: none"> • 10.7 total FTE • 93.8% clear • 5.7% out of field • 0% Intern • 0% Incomplete • 0% Unknown 		<p>Maintain rates the following credentialing rates:</p> <ul style="list-style-type: none"> • >80% clear • <15% out of field • <5% Intern • <5% Incomplete 	<ul style="list-style-type: none"> • 3 point decline clear • 3 point increase out of field • No change intern • <1 point decrease incomplete • No change unknown

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1b	<p>Access to standards aligned instructional materials <i>Source: CA School Dashboard Local Indicator; Curriculum Inventory Report</i></p>	<p>100% of students have access to standards-aligned instructional materials in 2022-23</p>	<p>100% of students have access to standards-aligned instructional materials in 2023-24</p>		<p>100% of students having access to standards-aligned instructional materials</p>	<p>No change; maintained 100%</p>
1c	<p>EL Access to CA Standards including ELD standards <i>Source: Curriculum Inventory Report</i></p>	<p>100% of EL students have access to CCSS and ELD standards in 2022-23</p>	<p>100% of EL students have access to CCSS and ELD standards in 2023-24</p>		<p>100% of EL students having access to CCSS and ELD standards</p>	<p>No change; maintained 100%</p>
1d	<p>Implementation of academic content and performance standards <i>Source: CA School Dashboard local indicator, priority 2</i></p>	<p>All academic content and performance standards are implemented via I CANs or high school POP courses 100% implementation in 2022-23</p>	<p>All academic content and performance standards are implemented via I CANs or high school POP courses 100% implementation in 2023-24</p>		<p>100% implementation</p>	<p>No change; maintained 100%</p>
1e	<p>CA School Dashboard ELA performance (color performance ranking and # points above/below standard) <i>Source: CA School Dashboard ELA Indicator</i></p>	<p>2023 Overall: Yellow 35.8 pts below • SWD = no color • SED = yellow • EL = yellow CA State is 13.6 pts below and orange on 2023 Dashboard</p>	<p>2024 Overall: Orange 44.8 pts below • SWD = no color • SED = orange • EL = red CA State is 13.2 pts below and orange on 2024 Dashboard</p>		<p>Maintain Dashboard performance that is better than the State, per charter renewal guidelines</p>	<p>Overall: Decline 9 points (Declined one performance color) • SWD No change • SED declined one performance color • EL declined two performance colors</p>
1f	<p>CA School Dashboard Math performance (color performance ranking and # points above/below standard) <i>Source: CA School Dashboard Math Indicator</i></p>	<p>2023 Overall: Yellow 76.7 pts below • SWD = no color • SED = yellow • EL = red CA State is 49.1 pts below and orange on 2023 Dashboard</p>	<p>2024 Overall: Yellow 72.2 pts below • SWD = no color • SED = orange • EL = red CA State is 47.6 pts below and orange on 2024 Dashboard</p>		<p>Maintain Dashboard performance that is better than the State, per charter renewal guidelines</p>	<p>Overall: Increased 4.5 points • SWD no change • SED Declined one performance color • EL no change</p>

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1g	<p>CAST: percent of students who met/exceeded standard Source: CAASPP website / Science</p>	19.61% in 2022-23	18.4% in 2023-24		Maintain rate higher than the State	Declined one percentage point
1h	<p>Offering a broad course of study to all students Source: CA School Dashboard Local Indicator Priority 7 self-reflection tool</p>	A broad course of study is available to 100% of students 2022-23	A broad course of study is available to 100% of students in 2023-24		100% of students have access to a broad course of study	No change; maintained 100%

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantive differences in planned actions and actual implementation. All planned actions were successfully implemented, as written. Included below is a description of the implementation of the actions to achieve the articulated goal.

1.1 - ELA Student Achievement & 1.2 - Math Student Achievement

Throughout the year, interdepartmental teams worked collaboratively to equip teachers, Assistant Classroom Educators (ACE), school leaders, and student support staff with the training, data, and resources necessary to enhance English Language Arts (ELA) student outcomes. Key initiatives and updates included:

- Professional Development: Throughout the school year, educators, ACEs, and leaders engaged in professional learning sessions that reviewed prior year data, current student data, curriculum pacing guides, and intervention strategies to support planning and instruction.
- AIMM Leadership Focus: The Academic Instruction, Mentoring, and Monitoring (AIMM) initiative provided targeted support to program leaders, helping to drive improved student outcomes and strengthen program-level systems.
- Monthly BHAG Committees: Cross-functional committees met monthly to lead school-wide, data-informed initiatives. Notably, the Reading Committee pursued the ambitious goal of ensuring all students achieve grade-level reading proficiency by 4th grade.
- Springs Coaching Program: This coaching initiative for teachers emphasized cultivating strong classroom culture, using data to inform instruction, and advancing mastery-based learning practices.

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- Continuous Improvement Reports: These in-depth reports included demographic, diagnostic, and state-level data, enabling educators and leaders to track student growth and establish targeted goals for improvement.
- Personalized Learning Summit: Held on non-instructional days, the two Personalized Learning Summits brought together education and student services teams to analyze student data, develop strategic plans, and participate in expert-led training sessions.
- Wraparound Services: Ongoing, multidisciplinary support was implemented in underperforming academic programs, with structured monthly follow-ups to ensure progress and alignment with student needs.

1.3 - Science Student Achievement

Science I CANs based on the NGSS for TK-8 grade have been developed and shared with teachers in the Teaching The Springs Way (TTSW) Toolbox. The school is reviewing baseline CAST results and assessing curriculum and professional development effectiveness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Goal budgeted expenditures were \$ 627,599, and estimated actuals are \$ 630,976, a 1% difference. Overall, spending was within range of the estimated budget, though there were some adjustments within the actions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The metrics (“measuring and reporting results”) show in this goal that the following were effective/met:

- 1b - all students have access to standards aligned instructional materials
- 1c - all EL students have access to CCSS and ELD
- 1d - academic content and performance standards are 100% implemented
- 1f - math performance has increased slightly and is at 72.2 points below standard
- 1h - all students are offered a broad course of study

The metrics (“measuring and reporting results”) show in this goal that the following were ineffective/somewhat effective/not met:

- 1a - teachers appropriately assigned decreased slightly to 93.8%

One of the charter’s priorities is to have teachers properly assigned and while proper assignment is extremely high, the administration needs to look at the one misassignment and possibly reorganize.

- 1e - ELA performance has decreased by 9 percentage points and is now 44.8% overall and the SED group has moved from yellow to orange while the EL group decreased from yellow to red

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1f - math performance for the SED subgroup has decreased from yellow to orange and the EL subgroup is still at red

1g - CAST performance declined 1.21 percentage points

This charter is a high priority for intensive administrative wraparound services for the coming year, including leadership and teacher support to ensure the educational program is implemented with fidelity. The administration must ensure that all students are receiving a rigorous, personalized education at all grade levels in order to increase achievement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The charter added a fourth action to this goal, which is funded through the Learning Recover Emergency Block Grant (Action 1.4). After conducting a thorough needs assessment, leaders met several times this year to review data, research allowable spending practices, and pinpoint evidence-based practices that have the best potential to increase ELA and math learning recovery for students. Leaders will continue monitoring student outcomes to assess their success in the coming year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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<p>1.1</p>	<p>ELA Student Achievement</p>	<p>Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies and first-best instruction in order to maintain/increase overall and significant subgroup achievement. Initiatives will include:</p> <ul style="list-style-type: none"> ● Teacher, ACE, and instructional aide professional development before, during, and after the school year (10 PD days, PLC, and optional extra paid PD) ● Academic Instruction, Mentoring and Monitoring (AIMM) for program leadership, focusing on increasing student outcomes and supports at the program-level throughout the school year ● Monthly BHAG Committees review data, discuss student needs, and develop schoolwide actions (<i>Reading Committee focus: All students will be proficient in grade-level reading by 4th grade</i>). ● IAB/FIAB/ICA interim assessments implemented in all programs ● Administrative coaching, monitoring, and follow-up for new leaders ● Data platforms available for teacher, program, and school-level analysis (Parsec Go) ● Local level achievement dashboards with access to benchmark exams and diagnostic assessments (i-Ready) ● Multidisciplinary wrap around services for academically underperforming programs 	<p>\$232,039</p>	<p>Yes</p>
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<p>1.2</p>	<p>Math Student Achievement</p>	<p>Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies and first-best instruction in order to maintain/increase overall and significant subgroup achievement. Initiatives will include:</p> <ul style="list-style-type: none"> ● Teacher, ACE, and instructional aide professional development before, during, and after the school year (10 PD days, PLC, and optional extra paid PD) ● Academic Instruction, Mentoring and Monitoring (AIMM) for program leadership, focusing on increasing student outcomes and supports at the program-level throughout the school year ● Monthly BHAG Committees review data, discuss student needs, and develop schoolwide actions (<i>Math committee focus: All students will be ready for high school math by the end of 8th grade</i>). ● IAB/FIAB/ICA interim assessments implemented in all programs ● Administrative coaching, monitoring, and follow-up for new leaders ● Data platforms available for teacher, program, and school-level analysis (Parsec Go) ● Local level achievement dashboards with access to benchmark exams and diagnostic assessments (i-Ready) ● Multidisciplinary wrap around services for academically underperforming programs ● Piloting new Math curriculum (Savvas enVision) being implemented in some academy programs in 2024-25 for evaluation of student improvement. <p>This action is going to meet the needs of student groups in the lowest performance levels on the CA School Dashboard. The charter will prioritize subgroups that measure as red: 2023 Dashboard includes English Learners.</p>	<p>\$200,449</p>	<p>Yes</p>
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1.3	Science Student Achievement	Use individual, significant sub-group, and school-wide data to drive instruction. Science power standards will be developed for each grade level and corresponding Mastery Quizzes will be developed to assess student mastery. Using the data from these assessments, teachers, and administrators will identify strengths and weaknesses and implement research-based strategies and first-best instructions in order to maintain/increase overall and significant subgroup achievement. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth.	\$110,327	Yes
1.4	Learning Recovery (funded by LREBG)	<p>Close learning gaps through the implementation and expansion of evidence-based ELA and math learning supports and services provided to pupils.</p> <ul style="list-style-type: none"> ● Learning recovery programs and materials designed to accelerate pupil academic proficiency are planned to include: personalized learning instructional materials (Mastery Path Project), SRA Reading Lab and math manipulative kits, Reading Plus, Novel Studies with Springs Lit Guide. ● Professional development and coaching will be provided through: Really Great Reading On-Demand Training (ELA), and Jo Boaler On-Demand Training (Math). ● Additional staffing will provide an expansion of small group learning supports, staff coaching, and services provided to students: ACEs at the middle school level, increased ELD teacher time from 185 to 225 service days per school year, TOSA (Intervention focus-middle school), and AOSA focused on TK-6 Literacy and Intervention. 	\$23,312	No

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Goal 2

Goal #	Description	Type of Goal
2	Student Belonging: Maintain high levels of student and parent engagement and connectedness through school initiatives prioritizing student safety, positive school culture, and parent involvement.	Broad Goal

State Priorities addressed by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed because the charter believes that student safety and school culture should be the highest priority. To continue providing a positive environment that promotes student-felt safety and connection, the charter focuses efforts on a safe, clean school environment, nutrition services, whole child support, and student belonging. The school believes that the identified actions will sustain the progress exemplified by the related metrics as they directly impact student behavior and social and emotional engagement with staff and peers. Metrics have been established and aligned with state accountability measures with an expected outcome of fewer suspensions/expulsions, higher attendance and engagement, and a low dropout rate. Aside from the data outcomes, the charter wants to ensure that students are well-cared for.

The metrics and actions will work together to increase student engagement, attendance, connectedness, and decrease disciplinary incidents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Safe, Clean, Functional School Facilities <i>Source: Facility Condition Assessment (internal)</i>	100% of facilities meeting good repair standards in 2022-23	100% of facilities meeting good repair standards in 2023-24		100% of facilities meeting good repair standards	No change; maintained 100%

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2b	<p>Efforts to seek parental input in decision making <i>Source: Springs network-wide parent response to CA School Dashboard local indicator priority 3 self reflection tool</i></p>	<p>Completed 1 annual parent survey for all programs, which includes priority 3 self reflection tool content</p> <p>88% positive ratings on 2023-24 network-wide annual survey for parent engagement in decision making (utilizing the local indicator tool)</p>	<p>Completed 1 annual parent survey for all programs, which includes priority 3 self reflection tool content</p> <p>88% positive ratings on 2024-25 network-wide annual survey for parent engagement in decision making (utilizing the local indicator tool)</p>		<p>Maintain 85-95% or above positive rating from parents</p>	<p>No change; maintained within target range.</p>
2c	<p>Annual school attendance rate <i>Source: SIS Attendance Detail Summary Report</i></p>	<p>95.2% in 2022-23</p>	<p>94.6% in 2023-24</p>		<p>Maintain rate above 95%</p>	<p><1 percentage point decline; maintained within target range</p>
2d	<p>CA School Dashboard Chronic Absenteeism performance (color performance ranking and percentage of students who were absent 10% or more) <i>Source: CA School Dashboard Chronic Absenteeism</i></p>	<p>16.2% overall Orange on 2023 Dashboard • SWD = no color • SED = red • EL = yellow</p> <p>CA State is 24.3% and yellow on 2023 Dashboard</p>	<p>15.5% overall Yellow on 2024 Dashboard • SWD = orange • SED = orange • EL = orange</p> <p>CA State is 18.6% and yellow on 2024 Dashboard</p>		<p>Maintain rate lower than the State</p>	<p>Overall: Declined 0.6 points (Increased one performance color)</p> <ul style="list-style-type: none"> • SWD Increased two performance colors • SED increased one performance color • EL declined one performance color
2e	<p>Middle school drop-out rates <i>Source: CALPADS 1.12 (1-year drop-outs, grades 7/8)</i></p>	<p>0% in 2022-23</p>	<p>0.0% in 2023-24</p>		<p>Maintain rate of 0%</p>	<p>No change; maintained 0%</p>

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2f	<p>High school cohort dropout rate <i>Source: Data Quest Four-Year Adjusted Cohort Outcome Report</i></p>	<p>** No Performance Level assigned; Low student group size - data not displayed for privacy CA State has 8.2% cohort drop outs in 2022-23.</p>	<p>** No Performance Level assigned; Low student group size - data not displayed for privacy CA State has 8.9% cohort drop outs in 2023-24.</p>		Maintain rate lower than the State	No change
2g	<p>CA School Dashboard Suspension Rate performance <i>Source: CA School Dashboard color performance and percent of students suspended at least one day</i></p>	<p>4.4% overall Orange on 2023 Dashboard • SWD = red • SED = orange • EL = orange CA State is 3.5% and orange on 2023 Dashboard</p>	<p>3.4% overall Green on 2024 Dashboard • SWD = yellow • SED = red • EL = yellow CA State is 3.2% and green on 2024 Dashboard</p>		Maintain rate lower than the State	<p>Overall: Declined 0.9 points (Increased two percentage points)</p> <ul style="list-style-type: none"> • SWD increased two performance colors • SED Declined one performance color • EL Increased one performance color
2h	<p>Expulsion Rate <i>Source: Data Quest Expulsion rate Report</i></p>	0% in 2022-23	0% in 2023-24		Maintain rate under 1%	No change; Maintained 0%
2i	<p>Local surveys on safety and school connectedness <i>Source: Annual Student Survey, overall positive response rating</i></p>	71% positive response in 2024	66% positive response in 2025		Maintain 70-80% student positive perception responses	Declined 5 percentage points
2j	<p>Nutrition Services <i>Source: Internal service log</i></p>	100% of student facilities have access to nutritionally adequate meals in 2022-23.	100% of student facilities have access to nutritionally adequate meals in 2023-24.		Maintain 100% access	No change; maintained 100%

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

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A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantive differences in planned actions and actual implementation. All planned actions were successfully implemented, as written. Included below is a description of the implementation of the actions to achieve the articulated goal.

2.1 - Whole Child Support / MTSS

Year one of Branching Minds platform implementation provided teachers with comprehensive data in one place including: universal screening results, diagnostic assessment results, SRSS SEL screening results, and other early warning data indicators. The platform allows for all support staff to view and collaborate to create personalized plans based on the whole child approach and student needs. The resource library strategies supports all students and specific strategies to support foster, homeless, economically disadvantaged, EL and SWD.

HELLO class offerings for ILP students expanded to offer fifteen small group targeted intervention classes with invitations to the students indicating the skill needs through use of data analysis and planning (analyzed in Branching Minds). Student participation was consistent and engaged. Tutoring sessions were also offered and time slots were filled to support individual student needs with Springs teachers as the tutors.

2.2 - Student Belonging

Student Services, Education Services, IT, and Admin Ops Department partnered to identify and implement a SEL screener to identify needs and target interventions to support student engagement and belonging as measured by the number of students and counselors participating in the screener, which opened October 2024.

Student Services implemented a restorative practices training pilot for early adopter site teams to increase student belonging and engagement as measured by staff survey, student attendance rates, and decreased disciplinary incidents. 179 Springs staff members participated in an introduction to restorative practices and community circles, with additional staff members also participating in two days of training on restorative conferencing.

The BHAG Belonging committee continues to meet monthly with collaboration from a wide variety of staff from different roles, programs, and departments.

2.3 - Parent Engagement

Each Academy student center has successfully hosted at least two signature on-site parent engagement events this year, supporting meaningful school-home partnerships. In our home-based programs, regional SPREE events, Parent orientations, webinars, and coffee chats have been consistently offered, ensuring that families of unduplicated pupils are supported and engaged throughout the school year.

