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Vista Springs Charter Performance Improvement Plan

Vista Springs Charter School

Strategic School Improvement & Student Achievement Action Plan



FOCUSING ON THE WHOLE CHILD AND THE WHOLE SCHOOL



Response to Charter Renewal Inquiry: Vista Springs Charter

February 2026

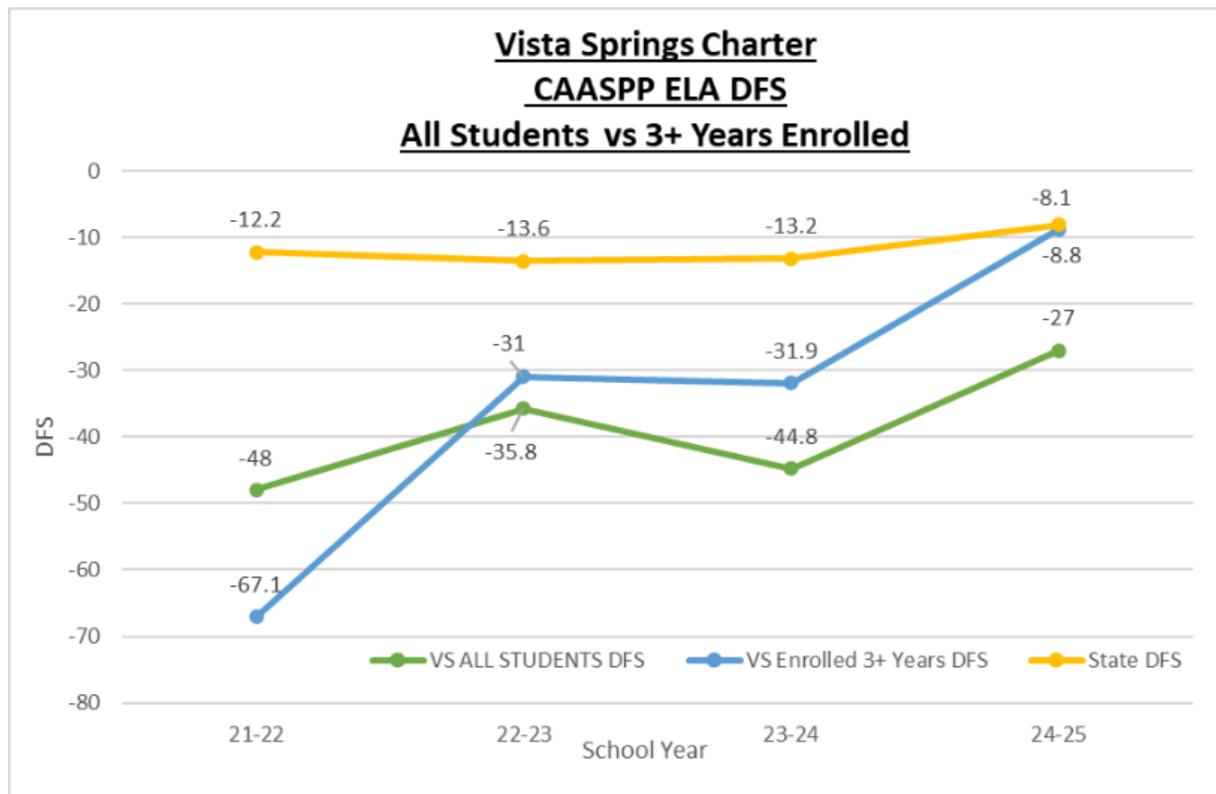


VSC Data Overview

Below is a supplemental overview and analysis of VSC's academic performance data. The overall trend in academic performance is positive, positioning VSC for continued growth in the years ahead.

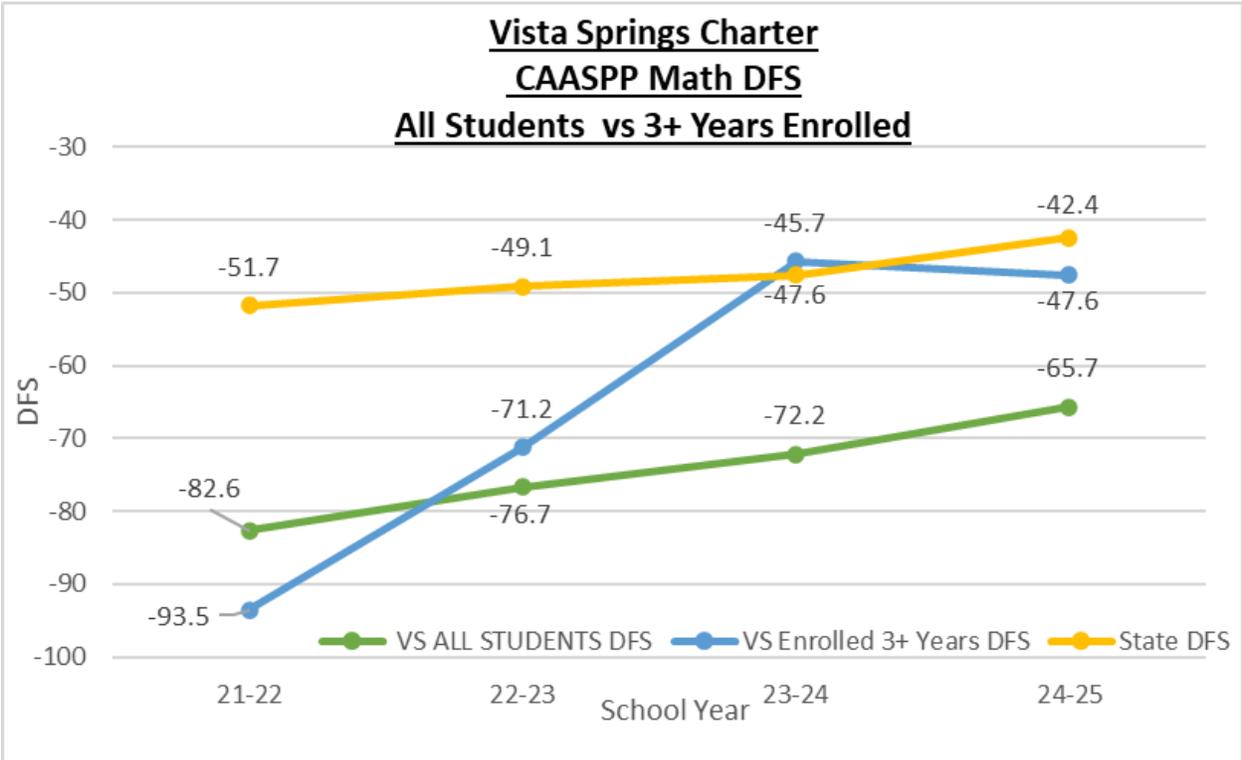
State Data Overview

ELA



Vista Springs Charter has shown positive growth in ELA over the past four years as measured by Distance From Standard (DFS). Among students who have remained at VSC for 3+ years (blue), their DFS is nearly equal to the overall state DFS performance (orange) in the 24-25 school year. These results indicate that our instructional efforts are yielding positive, longitudinal outcomes for students.

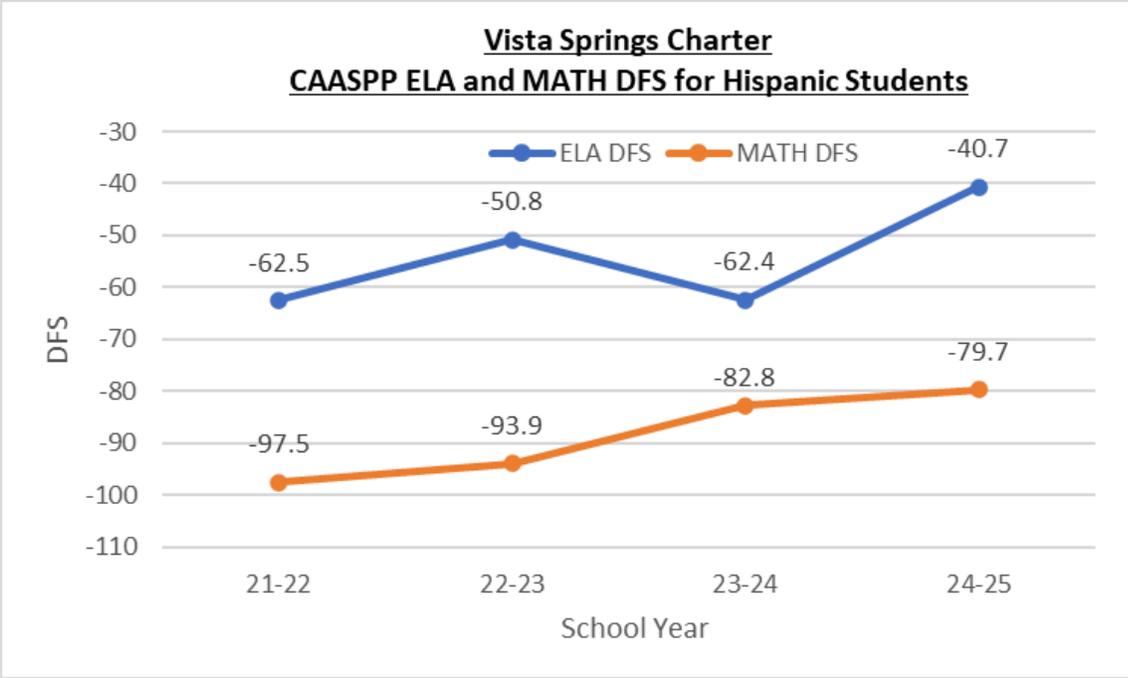
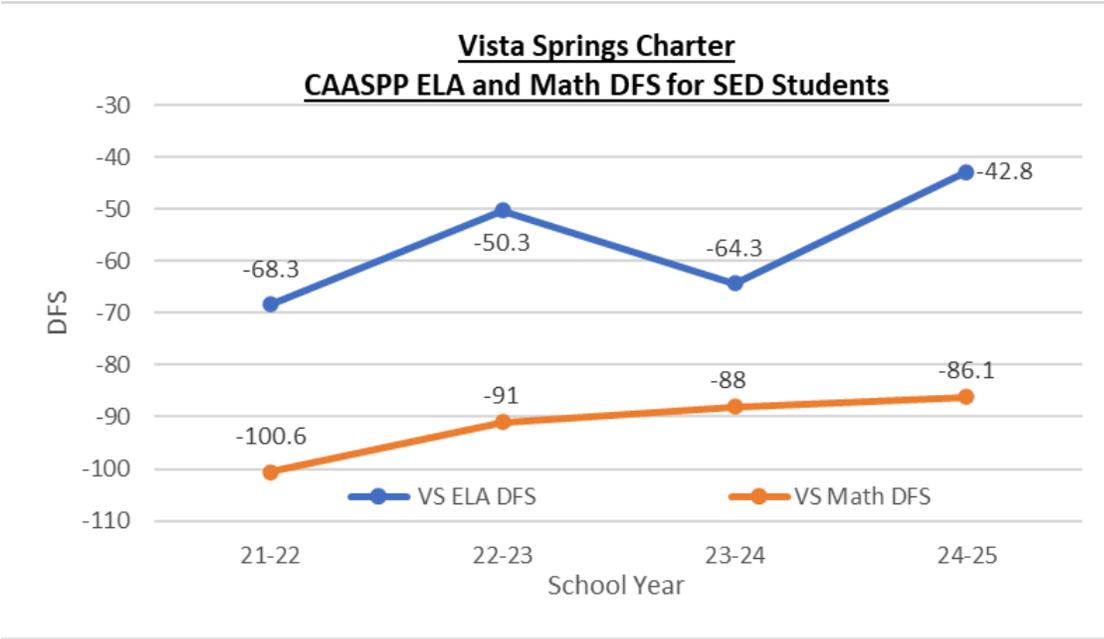
Math

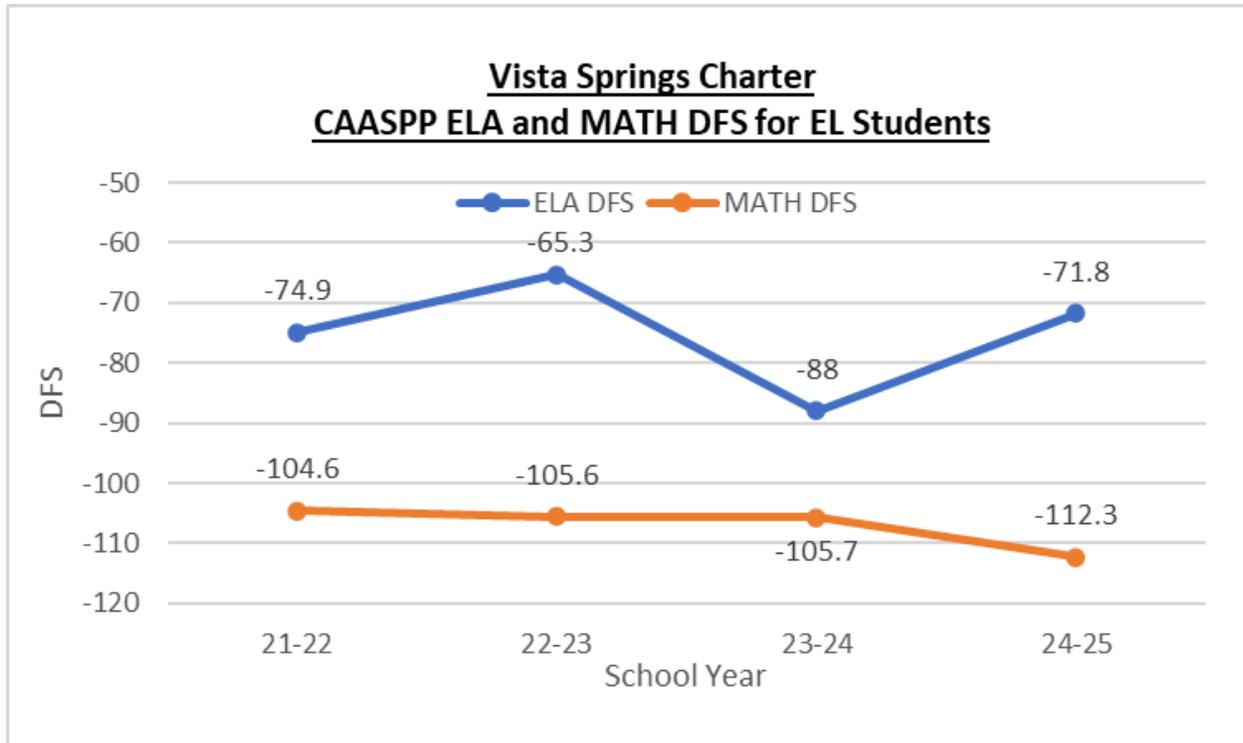


In Math, VSC has improved year-over-year in DFS (green), outpacing the state for all students (orange). Students enrolled at VSC for 3+ years (blue) actually outperformed the state in 23-24 by almost 2 DFS points. The current trajectory of VSC's Math performance shows positive momentum. The past performance outcomes, combined with the action plan for further improvement, provide VSC with strong confidence in continued significant growth in Math.

ELA/Math Subgroups

Due to change of enrollment over the years, the subgroup “VS Enrolled 3+ Years” has been removed for the following subgroup charts. Consistent enrollment within the small subgroups totals change significantly year to year at Vista Springs Charter.





VSC has also seen positive growth across all significant subgroups (Hispanic, SED, and EL) since 2021-22. Continuing to meet the needs of each student group and closing all achievement gaps are top priorities.

- Hispanic students have gained 21.8 points of DFS from 2021-22 to 2024-25 in ELA and have made steady progress in Math annually.
- SED students have gained 25.5 points of DFS from 2021-22 to 2024-25 in ELA
- VSC is continuing to focus on the growth of academic achievement for English Learners, but is very encouraged by ELs growing 16.2 points of DFS from 2023-24 to 2024-25 in ELA

Verified Data Overview

The California State Board of Education (SBE) approved criteria to define the verified data and academic progress indicators for California charter schools under Education Code Section 47607.2. SBE also approved a list of assessments, including i-Ready Diagnostic, for use for this purpose for Grades K–8.

Using the [i-Ready Assessments, California guidance](#), charter **elementary schools (Grades K-8) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math and 75% in Reading** to meet sufficient growth expectations under CA Education Code Section 47607.2(b). This is a more advanced approach to evaluating growth than in previous years due to the inclusion of measurement error in the calculated growth expectations. This approach was reviewed and approved at SBE’s May 2023 meeting.

For this approach to measuring growth, schools will need to minimally administer the i-Ready Diagnostic in the Fall of the school year, which is used to establish each student’s expected growth during the year (known as “Typical Growth” in i-Ready), and again in the Spring, which is used to determine if each student has met their “Typical Growth” target. The i-Ready Diagnostic Growth Report then aggregates each student’s results at the grade level for each school.

Schools that meet or exceed the following amounts of median “Typical Growth” from the Fall to the Spring can be said to have achieved sufficient growth during the year:

Table 1: Median Progress to “Typical Growth Targets” to Identify Schools as Having Met California Charter School Growth Expectations.

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

VSC Performance Analysis: 2022-23 i-Ready Reading Growth

According to the California guidance, schools need to achieve a minimum of 75% for grades K-5 and 45% for grades 6-8 of median Progress to “Annual Typical Growth” in Reading to meet sufficient growth expectations.

Schoolwide Performance:  **EXCEEDS TARGET**

- Median Progress to Typical Growth: **121%**
- Highest Grade Level Target: 75%
- Result: **EXCEEDS by +46 percentage points** 
- Students Assessed: 211/232 (91% participation)

2022-23 i-Ready Reading: Grade Level Performance

Grade	Progress to Typical Growth	Target	Status
Grade K	105%	75%	 EXCEEDS (+30 points)
Grade 1	114%	75%	 EXCEEDS (+39 points)
Grade 2	134%	75%	 EXCEEDS (+59 points)
Grade 3	136%	75%	 EXCEEDS (+61 points)
Grade 4	85%	75%	 EXCEEDS (+10 points)
Grade 5	97%	75%	 EXCEEDS (+22 points)
Grade 6	300%	45%	 EXCEEDS (+255 points)
Grade 7	141%	45%	 EXCEEDS (+96 points)
Grade 8	173%	45%	 EXCEEDS (+128 points)

2022-23 i-Ready Reading: Subgroup Performance			
Grade	Progress to Typical Growth	Target	Status
English Learners	83%	75%	✓ EXCEEDS (+8 points)
Hispanic/Latino	127%	75%	✓ EXCEEDS (+52 points)
Socioeconomically Disadvantaged	116%	75%	✓ EXCEEDS (+41 points)

Key Findings

1. Strong Overall Performance: VSC exceeded California's minimum growth expectations in Reading by 46 percentage points, demonstrating effective reading instruction schoolwide.
2. Excellent Equity: All student subgroups substantially exceeded growth targets, with Hispanic/Latino students showing particularly strong performance at 127%.
3. Grade-Level Concerns: None
4. Strength: Grades 6,7 and 8 showed exceptional performance (300%, 141%, and 173% respectively), indicating strong instructional practices in the upper grades.
5. Strong Participation: 91% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for Reading in the 2022-23 school year.

VSC Performance Analysis: 2022-23 i-Ready Math Growth

According to the California guidance, schools need to achieve a minimum of 80% for grades K-5 and 60% for grades 6-8 of median Progress to “Annual Typical Growth” in Reading to meet sufficient growth expectations.