Parent participation in decision-making bodies such as School Site Council and DELAC is actively monitored to ensure broad and representative input. Attendance and engagement is tracked in these forums, and leadership teams work to maintain fidelity to the process through consistent communication and outreach. In addition, parent perception data is gathered through schoolwide surveys, including the LCAP educational partner engagement survey

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and program-level satisfaction surveys. These insights have led to responsive changes in program offerings and additional support to better meet the local needs of our families.

2.5 - Nutrition Services

The charter continues providing on-site access to school meals that meet or exceed state nutrition requirements and federal regulations related to school meals at all student facilities. Universal meal programs are available for all students to receive free meals, regardless of traditional eligibility requirements. The charter targets foster, homeless, economically disadvantaged, and EL students as the top priority; however, all students receive the benefit through community eligibility.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Goal budgeted expenditures were \$ 52,413, and estimated actuals are \$ 50,813, a -3% difference. Overall, spending was within range of the estimated budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The metrics (“measuring and reporting results”) show in this goal that the following were effective/met:

2a: the facility is in good repair

2b - parental input was sought with the annual survey which had 198 adult participants and yielded an 88% positive rating

2d - chronic absenteeism has decreased to 15.5% with the SED subgroup moving from red to orange on the Dashboard

2e - there were zero middle school drop outs

2g - suspension rates have decreased by 1 percentage point to 3.4% overall and the SWD group went from red to yellow and the EL group rose from orange to yellow on the Dashboard

2h - there were zero expulsions

The metrics (“measuring and reporting results”) show in this goal that the following were ineffective/somewhat ineffective/not met:

2c - attendance rates are still extremely high at 94.6% but have decreased by 0.6 percentage points this past year

During this school year there was a gap in employment for the child welfare and attendance clerk which led to a slight decrease in attendance rates. This job is now rehired and the rates should rise in the coming school year.

2d - chronic absenteeism for the EL subgroup has moved down one tier on the Dashboard from yellow to orange

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The lack of a child welfare and attendance clerk led to issues with student attendance, especially with the EL subgroup. This position is now staffed and, with administration's assistance, this attendance rate should increase in the future.

2g - suspension rates for the SED subgroup has increased on the Dashboard from orange to red

With wraparound services and intentional data analysis, administration is working with site leadership to implement other means of correction with more fidelity.

2i - the local survey on safety and school connectedness decreased and is now at a 66% positive approval rating

Administration is aware of a group who are dissatisfied with the independent study program. This has since been rectified and satisfaction will be monitored closely as to increase this rating.

2f: high school dropout rate is n/a no high school students were enrolled in this program.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The charter added a new action to this goal, which is funded through the Learning Recovery Emergency Block Grant (Action 2.4). After conducting a thorough needs assessment, leaders met several times this year to review data, research allowable spending practices, and pinpoint evidence-based solutions that have the best potential to increase learning recovery through increased attendance and engagement. This action focuses on addressing student groups who are at higher risk of chronic absenteeism and increases communication and staffing supports to address student needs in a timely manner. Leaders will continue monitoring student outcomes to assess their success in the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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<p>2.1</p>	<p>Whole Child Support / MTSS</p>	<p>The whole child will be supported through various means, including Social/emotional groups led by counselors, MTSS Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, positive behavior programs implemented in each education program location, alternatives to suspension training and supports, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom.</p> <p>The charter will use suspension overall and subgroup data to refine Team practices as appropriate.</p> <p>The school will also continue using the Go Guardian system to monitor students' online use, filter content, and screen for inappropriate internet activity and bullying concerns.</p> <p>The charter has hired a full-time social worker and has homeless/foster liaison to provide additional resources for students in need.</p> <p>Implement Branching Minds program, where the whole child can be analyzed in one place to determine the next steps, including interventions and other needs.</p> <p>Provide independent learning program students with tutoring, online and in-person study zones, instructional/success aides assigned to specific student groups, and HELLO online intervention classes.</p> <p>The charter targets foster, homeless, economically disadvantaged, and EL students, along with any student groups in the lowest performance level on the CA School Dashboard, as the top priority; however, all students receive the benefits if they struggle.</p> <p>This action is going to meet the needs of student groups in the lowest performance level on the Dashboard suspension rate indicator; measuring as red in 2023 includes Students with Disabilities.</p>	<p>Yes</p>
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<p>2.2</p>	<p>Student Belonging</p>	<p>To increase student engagement and connectedness, the charter will: (1) implement a universal screener to identify students in need of social-emotional-learning (SEL) or school-coordinated mental health services, (2) implement a restorative practices training pilot for designated sites with full implementation on all student facilities by 2025-26, and (3) maintain a "Belonging" staff focus group to monitor and evaluate outcomes and establish best practices. Anticipated outcomes from these efforts include increased attendance rates, decreased chronic absenteeism, and a decreased suspension rate.</p> <p>The charter will frequently monitor student drop-out rates and attendance rates within network averages and maintain/decrease chronic absenteeism compared to the county through adequate progress/SART/SARB processes, student involvement in goal setting, personalized learning, interest choices, and student engagement methods.</p> <p>This action is going to meet the needs of student groups in the lowest performance level on the Dashboard. The charter will prioritize subgroups that measure on the Dashboard chronic absenteeism rate as red: 2023 Dashboard includes socioeconomically disadvantaged students.</p>	<p>\$1,959</p>	<p>Yes</p>
<p>2.3</p>	<p>Parent Engagement</p>	<p>Maintain parent involvement by gaining input in decision-making and parent participation in programs for unduplicated pupils. The school will do this through annual parent perception surveys (e.g., school-wide LCAP educational partner engagement survey, program-level parent satisfaction survey, etc.), School Site Council, DELAC, and parent engagement events. Academies: Each student center hosts (at minimum) 2 on-site parent engagement events annually. Home-based programs: SPREE events occur regionally throughout the year, along with numerous parent orientations, webinars, and coffee chats; all these allow for support and training of parents throughout the year.</p>	<p>\$24,986</p>	<p>Yes</p>

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2.4	Chronic Absenteeism (funded by LREBG)	In order to combat chronic absenteeism (focusing on underperforming subgroups), the charter will hire coordinator(s) to conduct analysis focused on pupils who have high rates of unexcused absences and/or insufficient engagement. Coordinator(s) will work directly with guardians/students, child welfare and attendance clerks, and leadership to further identify, develop, and consistently implement processes. The staff will work directly with families who are incurring absences to assist with barriers, further refine practices/training for child welfare and attendance clerks daily tasks, and come alongside leadership to improve school culture. This evidence-based action aims to increase or stabilize the amount of instructional time or services provided to pupils.	\$8,000	No
2.5	Nutrition Services	The charter will continue providing on-site access to school meals that meet or exceed state nutrition requirements and federal regulations related to school meals at all student facilities. Universal meal programs are available for all students to receive free meals, regardless of traditional eligibility requirements. The charter targets foster, homeless, economically disadvantaged, and EL students as the top priority; however, all students receive the benefit through community eligibility.		No

Goal 3

Goal #	Description	Type of Goal
3	Supporting Qualifying Student Subgroups: Provide comprehensive services to support the identified needs of unduplicated students (English Language Learners, foster youth, and economically disadvantaged) and students with exceptional needs.	Broad Goal

State Priorities addressed by this goal.

3, 4, 7

An explanation of why the LEA has developed this goal.

This goal was developed to specifically address services and programs, as well as student outcomes, for our students with disabilities, English Language Learners, socio-economically disadvantaged, and foster youth. Based on Dashboard performance data, feedback from parent advisory groups as well as

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survey data from staff and families, the school recognizes the need for focused efforts in these areas. The school believes that the identified actions will sustain the progress exemplified by the related metrics as they directly impact engagement. Metrics have been established and aligned with state accountability measures with an expected outcome of high attendance rates, low chronic absenteeism, low dropout rates, and high levels of parent participation and input in decision-making.

The metrics and actions will work together to increase student achievement and available supports for unduplicated student groups and students with exceptional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	<p>Promotion of parental participation for unduplicated pupils <i>Source: DELAC and SSC Meeting calendar</i></p>	<p>Invited all parents to annual survey; disaggregate data to compare subgroups to overall feedback Host 4 network-wide DELAC and 4 SSC meetings, of which they are invited to attend.</p>	<p>Invited all parents to annual survey; disaggregate data to compare subgroups to overall feedback. Hosted 4 network-wide DELAC and 3 SSC meetings, of which they are invited to attend.</p>		<p>Invited all parents to annual survey; compare subgroup participation to overall Host 4 network-wide DELAC and 4 SSC meetings, of which they are invited to attend.</p>	<p>3 of the 4 parts of the metrics were met (survey, data, DELAC); 1 was nearly met (SSC)</p>
3b	<p>Promote parental participation in programs for individuals with exceptional needs <i>Source: Annual LCAP survey participation</i></p>	<p>8 parent participants in 2024</p>	<p>5 parent participants in 2025</p>		<p>2024 baseline data is already historically high for the charter, so the target will be a moderate 10% increase in participation count.</p>	<p>38% decline in participant count</p>
3c	<p>Dashboard performance color and percentage of EL students making progress toward English language Proficiency <i>Source: CA School Dashboard ELPI</i></p>	<p>54.1% Yellow on 2023 Dashboard</p>	<p>28.2% Red on 2024 Dashboard Declined 25.8% 39 students</p>		<p>Maintain Medium or higher status rating on the dashboard (45+% EL students making progress)</p>	<p>Declined 26 percentage points</p>

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3d	<p>EL Reclassification Rate <i>Source: Data Quest Annual Reclassified Fluent English Proficient (RFEP) counts and rates report -or- CALPADS 2.16 if Data Quest is unavailable</i></p>	<p>CALPADS data shows 6 students (12.8% of EL students enrolled in 2021-22) Redesignated FEP for 2022-23.</p>	<p>CALPADS data shows 5 students (9% of EL students enrolled in 2022-23) redesignated FEP for 2023-24</p>		<p>Maintain a 20% annual RFEP rate</p>	<p>Rate declined 4 percentage points</p>
3e	<p>Programs and services developed and provided to students with exceptional needs. <i>Source: Annual LCAP Survey, % of subgroup parents who report to believe that the school is doing "well" or "very well" in the area of academic instruction and student support.</i></p>	<p>84% in 2024</p>	<p>100% in 2025</p>		<p>Maintain rates above 85%</p>	<p>Increased 16 percentage points</p>
3f	<p>Chromebook Access <i>Source: Internal IT inventory and request sheet</i></p>	<p>1:1 student to device ration availability</p>	<p>1:1 student to device ration availability</p>		<p>Maintain 1:1 student device ratios for all families requesting a device</p>	<p>No change; maintained target</p>
3g	<p>Personal wifi devices <i>Source: communication notification system' request and inventory sheet</i></p>	<p>The school has not yet started sending notifications directly to families but will in 2024-25. 100% of Mifi device requests were fulfilled.</p>	<p>Communication done individually to families through EL leads and homeless and foster liaison; direct parent notifications will be operational in 2025-26. 100% of Mifi device requests were fulfilled.</p>		<p>The school will send 1 notification to qualifying families sharing availability of devices. 100% of requests for devices will be fulfilled.</p>	<p>No change; maintained 100% request fulfillment</p>

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3h	<p>Programs and services developed and provided to unduplicated pupils. <i>Source: Fully staffed ACE/Aide positions with staff development provided</i></p>	100% of ACE/Aide positions staffed; maintained professional development program	100% of ACE/Aide positions staffed; maintained professional development program		100% of ACE/Aide positions staffed; maintained professional development program	No change; maintained 100%
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Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantive differences in planned actions and actual implementation. All planned actions were successfully implemented, as written. Included below is a description of the implementation of the actions to achieve the articulated goal.

3.1 - English Learner Program

School staff continue to implement a comprehensive plan to improve outcomes for English Learners by aligning instruction with both State and ELD Standards through the adoption of state-recommended Benchmark Advance materials for grades K-6, Language Tree for grades 6-12, and supplemented with online resources. Guaranteed ELD instructional time is embedded in all master schedules, and Tier II MTSS supports are provided to monitor EL progress and offer timely interventions. The established English Learner Director position is working to ensure program compliance, support instructional alignment, and lead professional development. EL targeted professional development was delivered to teachers of ELs, focusing on integration, core instructional strategies, interventions, and personalization. Additionally, updates to internal redesignation policies contributed to increased RFEP rates across the charter.

3.2 - Students with Disabilities

The Special Education Case Management Procedural Handbook has been revised for 2024-25. This manual increased the amount of resources and training opportunities that are available to teachers regarding collaborative teaching, accommodations and modifications, and intervention methodologies. Collaborative professional development that focuses on utilizing formative assessment data to develop intervention schedules and programming at the program-level have been provided to all K-8 academy sites. The Mental Health Itinerant Team (MHIT) is working with school counselors and psychologists to monitor SEL screening results and providing coaching to teams on how to implement Tier 2 & 3 interventions. Parents, Counselors, and Psychologists are receiving training on Love and Logic strategies.

3.3 - Chromebook Access

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The school has been able to maintain 1:1 Chromebooks in all programs for students who choose to check one out.

3.4 - Mifi Internet Connection / Homeless foster liaison

In order to address the low participation in the free-mifi program, the process for obtaining a MiFi for students in need is being revised. Collaboration between IT and the homeless/foster liaison has been implemented to proactively plan solutions for potential logistical issues that come about when working with vulnerable populations. Communication will be sent through ParentSquare to notify qualifying families of the availability of this and other resources offered by the school. Staff are in the process of developing a portal for requests to be made through MySprings. Qualifying families will have direct access to the request form through MySprings.

3.5 - Long-Term English Learners (LTEL)

Intensive training for teachers has been provided on language-rich instruction, vocabulary, reading comprehension, and structured math supports. LTEL performance data is analysed quarterly to review ELPAC, CAASPP, and i-Ready to identify off-track students and implement targeted interventions. The EL Instructional Coach has provided ongoing coaching on the implementation of Designated and Integrated ELD and tracking reclassification readiness.

3.6 - Assistant Classroom Educators (ACE)

Ongoing and consistent training is provided to all ACEs and Instructional Aides (IAs) throughout the school year. This year, we held five ACE trainings to support their professional development. Survey results show ACEs/IAs are growing in confidence implementing evidence based strategies to support small group instruction and meet the needs of all students, while focusing on unduplicated subgroups. ACEs/IAs also report an increase in consistency of use of the strategies trained throughout this year. The professional development training supports the design of teachers and ACEs/IAs work together to group students according to needs and adjust groups as needed to provide just in time support for students. ACEs/IAs provide check-ins and support SEL, Academic and behavior needs based on the MTSS team and personalized learning plans for every child. They provide a wide range of supports including 1:1, small group, and whole group lessons to reinforce skills.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Goal budgeted expenditures were \$ 817,276, and estimated actuals are \$ 985,997, a 21% difference. Overall, spending was within range of the estimated budget, though there were some adjustments within the actions. Explanations are included for clarity.

Action 3.1 English Learner Program

Planned expenditure: \$ 3,227

Estimated Spending: \$ 51,252

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Explanation: Estimated spending is a more accurate reflection of actual costs for staff and support salaries offering direct support to EL students.

Action 3.3 Chromebook Access

Planned expenditure: \$ 2,594

Estimated Spending: \$ 46,841

Explanation: Actual costs exceeded original planned expenditures due to a shift in practice, with individual charters now purchasing their own Chromebooks to own and maintain, rather than renting them from our largest charter.

Action 3.5 Long-Term English Learners

Planned expenditure: \$ 752

Estimated Spending: \$ 51,252

Explanation: Estimated spending for this new action item are reflective of the actual portion of salary and support costs of staff providing direct services to Long-Term English Learners

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The metrics (“measuring and reporting results”) show in this goal that the following were effective/met:

3a - parental participation for unduplicated pupils is on the rise with more survey participants, 4 DELAC, and 3 SSC meetings

3e - programs and services developed and provided to students with exceptional needs has an exemplary satisfaction rate

3f - all students have access to a Chromebook (1:1)

3g - individual communication was sent to qualifying families for a MiFi device and 100% of those requests were fulfilled

The metrics (“measuring and reporting results”) show in this goal that the following were ineffective/somewhat effective/not met:

3b - parental participation in programs for individuals with exceptional needs is down slightly from 8 parent participants to 5

While this is a small decrease, administration needs to market to this parent group to increase participation.