Schoolwide Performance:  **EXCEEDS TARGET**

- Median Progress to Typical Growth: **112%**
- Highest Grade Level Target: 80%
- Result: **EXCEEDS by +32 percentage points** 
- Students Assessed: 212/232 (91.4% participation)

2022-23 i-Ready Math: Grade Level Performance			
Grade	Progress to Typical Growth	Target	Status
Grade K	119%	80%	 EXCEEDS (+39 points)
Grade 1	93%	80%	 EXCEEDS (+13 points)
Grade 2	112%	80%	 EXCEEDS (+32 points)
Grade 3	89%	80%	 EXCEEDS (+9 points)
Grade 4	112%	80%	 EXCEEDS (+32 points)
Grade 5	109%	80%	 EXCEEDS (+29 points)
Grade 6	124%	60%	 EXCEEDS (+64 points)
Grade 7	164%	60%	 EXCEEDS (+104 points)
Grade 8	137%	60%	 EXCEEDS (+77 points)

2022-23 i-Ready Math: Subgroup Performance				
Grade	Progress to Typical Growth	Target		Status
English Learners	100%	80%		✓ EXCEEDS (+20 points)
Hispanic/Latino	102%	80%		✓ EXCEEDS (+22 points)
Socioeconomically Disadvantaged	106%	80%		✓ EXCEEDS (+26 points)

Key Findings

1. Strong Overall Performance: VSC exceeded California's minimum growth expectations in Math by 32 percentage points, demonstrating effective mathematics instruction schoolwide.
2. Excellent Equity: All student subgroups substantially exceeded growth targets, with Socioeconomically Disadvantaged students showing particularly strong performance at 106%.
3. Grade-Level Concerns: None
4. Strong Participation: 91% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for Math in the 2022-23 school year.

VSC Performance Analysis: 2023-24 i-Ready Reading Growth

According to the California guidance, schools need to achieve a minimum of 75% for grades K-5 and 45% for grades 6-8 of median Progress to “Annual Typical Growth” in Reading to meet sufficient growth expectations.

Schoolwide Performance:  **EXCEEDS TARGET**

- Median Progress to Typical Growth: **127%**
- Highest Grade Level Target: 75%
- Result: **EXCEEDS by +52 percentage points** 
- Students Assessed: 210/215 (98% participation)

Grade K	118%	75%	 EXCEEDS (+43 points)
Grade 1	71%	75%	 Does Not Meet (-4 points)
Grade 2	128%	75%	 EXCEEDS (+53 points)
Grade 3	119%	75%	 EXCEEDS (+44 points)
Grade 4	170%	75%	 EXCEEDS (+95 points)
Grade 5	204%	75%	 EXCEEDS (+129 points)
Grade 6	236%	45%	 EXCEEDS (+191 points)
Grade 7	127%	45%	 EXCEEDS (+82 points)
Grade 8	0%	45%	 Does Not Meet (-45 points)

2023-24 i-Ready Reading: Subgroup Performance

Grade	Progress to Typical Growth	Target	Status
English Learners	93%	75%	✓ EXCEEDS (+18 points)
Hispanic/Latino	100%	75%	✓ EXCEEDS (+25 points)
Socioeconomically Disadvantaged	124%	75%	✓ EXCEEDS (+49 points)

Key Findings

1. Strong Overall Performance: VSC exceeded California's minimum growth expectations in Reading by 52 percentage points, demonstrating effective reading instruction schoolwide.
2. Excellent Equity: All student subgroups substantially exceeded growth targets, with Socioeconomically Disadvantaged students showing particularly strong performance at 124%.
3. Grade-Level Concerns: Grade 8 required focused intervention and supports
4. Strength: Grades 4, 5, and 6 showed exceptional performance (170%, 204%, and 236%, respectively), indicating strong instructional practices in the upper grades.
5. Strong Participation: 98% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for Reading in the 2023-24 school year.

VSC Performance Analysis: 2023-24 i-Ready Math Growth

According to the California guidance, schools need to achieve a minimum of 80% for grades K-5 and 60% for grades 6-8 of median Progress to “Annual Typical Growth” in Reading to meet sufficient growth expectations.

Schoolwide Performance:  **EXCEEDS TARGET**

- Median Progress to Typical Growth: **114%**
- Highest Grade Level Target: 80%
- Result: **EXCEEDS by +34 percentage points** 
- Students Assessed: 210/215 (98% participation)

2023-24 i-Ready Math: Grade Level Performance			
Grade	Progress to Typical Growth	Target	Status
Grade K	125%	80%	 EXCEEDS (+45 points)
Grade 1	83%	80%	 EXCEEDS (+3 points)
Grade 2	129%	80%	 EXCEEDS (+49 points)
Grade 3	136%	80%	 EXCEEDS (+56 points)
Grade 4	130%	80%	 EXCEEDS (+50 points)
Grade 5	152%	80%	 EXCEEDS (+72 points)
Grade 6	120%	60%	 EXCEEDS (+60 points)
Grade 7	36%	60%	 Does Not Meet (-24 points)
Grade 8	121%	60%	 EXCEEDS (+61 points)

2023-24 i-Ready Math: Subgroup Performance			
Grade	Progress to Typical Growth	Target	Status
English Learners	95%	80%	✓ EXCEEDS (+15 points)
Hispanic/Latino	108%	80%	✓ EXCEEDS (+28 points)
Socioeconomically Disadvantaged	112%	80%	✓ EXCEEDS (+32 points)

Key Findings

1. Strong Overall Performance: VSC exceeded California's minimum growth expectations in Math by 34 percentage points, demonstrating effective mathematics instruction schoolwide.
2. Excellent Equity: All student subgroups substantially exceeded growth targets
3. Grade-Level Concerns: Grade 7 required focused intervention and supports
4. Strong Participation: 98% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for Math in the 2023-24 school year.

VSC Performance Analysis: 2024-25 i-Ready Reading Growth

According to the California guidance, schools need to achieve a minimum of 75% for grades K-5 and 45% for grades 6-8 of median Progress to “Annual Typical Growth” in Reading to meet sufficient growth expectations.

Schoolwide Performance:  **EXCEEDS TARGET**

- Median Progress to Typical Growth: **115%**
- Highest Grade Level Target: 75%
- Result: **EXCEEDS by +40 percentage points** 
- Students Assessed: 239/244 (98% participation)

Grade K	84%	75%	 EXCEEDS (+9 points)
Grade 1	61%	75%	 Does Not Meet (-14 points)
Grade 2	102%	75%	 EXCEEDS (+27 points)
Grade 3	164%	75%	 EXCEEDS (+89 points)
Grade 4	175%	75%	 EXCEEDS (+100 points)
Grade 5	138%	75%	 EXCEEDS (+63 points)
Grade 6	295%	45%	 EXCEEDS (+250 points)
Grade 7	247%	45%	 EXCEEDS (+202 points)
Grade 8	256%	45%	 EXCEEDS (+211 points)

2024-25 i-Ready Reading: Subgroup Performance

Grade	Progress to Typical Growth	Target	Status
English Learners	100%	75%	✓ EXCEEDS (+25 points)
Hispanic/Latino	119%	75%	✓ EXCEEDS (+44 points)
Socioeconomically Disadvantaged	120%	75%	✓ EXCEEDS (+45 points)

Key Findings

1. Strong Overall Performance: VSC exceeded California's minimum growth expectations in Reading by 40 percentage points, demonstrating effective reading instruction schoolwide.
2. Excellent Equity: All student subgroups substantially exceeded growth targets.
3. Grade-Level Concerns: None.
4. Strength: Grades 6, 7, and 8 showed exceptional performance (295%, 247%, and 256%, respectively), indicating strong instructional practices in the upper grades.
5. Strong Participation: 98% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for Reading in the 2024-25 school year.

VSC Performance Analysis: 2024-25 i-Ready Math Growth

According to the California guidance, schools need to achieve a minimum of 80% for grades K-5 and 60% for grades 6-8 of median Progress to “Annual Typical Growth” in Reading to meet sufficient growth expectations.

Schoolwide Performance:  **EXCEEDS TARGET**

- Median Progress to Typical Growth: **100%**
- Highest Grade Level Target: 80%
- Result: **EXCEEDS by +20 percentage points** 
- Students Assessed: 239/244 (98% participation)

2024-25 i-Ready Math: Grade Level Performance

Grade	Progress to Typical Growth	Target	Status
Grade K	108%	80%	 EXCEEDS (+28 points)
Grade 1	76%	80%	 Does Not Meet (-4 points)
Grade 2	103%	80%	 EXCEEDS (+23 points)
Grade 3	96%	80%	 EXCEEDS (+16 points)
Grade 4	100%	80%	 EXCEEDS (+20 points)
Grade 5	122%	80%	 EXCEEDS (+42 points)
Grade 6	64%	60%	 EXCEEDS (+4 points)
Grade 7	115%	60%	 EXCEEDS (+55 points)
Grade 8	8%	60%	 Does Not Meet (-52 points)

2024-25 i-Ready Math: Subgroup Performance			
Grade	Progress to Typical Growth	Target	Status
English Learners	91%	80%	✓ EXCEEDS (+11 points)
Hispanic/Latino	100%	80%	✓ EXCEEDS (+20 points)
Socioeconomically Disadvantaged	102%	80%	✓ EXCEEDS (+22 points)

Key Findings

- 1. Strong Overall Performance: VSC exceeded California's minimum growth expectations in Math by 20 percentage points, demonstrating effective mathematics instruction schoolwide.
- 2. Excellent Equity: All student subgroups substantially exceeded growth targets
- 3. Grade-Level Concerns: Grade 8 required focused intervention and supports
- 4. Strong Participation: 98% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for Math in the 2024-25 school year.

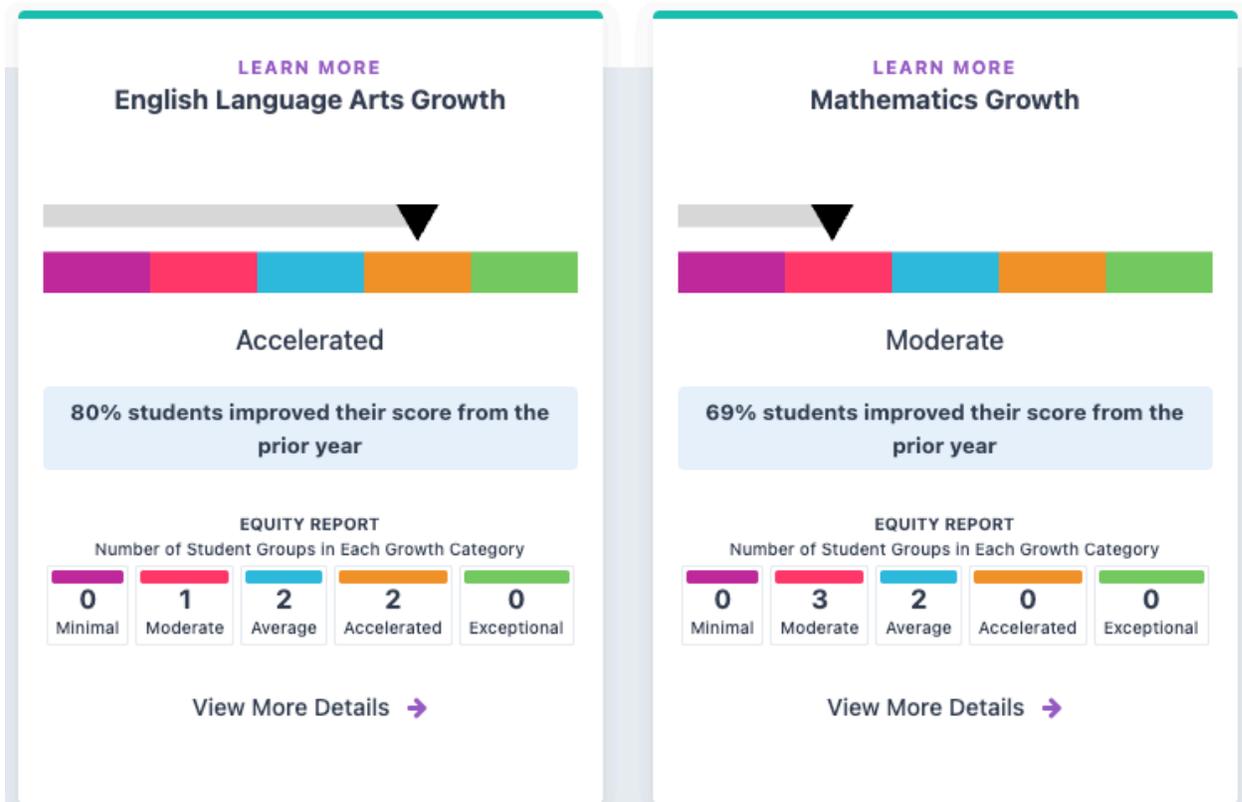
Overall Local Assessment Data Takeaway

The above-verified i-Ready data for the past three academic years provide strong evidence that Vista Springs Charter not only meets, but **exceeds the academic standard for renewal**. In addition to overall performance, each significant subgroup has exceeded the target established and approved by the SBE in both Reading and Math.

Preliminary State Growth Model

In addition to the local assessment data for the past three years, the preliminary CA Dashboard Growth data, which measures year-over-year improvement in students' assessment scores in English Language Arts (ELA) and Mathematics, shows significant growth when students are enrolled in VSCS. This data reaffirms the local assessment data on individual student growth.

2024-25 Vista Springs Overall Growth Report (CAASPP)



Source: CA Dashboard Growth Data (Vista Springs Charter School 2025)

The data shows that approximately **69% of students in Math and 80% of students in English Language Arts (ELA) improved their scores from the prior year.**

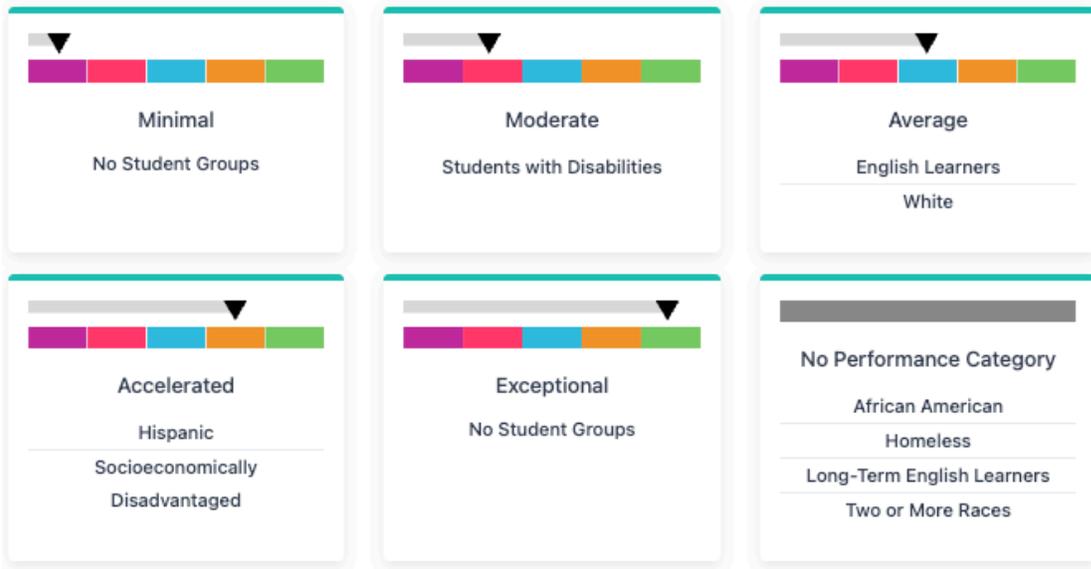
This new model of state-level accountability indicates that, although student populations change annually, and at a higher rate at VSCS, students who attend VSCS (even for just one school year) are growing and benefitting from VSCS's personalized learning model.

2024-25 Vista Springs ELA Subgroup Report (CAASPP)

Student Group Details (English Language Arts)

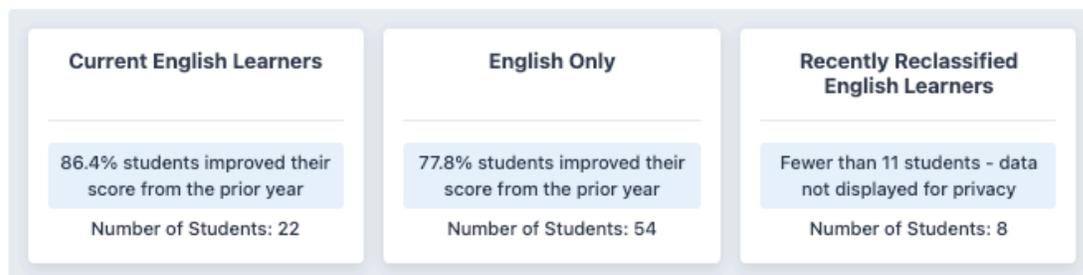
All Student Groups by Growth

9 Total Student Groups



Growth Data Comparison: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



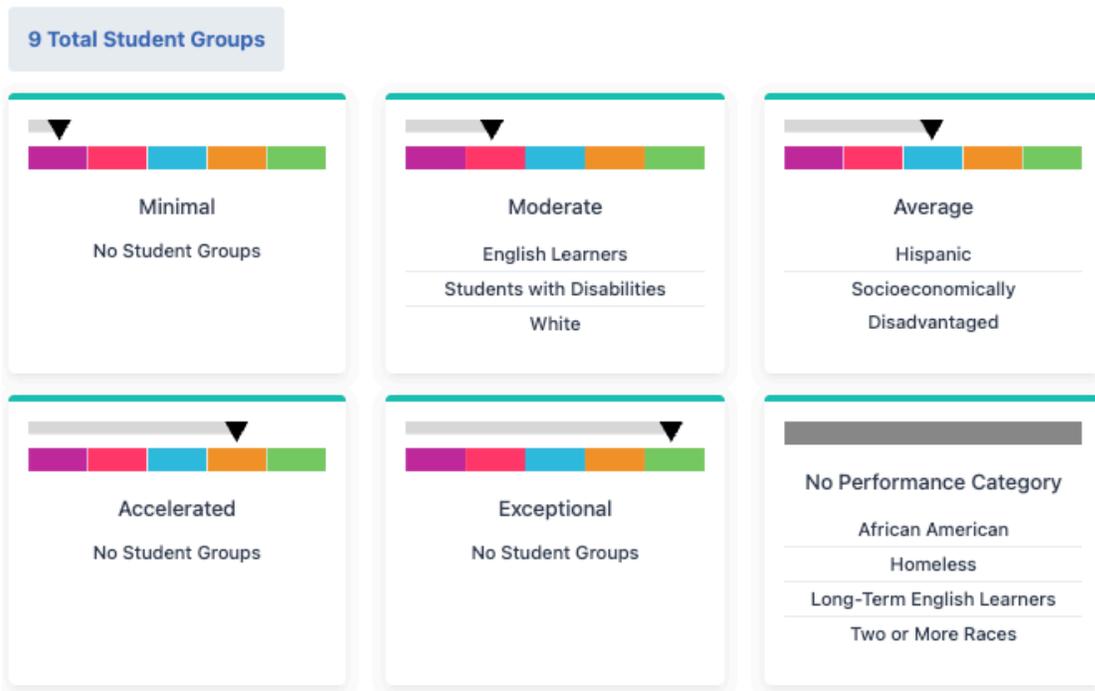
Looking at ELA Growth Model by subgroups, the data shows these additional findings:

- Subgroups that have performed at “Red” or “Orange” in Math and/or ELA are making significant progress.
- English Learners at VSCS are making “Average” progress in ELA
- Hispanic and socioeconomically disadvantaged students are making “Accelerated” progress when compared to similar peers across the state.
- 86.4% of EL students showed growth on the ELA CAASPP last year, outperforming English-only peers by 8.6 percentage points.

2024-25 Vista Springs Math Subgroup Report (CAASPP)

Student Group Details (Mathematics)

All Student Groups by Growth



Growth Data Comparison: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



Similar to ELA, the Math Growth Model again proves that:

- Subgroups that have performed at “Red” or “Orange” in Math and/or ELA are making significant progress.
- English Learners at VSCS are making “Moderate” progress in Math.
- Both Hispanic and Socioeconomically Disadvantaged students are making “Average” progress when compared to similar peers across the state.

Local Enrollment Data

Vista Springs Charter proudly serves a diverse community in Vista, northern San Diego County. As a community-based charter school, we respond to the evolving educational needs and priorities of families, which may change year to year. *VSC has a much lower rate of stability* (new students enrolling and others moving schools) than the local district, county, and state.