3c - EL students making progress toward proficiency has decreased to 28.2% and is red on the dashboard

Administration has a Director of EL who will provide intensive wraparound services to this site in order to ensure that the ELD program is used with fidelity and that teacher development is increased

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3d - reclassification remain steady but is down slightly (6 students to 5 students; low N)

Reclassification rates remain steady, but the administration needs to ensure that teaching practices are personalized for these learners

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric 3i was moved to Goal 2 (now metric 2j) because it was meant to align with the Nutrition Services action 2.5.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Learner Program	<p>English Learners will access the State Standards and ELD Standards through new state-recommended ELD Benchmark materials for K-6 (which will be piloted in 2024-25) with continued use of online supplements. The charter will create a new staffing position of English Learner Director to ensure program compliance in all programs and coordinate teacher training and development ELL students will benefit from Tier II Multi-Tiered System Support (MTSS) monitoring and supports; ELD time will be guaranteed on all master schedules; and, four professional development events will be held for teachers of ELs to cover best practices, integration, core interventions and strategies, and personalization.</p> <p>The charter anticipates increased RFEP rates by modifying internal policies of redesignation practices.</p>	\$52,574	Yes
3.2	Students with Disabilities	<p>To increase academic success for students with disabilities, SCS will address the individualized needs as identified in their IEPs. In a collaboration between the GenEd teachers and SpEd support providers, they will function as a team to plan and implement accommodations necessary for instruction, reteaching, ILP implementation, and the socio-emotional supports provided. Research-based academic interventions will be utilized and guided by data-driven goals generated via intermittent probes and i-Ready data.</p>	\$386,668	No

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3.3	Chromebook Access	In an effort to increase technology readiness and access to a broad course of study, the Charter's students will continue to have access to a Chromebook (or other similar technology). Maintain 1:1 Chromebook to student levels in all programs.	\$47,168	Yes
3.4	Mifi Internet Connection / Homeless foster liaison	Continue to provide resources through the Foster/Homeless Liaison, including MiFi (portable WiFi service) to foster youth, English Learners, homeless, and students who qualify for free lunch to access technology and resources when not at a resource center. Send an annual notification to qualifying families who indicate that they are in need of internet access so they are aware of MiFi availability.	\$441	Yes
3.5	Long-Term English Learners (LTEL)	Long Term English Learners (LTELs) will specifically be supported and targeted to help them reclassify through various practices and procedures. In order to enhance English proficiency and academic achievement for LTELs we will provide intensive ELD instruction with a focus on targeted small group intervention using research-based ELD strategies such as scaffolding, differentiation and targeted academic language support designed specifically for LTELs. LTEL progress will be monitored quarterly using both formative and summative assessments in the ELD program. Teacher professional development will focus on three key goals, analyzing both formative and summative data to monitor LTEL's language development, Designated ELD lesson design scaffolds specifically for LTELs, and integration of academic language and writing skills for our LTEL students across the content areas.	\$50,686	Yes
3.6	Assistant Classroom Educators	Continue to train and support Assistant Classroom Educators (ACES)/instructional aides to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio-economically disadvantaged students, and those students requiring MTSS/RTI support.	\$312,895	No

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Goal 4

Goal #	Description	Type of Goal
4	High School: Support college and career readiness by increasing enrollment in CTE courses, increasing enrollment in A-G approved coursework and sequence completion, improving 11th-grade CAASPP results, providing concurrent/dual enrollment opportunities, advertising Golden State Merit Diploma, and other specialized/personalized options.	Broad Goal

State Priorities addressed by this goal.

4, 5, 8

An explanation of why the LEA has developed this goal.

There were no high school students enrolled in Vista Springs in the 2024-25 school year. The charter has done well at developing programs, systems, and supports to increase college and career readiness over the last several years. After going through a significant expansion of course access, CTE pathways, internship/externship opportunities, and developing our high-interest flexible POP high school program, the school does not anticipate additional course/curriculum expansion over the next three years. These developments were done in partnership with the other Springs Charter Schools in order to serve all students within the network while splitting costs for resources, staffing, and materials. School leaders have identified ways to maintain progress in these areas and work toward reviewing and revising components to address needs as they arise. However, Vista Springs has seen a decrease in high school enrollment and does not at this time have high school students enrolled, as all local students seeking enrollment have moved to a sister school within the charter network. School counselors continue to be a huge resource to support the school's continued growth and monitor student outcomes and achievement of identified metrics for all enrolled grade levels.

For 2025-26, school leaders do not anticipate that high school students will be enrolled in Vista Springs Charter, but services and programs are ready and available when and if that changes. This goal will continue to be on the LCAP through the cycle, and this section will be updated with current high school enrollment and outcomes. The charter is still authorized to serve high school students, and has WASC accreditation to do so. Future planning is underway to consider how to best serve the needs of local high school students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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4a	<p>Percentage of students completing UC/CSU Entrance Requirements (A-G) <i>Source: Data Quest Four-Year Adjusted Cohort Graduation Rate Report-Public Data of graduates</i></p>	** No Performance Level assigned; Low student group size - data not displayed for privacy	** No Performance Level assigned; Low student group size - data not displayed for privacy		45%	No difference
4b	<p>Number of students completing CTE pathways <i>Source: CALPADS 3.19 CTE Completers count by pathway per school year</i></p>	** No Performance Level assigned; Low student group size - data not displayed for privacy	** No Performance Level assigned; Low student group size - data not displayed for privacy		5% increase from baseline	No difference
4c	<p>Percentage of students completing UC/CSU Entrance Requirements (A-G) AND CTE program(s) <i>Source: Dashboard Additional Report "Met UC/CSU Requirements and CTE Pathway Completion Report"</i></p>	** No Performance Level assigned; Low student group size - data not displayed for privacy	** No Performance Level assigned; Low student group size - data not displayed for privacy		25% of graduates	No difference
4d	<p>Percentage of students meeting EAP (met/exceeded on 11th grade CAASPP) <i>Source: Smarter Balanced Assessment website</i></p>	** No Performance Level assigned; Low student group size - data not displayed for privacy	** No Performance Level assigned; Low student group size - data not displayed for privacy		Maintained/ increased performance	No difference

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4e	<p>CA School Dashboard High School Graduation Rate Source: CA School Dashboard Grad Rate Indicator (SWD = students with disabilities, SED = socio-economically disadvantaged, EL = English Learners)</p>	<p>** No Performance Level assigned; Low student group size - data not displayed for privacy CA State is 86.4% and orange on 2023 Dashboard</p>	<p>** No Performance Level assigned; Low student group size - data not displayed for privacy CA State is 86.7% and yellow on 2024 Dashboard</p>		<p>The 2022-23 baseline grad rate is historically high for the charter. Ongoing target is to maintain a rate above 85%.</p>	<p>No difference</p>
4f	<p>College & Career Readiness Source: CA School Dashboard CCI (SWD = students with disabilities, SED = socio-economically disadvantaged, EL = English Learners)</p>	<p>2023 Performance Level not assigned due to low cohort size, less than 11 students CA State is 43.9% and medium on 2023 Dashboard</p>	<p>** No Performance Level assigned; Low student group size - data not displayed for privacy CA State is 45.3% and Yellow on 2024 Dashboard</p>		<p>55+% CCI prepared, which is a status of high or very high</p>	<p>No difference</p>
4g	<p>Percentage of students completing AP exams with a score of 3 or higher</p>	<p>0</p>	<p>0</p>		<p>0 The charter does not offer AP courses, and instead focus on college course enrollment opportunities</p>	<p>No difference</p>

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Planned actions were not implemented due to lack of high school students enrolled in the non-classroom based charter program.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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The Goal budgeted expenditures as listed in the 2024-25 LCAP were \$ 50,006, and estimated actuals are \$0 due to no high school students enrolled. Budgeted funds have been moved to \$0 for 2025-26 but may change if enrollment changes.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

No high school students were enrolled in the program therefore, not applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No high school students were enrolled in the program therefore, this goal was not implemented.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Graduation Rate	<p>The charter will maintain/increase high school graduation rates through a comprehensive review of every 11th-grade student to determine if they will meet cohort graduation by 12th grade, refer to Springs intervention programs as needed, and have a senior task force meet with all high school principals 4x per year to identify at-risk seniors and put specific interventions into place to support that student including senior SWAG (Students With Academic Goals or days designated to catch up on missing assignments) days.</p> <p>** No High School students enrolled in the program.</p>	[\$ 0.00]	No

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<p>4.2</p>	<p>Career Readiness</p>	<p>The charter will maintain/increase career-readiness by maintaining, articulating, and advertising CTE Pathways and community college courses and make them accessible by offering an online format with in-person lab opportunities (as applicable), offering 8th grade students the opportunity to engage with CTE Teachers in an exploratory online course, and by holding in-person assemblies for 8th grade students to showcase CTE Pathways in order for them to make an informed selection as they transition to high school.</p> <p>The charter will continue to offer internships for all students and also partners with the Department of Rehabilitation to provide work experience to students with current IEP/504 plans to provide valuable work experience opportunities for all students.</p> <p>** No High School students enrolled in the program.</p>	<p>[\$ 0.00]</p>	<p>No</p>
<p>4.3</p>	<p>College Readiness</p>	<p>Our POP (Personalized Options Program) high school curriculum continues to provide A-G approved thematic curricular options as students complete A-G sequences and state standards with choice and flexibility. In 2024-25, OPT selection will be moved to the charter's student information system to facilitate more efficient scheduling changes and access to course content for students.</p> <p>The charter will also continue to use individual, significant subgroups, grade level internal assessments, and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 achievement on CAASPP.</p> <p>The charter will be implementing increased choices to complete the State Seal of Biliteracy as well as the State Seal of Civic Engagement.</p> <p>** No High School students enrolled in the program.</p>	<p>[\$ 0.00]</p>	<p>No</p>

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 613,661	\$ 203,575

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.14%	0%	\$ 0	22.14%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.1</p>	<p>ELA Student Achievement Principally directed to: Foster, EL, low-income families</p> <p>Identified needs: Additional interventions and support in the area of ELA have been identified as a need by analyzing the subgroup results on the CA School Dashboard. Some unduplicated pupil groups scored below the overall student color performance level, while others scored at the same level but still show a point disparity as compared to the overall school population. Specifically, the SED and EL subgroups were yellow. Furthermore, comments made in the narrative response portion of the LCAP survey, by students, parents/guardians, and staff indicate that our UP groups are in need of additional academic support.</p>	<p>This disparity (EL red and SED orange) in these two vulnerable populations has led to further designated supports, such as targeted professional development, a teacher coaching program, refined data reports, and wraparound services.</p> <p>This action is principally directed toward our most vulnerable populations. The BHAG group and the team of ELA experts are working to get ELA first, best instruction in every class with fidelity while also monitoring supports and refining as needed.</p> <p>The school offers support and interventions through a variety of methods. Due to the school's unique needs and geographical makeup, the interventions are offered both online and in person. These plans and interventions are noted throughout this document and are in place to support the foster, EL, and low-income students first, but all students will receive the added benefit.</p>	<p>1e ELA Student Achievement</p>
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<p>1.2</p>	<p>Math Student Achievement Principally directed to: Foster, EL, low-income families</p> <p>Identified needs: Additional interventions and support in the area of math have been identified as a need by analyzing the subgroup results on the CA School Dashboard. Some unduplicated pupil groups scored below the overall student color performance level, while others scored at the same level but still show a point disparity as compared to the overall school population. Specifically, the SED group was yellow and the EL group is red. Comments made in the narrative response portion of the LCAP survey, by students, parents/guardians, and staff indicate that our UP groups are in need of additional academic support.</p>	<p>This action is principally directed toward our most vulnerable populations. Some of the math support will include the interventions and remediations that are being implemented by the BHAG group, along with a team of experts who have adopted and implemented new math curricula across the school and providing ample teacher training. The current math supports will stay intact, with these changes being in addition to what is currently working (e.g., ST Math).</p> <p>With SED decreasing to orange and EL group maintained at red, these two vulnerable groups need more support and the school has not only implemented a new math curriculum, but has also added teacher development and coaching, and refined data reports to increase achievement for SED and EL groups.</p> <p>The school has adopted new curricula and is implementing all of the practices as written to assist the qualifying student groups primarily. However, these changes are also designed to allow for higher achievement for all students.</p>	<p>1f Math Student Achievement</p>
<p>1.3</p>	<p>Science Student Achievement Principally directed to: Foster, EL, low-income families</p> <p>Identified needs: Comments made in the narrative response portion of the LCAP survey, by students, parents/guardians, and staff indicate that our UP groups are in need of additional academic support. The school has multiple internal science experts who are refining practices to focus on the power standards.</p>	<p>As a personalized learning program, the charter is designed to allow flexibility so that each student can choose how they learn the content. With science, there has been specific targeted administrator and teacher coaching to ensure SED, EL, and foster students are performing at the same level as their peers.</p> <p>Science is a wonderful course to personalize to ensure students do hands-on, high-interest learning. The changes made were done primarily to meet the needs of the special populations, but all students will be benefited.</p>	<p>1g Science Student Achievement</p>

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<p>2.1</p>	<p>Whole Child Support / MTSS Principally directed to: Foster, EL, low-income families</p> <p>Identified needs: Additional interventions and support have been identified as a need by analyzing the subgroup results on the CA School Dashboard. Point disparities between unduplicated pupil groups as compared to the overall school population are evident in academics and suspension rates.</p> <p>Comments made in the narrative response portion of the LCAP survey, by students, parents/guardians, and staff indicate that our UP groups are in need of additional support.</p>	<p>MTSS teams are assembled for any student who is struggling in core subject areas. Whole child support is especially important to the charter's most vulnerable students and therefore principally directed towards homeless, foster, English Learner, and economically disadvantaged students. The charter also has whole child support through counseling, psychologists, and health services. The charter also qualifies for free nutrition for all students, which greatly helps UP students. Full Special Education services are also available along with ACES in every TK-6 classroom and 7-8 grade math classrooms to specifically assist these learners.</p> <p>The implementation of Branching Minds has greatly increased support for EL, SED, and foster populations through universal screening results, diagnostic assessment results, SRSS SEL screening results, and other early warning data indicators. These have put these specific vulnerable subgroups at the forefront for additional services/resources</p> <p>The school has partnered with Care Solace to offer free and confidential mental health resource coordination services. Care Solace offers assistance in finding treatment options that match the needs and circumstances of the situation with a verified provider. They offer assistance 24 hours a day, 7 days a week, in over 200 languages. This resource is available to all students and families with the primary target being our English language learners, low-income, and foster youth. The charter has also hired a full-time social worker and has a liaison who gives additional resources to this student population.</p>	<p>1e ELA Student Achievement 1f Math Student Achievement 2g Suspension rate 2h Expulsion rate</p>
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		<p>The charter’s MTSS process is robust and with Branching Minds, where the whole child can be analyzed in one place to determine the next steps, including interventions and other needs. For ILP programs, tutoring, online and in-person study zones, instructional/success aides assigned to specific student groups, and HELLO online intervention classes are all offered.</p>	
<p>2.2</p>	<p>Student Belonging Principally directed to: Foster, low-income families, homeless</p> <p>Identified needs: School leaders developed the new student belonging action in response to students' rising mental health needs. Evidence of the need to address belonging was found in the LCAP survey responses, particularly of our UP Parent/Guardian and student surveys. Connections between school staff and students was indicated as highly important. Students also stated in the survey that they place high value in peer relationships. Parents/Guardian and staff surveys also listed student anxiety as a barrier to academic success - which is especially true for the EL, SED, and foster populations as shown with further analysis of the Branching Minds, survey, and achievement subgroup data. The narrative portion of staff survey responses indicated that while these needs exist across the board, they are especially necessary for our students experiencing instability in the home, who may not have access to support systems or mental health care.</p>	<p>An SEL universal screener, Branching Minds, and restorative practices training has been implemented across programs. This primarily focuses on unduplicated student groups, who may have experienced trauma, but will benefit all students as we increase our capacity to offer felt safety and trusted adult relationships for all students.</p> <p>Restorative Practices implementation for all students, with these populations at the forefront, as data indicates that the mental health needs are a barrier to achievement for these specific populations.</p>	<p>2c School attendance rates 2d Chronic absenteeism rates 2e Middle school dropout rates</p>

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<p>2.3</p>	<p>Parent Engagement Principally directed to: Foster, EL, low-income families</p> <p>Identified needs: The school identified the need to increase participation of the UP families by analyzing LCAP survey response participation rates. Parent engagement benefits all students, but families of unduplicated student groups may experience additional barriers to regular participation and communication with school staff. These may include language barriers, limited access to communication platforms, inflexible working hours, and/or time restraints of single-parent availability. The school found that by using ParentSquare to make the LCAP more accessible, there was an overall increase in parent/guardian participation with a significant portion of those in our UP populations. For these reasons, the school puts additional focus and efforts into connecting with those parents who experience additional challenges.</p>	<p>Academic and social-emotional support through the school programs and staff are beneficial. They are even more impactful when the parent can also partner in those efforts. Parent engagement is absolutely essential and is outlined in the school's mission and charter to help better meet the needs of students through a bonded community to surround them with support to increase student achievement and educate the whole child. This year the school received 107 survey responses which allow administrators to further develop all programs to increase parent engagement, especially for SED, EL, and foster youth as survey results are also analyzed by subgroups. While the ratings for parent engagement are already extremely high, the school's mission is for all parents to be totally engaged in their child's education</p>	<p>2b Parent engagement in decision making 3a Promotion of parental participation for unduplicated pupils</p>
<p>3.6</p>	<p>Assistant Classroom Educators (ACE) Principally directed to: EL, foster</p> <p>Identified needs: It was identified through formal staff surveys (best workplaces) and informal feedback that classroom management was becoming an increased struggle for teachers in K-6 classes and math classes in grades 7-8. Additional teacher time was especially difficult to dedicate to daily ELD, MTSS intervention groups, social-emotional learning (SEL), trauma-informed practices, and specific student needs. Thus, having an additional, trained adult in each room began to increase achievement for the most vulnerable populations.</p>	<p>The school designed a highly trained ACE position to increase the adult-to-student ratio in the classroom, increase attention and fidelity of daily ELD time, provide student small group instruction, implement SEL lessons, and address low-level student behavior from the onset. ACEs have been an immensely valuable component of our classrooms and are repeatedly highly rated by parents, especially parents of our EL students. Though the ACE focuses primarily on these unduplicated student subgroups, all students in the classroom benefit.</p> <p>The ACEs are also trained annually to refine practices for our most needy populations in order to social-emotional needs and academic achievement.</p>	<p>3h Programs & services for unduplicated pupil groups</p>