The source below, from Data Quest’s Stability report, shows that VSC has an 8% higher non-stability rate than the state average.

The average number of students enrolled in VSC in only their 1st or 2nd year is approximately 50% of the entire population year over year.

Local and State Enrollment Data

Report Totals

Name	Adjusted Cumulative Enrollment	Stability Count	Stability Rate	Non-Stability Count	Non-Stability Rate
Vista Springs Charter	279	233	83.5%	46	16.5%
SBE - Vista Springs Charter	279	233	83.5%	46	16.5%
San Diego	497,581	450,257	90.5%	47,324	9.5%
Statewide	5,960,502	5,452,319	91.5%	508,183	8.5%

Source: Data Quest- Stability Report

These shorter-than-average enrollment trends are especially significant in VSC’s subgroup enrollment for English Learners and Socio-Economically Disadvantaged (SED) students.

- 59% of all English Learner students in the 2024-25 school year attended VSC for less than 2 years.
- In the 2024-25 school year, 55% of all SED students attended VSC for less than 2 years.

VSC is proud to serve as a valuable community resource and partner for families seeking shorter-term options than traditional schools. VSC data show that shorter enrollment is associated with lower academic achievement on state assessments such as CAASPP and ELPAC, which affect the CA Dashboard.

VSCS 2025-2026 Action Plan

I. Introduction

Evolution of the Action Plan

Please note that the attached Schoolwide Action Plan is not a new initiative. Rather, it represents the strategic refinement of the academic goals and intervention frameworks established at the commencement of the 2024-2025 school year and spans into the 2025-2026 school year. While our initial year-long plan focused on broad-based academic recovery, we have spent the last quarter sharpening our focus. Following the recent notification of our placement in the low-performing tier, we have specifically updated our strategies to:

- **Target Specific Subgroups:** Directly addressing the performance gaps identified in the recent communication.
- **Increase Frequency of Progress Monitoring:** Moving from quarterly to monthly data cycles to ensure real-time adjustments.
- **Align Resources:** Redirecting professional development and instructional coaching specifically toward the root causes of the "low performing" status.

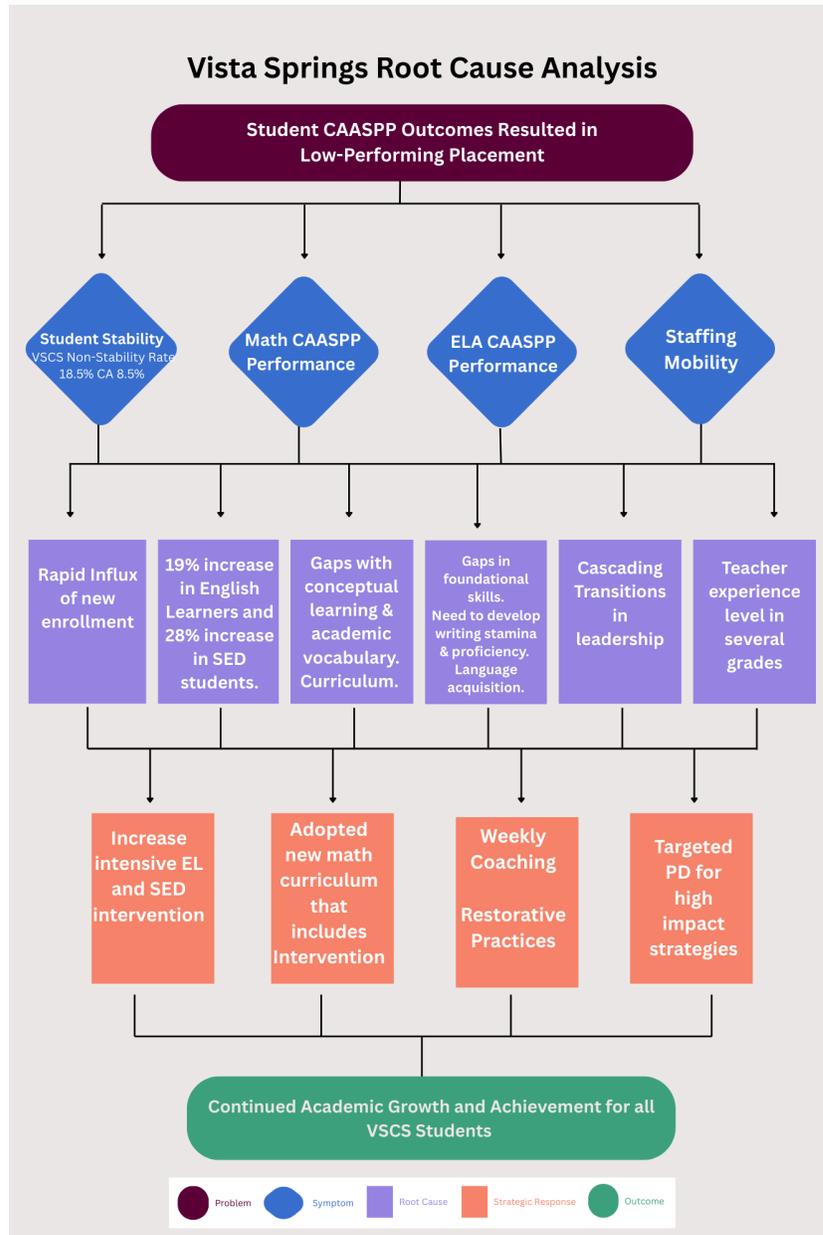
The written action plan was adopted by VSCS's governing board on February 12th, 2026.

Addressing Specific Concerns

This plan directly addresses the concerns raised in your recent correspondence. We have ensured that every "low-performing" indicator is mapped to a specific, measurable intervention within this document. By integrating these refined strategies into our existing year-long roadmap, we are ensuring both continuity for our students and the heightened accountability required by EC Section 47607.2(a)(3).

VSC has implemented many aspects of this plan prior to any change in renewal designation, with an ongoing focus on mathematics and ELA achievement, supports for significant subgroups, and stabilizing enrollment and staffing changes.

II. Analysis of Underlying Causes for Performance



Vista Springs Charter has identified four primary drivers that impacted the most recent Dashboard outcomes:

1. **Instructional Gaps in Mathematics:** Internal analysis revealed that our previous state-

adopted math curriculum, while computational in nature, lacked the rigor and application-level tasks found on the CAASPP. Data also revealed that students may be lacking an understanding of mathematical concepts and need to develop academic vocabulary.

2. **Increased Enrollment of High-Need Subgroups:** In the 2024-25 school year, VSC experienced a 28% influx of new students, including a 28% increase in Socio-Economically Disadvantaged (SED) students and a 19% increase in English Learners (EL).
3. **Staffing and Leadership Stability:** The school experienced leadership transitions in late 2023, coupled with vacancies in middle school teaching positions, which were temporarily filled by substitutes. Achievement data confirm that students who remain with VSC for three or more years consistently show higher growth, but staff instability in 2024-25 disrupted this continuity.
4. **ELA Achievement:** Four-year trends show broad academic improvement in ELA as measured by CAASPP DFS; however, students in significant subgroups remain below grade-level DFS standards. Analysis revealed that low writing scores, including many zeros, impacted overall ELA performance. Additionally, the data showed gaps in foundational reading skills.

III. Action Plan for Academic Improvement

To address these causes, VSC is implementing a comprehensive "Plan of Attack" centered on the following goals:

1. Mathematics Achievement and Rigor

- **New Evidence-Based Curriculum:** Transitioned to the **Envision** curriculum for the 2025-26 school year, which utilizes visual models and higher-order thinking strategies to build mathematical reasoning skills. It also includes integrated scaffolding and targeted intervention.
- **Professional Development:** Conducted multiple professional development sessions for Envision Math (August, November, and January) focused on unit planning and the Math Diagnosis and Intervention System (MDIS). Training and development will continue monthly throughout the school year.
- **Swun Math Coaching:** begins monthly starting in February
 - Lesson Development

- Strong Math Content Knowledge-teaching the “math behind the math.”
 - Intervention Strategies
-
- **Math XL Labs:** Implemented daily labs for middle school students to provide immediate feedback and targeted practice.

 - **ST Math: ST Math:** Adjust math block schedules to meet the required ST Math guidelines per grade-level to help students build and demonstrate strong conceptual knowledge through their personalized journey. ST Math has proven results and is a mastery-based supplementary tool used for building a strong math foundation (TK-6).

2. Targeted Subgroup Support (EL and SED)

- **Designated ELD Staffing:** Transitioned to a full-time Designated ELD Teacher model as of August 2025 to provide intentional, data-driven instruction. This teacher also provides targeted intervention for our English Learners.

- **Intensive Intervention:** All SED students who showed less than 50% growth on mid-year assessments have been matched with targeted math interventions, prioritizing foundational skills such as number sense and fractions.

- **ELPAC Focused Instruction:** Utilized SY25 summative and SY26 interim ELPAC data to target specific domains such as Writing and Speaking.

- **ELD Instructional Support and Coaching:** Coaching and support focused on instructional quality and assessment readiness. The networkwide EL coach and ELD Director provide training to develop teacher capacity and to support the site ELD teacher.

3. Stabilizing Staffing and Culture

- **Weekly Coaching:** New and struggling teachers receive weekly coaching and debriefs to ensure high-fidelity implementation of instructional pillars.

- **Classroom Community:** Integrated "Morning Meetings" twice weekly to improve student engagement and social-emotional readiness for learning.

- **Restorative Practices:** VSCS uses restorative practices to foster a positive school climate. These practices strengthen student-teacher relationships, reduce disruptive behaviors, and create a more supportive environment that reduces turnover. Springs Network provides a restorative practices coach. The coach is in her second year supporting the school and works with staff in person at least once per month.

4. ELA Achievement and Literacy Intervention

- **Data-Driven Writing:** Leveraging the **Write Score** diagnostic twice annually to track school-wide growth and tailor daily instruction, ensuring consistency through collaborative calibration of student writing samples.
- **Multi-Tiered Literacy Support:** Implementation of a robust intervention suite including Blast and HD Word (Phonemic Awareness/Phonics), Read Naturally (Fluency/Vocabulary), and SRA Reading Kits (Comprehension). This is supported by daily small-group flexible grouping and an after-school tutoring program.
- **Academic Vocabulary & Coaching:** A school-wide commitment to explicit vocabulary instruction across all subjects using research-based tools like the Frayer model and Word Walls. To ensure high-fidelity implementation, staff receive weekly individualized coaching and professional development.