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3.3	<p>Chromebook Access Principally directed to: Low-income families</p> <p>Identified needs: As a non-classroom-based charter that relies heavily on online platforms and learning management, it is vital for all students to have access to a dedicated school device throughout their school day. During the pandemic, the school surveyed families and learned that though this is necessary for all students, it is especially challenging for families with limited income, foster, and EL students who had multiple students learning from home while parents may have also been working from home and in need of the existing “family” computer or device, if they had one.</p>	<p>Over the pandemic, the charter transitioned from a 12:1 student-to-device ratio to 1:1 in all programs. The school has continued to dedicate resources to maintain this 1:1 ratio to ensure that all students have access to their credentialed teachers, standards-aligned instructional materials, and a broad course of study online, prioritizing families who would not have access to a device if not for the school-issued option.</p>	3f Student-to-device availability ratios
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	<p>English Learner Program Limited group: EL Identified needs: Additional interventions and support in the area of English Learners has been identified as a need by analyzing the English Learner Progress Indicator on the CA School Dashboard. The school recognizes that more needs to be done to meet or exceed the state average. The EL subgroup identified need is to move them toward redesignation through a number of means. Using the ELD curriculum with fidelity is the priority of the charter, as the students need to have this instruction for 30 minutes on each school day. The charter has hired an expert to assist with further teacher development and adopt new curricula and supplements. The Assessment and Accountability Department has also developed a data plan whereby the results of all assessments will be analyzed by student, class, and fluency grouping (based on ELPAC).</p>	<p>Ensuring the ELD curriculum is relevant, standards-based, and at the students' language level will help move students toward fluency. The additional staff support will ensure that teachers are properly trained in best practices and give them access to an expert to move the program forward. The data analysis will help drive instruction.</p> <p>The fairly new Director of English Language Learning is making great strides in all areas for EL achievement.</p>	<p>3c English Learner Program 3d Redesignation (RFEP) rate</p>
3.4	<p>Mifi Internet Connection / Homeless Foster Liaison Limited group: EL, foster, low-income Identified needs: Many years ago, the teachers reported that there were some students who did not have internet access at home. During COVID, a survey was developed and it was found to be true that EL, foster, and low-income students were the subgroups that were most likely to need this resource. The charter has continued to provide MiFis for these families to ensure that the students in the home have internet access for their educational needs.</p>	<p>The MiFi initiative allows students who do not have reliable internet access at home to obtain this device. The device allows up to five individuals to be on at one time, so if it is a multiple-student home, all can be assured to be able to access their instructional materials 24/7, regardless of program.</p> <p>In 2024-25 all families who were eligible (EL, foster, and low-income) had the option of receiving a MiFi device; 100% of requests made were fulfilled.</p>	<p>3g MiFi distribution inventory</p>

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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Foster youth are provided a foster youth liaison from the Pupil Services department which helps them get personalized services (Action 3.4). The extra staff costs are added from this grant funding. The enrollment process also prioritizes foster youth and personalizes the paperwork process for their needs.

English Learners receive extra staff for EL compliance, curriculum development, and teaching practices (Action 3.1). The extra staff costs are added from this grant funding. Further, the EL department ensures that all students participate in ELPAC testing and that the scores are analyzed and used for their personalized learning plan.

Low-income students receive ACE (specialized aide) and Multi-Tiered System of Support prioritization if low achieving (Actions 3.6 and 2.1). The extra staff costs are added from this grant funding.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	21.94 : 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	13.03 : 1

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2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 2,771,606	\$ 613,661	22.141%	0.000%	22.141%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non personnel
Totals	\$ 967,033	\$ 31,312	\$ 386,668	\$ 66,491	\$ 1,451,504.00	\$ 1,144,167	\$ 307,337

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ELA Student Achievement	All students	Yes	LEA-wide	All	All	On-going	\$ 178,055	\$ 53,984	\$ 232,039	\$ -	\$ -	\$ -	\$ 232,039	0.000%
1	2	Math Student Achievement	All students	Yes	LEA-wide	All	All	On-going	\$ 178,055	\$ 22,394	\$ 200,449	\$ -	\$ -	\$ -	\$ 200,449	0.000%
1	3	Science Student Achievement	All students	Yes	LEA-wide	All	All	On-going	\$ 110,327	\$ -	\$ 110,327	\$ -	\$ -	\$ -	\$ 110,327	0.000%
1	4	Learning Recovery (LREGB)	All students	No					\$ 15,860	\$ 7,452	\$ -	\$ 23,312	\$ -	\$ -	\$ 23,312	0.000%
2	1	Whole Child Support / MTSS	All students	Yes	LEA-wide	All	All	On-going	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	2	Student Belonging	All students	Yes	LEA-wide	All	All	On-going	\$ 1,959	\$ -	\$ 1,959	\$ -	\$ -	\$ -	\$ 1,959	0.000%
2	3	Parent Engagement	All students	Yes	LEA-wide	All	All	On-going	\$ 24,986	\$ -	\$ 24,986	\$ -	\$ -	\$ -	\$ 24,986	0.000%
2	4	Chronic Absenteeism (LREGB)	All students	No			All	On-going	\$ 5,000	\$ 3,000	\$ -	\$ 8,000	\$ -	\$ -	\$ 8,000	0.000%
2	5	Nutrition Services	All students	No			All	On-going	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	English Learner Program	English learners	Yes	Limited	English Learners	All	On-going	\$ 2,831	\$ 49,743	\$ 52,574	\$ -	\$ -	\$ -	\$ 52,574	0.000%
3	2	Students with Disabilities	Students with disabilities	No			All	On-going	\$ 307,692	\$ 78,976	\$ -	\$ -	\$ 386,668	\$ -	\$ 386,668	0.000%
3	3	Chromebook Access	All students	Yes	LEA-wide	All	All	On-going	\$ 1,103	\$ 46,065	\$ 47,168	\$ -	\$ -	\$ -	\$ 47,168	0.000%
3	4	Mifi Internet Connection / Homeless foster liaison	Low-income, EL, Foster, homeless	Yes	Limited	All	All	On-going	\$ 441	\$ -	\$ 441	\$ -	\$ -	\$ -	\$ 441	0.000%
3	5	Long-Term English Learners	English Learners	Yes	Limited	English Learners	All	On-going	\$ 4,963	\$ 45,723	\$ 50,686	\$ -	\$ -	\$ -	\$ 50,686	0.000%
3	6	ACEs	All students	No			All	On-going	\$ 312,895	\$ -	\$ 246,404	\$ -	\$ -	\$ 66,491	\$ 312,895	0.000%
4	1	Graduation Rate	High School	No			All	On-going	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	2	Career Readiness	High School	No			All	On-going	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	3	College Readiness	High School	No			All	On-going	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%

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2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,771,606	\$ 613,661	22.141%	0.000%	22.141%	\$ 720,629	0.000%	26.000%	Total:	\$ 720,629
								LEA-wide Total:	\$ 616,928
								Limited Total:	\$ 103,701
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ELA Student Achievement	Yes	LEA-wide	All	All	\$ 232,039	0.000%
1	2	Math Student Achievement	Yes	LEA-wide	All	All	\$ 200,449	0.000%
1	3	Science Student Achievement	Yes	LEA-wide	All	All	\$ 110,327	0.000%
2	1	Whole Child Support / MTSS	Yes	LEA-wide	All	All	\$ -	0.000%
2	2	Student Belonging	Yes	LEA-wide	All	All	\$ 1,959	0.000%
2	3	Parent Engagement	Yes	LEA-wide	All	All	\$ 24,986	0.000%
3	1	English Learner Program	Yes	Limited	English Learners	All	\$ 52,574	0.000%
3	3	Chromebook Access	Yes	LEA-wide	All	All	\$ 47,168	0.000%
3	4	Mifi Internet Connection / Homeless foster liaison	Yes	Limited	All	All	\$ 441	0.000%
3	5	Long-Term English Learners	Yes	Limited	English Learners	All	\$ 50,686	0.000%

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2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,547,294.24	\$ 1,667,785.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ELA Student Achievement	Yes	\$ 241,268	\$ 268,195
1	2	Math Student Achievement	Yes	\$ 254,910	\$ 236,604
1	3	Science Student Achievement	Yes	\$ 131,421	\$ 126,177
2	1	Whole Child Support / MTSS	Yes	\$ 7,285	\$ 6,292
2	2	Student Belonging	Yes	\$ 14,628	\$ 17,024
2	3	Parent Engagement	Yes	\$ 30,500	\$ 27,497
2	4	Nutrition Services	No	\$ -	
3	1	English Learner Program	Yes	\$ 3,227	\$ 51,252
3	2	Students with Disabilities	No	\$ 472,434	\$ 476,411
3	3	Chromebook Access	Yes	\$ 2,594	\$ 46,841
3	4	Mifi Internet Connection / Homeless foster liaison	Yes	\$ 3,472	\$ 4,303
3	5	Long-Term English Learners	Yes	\$ 752	\$ 51,252
3	6	ACEs	No	\$ 334,797	\$ 355,937
4	1	Graduation Rate	No	\$ 10,926	\$ -
4	2	Career Readiness	No	\$ 19,540	\$ -
4	3	College Readiness	No	\$ 19,540	\$ -

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2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 567,639	\$ 690,057	\$ 835,437	\$ (145,380)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ELA Student Achievement	Yes	\$ 241,268	\$ 268,195	0.000%	0.000%
1	2	Math Student Achievement	Yes	\$ 254,910	\$ 236,604	0.000%	0.000%
1	3	Science Student Achievement	Yes	\$ 131,421	\$ 126,177	0.000%	0.000%
2	1	Whole Child Support / MTSS	Yes	\$ 7,285	\$ 6,292	0.000%	0.000%
2	2	Student Belonging	Yes	\$ 14,628	\$ 17,024	0.000%	0.000%
2	3	Parent Engagement	Yes	\$ 30,500	\$ 27,497	0.000%	0.000%
3	1	English Learner Program	Yes	\$ 3,227	\$ 51,252	0.000%	0.000%
3	3	Chromebook Access	Yes	\$ 2,594	\$ 46,841	0.000%	0.000%
3	4	Mifi Internet Connection / Homeless foster liaison	Yes	\$ 3,472	\$ 4,303	0.000%	0.000%
3	5	Long-Term English Learners	Yes	\$ 752	\$ 51,252	0.000%	0.000%

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2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover Percentage (12 divided by 9)
\$ 2,596,582	\$ 567,639	0.000%	21.861%	\$ 835,437	0.000%	32.174%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

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LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

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- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that

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support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

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Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

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Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

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Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

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An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- o Indicate the school year to which the baseline data applies.
- o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

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- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to

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students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

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- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:

Vista Springs Charter Petition for Renewal

- **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

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- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

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Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

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Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**

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- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

Vista Springs Charter Petition for Renewal

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education

November 2024

VISTA SPRINGS CHARTER SCHOOL

Appendix G

Vista Springs Charter Petition for Renewal

Subject: Conflict of Interest Code

Approved By: Board of Directors

Policy: 7003.1



HARBOR SPRINGS CHARTER SCHOOL

Effective Date: December 10, 2018

Revised Date: September 12, 2024

VISTA SPRINGS CHARTER SCHOOL

Effective Date: December 10, 2018

Revised Date: September 12, 2024

PACIFIC SPRINGS CHARTER SCHOOL

Effective Date: December 10, 2018

Revised Date: September 12, 2024

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Harbor, Vista, Pacific Springs Charter School hereby adopts this Conflict of Interest Code which shall apply to all governing board members, candidates for members of the governing board, and all other designated employees of Harbor, Vista, Pacific Springs Charter School, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held the interest in real property, the business position, or source of income may be foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

All Statements shall be filed with the Charter School. The Charter School’s filing officer shall retain the original and provide a copy to the Jurisdiction Board of Supervisors or member of the public upon request.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School Decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent, who shall record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/ her appointing authority.

Vista Springs Charter Petition for Renewal

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board Member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

Vista Springs Charter Petition for Renewal
EXHIBIT A

Designated Positions

(To be updated by HR as necessary)

- I. Persons occupying the following positions are designated employees and must disclose financial interest in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board
 - B. Candidates for Members of the Governing Board
 - C. Corporate Officers (President, Treasurer, Secretary)
 - D. Superintendent of Charter School
 - E. Assistant Superintendents
 - F. Consultant: Financial Advisor
 - G. Director of Facilities
 - H. Senior Director of Facilities

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B”.

- A. Controllers

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B”.

- A. Principals’
- B. B. Directors
- C. Senior Directors
- D. Assistant Directors
- E. Financial Analyst
- F. Payroll Manager
- G. Purchasing Lead
- H. Safety and Risk Manager

Vista Springs Charter Petition for Renewal
EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the jurisdiction, or (2) within two miles of the boundaries of the jurisdiction, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency).

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

- A. Investments or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Vista Springs Charter Petition for Renewal

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub- contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

VISTA SPRINGS CHARTER SCHOOL

Appendix H

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CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION

FILED *lyn*
Secretary of State
State of California *YM*
FEB 28 2017
ICC

The undersigned certifies that:

1. They are the President and the Secretary of Harbor Springs Charter School, a California nonprofit public benefit corporation.
2. Article Two of the Articles of Incorporation of this corporation is amended to read as follows:

This Corporation is a Nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Harbor Springs Charter School, Vista Springs Charter School, Otay Springs Charter School, Bay Springs Charter School and Pacific Springs Charter School.

Springs Charter Schools, Inc. a California nonprofit public benefit corporation, is the sole statutory member of this corporation. There are no other members.

3. The foregoing amendment of the Articles of Incorporation have been duly approved by the board of directors.
4. The foregoing amendment has been duly approved by the required vote of the sole member.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 2-16-17

Kathleen Hermsmeyer
Kathleen Hermsmeyer, President

DATE: 2-16-17

Pam Rivas
Pam Rivas, Secretary

Vista Springs Charter Petition for Renewal



I hereby certify that the foregoing transcript of _____ page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAR 01 2017

Date: _____ VM

Alex Padilla
ALEX PADILLA, Secretary of State

VISTA SPRINGS CHARTER SCHOOL

Appendix I

Vista Springs Charter Petition for Renewal

BYLAWS
OF
HARBOR SPRINGS CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Harbor Springs Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located in the City of Temecula, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws by amending this Section to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Harbor Springs Charter School, Vista Springs Charter School and Otay Springs Charter School. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This Corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI MEMBERSHIP

Section 1. **SOLE STATUTORY MEMBER.** Unless and until these bylaws are amended to provide otherwise, Springs Charter Schools, Inc., a California nonprofit public benefit corporation, shall be the sole statutory member of this Corporation (the “Statutory Member”) as the term “member” is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. **ASSOCIATES.** Nothing in this Article VI shall be construed as limiting the right of the Corporation to refer to persons associated with it as “members” even though such persons are not members of the Corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The Corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the corporation’s assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. **RIGHTS OF STATUTORY MEMBER.** The Statutory Member (as defined in Section 5056 of the California Nonprofit Public Benefit Corporation Law) shall have the right, as set forth in these Bylaws, to elect or appoint members of the Board of Directors, to remove members of the Board of Directors, to vote on the disposition of all or substantially all of the Corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the Corporation, and as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in these Bylaws.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. **DESIGNATED DIRECTORS AND TERMS.** The number of Directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. Board members shall be members of one of the following two groups: parents or community members. Board members must reside in San Diego County or in a contiguous county where HSCS students are served. All Directors shall be nominated by the Board, with nominations submitted to the Statutory Member, and appointed only with the written approval of the Statutory Member. In accordance with California Education Code Section 47604(b), the granting authority has a right to appoint a representative to the Board. If the granting authority appoints a representative, the Board shall have the right to appoint an additional Board Director to maintain an odd number of Directors.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. Directors may serve no more than two (2) consecutive terms. Each Director must be reappointed to the Board by the last meeting of the fiscal year when their first term ends.

Section 4. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No more than 49% of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within

the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of the transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. **DIRECTORS' TERM.** Director shall hold office for two (2) years and until a successor Director has been designated and qualified.

Section 6. **RESTRICTION ON BOARD AUTHORITY.** The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

- a. Approve the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- b. Approve the principal terms of a merger of the corporation with another organization;
- c. Approve the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such dissolution exist;
- d. Approve the voluntary dissolution of the corporation or the revocation of such an election to dissolve it;
- e. Approve, repeal or amend the Bylaws; or
- f. Appoint or remove any member of the Board of Directors.
- g. Seek a material amendment to the charters of the schools operated by the Corporation pursuant to Education Code section 47607. The Board may not make any material amendments to the charters of the schools operated by the Corporation at any time, including, but not limited to, before submission of the charters to the granting authorities or upon renewal, without the prior written approval of the Statutory Member.

Section 7. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the Statutory Member to appoint the number of Directors required.

Section 8. **RESIGNATION OF DIRECTORS.** Except as provided below, any Director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board as a whole. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 10. REMOVAL OF DIRECTORS. A Director may only be removed by action of the Statutory Member. The Statutory Member may remove a Director with or without cause.

Section 11. VACANCIES FILLED BY STATUTORY MEMBER. Vacancies on the Board of Directors shall be filled by approval of the Statutory Member.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within San Bernardino County or in a contiguous county that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. Prior written notice of all meetings shall be provided to the Statutory Member.

The Board shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board or in the notice of the meeting in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President of the Corporation is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board may be held only after at least twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors and the Statutory Member shall be notified of special meetings in the following manner:

- a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given

to the Corporation by the Director for purposes of notice.

- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within San Bernardino County or in a contiguous county ;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not

¹ This means that members of the Board who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

Vista Springs Charter Petition for Renewal

give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may receive compensation for their services as Directors or officers, as well as such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the Statutory Member or Board of Directors;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Directors has a material financial interest.