IV. Early Evidence of Growth Mid-Year 2025-26)

Verified local data from the i-Ready platform demonstrates that these meaningful steps are already producing results.

VSC Performance Analysis: 2025-26 i-Ready Reading Growth (Midyear)

According to the California guidance, schools need to achieve a minimum of 75% for grades K-5 and 45% for grades 6-8 of median “Progress to Annual Typical Growth” in Reading to meet sufficient growth expectations.

Therefore, the midyear target would be half of the annual yearlong target. The midyear target is a minimum of 38% for grades K-5 and 23% for grades 6-8 of median “Progress to Annual Typical Growth” in Reading to meet sufficient growth expectations.

Schoolwide Performance:  **EXCEEDS TARGET**

- Midyear Median Progress to Typical Growth: **55%**
- Highest Grade Level Midyear Target: 38%
- Result: **EXCEEDS by +17 percentage points** 
- Students Assessed: 216/230 (94% participation)

2025 26 i Ready Reading: Grade Level Performance

Grade	Midyear Progress to Typical Growth	Midyear Target	Status
Grade K	64%	38%	✓ EXCEEDS (+26 points)
Grade 1	27%	38%	✗ Does Not Meet (-11 points)
Grade 2	48%	38%	✓ EXCEEDS (+10 points)
Grade 3	55%	38%	✓ EXCEEDS (+17 points)
Grade 4	42%	38%	✓ EXCEEDS (+4 points)
Grade 5	100%	38%	✓ EXCEEDS (+62 points)
Grade 6	79%	23%	✓ EXCEEDS (+56 points)
Grade 7	100%	23%	✓ EXCEEDS (+77 points)
Grade 8	120%	23%	✓ EXCEEDS (+97 points)

2025 26 i Ready Reading: Subgroup Performance

Grade	Midyear Progress to Typical Growth	Midyear Target	Status
English Learners	39%	38%	✓ EXCEEDS (+1 points)
Hispanic/Latino	46%	38%	✓ EXCEEDS (+8 points)
Socioeconomically Disadvantaged	44%	38%	✓ EXCEEDS (+6 points)

Key Findings

1. Strong Midyear Performance: VSC is exceeding California's midyear minimum growth expectations in Reading by 17 percentage points, demonstrating effective reading instruction schoolwide.
2. Excellent Equity: All student subgroups are exceeding midyear growth targets.
3. Grade-Level Concerns: Reading interventions are being implemented in Grade 1.
4. Strong Participation: 94% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for midyear Reading in the 2025-26 school year.

VSC Performance Analysis: 2025-26 i-Ready Math Growth (Midyear)

According to the California guidance, schools need to achieve a minimum of 80% for grades K-5 and 60% for grades 6-8 of median “Progress to Annual Typical Growth” in Reading to meet sufficient growth expectations.

Therefore, the midyear target would be half of the annual yearlong target. The midyear target is a minimum of 40% for grades K-5 and 30% for grades 6-8 of median “Progress to Annual Typical Growth” in Math to meet sufficient growth expectations.

Schoolwide Performance:  **EXCEEDS TARGET**

- Midyear Median Progress to Typical Growth: **56%**
- Highest Grade Level Midyear Target: 40%
- Result: **EXCEEDS by +16 percentage points** 
- Students Assessed: 217/230 (94% participation)

2025-26 i-Ready Math: Grade Level Performance			
Grade	Midyear Progress to Typical Growth	Midyear Target	Status
Grade K	56%	40%	 EXCEEDS (+16 points)
Grade 1	48%	40%	 EXCEEDS (+8 points)
Grade 2	39%	40%	 Does Not Meet (-1 point)
Grade 3	62%	40%	 EXCEEDS (+22 points)
Grade 4	70%	40%	 EXCEEDS (+30 points)
Grade 5	56%	40%	 EXCEEDS (+16 points)
Grade 6	86%	30%	 EXCEEDS (+56 points)
Grade 7	15%	30%	 Does Not Meet (-15 points)
Grade 8	69%	30%	 EXCEEDS (+39 points)

2025 26 i Ready Math: Subgroup Performance			
Grade	Midyear Progress to Typical Growth	Midyear Target	Status
English Learners	73%	40%	✓ EXCEEDS (+33 points)
Hispanic/Latino	61%	40%	✓ EXCEEDS (+21 points)
Socioeconomically Disadvantaged	61%	40%	✓ EXCEEDS (+21 points)

Key Findings

- 1. Strong Midyear Performance:** VSC is exceeding California's midyear minimum growth expectations in Reading by 16 percentage points, demonstrating effective mathematics instruction schoolwide.
- 2. Excellent Equity:** All student subgroups are exceeding midyear growth targets. English Learners are showing significant midyear growth.
- 3. Grade-level Considerations:** The i-Ready data indicate that the 7th-grade class is considerably below typical growth. However, there are factors to consider. The 7th-grade class is quite small, with only 11 students who have both fall and winter i-Ready scores. Given this low number, a single student can significantly affect the data. This data exemplifies the importance of knowing our students and understanding the situations that may surround testing. In this case, three students affected the data based on context that cannot be inferred from the data. For example, one of the eleven students showed little growth because they enrolled at the end of October and have not had as much time between diagnostics to show growth. Another student scored above grade level in the fall and remains above grade level, but has not shown expected growth. Another student who didn't show expected growth has been diagnosed as emotionally disturbed, and often is unable to show what he knows due to his low executive functioning. The small number of students magnifies the impact of each of these situations.
- 4. Strong Participation:** 94% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for midyear Math in the 2025-26 school year.

V. Conclusion

Vista Springs Charter is confident that the targeted, board-adopted actions outlined in this plan demonstrate clear, specific, and measurable steps toward improved student outcomes. These actions reflect our ongoing commitment to continuous improvement, student success, and the long-term sustainability of our charter.

Across the past three academic years, verified i-Ready assessment data provide compelling evidence that Vista Springs Charter meets—**and consistently exceeds**—the academic standards required for renewal.

Overall performance in both Reading and Math has surpassed State Board of Education–approved growth targets each year. Importantly, every significant student subgroup has also exceeded established targets in both content areas, demonstrating that **growth is occurring equitably across our student population**.

2022 2026 i Ready Reading: Overall Performance			
Year	Progress to Typical Growth	Target	Status
2022-23	121%	75%	✓EXCEEDS (+46 points)
2023-24	127%	75%	✓EXCEEDS (+52 points)
2024-25	115%	75%	✓EXCEEDS (+40 points)
2025-26 (Midyear)	55%	38%	✓EXCEEDS (+17 points)

2025 2026 i Ready Reading: Subgroup Performance

Grade	2022-2023	2023-2024	2024-2025	2025-2026 (Midyear)
English Learners	✓ EXCEEDS (+8 points)	✓ EXCEEDS (+18 points)	✓ EXCEEDS (+25 points)	✓ EXCEEDS (+1 points)
Hispanic/Latino	✓ EXCEEDS (+52 points)	✓ EXCEEDS (+25 points)	✓ EXCEEDS (+44 points)	✓ EXCEEDS (+8 points)
Socioeconomically Disadvantaged	✓ EXCEEDS (+41 points)	✓ EXCEEDS (+49 points)	✓ EXCEEDS (+45 points)	✓ EXCEEDS (+6 points)

2022 2026 i Ready Math: Overall Performance

Year	Progress to Typical Growth	Target	Status
2022-23	112%	80%	✓ EXCEEDS (+32 points)
2023-24	114%	80%	✓ EXCEEDS (+34 points)
2024-25	100%	80%	✓ EXCEEDS (+20 points)
2025-26 (Midyear)	56%	40%	✓ EXCEEDS (+16 points)

2025 2026 i Ready Math: Subgroup Performance

Grade	2022-2023	2023-2024	2024-2025	2025-2026 (Midyear)
English Learners	✓ EXCEEDS (+20 points)	✓ EXCEEDS (+15 points)	✓ EXCEEDS (+11 points)	✓ EXCEEDS (+33 points)
Hispanic/Latino	✓ EXCEEDS (+22 points)	✓ EXCEEDS (+28 points)	✓ EXCEEDS (+20 points)	✓ EXCEEDS (+21 points)
Socioeconomically Disadvantaged	✓ EXCEEDS (+26 points)	✓ EXCEEDS (+32 points)	✓ EXCEEDS (+22 points)	✓ EXCEEDS (+21 points)

Vista Springs Charter's schoolwide instructional focus is to ensure that every student makes at least 1 year of academic growth each year, with students performing below grade level expected to make accelerated progress. Because growth reflects individual student progress, it is not always immediately visible in proficiency metrics alone. Midyear i-Ready data serve as a key indicator of progress toward this goal and, as shown above, confirm that Vista Springs Charter remains on track to meet this expectation for the 2025–2026 school year.

We are confident that the strategic academic supports and instructional adjustments in this plan will strengthen outcomes and drive improved performance on the 2026 CAASPP assessments. Across the Springs network, schools that adopted the Envision Mathematics curriculum during the 2024–2025 school year experienced significant gains in math proficiency. With Vista Springs Charter's recent adoption of this curriculum, we anticipate similar positive results.

As noted throughout the academic plan, the broader Springs network is fully invested in Vista Springs Charter's success. With extensive experience and a proven track record, this network is well positioned to ensure the success of a smaller charter. Teachers and staff receive ongoing support through regular collaboration with network specialists and instructional coaches. Vista Springs Charter serves a critical need within its community, and non-renewal would have a significant, adverse impact on the 250 students and families we serve.

We appreciate the authorizer's thoughtful review of our academic plan and response to performance concerns. Thank you for your consideration of Vista Springs Charter's renewal and our continued partnership in support of student success.

Sincerely,

Dr. Kathleen Hermsmeyer, Superintendent, Springs Charter Schools

Attached Documentation:

Appendix A: VSC Schoolwide Action Plan (2025-2026)

Appendix B: Certified Board Minutes of Plan Adoption

Appendix C: Teaching the Springs Way Handbook

Appendix D: Win The Year Network Wide

Appendix E: Annual PD Plan PLP Sample (5th Grade)

Appendix F: Student Work Map Sample (5th Grade)

Appendix G: ELA Mastery Path Workbook (2nd Grade)

Appendix H: Math Mastery Path Workbook (2nd Grade)

Appendix I: i-Ready Assessments, California guidance



Vista Springs Strategic Roadmap: A Blueprint for Academic Excellence

Academic Excellence Targets



+15 Point Increase in Math and ELA

Aiming for significant DFS growth and 100% median growth on i-Ready assessments.



Data-Driven Progress Monitoring

Weekly PLC reviews of i-Ready and Write Score diagnostics guide instructional adjustments.



Bridging Foundational Gaps in Literacy

Utilizing phonics (Blast/HD Word) and Marzano vocabulary to support Newcomers and EL students.

Achievement Targets for Key Subgroups

Focus Area	Growth Target	Primary Tool
Overall Math	+15 DFS Points	Envision & ST Math
SED Subgroup	+10 DFS Points	Daily Small Groups
English Learners	ELPAC Performance	Sentence Frames & SRA

Organizational Stability & Support



Stabilizing Staff via "The Springs Way"

Reducing leadership turnover through Mastery Binder workshops and AIMM mentorship.



Cross-Cutting Family Engagement

Providing "Parent University" workshops and QR-coded homework help for home study.



Culture of Mastery Learning

Ensuring fidelity to classroom community and resource allocation through monthly strategic reviews.

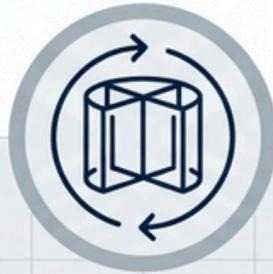
The Current Landscape: Understanding the Root Causes

Addressing systemic shifts in demographics, staffing, and curriculum alignment



Demographic Shifts

- **58% New students** (28% Enrollment)
- **19% increase** in English Learners.
- High percentage of newcomers (approx **50% of new ELs**) and **SED students**.
- Gaps in academic vocabulary development
- Writing Stamina



Staffing & Culture

- Change of leadership due to **promotion**
- **Turnover** led to reliance on long-term subs and first-year teachers.
- Created a **significant "learning curve"** impacting proficiency.

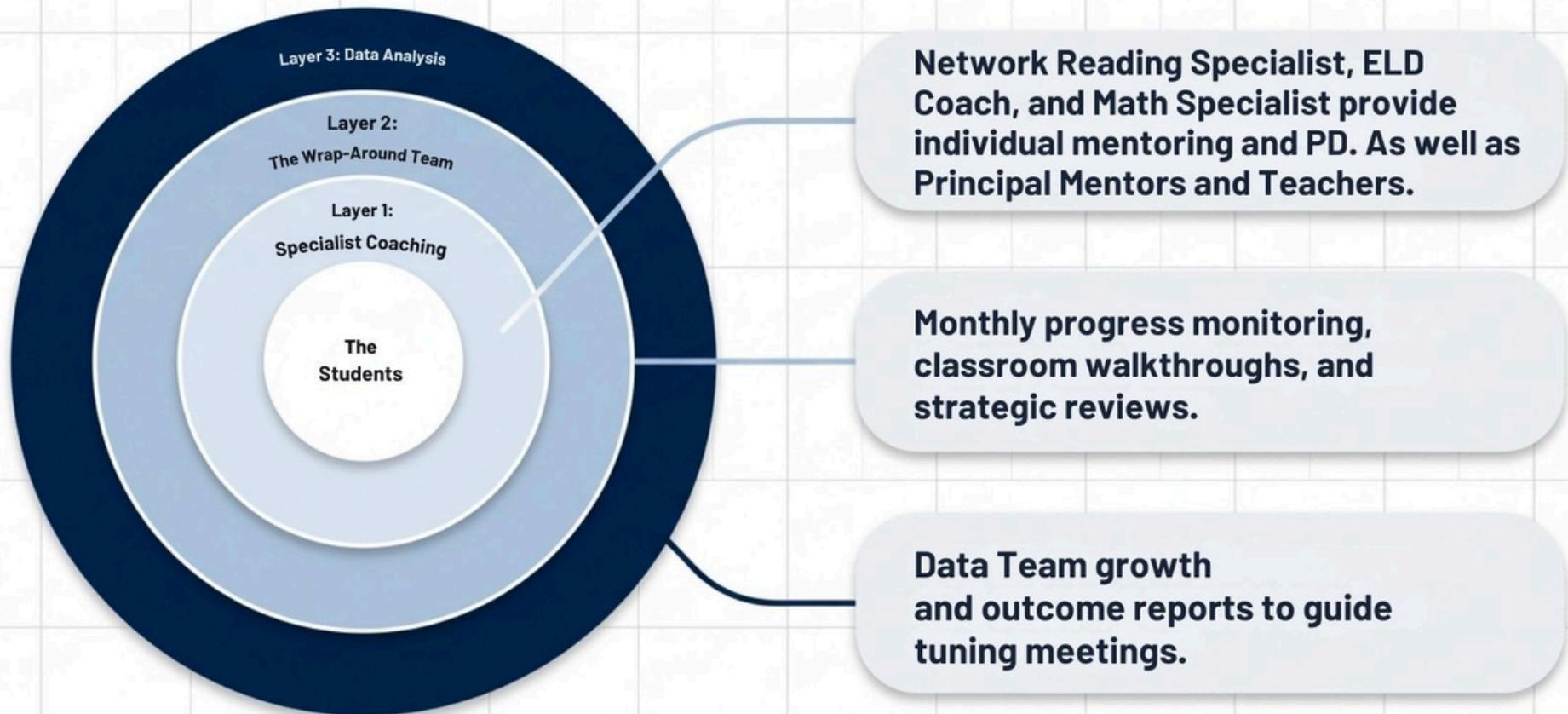


Instructional Gaps

- Historic curriculum **misalignment** lacking appropriate rigor.
- Gaps in **conceptual understanding** in math.
- **Critical need** for rigorous foundational reading skills (Phonemic Awareness & Phonics).
- Need to **increase academic vocabulary**
- **Low** writing proficiency

The Support Ecosystem: AIMM Network

Layered support for teachers and leaders.



Family Engagement Partnership

Extending the learning environment to the home.

Tools for Access



Homework folders with QR codes (English/Spanish) linking to LMS access videos.

Parent University

- Maximizing Home Study
- Understanding Grade-Level Rigor
- Preparing for CAASPP
- Parenting with Love and Logic

Direct Engagement & Feedback



Home Study Day Tuning Meetings for individual progress monitoring.

93% **Parent Satisfaction:** Teachers meet regularly to discuss progress.

92% **Parent Agreement:** Staff create a welcoming environment.



Four Goals for Strategic Improvement

A unified approach to raising achievement across all subgroups, targeting high-leverage areas of need.



MATHEMATICS

- Increase overall math DFS by at least 15 points, as measured on CAASPP.
- Increase SED subgroup DFS by a minimum of 10 points.
- All students and subgroups have a 100% growth median on i-Ready.
- Improve conceptual understanding
- Increase rigor

01



ENGLISH LEARNERS

- Improve English Learner achievement on ELPAC in Math and ELA.
- EL Interventionist provide targeted, designated instruction and intervention
- Gen Ed teachers support interventions for English Learners and integrate EL instruction

02



STAFF RETENTION

- Increase staff retention by providing weekly coaching to new teachers.
- Increase Teaching the Springs Way support for teachers by utilizing AIMM team mentors

03



ELA

- Increase overall ELA DFS by a minimum of 15 points as measured on CAASPP, both overall and for all subgroups.
- Increase SED subgroup DFS by a minimum of 10 points.
- All students and subgroups have a 100% growth median on i-Ready.
- Improve writing and foundations skills

04



Goal 1 Action Plan Overview: Increase Math Achievement

A PLAN TO IMPROVE MATH OUTCOMES FOR ALL LEARNERS

MEASURE FOR SUCCESS

- Increase overall math DFS by at least 15 points, as measured on CAASPP.
- Increase SED subgroup DFS by a minimum of 10 points.
- All students and subgroups have a 100% growth median on i-Ready.



ROOT CAUSE ANALYSIS

Curriculum misalignment-although state adopted it lacked rigor

Curriculum missing integrated scaffolding and targeted intervention systems

Gaps in conceptual understanding

Gaps in grade-level academic math, language, and vocabulary

Gaps in foundational math skills

New enrollment, including a high percentage of English Language Learners and SED

Inconsistent work completion during absences



ACTION PLAN - KEY FOCUS AREAS

- New state-adopted Envision curriculum
- Professional development & training (math curriculum)
- SWUN math coaching & support
- Language scaffolds & Vocabulary instruction in math instruction
- Math XL lab for middle school
- Prioritize ST Math to increase conceptual understanding
- Targeted daily intervention
- Increase after-school program time with tutoring and intervention
- Weekly individual coaching & mentoring



FAMILY ENGAGEMENT

- Implement Home Study day, tuning meetings-individual progress monitoring
- Increase in person Home Study day tutoring and small group support
- Parent University-topics include maximizing home study, understanding grade-level rigor, and preparing for CAASPP Parenting with Love and Logic
- Create homework folders with QR codes to videos on how to access work on the LMS



NETWORK SUPPORT

- Network Coaching Support-Reading Specialist, ELD Coach, Reading Specialist provide professional development and individual mentoring
- AIMM Wrap-Around Support Team-monthly progress monitoring, classroom walkthroughs
- Data Team growth and outcome reports



PROGRESS MONITORING

- Weekly PLC Meetings and Data Review
- PLC meetings focusing on diagnostic and benchmark data including iReady, FIABs, and Envision assessments
- Walkthrough observations and coaching data
- ST Math progress reports



Goal 2 Action Plan Overview: Increase English Learner Achievement

A PLAN TO IMPROVE ENGLISH LEARNER ACHIEVEMENT

MEASURE FOR SUCCESS

- Improve English Learner achievement on ELPAC in Math and ELA.
- EL Interventionist will provide targeted, intentional instruction and intervention
- Gen Ed teachers will also support interventions for English Learners.