The Board may also create one or more advisory committees composed of Directors and non-Directors. It is the intent of the Board to encourage participation and involvement of faculty, staff,

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

parents, students, and administrators through attending and participating in committee meetings. The Board may establish, by resolution adopted by a majority of the Directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. **NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION AND THE BOARD

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board’s direction, may also have one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The Board may also appoint a Chairman of the Board and a Vice-Chair. The corporate officers in addition to the corporate duties set forth in this Article VIII may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no President, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board is elected, there shall also be a Vice-Chair. In the absence of the Chairman, the Vice-Chair shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of the Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken .

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept

and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The Director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The Director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-Director

designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board, which shall also be promptly provided to the Statutory Member; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **RIGHT TO INSPECT.** The Statutory Member and every Director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Statutory Member or Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, the Statutory Member and any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Statutory Member interest as a Statutory Member or Director's interest as a Director. Any such inspection and copying may be made in person or by the Statutory Member or Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Statutory Member and itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to the Statutory Member and all Directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any Director or officer of the corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAWS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws, except that the following bylaws provisions may not be amended or repealed without the prior approval of the Statutory Member: Article VI; Article VII, Sections 3,6,7,10, 11, 14, and 17; and Articles XIV-XVII.

Further, no amendment shall make any provisions of these Bylaws inconsistent with the charters of the charter schools operated by the Corporation, the Corporation's Articles of Incorporation, or any applicable laws.

Section 2. BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Statutory Member.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

The undersigned certifies that:

- 1. They are the President and the Secretary of Harbor Springs Charter School, a California nonprofit public benefit corporation.
- 2. Article Two of the Articles of Incorporation of this corporation is amended to read as follows:

This Corporation is a Nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Harbor Springs Charter School, Vista Springs Charter School, Otay Springs Charter School, Bay Springs Charter School and Pacific Springs Charter School.

Springs Charter Schools, Inc. a California nonprofit public benefit corporation, is the sole statutory member of this corporation. There are no other members.

- 3. The foregoing amendment of the Articles of Incorporation have been duly approved by the board of directors.
- 4. The foregoing amendment has been duly approved by the required vote of the sole member.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 2-16-17


Kathleen Hermsmeyer, President

DATE: 2-16-17


Pam Rivas, Secretary

Vista Springs Charter Petition for Renewal
VISTA SPRINGS CHARTER SCHOOL

Appendix J

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**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

FILED *lyn*
Secretary of State
State of California *YM*
FEB 28 2017
ICC

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DATE: 2-16-17

Kathleen Hermsmeyer
Kathleen Hermsmeyer, President

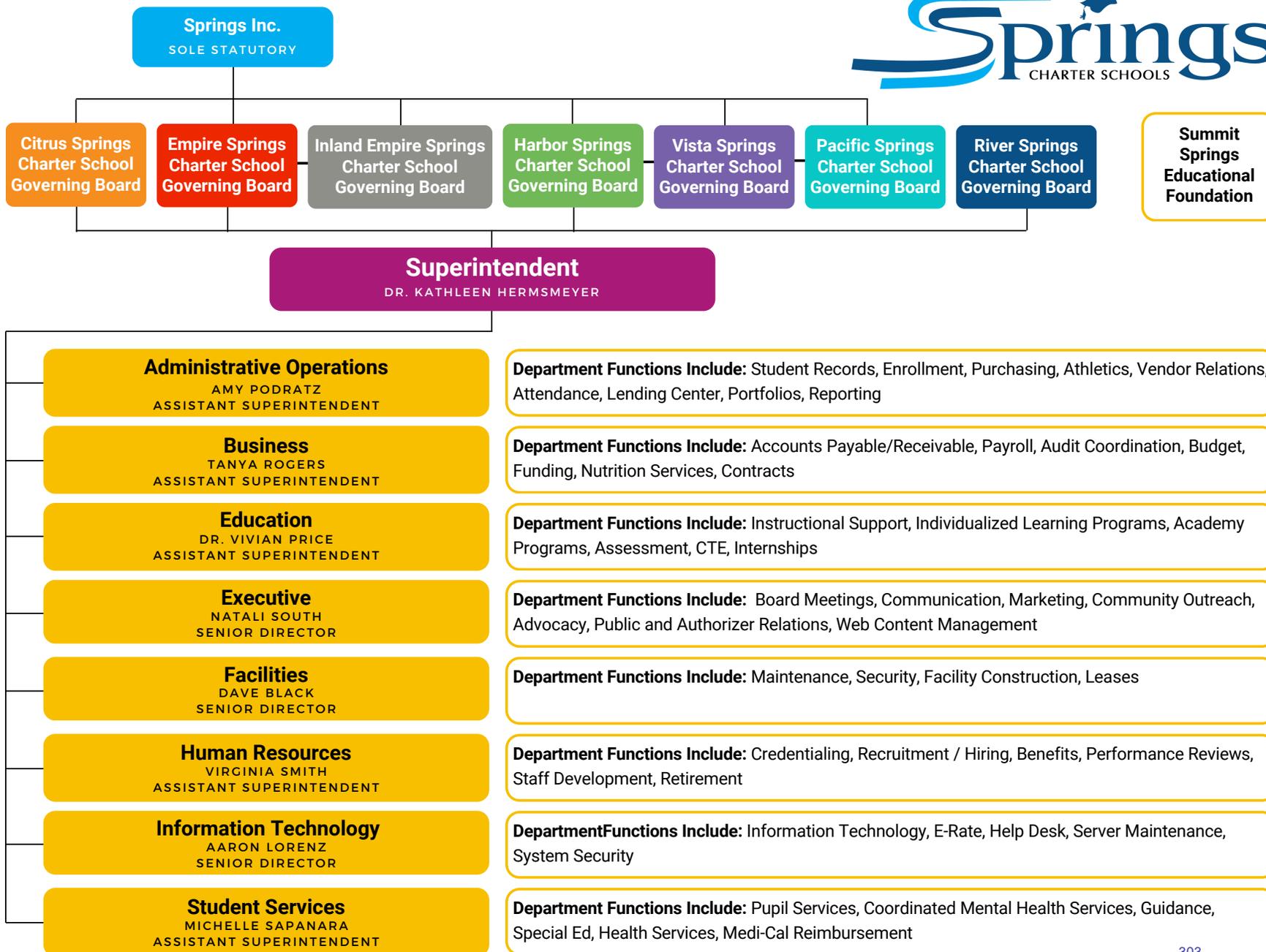
DATE: 2-16-17

Pam Rivas
Pam Rivas, Secretary

Vista Springs Charter Petition for Renewal
VISTA SPRINGS CHARTER SCHOOL

Appendix K

Vista Springs Charter Petition for Renewal



Vista Springs Charter Petition for Renewal
VISTA SPRINGS CHARTER SCHOOL

Appendix L

Vista Springs Charter Petition for Renewal



Subject: Uniform Complaint Policy and Procedures

Effective Date: August 14, 2018

Revised Date: December 16, 2021

Approved By: Board of Directors

Policy: 2001.1

Springs Charter Schools complies with applicable federal and state laws and regulations. Springs Charter Schools is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Springs Charter Schools program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Career Technical Education;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - School Safety Plans

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
 - d. If Springs Charter Schools finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Springs Charter Schools shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Springs Charter Schools to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities,

or Springs Charter Schools and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If Springs Charter Schools adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Springs Charter Schools acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Springs Charter Schools cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, Springs Charter Schools will attempt to do so as appropriate. Springs Charter Schools may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. Springs Charter Schools shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure Springs Charter Schools's compliance with law:

Kathleen Hermsmeyer, Ed.D., Superintendent
River Springs Charter School
27740 Jefferson Avenue, Temecula, CA 92590
(951) 252-8800

The Superintendent or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of the Springs Charter Schools Board of Directors.

Notifications

The Superintendent or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on Springs Charter Schools's website.

Springs Charter Schools shall annually provide written notification of Springs Charter Schools's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in Springs Charter Schools speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Springs Charter Schools is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Springs Charter Schools is operating pursuant to Title 22 licensing requirements.
3. A statement that Springs Charter Schools is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal Springs Charter Schools's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of Springs Charter Schools's decision, except if Springs Charter Schools has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Springs Charter Schools's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Springs Charter Schools finds merit in a UCP complaint, or the CDE finds merit in an appeal, Springs Charter Schools shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of Springs Charter Schools's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that Springs Charter Schools has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful

discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Superintendent or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Superintendent or designee shall be made in writing. The period for filing may be extended by the Superintendent or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Superintendent shall respond immediately upon receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Springs Charter Schools Board of Directors approved the LCAP or the annual update was adopted by Springs Charter Schools.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Springs Charter Schools staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend Springs Charter Schools's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This

meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

Springs Charter Schools's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

Springs Charter Schools shall issue an investigation report (the "Decision") based on the evidence. Springs Charter Schools's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of Springs Charter Schools's receipt unless the timeframe is extended with the written agreement of the complainant. Springs Charter Schools's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Springs Charter Schools is in compliance with the relevant law.
3. Corrective actions, if Springs Charter Schools finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Springs Charter Schools's Decision within thirty (30) calendar days to the CDE, except when Springs Charter Schools has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of Springs Charter Schools's

expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Springs Charter Schools and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Springs Charter Schools failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Springs Charter Schools's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Springs Charter Schools's Decision are not supported by substantial evidence.
4. The legal conclusion in Springs Charter Schools's Decision is inconsistent with the law.
5. In a case in which Springs Charter Schools's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Superintendent or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of Springs Charter Schools's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Springs Charter Schools for resolution as a new complaint. If the CDE notifies Springs Charter Schools that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, Springs Charter Schools will investigate and

address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by Springs Charter Schools when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Springs Charter Schools has not taken action within sixty (60) calendar days of the date the complaint was filed with Springs Charter Schools.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of Springs Charter Schools's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Springs Charter Schools has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- Career Technical Education
- Every Student Succeeds Act
- Pregnant, Parenting, or Lactating Students
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- Migrant Education Programs
- School Safety Plan

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|--------------------------------|---|
| Age | Genetic Information | Sex (Actual or Perceived) |
| Ancestry | Immigration Status/Citizenship | Sexual Orientation (Actual or Perceived) |
| Color | Marital Status | Based on association with a person or group with one or more of these actual or perceived characteristics |
| Disability (Mental or Physical) | Medical Condition | |
| Ethnic Group Identification | Nationality / National Origin | |
| Gender / Gender Expression / Gender Identity | Race or Ethnicity | |
| | Religion | |

Vista Springs Charter Petition for Renewal

- 1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

- 2. Have you discussed your complaint or brought your complaint to any Springs Charter Schools personnel? If you have, to whom did you take the complaint, and what was the result?

- 3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:
 Kathleen Hermsmeyer, Ed.D., Superintendent
 River Springs Charter School
 27740 Jefferson Avenue, Temecula, CA 92590
 (951) 252-8800

Vista Springs Charter Petition for Renewal
VISTA SPRINGS CHARTER SCHOOL

Appendix M

Vista Springs Charter School Budget & Multi-Year Projections FUNDING ASSUMPTIONS

OVERALL ASSUMPTIONS

1. All funding is calculated charter-wide since that is how funding will be calculated and paid by CDE.
2. Funding is then split pro-rata across all VSCS programs based on ADA.
3. Revenue totals shown on the Multi-Year Detail thus add up to the totals shown in Funding Calculations.

ENROLLMENT/ADA ASSUMPTIONS:

1. By-grade enrollment & ADA projections are shown on the Enrollment Assumptions sheet.
2. Attendance ratio of 96% is based on a blend of classroom-based and nonclassroom-based historical averages.
3. LCFF Unduplicated % estimated at 72.6% based on existing VSCS demographics.

FEDERAL FUNDING ASSUMPTIONS:

1. ESSA Participation (Title I Part A, Title II Part A, Title IV Part A) included.
2. IDEA SPED funding assumed beginning Year 2.
3. No one-time federal stimulus included.
4. No NSLP revenues assumed.

STATE FUNDING ASSUMPTIONS:

1. LCFF funding & COLAs calculated using FCMAT's latest LCFF Calculator & SSC Dartboard (included).
2. No State one-time stimulus funding included.
3. Facility Grant funding assumed at lesser of \$1,471/classroom-based ADA or 75% of lease costs, plus COLA.
4. AB602 Funding through SELPA shown as Local Revenues.
5. State Mental Health funding included - shown in Other State Revenues.
6. Proposition 28 funding included - shown in Other State Revenues.
7. Expanded Learning Opportunities Program (ELOP) included in Other State Revenues.

LOCAL FUNDING ASSUMPTIONS:

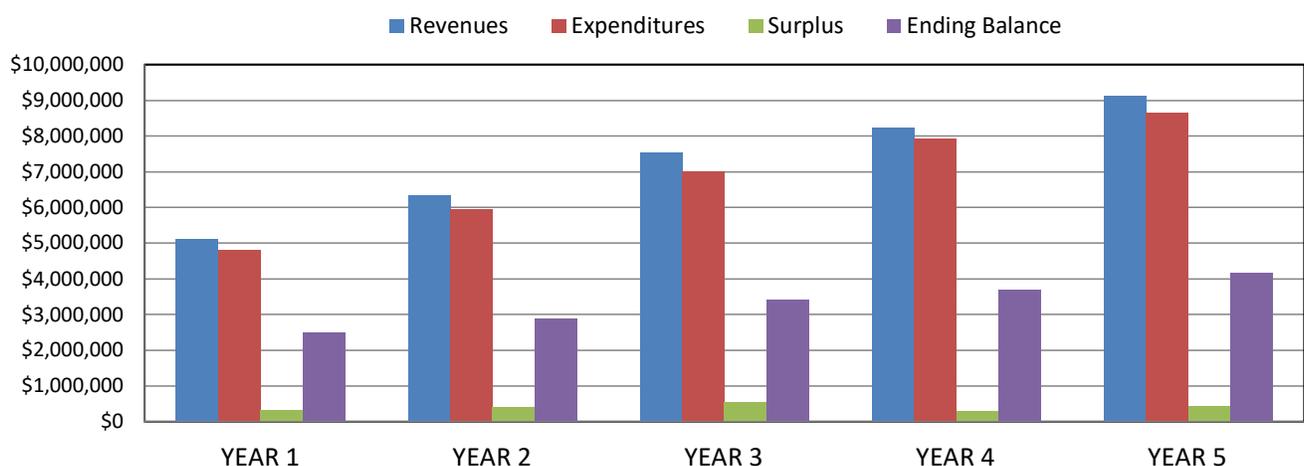
1. No donations or contribution-based local revenues assumed at present.
2. AB602 Funding through SELPA shown as Local Revenues.

CASH FLOW ASSUMPTIONS:

1. Estimated 6/30/25 cash balance used as 25-26 starting cash balance.

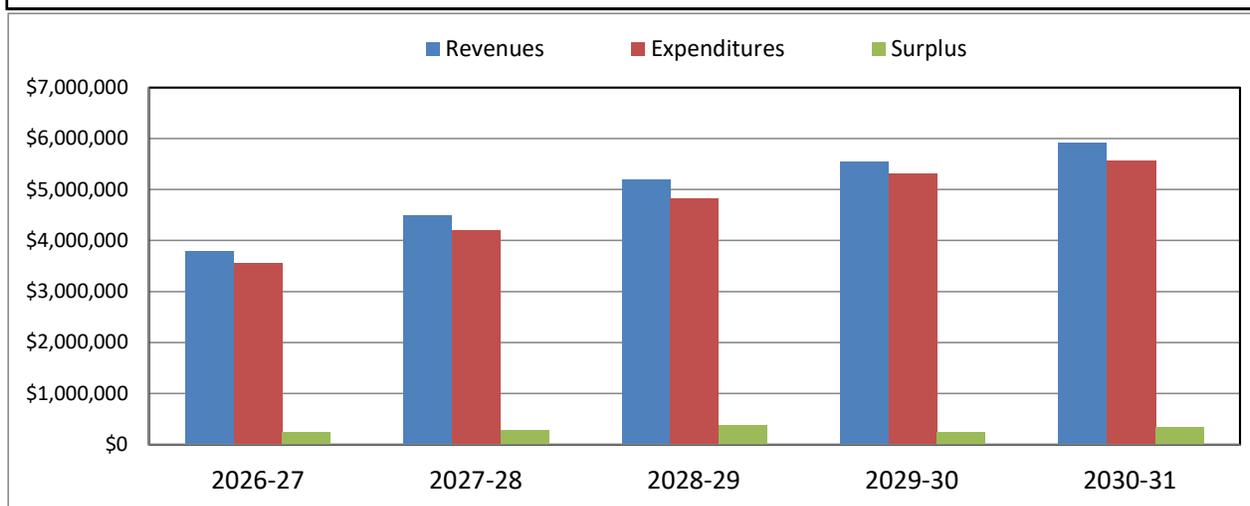
**Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR PROJECTION SUMMARY**

	YEAR 1 2026-27	YEAR 2 2027-28	YEAR 3 2028-29	YEAR 4 2029-30	YEAR 5 2030-31
Projected Enrollment:	281	336	388	441	474
Projected P-2 ADA:	269.76	322.56	372.48	423.36	455.04
ADA as % of Schoolwide Total	100%	100%	100%	100%	100%
Revenues:					
LCFF Funding	3,893,045	4,963,437	5,949,066	6,437,998	7,141,004
Federal Revenue	95,998	111,223	132,503	154,607	174,609
Other State Revenue	861,599	923,640	1,045,087	1,157,194	1,269,085
Other Local Revenue	269,239	332,802	397,789	467,869	521,773
TTL Revenues	5,119,881	6,331,102	7,524,445	8,217,668	9,106,471
Expenditures:					
Certificated Salaries	1,797,389	2,224,413	2,620,041	2,972,294	3,244,739
Non-Certificated Salaries	571,141	706,833	832,548	944,480	1,031,053
Benefits	839,674	1,039,164	1,223,987	1,388,546	1,515,823
Books/Supplies/Materials	234,494	290,205	341,820	387,776	423,320
Services/Operations	1,348,445	1,668,809	1,965,618	2,229,887	2,434,282
Capital Outlay (Depreciation)	-	-	-	-	-
Other Outgo	5,060	6,262	7,376	8,368	9,135
TTL Expenditures	4,796,202	5,935,685	6,991,388	7,931,352	8,658,351
Net Revenues (after Exp)	323,678	395,417	533,057	286,316	448,121
Beginning Balance July 1	2,159,284	2,482,962	2,878,380	3,411,437	3,697,753
plus: Net Revenues During Year	323,678	395,417	533,057	286,316	448,121
Ending Balance June 30	2,482,962	2,878,380	3,411,437	3,697,753	4,145,873
Ending Bal. as % of Exp.:	51.8%	48.5%	48.8%	46.6%	47.9%



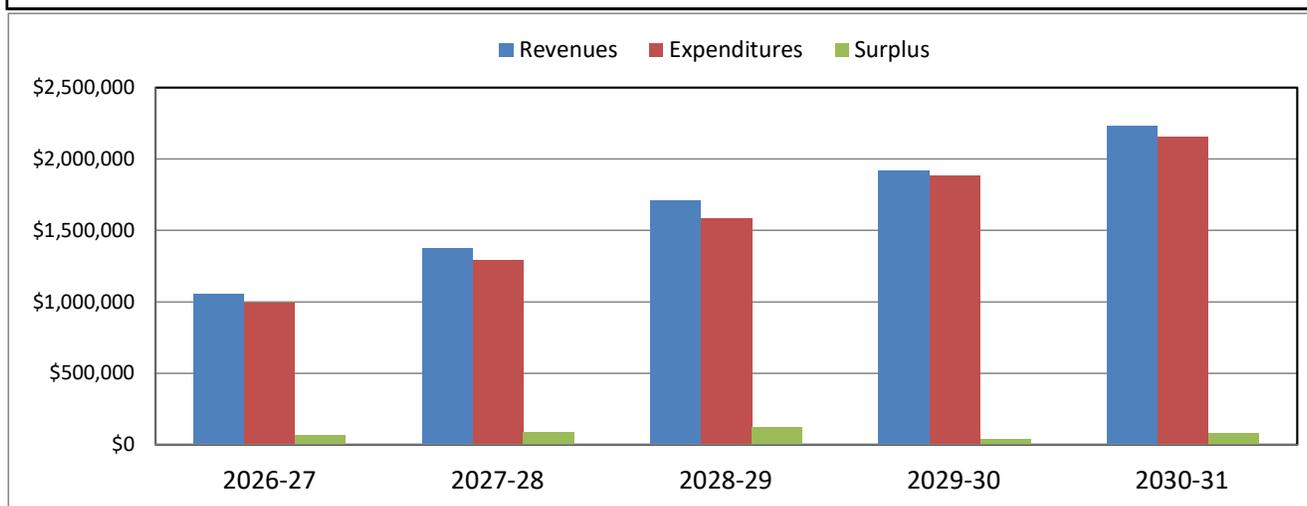
Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR SUMMARY - LA FUENTE ONLY

	YEAR 1 2026-27	YEAR 2 2027-28	YEAR 3 2028-29	YEAR 4 2029-30	YEAR 5 2030-31
Projected Enrollment:	208	238	268	298	308
Projected P-2 ADA:	199.68	228.48	257.28	286.08	295.68
ADA as % of Schoolwide Total	74%	71%	69%	68%	65%
Revenues:					
LCFF Funding	2,881,685	3,515,768	4,109,149	4,350,393	4,640,146
Federal Revenue	71,059	78,783	91,523	104,473	113,459
Other State Revenue	637,767	654,245	721,864	781,959	824,638
Other Local Revenue	199,294	235,735	274,761	316,157	339,042
TTL Revenues	3,789,805	4,484,530	5,197,297	5,552,982	5,917,285
Expenditures:					
Certificated Salaries	1,330,452	1,575,626	1,809,719	1,992,176	2,089,913
Non-Certificated Salaries	422,766	500,673	575,059	633,037	664,094
Benefits	621,538	736,074	845,434	930,671	976,331
Books/Supplies/Materials	173,575	205,562	236,102	259,906	272,657
Services/Operations	998,137	1,182,073	1,357,695	1,494,579	1,567,904
Capital Outlay (Depreciation)	-	-	-	-	-
Other Outgo	3,745	4,436	5,095	5,608	5,884
TTL Expenditures	3,550,214	4,204,443	4,829,103	5,315,978	5,576,782
Net Revenues (after Exp)	239,591	280,087	368,194	237,004	340,504



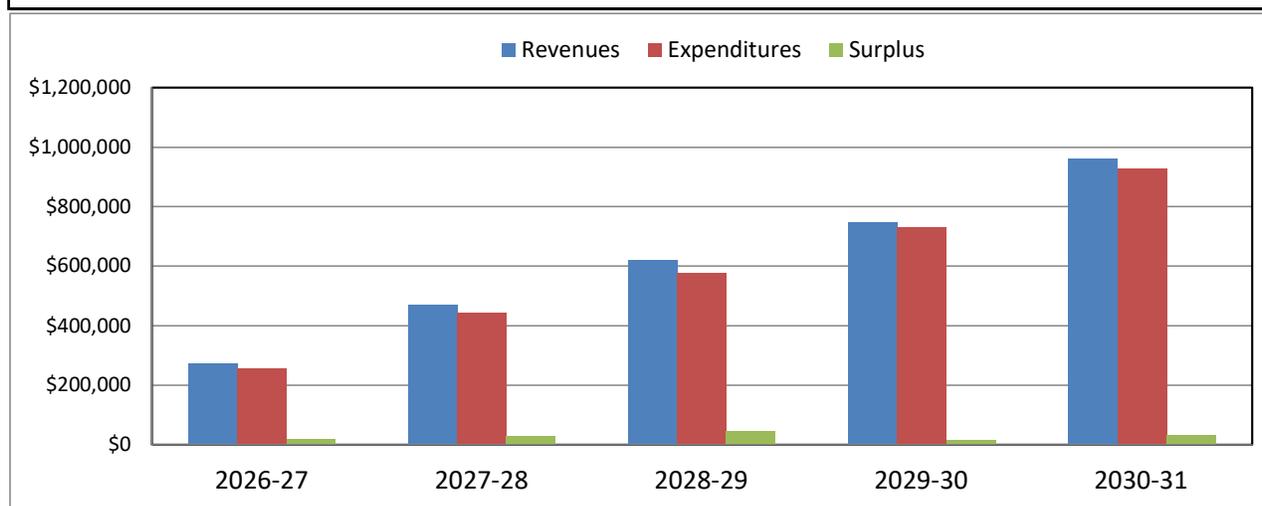
Vista Springs Charter School Budget & Multi-Year Projections MULTI-YEAR SUMMARY - HYBRID ONLY

	YEAR 1 2026-27	YEAR 2 2027-28	YEAR 3 2028-29	YEAR 4 2029-30	YEAR 5 2030-31
Projected Enrollment:	58	73	88	103	116
Projected P-2 ADA:	55.68	70.08	84.48	98.88	111.36
ADA as % of Schoolwide Total	21%	22%	23%	23%	24%
Revenues:					
LCFF Funding	803,547	1,078,366	1,349,273	1,503,659	1,747,588
Federal Revenue	19,815	24,164	30,052	36,110	42,731
Other State Revenue	177,839	200,672	237,030	270,274	310,578
Other Local Revenue	55,572	72,305	90,220	109,276	127,691
TTL Revenues	1,056,773	1,375,507	1,706,575	1,919,319	2,228,588
Expenditures:					
Certificated Salaries	370,991	483,280	594,236	705,959	806,987
Non-Certificated Salaries	117,887	153,568	188,825	224,327	256,429
Benefits	173,313	225,771	277,605	329,798	376,994
Books/Supplies/Materials	48,401	63,050	77,526	92,102	105,282
Services/Operations	278,327	362,569	445,810	529,628	605,421
Capital Outlay (Depreciation)	-	-	-	-	-
Other Outgo	1,044	1,361	1,673	1,987	2,272
TTL Expenditures	989,963	1,289,598	1,585,676	1,883,801	2,153,385
Net Revenues (after Exp)	66,809	85,909	120,900	35,518	75,203



Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR SUMMARY - HOME-BASED ONLY

	YEAR 1 2026-27	YEAR 2 2027-28	YEAR 3 2028-29	YEAR 4 2029-30	YEAR 5 2030-31
Projected Enrollment:	15	25	32	40	50
Projected P-2 ADA:	14.40	24.00	30.72	38.40	48.00
ADA as % of Schoolwide Total	5%	7%	8%	9%	11%
Revenues:					
LCFF Funding	207,814	369,303	490,645	583,945	753,270
Federal Revenue	5,124	8,275	10,928	14,023	18,419
Other State Revenue	45,993	68,723	86,193	104,961	133,870
Other Local Revenue	14,372	24,762	32,807	42,437	55,039
TTL Revenues	273,303	471,064	620,573	745,367	960,598
Expenditures:					
Certificated Salaries	95,946	165,507	216,086	274,159	347,839
Non-Certificated Salaries	30,488	52,592	68,664	87,117	110,530
Benefits	44,822	77,319	100,947	128,077	162,498
Books/Supplies/Materials	12,517	21,593	28,191	35,768	45,380
Services/Operations	71,981	124,167	162,113	205,681	260,957
Capital Outlay (Depreciation)	-	-	-	-	-
Other Outgo	270	466	608	772	979
TTL Expenditures	256,025	441,643	576,609	731,573	928,183
Net Revenues (after Exp)	17,278	29,421	43,963	13,794	32,415



Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR PROJECTION DETAIL (SCHOOLWIDE TOTALS)

Description	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	281	336	388	441	474
P-2 ADA	269.76	322.56	372.48	423.36	455.04
ADA as % of Schoolwide Total	100%	100%	100%	100%	100%
REVENUES					
Local Control Funding Formula Revenues					
8011 - General Purpose Block Grant	3,839,093	4,898,925	5,874,570	6,353,326	7,049,996
8012 - Education Protection Account	53,952	64,512	74,496	84,672	91,008
8096 - Funding in Lieu of Property Taxes	-	-	-	-	-
TTL LCFF Revenues	3,893,045	4,963,437	5,949,066	6,437,998	7,141,004
Federal Revenue					
8181 - Federal IDEA Special Education	39,060	43,162	53,222	63,322	74,511
8290 - ESSA + Other Federal Revenue	56,938	68,061	79,281	91,285	100,098
TTL Federal Revenue	95,998	111,223	132,503	154,607	174,609
Other State Revenue					
8550 - Mandate Block Grant	954	1,136	1,214	1,214	1,214
8560 - State Lottery Revenue	76,704	91,664	105,808	120,224	129,200
8590 - Charter School Facility Grant (SB740)	282,750	282,750	282,750	282,750	282,750
8590 - SPED Mental Health	26,436	32,579	38,738	45,300	50,054
8590 - Prop 28 Arts & Music	51,254	63,222	75,241	88,482	98,289
8590 - Expanded Learning Opportunities	423,500	452,289	541,336	619,224	707,578
8590 - Additional State Revenues	-	-	-	-	-
TTL Other State Revenue	861,599	923,640	1,045,087	1,157,194	1,269,085
Other Local Revenue					
8660 - Interest	10,000	12,500	15,625	19,531	24,414
8699 - Other Local Revenues	-	-	-	-	-
8791/2 - Special Education Revenues (Local)	259,239	320,302	382,164	448,338	497,359
TTL Other Local Revenue	269,239	332,802	397,789	467,869	521,773
TTL REVENUES	5,119,881	6,331,102	7,524,445	8,217,668	9,106,471
EXPENDITURES					
1000 - Certificated Salaries					
1100 - Teacher Compensation	1,534,108	1,898,582	2,236,258	2,536,914	2,769,451
1200 - Student Support	88,595	109,644	129,144	146,507	159,936
1300 - Certificated Administrators	174,686	216,187	254,638	288,873	315,351
1900 - Other Certificated Salaries	-	-	-	-	-
TTL Certificated Salaries	1,797,389	2,224,413	2,620,041	2,972,294	3,244,739
2000 - Non - Certificated Salaries					
2100 - Classified Instructional Salaries	379,183	469,270	552,733	627,045	684,521
2200 - Classified Support Salaries	53,456	66,156	77,922	88,398	96,501
2300 - Classified Administrators	20,082	24,853	29,273	33,208	36,252
2400 - Clerical & Technical Staff	53,160	65,789	77,490	87,909	95,967
2900 - Other Classified Positions	65,261	80,765	95,130	107,920	117,812
TTL Non - Certificated Salaries	571,141	706,833	832,548	944,480	1,031,053
3000 - Employee Benefits					
310x - STRS	335,734	415,498	489,397	555,195	606,085
320x - PERS	158,729	196,440	231,378	262,486	286,546
330x - OASDI/Medicare	70,741	87,548	103,119	116,983	127,705
340x - Health Care Benefits	252,610	312,624	368,227	417,734	456,024
350x - Unemployment Insurance	1,206	1,492	1,757	1,994	2,176
360x - Workers' Compensation	20,655	25,562	30,108	34,156	37,287
390x - Other Benefits	-	-	-	-	-
TTL Employee Benefits	839,674	1,039,164	1,223,987	1,388,546	1,515,823

**Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR PROJECTION DETAIL (SCHOOLWIDE TOTALS)**

Description	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2026-27	2027-28	2028-29	2029-30	2030-31
4000 - Books/Supplies/Materials					
4300 - Instructional Materials & Supplies	162,340	200,909	236,642	268,458	293,065
4400 - Non - Capitalized Equipment	72,153	89,296	105,177	119,318	130,255
TTL Books/Supplies/Materials	234,494	290,205	341,820	387,776	423,320
5000 - Services & Operations					
5100 - Subagreements For Services	3,300	4,084	4,810	5,457	5,957
5200 - Travel & Conferences	56,140	69,477	81,834	92,837	101,346
5300 - Dues & Memberships	6,250	7,735	9,111	10,336	11,283
5400 - Insurance	36,520	45,196	53,235	60,392	65,928
5500 - Operations & Housekeeping	189,090	234,014	275,635	312,693	341,355
5600 - Rentals, Leases & Repairs	434,543	537,782	633,430	718,592	784,459
5600 - Other Facility Support Costs	60,480	74,849	88,162	100,014	109,182
5800 - Professional Services & Operating Costs	544,231	673,529	793,321	899,979	982,473
5900 - Communications	17,892	22,142	26,080	29,587	32,299
TTL Services & Operations	1,348,445	1,668,809	1,965,618	2,229,887	2,434,282
6000 - Capital Outlay					
6900 - Depreciation	-	-	-	-	-
TTL Capital Outlay	-	-	-	-	-
7000 - Other Outgo					
7299 - Other Outgo	5,060	6,262	7,376	8,368	9,135
7438 - Interest on Long-Term Debt	-	-	-	-	-
TTL Other Outgo	5,060	6,262	7,376	8,368	9,135
TTL EXPENDITURES	4,796,202	5,935,685	6,991,388	7,931,352	8,658,351
Revenues less Expenditures	323,678	395,417	533,057	286,316	448,121
Beginning Fund Balance	2,159,284	2,482,962	2,878,380	3,411,437	2,878,380
Net Revenues	323,678	395,417	533,057	286,316	448,121
ENDING BALANCE	2,482,962	2,878,380	3,411,437	3,697,753	3,326,500
ENDING BALANCE AS % OF OUTGO	51.8%	48.5%	48.8%	46.6%	38.4%

Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR PROJECTION DETAIL (LA FUENTE ONLY)

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	208	238	268	298	308
P-2 ADA	199.68	228.48	257.28	286.08	295.68
ADA as % of Schoolwide Total	74%	71%	69%	68%	65%
REVENUES					
Local Control Funding Formula Revenues					
8011 - General Purpose Block Grant	2,841,749	3,470,072	4,057,693	4,293,177	4,581,010
8012 - Education Protection Account	39,936	45,696	51,456	57,216	59,136
8096 - Funding in Lieu of Property Taxes	-	-	-	-	-
TTL LCFF Revenues	2,881,685	3,515,768	4,109,149	4,350,393	4,640,146
Federal Revenue					
8181 - Federal IDEA Special Education	28,913	30,573	36,762	42,789	48,417
8290 - ESSA + Other Federal Revenue	42,146	48,210	54,761	61,685	65,043
TTL Federal Revenue	71,059	78,783	91,523	104,473	113,459
Other State Revenue					
8550 - Mandate Block Grant	706	805	839	820	789
8560 - State Lottery Revenue	56,777	64,929	73,084	81,240	83,953
8590 - Charter School Facility Grant (SB740)	209,295	200,281	195,302	191,065	183,728
8590 - SPED Mental Health	19,569	23,077	26,757	30,611	32,525
8590 - Prop 28 Arts & Music	37,939	44,782	51,971	59,791	63,867
8590 - Expanded Learning Opportunities	313,480	320,371	373,912	418,433	459,776
8590 - Additional State Revenues	-	-	-	-	-
TTL Other State Revenue	637,767	654,245	721,864	781,959	824,638
Other Local Revenue					
8660 - Interest	7,402	8,854	10,793	13,198	15,864
8699 - Other Local Revenues	-	-	-	-	-
8791/2 - Special Education Revenues (Local)	191,892	226,881	263,969	302,959	323,178
TTL Other Local Revenue	199,294	235,735	274,761	316,157	339,042
TTL REVENUES	3,789,805	4,484,530	5,197,297	5,552,982	5,917,285
EXPENDITURES					
1000 - Certificated Salaries					
1100 - Teacher Compensation	1,135,568	1,344,829	1,544,632	1,700,363	1,783,784
1200 - Student Support	65,579	77,664	89,203	98,196	103,014
1300 - Certificated Administrators	129,305	153,133	175,884	193,617	203,115
1900 - Other Certificated Salaries	-	-	-	-	-
TTL Certificated Salaries	1,330,452	1,575,626	1,809,719	1,992,176	2,089,913
2000 - Non - Certificated Salaries					
2100 - Classified Instructional Salaries	280,677	332,399	381,784	420,276	440,895
2200 - Classified Support Salaries	39,569	46,860	53,822	59,249	62,155
2300 - Classified Administrators	14,865	17,604	20,219	22,258	23,350
2400 - Clerical & Technical Staff	39,350	46,601	53,524	58,921	61,811
2900 - Other Classified Positions	48,307	57,209	65,708	72,333	75,882
TTL Non - Certificated Salaries	422,766	500,673	575,059	633,037	664,094
3000 - Employee Benefits					
310x - STRS	248,515	294,311	338,037	372,119	390,375
320x - PERS	117,493	139,145	159,818	175,931	184,562
330x - OASDI/Medicare	52,363	62,013	71,226	78,407	82,254
340x - Health Care Benefits	186,985	221,442	254,342	279,985	293,722
350x - Unemployment Insurance	892	1,057	1,214	1,336	1,402
360x - Workers' Compensation	15,289	18,106	20,796	22,893	24,016
390x - Other Benefits	-	-	-	-	-
TTL Employee Benefits	621,538	736,074	845,434	930,671	976,331
4000 - Books/Supplies/Materials					
4300 - Instructional Materials & Supplies	120,166	142,311	163,454	179,933	188,761

**Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR PROJECTION DETAIL (LA FUENTE ONLY)**

Description	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2026-27	2027-28	2028-29	2029-30	2030-31
4400 - Non - Capitalized Equipment	53,409	63,251	72,648	79,973	83,896
TTL Books/Supplies/Materials	173,575	205,562	236,102	259,906	272,657
5000 - Services & Operations					
5100 - Subagreements For Services	2,443	2,893	3,323	3,658	3,837
5200 - Travel & Conferences	41,555	49,213	56,525	62,224	65,276
5300 - Dues & Memberships	4,626	5,479	6,293	6,928	7,267
5400 - Insurance	27,033	32,014	36,771	40,478	42,464
5500 - Operations & Housekeeping	139,967	165,760	190,387	209,582	219,864
5600 - Rentals, Leases & Repairs	321,655	380,929	437,524	481,635	505,265
5600 - Other Facility Support Costs	44,768	53,018	60,895	67,035	70,323
5800 - Professional Services & Operating Costs	402,847	477,083	547,964	603,210	632,804
5900 - Communications	13,244	15,684	18,014	19,830	20,803
TTL Services & Operations	998,137	1,182,073	1,357,695	1,494,579	1,567,904
6000 - Capital Outlay					
6900 - Depreciation	-	-	-	-	-
TTL Capital Outlay	-	-	-	-	-
7000 - Other Outgo					
7299 - Other Outgo	3,745	4,436	5,095	5,608	5,884
7438 - Interest on Long-Term Debt	-	-	-	-	-
TTL Other Outgo	3,745	4,436	5,095	5,608	5,884
TTL EXPENDITURES	3,550,214	4,204,443	4,829,103	5,315,978	5,576,782
Revenues less Expenditures	239,591	280,087	368,194	237,004	340,504

Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR PROJECTION DETAIL (HYBRID ONLY)

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	58	73	88	103	116
P-2 ADA	55.68	70.08	84.48	98.88	111.36
ADA as % of Schoolwide Total	21%	22%	23%	23%	24%
REVENUES					
Local Control Funding Formula Revenues					
8011 - General Purpose Block Grant	792,411	1,064,350	1,332,377	1,483,883	1,725,316
8012 - Education Protection Account	11,136	14,016	16,896	19,776	22,272
8096 - Funding in Lieu of Property Taxes	-	-	-	-	-
TTL LCFF Revenues	803,547	1,078,366	1,349,273	1,503,659	1,747,588
Federal Revenue					
8181 - Federal IDEA Special Education	8,062	9,377	12,071	14,789	18,235
8290 - ESSA + Other Federal Revenue	11,752	14,787	17,981	21,321	24,497
TTL Federal Revenue	19,815	24,164	30,052	36,110	42,731
Other State Revenue					
8550 - Mandate Block Grant	197	247	275	284	297
8560 - State Lottery Revenue	15,832	19,915	23,998	28,080	31,619
8590 - Charter School Facility Grant (SB740)	58,361	61,431	64,129	66,039	69,196
8590 - SPED Mental Health	5,457	7,078	8,786	10,580	12,250
8590 - Prop 28 Arts & Music	10,579	13,736	17,065	20,666	24,054
8590 - Expanded Learning Opportunities	87,413	98,265	122,777	144,626	173,163
8590 - Additional State Revenues	-	-	-	-	-
TTL Other State Revenue	177,839	200,672	237,030	270,274	310,578
Other Local Revenue					
8660 - Interest	2,064	2,716	3,544	4,562	5,975
8699 - Other Local Revenues	-	-	-	-	-
8791/2 - Special Education Revenues (Local)	53,508	69,589	86,676	104,714	121,717
TTL Other Local Revenue	55,572	72,305	90,220	109,276	127,691
TTL REVENUES	1,056,773	1,375,507	1,706,575	1,919,319	2,228,588
EXPENDITURES					
1000 - Certificated Salaries					
1100 - Teacher Compensation	316,649	412,490	507,193	602,551	688,780
1200 - Student Support	18,287	23,821	29,290	34,797	39,777
1300 - Certificated Administrators	36,056	46,969	57,753	68,611	78,430
1900 - Other Certificated Salaries	-	-	-	-	-
TTL Certificated Salaries	370,991	483,280	594,236	705,959	806,987
2000 - Non - Certificated Salaries					
2100 - Classified Instructional Salaries	78,266	101,954	125,362	148,931	170,245
2200 - Classified Support Salaries	11,034	14,373	17,673	20,996	24,000
2300 - Classified Administrators	4,145	5,400	6,639	7,887	9,016
2400 - Clerical & Technical Staff	10,972	14,294	17,575	20,879	23,867
2900 - Other Classified Positions	13,470	17,547	21,576	25,632	29,301
TTL Non - Certificated Salaries	117,887	153,568	188,825	224,327	256,429
3000 - Employee Benefits					
310x - STRS	69,297	90,272	110,997	131,866	150,737
320x - PERS	32,763	42,679	52,477	62,344	71,266
330x - OASDI/Medicare	14,601	19,021	23,388	27,785	31,761
340x - Health Care Benefits	52,140	67,921	83,515	99,217	113,416
350x - Unemployment Insurance	249	324	399	474	541
360x - Workers' Compensation	4,263	5,554	6,829	8,113	9,273
390x - Other Benefits	-	-	-	-	-
TTL Employee Benefits	173,313	225,771	277,605	329,798	376,994
4000 - Books/Supplies/Materials					
4300 - Instructional Materials & Supplies	33,508	43,650	53,671	63,762	72,887

**Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR PROJECTION DETAIL (HYBRID ONLY)**

Description	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2026-27	2027-28	2028-29	2029-30	2030-31
4400 - Non - Capitalized Equipment	14,893	19,401	23,855	28,340	32,395
TTL Books/Supplies/Materials	48,401	63,050	77,526	92,102	105,282
5000 - Services & Operations					
5100 - Subagreements For Services	681	887	1,091	1,296	1,482
5200 - Travel & Conferences	11,588	15,095	18,560	22,050	25,205
5300 - Dues & Memberships	1,290	1,681	2,066	2,455	2,806
5400 - Insurance	7,538	9,819	12,074	14,344	16,397
5500 - Operations & Housekeeping	39,029	50,842	62,515	74,269	84,897
5600 - Rentals, Leases & Repairs	89,692	116,839	143,665	170,675	195,100
5600 - Other Facility Support Costs	12,483	16,262	19,995	23,755	27,154
5800 - Professional Services & Operating Costs	112,332	146,332	179,928	213,757	244,347
5900 - Communications	3,693	4,811	5,915	7,027	8,033
TTL Services & Operations	278,327	362,569	445,810	529,628	605,421
6000 - Capital Outlay					
6900 - Depreciation	-	-	-	-	-
TTL Capital Outlay	-	-	-	-	-
7000 - Other Outgo					
7299 - Other Outgo	1,044	1,361	1,673	1,987	2,272
7438 - Interest on Long-Term Debt	-	-	-	-	-
TTL Other Outgo	1,044	1,361	1,673	1,987	2,272
TTL EXPENDITURES	989,963	1,289,598	1,585,676	1,883,801	2,153,385
Revenues less Expenditures	66,809	85,909	120,900	35,518	75,203

Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR PROJECTION DETAIL (HOME-BASED ONLY)

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	15	25	32	40	50
P-2 ADA	14.40	24.00	30.72	38.40	48.00
ADA as % of Schoolwide Total	5%	7%	8%	9%	11%
REVENUES					
Local Control Funding Formula Revenues					
8011 - General Purpose Block Grant	204,934	364,503	484,501	576,265	743,670
8012 - Education Protection Account	2,880	4,800	6,144	7,680	9,600
8096 - Funding in Lieu of Property Taxes	-	-	-	-	-
TTL LCFF Revenues	207,814	369,303	490,645	583,945	753,270
Federal Revenue					
8181 - Federal IDEA Special Education	2,085	3,211	4,389	5,743	7,860
8290 - ESSA + Other Federal Revenue	3,039	5,064	6,539	8,280	10,559
TTL Federal Revenue	5,124	8,275	10,928	14,023	18,419
Other State Revenue					
8550 - Mandate Block Grant	51	85	100	110	128
8560 - State Lottery Revenue	4,095	6,820	8,726	10,905	13,629
8590 - Charter School Facility Grant (SB740)	15,093	21,038	23,320	25,646	29,826
8590 - SPED Mental Health	1,411	2,424	3,195	4,109	5,280
8590 - Prop 28 Arts & Music	2,736	4,704	6,205	8,026	10,368
8590 - Expanded Learning Opportunities	22,607	33,652	44,646	56,165	74,639
8590 - Additional State Revenues	-	-	-	-	-
TTL Other State Revenue	45,993	68,723	86,193	104,961	133,870
Other Local Revenue					
8660 - Interest	534	930	1,289	1,772	2,575
8699 - Other Local Revenues	-	-	-	-	-
8791/2 - Special Education Revenues (Local)	13,838	23,832	31,519	40,666	52,464
TTL Other Local Revenue	14,372	24,762	32,807	42,437	55,039
TTL REVENUES	273,303	471,064	620,573	745,367	960,598
EXPENDITURES					
1000 - Certificated Salaries					
1100 - Teacher Compensation	81,892	141,264	184,434	234,000	296,888
1200 - Student Support	4,729	8,158	10,651	13,514	17,145
1300 - Certificated Administrators	9,325	16,085	21,001	26,645	33,806
1900 - Other Certificated Salaries	-	-	-	-	-
TTL Certificated Salaries	95,946	165,507	216,086	274,159	347,839
2000 - Non - Certificated Salaries					
2100 - Classified Instructional Salaries	20,241	34,916	45,586	57,837	73,381
2200 - Classified Support Salaries	2,854	4,922	6,427	8,154	10,345
2300 - Classified Administrators	1,072	1,849	2,414	3,063	3,886
2400 - Clerical & Technical Staff	2,838	4,895	6,391	8,109	10,288
2900 - Other Classified Positions	3,484	6,009	7,846	9,954	12,630
TTL Non - Certificated Salaries	30,488	52,592	68,664	87,117	110,530
3000 - Employee Benefits					
310x - STRS	17,922	30,915	40,363	51,210	64,973
320x - PERS	8,473	14,616	19,083	24,211	30,718
330x - OASDI/Medicare	3,776	6,514	8,505	10,790	13,690
340x - Health Care Benefits	13,484	23,261	30,369	38,531	48,886
350x - Unemployment Insurance	64	111	145	184	233
360x - Workers' Compensation	1,103	1,902	2,483	3,150	3,997
390x - Other Benefits	-	-	-	-	-
TTL Employee Benefits	44,822	77,319	100,947	128,077	162,498
4000 - Books/Supplies/Materials					
4300 - Instructional Materials & Supplies	8,666	14,949	19,517	24,762	31,417

**Vista Springs Charter School
Budget & Multi-Year Projections
MULTI-YEAR PROJECTION DETAIL (HOME-BASED ONLY)**

Description	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2026-27	2027-28	2028-29	2029-30	2030-31
4400 - Non - Capitalized Equipment	3,852	6,644	8,674	11,006	13,963
TTL Books/Supplies/Materials	12,517	21,593	28,191	35,768	45,380
5000 - Services & Operations					
5100 - Subagreements For Services	176	304	397	503	639
5200 - Travel & Conferences	2,997	5,169	6,749	8,563	10,864
5300 - Dues & Memberships	334	576	751	953	1,210
5400 - Insurance	1,949	3,363	4,391	5,570	7,068
5500 - Operations & Housekeeping	10,094	17,412	22,733	28,842	36,594
5600 - Rentals, Leases & Repairs	23,196	40,014	52,242	66,282	84,095
5600 - Other Facility Support Costs	3,228	5,569	7,271	9,225	11,704
5800 - Professional Services & Operating Costs	29,051	50,114	65,429	83,012	105,322
5900 - Communications	955	1,647	2,151	2,729	3,462
TTL Services & Operations	71,981	124,167	162,113	205,681	260,957
6000 - Capital Outlay					
6900 - Depreciation	-	-	-	-	-
TTL Capital Outlay	-	-	-	-	-
7000 - Other Outgo					
7299 - Other Outgo	270	466	608	772	979
7438 - Interest on Long-Term Debt	-	-	-	-	-
TTL Other Outgo	270	466	608	772	979
TTL EXPENDITURES	256,025	441,643	576,609	731,573	928,183
Revenues less Expenditures	17,278	29,421	43,963	13,794	32,415

**Vista Springs Charter School
Budget & Multi-Year Projections
FUNDING CALCULATIONS - YEAR 1**

2026-27 (Year 1)				3.02%
LCFF REVENUES				TOTALS
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
LCFF State Aid:	\$ 14,231.51	269.76	\$ 3,839,093	
LCFF Education Protection Account:	200.00	269.76	53,952	
LCFF In-Lieu-Of Property Taxes:	-	269.76	-	
Total LCFF Funding:	\$ 14,431.51	per ADA		3,893,045.00
TOTAL LCFF REVENUES				\$ 3,893,045.00
FEDERAL REVENUES				
Title I Part A @ \$174/ADA			\$ 46,938	
Title IV Part A @ \$10,000			10,000	
ESSA Funding:				56,938.00
Other Federal Revenues				
Federal IDEA Special Education (\$155/PY ADA)			39,060	
Public Charter Schools Grant (not budgeted until awarded)			-	
Other Federal Revenues			-	
Total Other Federal Revenues:				39,060.00
TOTAL FEDERAL REVENUES				\$ 95,998.00
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 190.00	282	53,580	
Prop 20 Lottery	82.00	282	23,124	
				76,704.00
Additional Other State Revenues				
Mandate Block Grant (\$21.14 TK-8 / \$59.97 9-12)			954	
Charter School Facility Grant Program (75% of rent up to \$1,420/ADA)			282,750	
SPED Mental Health (Est. \$98/student)			26,436	
Proposition 28: Arts & Music (Est. \$190/ADA)			51,254	
ELOP (\$2,750 x PY TK-6 ADA X UPP)			423,500	
Other State Revenues			-	
Total Additional Other State Revenues:				784,894.88
TOTAL OTHER STATE REVENUES				\$ 861,598.88
OTHER LOCAL REVENUES				
Interest Earnings			10,000	
SELPA Special Education (AB602) (Est. @ \$961/student)			259,239	
Other Local Revenues			-	
Total Additional Other Local Revenues:				269,239.00
TOTAL OTHER LOCAL REVENUES				\$ 269,239.00
TOTAL REVENUES				\$ 5,119,880.88

**Vista Springs Charter School
Budget & Multi-Year Projections
FUNDING CALCULATIONS - YEAR 2**

2027-28 (Year 2)				3.42%
LCFF REVENUES				TOTALS
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
LCFF State Aid:	\$ 15,187.64	322.56	\$ 4,898,925	
LCFF Education Protection Account:	200.00	322.56	64,512	
LCFF In-Lieu-Of Property Taxes:	-	322.56	-	
Total LCFF Funding:	\$ 15,387.64	per ADA		4,963,437.00
TOTAL LCFF REVENUES				\$ 4,963,437.00
FEDERAL REVENUES				
Title I Part A @ (Est. @ \$180/student)			\$ 58,061	
Title IV Part A @ \$10,000			10,000	
ESSA Funding:				68,061.00
Other Federal Revenues				
Federal IDEA Special Education (Est. @ \$160/PY ADA)			43,162	
Public Charter Schools Grant (not budgeted until awarded)				
Other Federal Revenues			-	
Total Other Federal Revenues:				43,161.60
TOTAL FEDERAL REVENUES				\$ 111,222.60
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 190.00	337	64,030	
Prop 20 Lottery	82.00	337	27,634	
				91,664.00
Additional Other State Revenues				
Mandate Block Grant (\$21.86 TK-8 / \$62.02 9-12)			1,136	
Charter School Facility Grant Program (75% of rent up to \$1,467/ADA)			282,750	
SPED Mental Health (Est. \$101/student)			32,579	
Proposition 28: Arts & Music (Est. \$196/student)			63,222	
ELOP (\$2,750 x PY TK-6 ADA X UPP)			452,289	
Other State Revenues			-	
Total Additional Other State Revenues:				831,976.00
TOTAL OTHER STATE REVENUES				\$ 923,640.00
OTHER LOCAL REVENUES				
Interest Earnings			12,500	
SELPA Special Education (AB602) (Est. @ \$993/student)			320,302	
Other Local Revenues			-	
Total Additional Other Local Revenues:				332,802.00
TOTAL OTHER LOCAL REVENUES				\$ 332,802.00
TOTAL REVENUES				\$ 6,331,101.60

**Vista Springs Charter School
Budget & Multi-Year Projections
FUNDING CALCULATIONS - YEAR 3**

2028-29 (Year 3)				3.31%
LCFF REVENUES				TOTALS
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
LCFF State Aid:	\$ 15,771.50	372.48	\$ 5,874,570	
LCFF Education Protection Account:	200.00	372.48	74,496	
LCFF In-Lieu-Of Property Taxes:	-	372.48	-	
Total LCFF Funding:	\$ 15,971.50	per ADA		5,949,066.00
TOTAL LCFF REVENUES				\$ 5,949,066.00
FEDERAL REVENUES				
Title I Part A @ (Est. @ \$186/student)			\$ 69,281	
Title IV Part A @ \$10,000			10,000	
ESSA Funding:				79,281.00
Other Federal Revenues				
Federal IDEA Special Education (Est. @ \$165/student)			53,222	
Public Charter Schools Grant (not budgeted until awarded)				
Other Federal Revenues			-	
Total Other Federal Revenues:				53,222.40
TOTAL FEDERAL REVENUES				\$ 132,503.40
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 190.00	389	73,910	
Prop 20 Lottery	82.00	389	31,898	
				105,808.00
Additional Other State Revenues				
Mandate Block Grant (\$22.58 TK-8 / \$64.07 9-12)			1,214	
Charter School Facility Grant Program (75% of rent up to \$1,516/ADA)			282,750	
SPED Mental Health (Est. \$104/student)			38,738	
Proposition 28: Arts & Music (Est. \$202/student)			75,241	
ELOP (\$2,750 x PY TK-6 ADA X UPP)			541,336	
Other State Revenues			-	
Total Additional Other State Revenues:				939,279.00
TOTAL OTHER STATE REVENUES				\$ 1,045,087.00
OTHER LOCAL REVENUES				
Interest Earnings			15,625	
SELPA Special Education (AB602) (Est. @ \$1,026/student)			382,164	
Other Local Revenues			-	
Total Additional Other Local Revenues:				397,789.00
TOTAL OTHER LOCAL REVENUES				\$ 397,789.00
TOTAL REVENUES				\$ 7,524,445.40

**Vista Springs Charter School
Budget & Multi-Year Projections
FUNDING CALCULATIONS - YEAR 4**

2029-30 (Year 4)				3.24%
LCFF REVENUES				TOTALS
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
LCFF State Aid:	\$ 15,006.91	423.36	\$ 6,353,326	
LCFF Education Protection Account:	200.00	423.36	84,672	
LCFF In-Lieu-Of Property Taxes:	-	423.36	-	
Total LCFF Funding:	\$ 15,206.91	per ADA		6,437,998.00
TOTAL LCFF REVENUES				\$ 6,437,998.00
FEDERAL REVENUES				
Title I Part A @ (Est. @ \$192/student)			\$ 81,285	
Title IV Part A @ \$10,000			10,000	
ESSA Funding:				91,285.00
Other Federal Revenues				
Federal IDEA Special Education (Est. @ \$170/student)			63,322	
Public Charter Schools Grant (not budgeted until awarded)				
Other Federal Revenues			-	
Total Other Federal Revenues:				63,321.60
TOTAL FEDERAL REVENUES				\$ 154,606.60
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 190.00	442	83,980	
Prop 20 Lottery	82.00	442	36,244	
				120,224.00
Additional Other State Revenues				
Mandate Block Grant (\$22.58 TK-8 / \$64.07 9-12)			1,214	
Charter School Facility Grant Program (75% of rent up to \$1,516/ADA)			282,750	
SPED Mental Health (Est. \$107/student)			45,300	
Proposition 28: Arts & Music (Est. \$209/student)			88,482	
ELOP (\$2,750 x PY TK-6 ADA X UPP)			619,224	
Other State Revenues			-	
Total Additional Other State Revenues:				1,036,970.00
TOTAL OTHER STATE REVENUES				\$ 1,157,194.00
OTHER LOCAL REVENUES				
Interest Earnings			19,531	
SELPA Special Education (AB602) (Est. @ \$1,059/student)			448,338	
Other Local Revenues			-	
Total Additional Other Local Revenues:				467,869.25
TOTAL OTHER LOCAL REVENUES				\$ 467,869.25
TOTAL REVENUES				\$ 8,217,667.85

**Vista Springs Charter School
Budget & Multi-Year Projections
FUNDING CALCULATIONS - YEAR 5**

2030-31 (Year 5)				3.24%
LCFF REVENUES				TOTALS
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
LCFF State Aid:	\$ 15,493.14	455.04	\$ 7,049,996	
LCFF Education Protection Account:	200.00	455.04	91,008	
LCFF In-Lieu-Of Property Taxes:	-	455.04	-	
Total LCFF Funding:	\$ 15,693.13	per ADA		7,141,004.00
TOTAL LCFF REVENUES				\$ 7,141,004.00
FEDERAL REVENUES				
Title I Part A @ (Est. @ \$198/student)			\$ 90,098	
Title IV Part A @ \$10,000			10,000	
ESSA Funding:				100,098.00
Other Federal Revenues				
Federal IDEA Special Education (Est. @ \$176/student)			74,511	
Public Charter Schools Grant (not budgeted until awarded)				
Other Federal Revenues			-	
Total Other Federal Revenues:				74,511.36
TOTAL FEDERAL REVENUES				\$ 174,609.36
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 190.00	475	90,250	
Prop 20 Lottery	82.00	475	38,950	
Additional Other State Revenues				129,200.00
Mandate Block Grant (\$22.58 TK-8 / \$64.07 9-12)			1,214	
Charter School Facility Grant Program (75% of rent up to \$1,516/ADA)			282,750	
SPED Mental Health (Est. \$110/student)			50,054	
Proposition 28: Arts & Music (Est. \$216/student)			98,289	
ELOP (\$2,750 x PY TK-6 ADA X UPP)			707,578	
Other State Revenues			-	
Total Additional Other State Revenues:				1,139,885.00
TOTAL OTHER STATE REVENUES				\$ 1,269,085.00
OTHER LOCAL REVENUES				
Interest Earnings			24,414	
SELPA Special Education (AB602) (Est. @ \$1,093/student)			497,359	
Other Local Revenues			-	
Total Additional Other Local Revenues:				521,773.06
TOTAL OTHER LOCAL REVENUES				\$ 521,773.06
TOTAL REVENUES				\$ 9,106,471.42

**Vista Springs Charter School
Budget & Multi-Year Projections
ENROLLMENT AND A.D.A. (SCHOOLWIDE)**

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2026-27		2027-28		2028-29		2029-30		2030-31	
	ENROLL	ADA								
Total TK-3 Enrollment	157	150.72	188	180.49	214	205.44	245	235.20	263	252.48
Total 4-6 Enrollment	77	73.92	92	88.32	107	102.72	121	116.16	131	125.76
Total 7-8 Enrollment	47	45.12	56	53.75	67	64.32	75	72.00	80	76.80
Total 9-12 Enrollment	-	-	-	-	-	-	-	-	-	-
TTL Enrollment/ADA	281	269.76	336	322.56	388	372.48	441	423.36	474	455.04
Grade Level										
TK	13	12.48	16	15.37	18	17.28	20	19.20	21	20.16
K	40	38.40	48	46.08	56	53.76	63	60.48	67	64.32
Grade 1	50	48.00	59	56.64	66	63.36	77	73.92	84	80.64
Grade 2	34	32.64	41	39.36	47	45.12	53	50.88	57	54.72
Grade 3	20	19.20	24	23.04	27	25.92	32	30.72	34	32.64
Grade 4	25	24.00	30	28.80	35	33.60	40	38.40	43	41.28
Grade 5	37	35.52	44	42.24	51	48.96	58	55.68	63	60.48
Grade 6	15	14.40	18	17.28	21	20.16	23	22.08	25	24.00
Grade 7	24	23.04	29	27.84	34	32.64	39	37.44	41	39.36
Grade 8	23	22.08	27	25.91	33	31.68	36	34.56	39	37.44
Grade 9	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-
Total	281	269.76	336	322.56	388	372.48	441	423.36	474	455.04
LCFF Unduplicated Calc:										
Enrollment	281		336		388		441		474	
Unduplicated Count	206		246		284		323		347	
Unduplicated Percentage:	73.31%		73.21%		73.20%		73.24%		73.21%	
Blended 3-year UP:	73.21%		73.07%		73.23%		73.22%		73.22%	

**Vista Springs Charter School
Budget & Multi-Year Projections
ENROLLMENT AND A.D.A. (LA FUENTE ONLY)**

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2026-27		2027-28		2028-29		2029-30		2030-31	
	ENROLL	ADA								
Total TK-3 Enrollment	116	111.36	132	126.73	150	144.00	166	159.36	172	165.12
Total 4-6 Enrollment	57	54.72	66	63.36	73	70.08	82	78.72	84	80.64
Total 7-8 Enrollment	35	33.60	40	38.39	45	43.20	50	48.00	52	49.92
Total 9-12 Enrollment	-	-								
TTL Enrollment/ADA	208	199.68	238	228.48	268	257.28	298	286.08	308	295.68
Grade Level										
TK	9	8.64	10	9.61	12	11.52	13	12.48	13	12.48
K	30	28.80	34	32.64	39	37.44	43	41.28	44	42.24
Grade 1	37	35.52	42	40.32	48	46.08	53	50.88	56	53.76
Grade 2	25	24.00	29	27.84	32	30.72	36	34.56	37	35.52
Grade 3	15	14.40	17	16.32	19	18.24	21	20.16	22	21.12
Grade 4	19	18.24	22	21.12	24	23.04	27	25.92	28	26.88
Grade 5	27	25.92	31	29.76	35	33.60	39	37.44	40	38.40
Grade 6	11	10.56	13	12.48	14	13.44	16	15.36	16	15.36
Grade 7	18	17.28	21	20.16	23	22.08	26	24.96	27	25.92
Grade 8	17	16.32	19	18.23	22	21.12	24	23.04	25	24.00
Grade 9	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-
Total	208	199.68	238	228.48	268	257.28	298	286.08	308	295.68

**Vista Springs Charter School
Budget & Multi-Year Projections
ENROLLMENT AND A.D.A. (HYBRID ONLY)**

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2026-27		2027-28		2028-29		2029-30		2030-31	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	32	30.72	41	39.36	47	45.12	57	54.72	64	61.44
Total 4-6 Enrollment	16	15.36	20	19.20	25	24.00	28	26.88	32	30.72
Total 7-8 Enrollment	10	9.60	12	11.52	16	15.36	18	17.28	20	19.20
Total 9-12 Enrollment	-	-	-	-	-	-	-	-	-	-
TTL Enrollment/ADA	58	55.68	73	70.08	88	84.48	103	98.88	116	111.36
Grade Level										
TK	3	2.88	4	3.84	5	4.80	5	4.80	6	5.76
K	8	7.68	10	9.60	12	11.52	14	13.44	16	15.36
Grade 1	10	9.60	13	12.48	13	12.48	18	17.28	20	19.20
Grade 2	7	6.72	9	8.64	11	10.56	12	11.52	14	13.44
Grade 3	4	3.84	5	4.80	6	5.76	8	7.68	8	7.68
Grade 4	5	4.80	6	5.76	8	7.68	9	8.64	10	9.60
Grade 5	8	7.68	10	9.60	12	11.52	14	13.44	16	15.36
Grade 6	3	2.88	4	3.84	5	4.80	5	4.80	6	5.76
Grade 7	5	4.80	6	5.76	8	7.68	9	8.64	10	9.60
Grade 8	5	4.80	6	5.76	8	7.68	9	8.64	10	9.60
Grade 9	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-
Total	58	55.68	73	70.08	88	84.48	103.00	98.88	116	111.36

Vista Springs Charter School
Budget & Multi-Year Projections
ENROLLMENT AND A.D.A. (HOME-BASED ONLY)

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2026-27		2027-28		2028-29		2029-30		2030-31	
	ENROLL	ADA								
Total TK-3 Enrollment	9	8.64	15	14.40	17	16.32	22	21.12	27	25.92
Total 4-6 Enrollment	4	3.84	6	5.76	9	8.64	11	10.56	15	14.40
Total 7-8 Enrollment	2	1.92	4	3.84	6	5.76	7	6.72	8	7.68
Total 9-12 Enrollment	-	-	-	-	-	-	-	-	-	-
TTL Enrollment/ADA	15	14.40	25	24.00	32	30.72	40	38.40	50	48.00
Grade Level										
TK	1	0.96	2	1.92	1	0.96	2	1.92	2	1.92
K	2	1.92	4	3.84	5	4.80	6	5.76	7	6.72
Grade 1	3	2.88	4	3.84	5	4.80	6	5.76	8	7.68
Grade 2	2	1.92	3	2.88	4	3.84	5	4.80	6	5.76
Grade 3	1	0.96	2	1.92	2	1.92	3	2.88	4	3.84
Grade 4	1	0.96	2	1.92	3	2.88	4	3.84	5	4.80
Grade 5	2	1.92	3	2.88	4	3.84	5	4.80	7	6.72
Grade 6	1	0.96	1	0.96	2	1.92	2	1.92	3	2.88
Grade 7	1	0.96	2	1.92	3	2.88	4	3.84	4	3.84
Grade 8	1	0.96	2	1.92	3	2.88	3	2.88	4	3.84
Grade 9	-	-	-	-	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-	-	-	-	-
Total	15	14.40	25	24.00	32	30.72	40	38.40	50	48.00

Vista Springs Charter Petition for Renewal
Vista Springs Charter School
Budget & Multi-Year Projections
2026-27 Projected Monthly Cash Flow Statement - YEAR 1

Description	2026-27 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,708,563	1,928,040	1,774,349	1,809,495	1,862,186	1,895,568	1,965,888	2,046,719	2,103,550	2,176,214	2,259,390	2,318,567	2,391,231	1,708,563
REVENUES															
LCFF State Aid	3,839,093	191,955	191,955	345,518	345,518	345,518	345,518	345,518	345,518	345,518	345,518	345,518	345,518	-	3,839,093
Education Protection Account	53,952	-	-	13,488	-	-	13,488	-	-	13,488	-	-	13,488	-	53,952
In-Lieu-Of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues	95,998	-	-	-	24,000	-	-	24,000	-	-	24,000	-	-	24,000	95,998
Other State Revenues	861,599	43,080	43,080	77,544	77,544	77,544	77,544	77,544	77,544	77,544	77,544	77,544	77,544	-	861,599
Other Local Revenues	269,239	13,462	13,462	24,232	24,232	24,232	24,232	24,232	24,232	24,232	24,232	24,232	24,232	-	269,239
TTL REVENUES	5,119,881	248,497	248,497	460,782	471,293	447,294	460,782	471,293	447,294	460,782	471,293	447,294	460,782	24,000	5,119,881
EXPENDITURES															
All Certificated Salaries	1,797,389	59,913	149,782	149,782	149,782	149,782	149,782	149,782	149,782	149,782	149,782	149,782	149,782	89,869	1,797,389
All Classified Salaries	571,141	31,730	46,815	46,815	46,815	46,815	46,815	46,815	46,815	46,815	46,815	46,815	46,815	24,448	571,141
All Benefits	839,674	32,489	68,826	68,826	68,826	68,826	68,826	68,826	68,826	68,826	68,826	68,826	68,826	50,102	839,674
All Materials & Supplies	234,494	11,725	23,449	46,899	39,864	35,174	11,725	11,725	11,725	9,380	9,380	9,380	9,380	4,690	234,494
All Services and Operations	1,348,445	74,914	113,315	113,315	113,315	113,315	113,315	113,315	113,315	113,315	113,315	113,315	113,315	27,070	1,348,445
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	5,060	-	-	-	-	-	-	-	-	-	-	-	-	5,060	5,060
TTL EXPENDITURES	4,796,202	210,770	402,187	425,636	418,602	413,912	390,462	390,462	390,462	388,117	388,117	388,117	388,117	201,239	4,796,202
	323,678														323,678
OTHER TRANS. AFFECTING CASH															
Prior Year Accounts Receivable		194,823													194,823
Prior Year Accounts Payable		(13,073)													(13,073)
Intraorganizational Loans (within 501c3)															-
Deferred Revenue															-
Other Trans. Affecting Cash															-
TTL OTHER TRANSACTIONS		181,750	-	181,750											
NET INCREASE (DECREASE)		219,477	(153,690)	35,145	52,692	33,382	70,319	80,831	56,831	72,664	83,176	59,176	72,664		
ENDING CASH BALANCE		1,928,040	1,774,349	1,809,495	1,862,186	1,895,568	1,965,888	2,046,719	2,103,550	2,176,214	2,259,390	2,318,567	2,391,231		