ROOT CAUSE ANALYSIS

19% increase in the number of English Learners

Approximately 50% of new English Learners were newcomers

Low scores in the ELPAC writing domain and CAASPP ELA Performance Task



ACTION PLAN - KEY FOCUS AREAS

- Blast Intervention for Phonemic Awareness with newcomers
- HD Word Intervention for Phonics
- Read Naturally Intervention for Fluency and Vocabulary
- SRA Intervention for comprehension
- Sentence frames implemented into writing instruction & classroom discussion
- Weekly collaboration between EL Interventionist and classroom teachers
- Language Acquisition PD with the California Association for Bilingual Education (CABE)
- After-school tutoring is available to all English Learners
- Math XL lab for middle school English Learners
- Marzano Vocabulary instruction in both Math and ELA
- Write Score assessment and lessons to support writing development
- Coaching and development for ELD integrated & designated instruction



FAMILY ENGAGEMENT

- DELAC attendance
- Increase home-school collaboration. Homework folders in English and Spanish with QR codes to videos on how to access work on the LMS
- Home study day tuning meetings-individual progress monitoring
- Home study day tutoring and small group support



NETWORK SUPPORT

- English Learner Department trains EL Interventionist monthly
- English Learner Department provides coaching for EL Interventionist monthly
- AIMM leadership best practices walk-through and collaboration



PROGRESS MONITORING

- ELD Curricular Assessments
- Interim ELPAC Assessments
- PLC Notes
- Present IS completion in SIS
- Math XL completion in LMS
- Math and ELA Interactive Notebooks reflect current vocabulary



Goal 3 Action Plan Overview: Increase Staff Retention

A PLAN TO IMPROVE STAFF RETENTION

MEASURE FOR SUCCESS

- Increase staff retention by providing weekly coaching to new teachers
- Increase Teaching the Springs Way support for teachers by utilizing AIMM team mentors



ROOT CAUSE ANALYSIS

Internal promotion of the site principal created a temporary lapse in the consistent modeling of school culture and instructional oversight.

The departure of veteran middle-school-specific staff resulted in a reliance on long-term substitutes, creating a gap in deep curricular expertise.

Teacher turnover led to several first-year teachers, creating a temporary "learning curve" that affected immediate proficiency outcomes.

Internal staffing shifts disrupted the hiring timeline for intervention specialists, delaying targeted student support.



ACTION PLAN - KEY FOCUS AREAS

- Build teacher capacity for Teaching the Springs Way
- Reading Intervention Workshops to ensure intervention fidelity
- Coaching and mentoring
- Schoolwide new teacher training throughout the year
- Induction Coaching
- Monthly progress tracking toward teacher goals
- Increase home to school connections and collaboration



FAMILY ENGAGEMENT

Continue to develop home-to-school connections and collaboration:

- Home study day tuning meetings
- Personalized Learning Plan meetings
- Parent University
- Coffee with the principal

According to the 24/25 LCAP Survey

- 93% of parents agreed that teachers met with them regularly to discuss their student's progress
- 92% of families agreed that the staff create a warm and welcoming school environment



NETWORK SUPPORT

- Network Coaching Support-Reading Specialist, ELD Coach, Reading Specialist provide professional development and individual mentoring
- AIMM Wrap-Around Support Team-monthly progress monitoring, classroom walkthroughs
- Data Team growth and outcome reports



PROGRESS MONITORING

- Walkthrough observations and coaching data
- Induction Notes
- Progress toward goals on MOY and EOY evaluations
- Review of Data Team growth and outcome reports
- Review of parent survey data (LCAP, Site Visit, etc.)



Goal 4 Action Plan Overview: Increase ELA Achievement

A PLAN TO IMPROVE ELA OUTCOMES FOR ALL LEARNERS

MEASURE FOR SUCCESS

- Increase overall ELA DFS by a minimum of 15 points as measured on CAASPP, both overall and for all subgroups.
- Increase SED subgroup DFS by a minimum of 10 points.
- All students and subgroups have a 100% growth median on i-Ready.



ROOT CAUSE ANALYSIS

New enrollment, including a high percentage of low-performing English Language Learners and SED

Students' academic vocabularies are not fully developed

Inconsistent writing stamina and structured response proficiency across grade levels, as revealed by CAASPP data and Write Score assessment, confirm a school-wide need for writing and literacy support.

Gaps in foundational skills, including phonics and phonemic awareness



ACTION PLAN - KEY FOCUS AREAS

- Increase writing volume and variety
- Administer the Write Score diagnostic two times annually
- Intensive foundational support and intervention
- Read Naturally intervention for Fluency and Vocabulary
- SRA intervention for reading comprehension
- Focus on academic vocabulary for all subjects
- Use assessment data to inform daily instruction
- After-school program with tutoring and intervention
- Daily schedule includes small group and individual intervention
- Coaching support for teachers
- Professional development- focus on writing & integrating ELD
- Bi-monthly workshops for ELA Intervention fidelity



FAMILY ENGAGEMENT

- Home study day tuning meetings-individual progress monitoring
- Home study day in-person tutoring and small group support
- Parent University-topics include maximizing home study, understanding grade-level rigor, and preparing for CAASPP Parenting with Love and Logic
- Increase home-school collaboration. Homework folders with QR codes to videos on how to access work on the LMS



NETWORK SUPPORT

- Network Coaching Support-Reading Specialist, ELD Coach, Math Specialist
- AIMM Wrap-Around Support Team-monthly progress monitoring, classroom walkthroughs
- Data Team growth and outcome reports
- Teaching the Springs Way Resources
- Professional Development and Coaching



PROGRESS MONITORING

- Weekly PLC Meetings and Data Review
- Weekly Lexia and Reading Plus usage reports
- i-Ready Diagnostic 2
- ELA FIABs
- Walkthrough observations and coaching data
- Monthly review of Read Naturally fluency gains and vocabulary logs.

Action Steps: Implementation Strategy - Goal #1: Increase Math Achievement
 Measure: Increase overall math DFS by at least 15 points, as measured on CAASPP. Increase SED subgroup DFS by a minimum of 10 points. All students and subgroups have a 100% growth median on i-Ready.

INSTRUCTION

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
Explicit academic vocabulary instruction in math	Daily lessons for new vocabulary and review prior knowledge. Word Walls per unit	Interactive notebook review Walkthroughs (student work & word walls)
Use of sentence frames and language scaffolds in math instruction	Created by unit Daily classroom integration	Sentence Frames on classroom walls Walkthrough observations of students using frames
Increase ST Math puzzle completion. ST math time scheduled during math blocks TK-6.	Weekly Puzzle Completion goals 30 (K-2) and 60 (3-6). Meet the required minimum weekly minutes.	Weekly ST Math Reports
Increase intentional, targeted intervention (Daily small groups)	Daily Intervention Block	Lesson Plans Walkthrough observations
Increase after-school program time with tutoring and intervention	October start for After School instead of January start in 24/25 3 days per week	After School Attendance Logs
Absent work folders and work completion check-ins with CWA	Daily	Present IS increase in SIS

IMPLEMENTATION

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
Implement the new state-adopted Envision curriculum and PD, including new curriculum professional development & training	August PD November PD January PD	Lesson Plans Classroom Observations PLC Notes
Implement Math XL lab for middle school to remediate/accelerate	Daily for students who did not complete independently	Math XL scores in LMS
Morning Meetings to increase student readiness for learning	Twice a week	Lesson Plans Walkthrough Observation

NETWORK SUPPORT

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
Individual coaching for teachers	Weekly	Coaching Logs and Conversation Debriefs on Springs Coaching App
Support teachers with specialists and coaches. Focus on Envision, SWUN, MDIS.	Monthly visits and coaching from subject matter specialists and network coaches.	Monthly specialist notes 

Action Steps: Implementation Strategy - Goal #2: English Learner Achievement
 Measure: Improve English Learner achievement on ELPAC, in Math, and in ELA. EL Interventionist will play a key role in data analysis to provide targeted, intentional instruction and intervention. Gen Ed teachers will also support interventions for English Learners.

INTERVENTION FOCUS

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
EL Interventionist creates sentence frames for writing transitions and conversation.	Created by unit Daily classroom integration	Sentence Frames displayed on classroom walls Walkthrough observations of students using frames
EL Interventionist and Classroom teachers collaborate on instructional alignment	Weekly (Scheduled PLC time)	Meeting logs
Blast (Phonemic Awareness), HD Word (Phonics), Read Naturally (Fluency/Vocab), and SRA (Comprehension).	Daily during ELA block	Lesson Plans Walkthrough Observation
After-school tutoring and Math XL lab for middle school	3 times per week after school Daily Math XL Lab	After School Attendance Logs Math XL scores in LMS

IMPLEMENTATION

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
Implement the new state-adopted Envision curriculum and PD, including new curriculum professional development & training	August PD November PD January PD	Lesson Plans Classroom Observations PLC Notes
Implement Math XL lab for middle school to remediate/accelerate	Daily for students who did not complete independently	Math XL scores in LMS
Morning meetings to increase student readiness for learning	Twice a week	Lesson Plans Walkthrough Observation
Schoolwide focus on academic vocabulary for all subjects. <ul style="list-style-type: none"> Explicit vocabulary instruction Use graphic organizers (e.g. Frayer model) Integrate subject-specific "Word Walls" Implementing Marzano Vocabulary Development Providing systematic instruction of Tier 2 and Tier 3 academic terms across all grade levels 	Daily lessons for new vocabulary and review prior knowledge Word Walls per unit	Interactive notebook review Walkthroughs (Student work & word walls)

NETWORK SUPPORT

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
Language Acquisition PD with CABE. EL Director and EL Coach support and PD	As scheduled per PD calendar (Annual/Semi-annual)	Teacher Commitments Lesson Plans Walkthrough Evidence PLC Notes

Action Steps: Implementation Strategy - Goal #3: Stabilize Staff

Measure: Increase staff retention by providing weekly coaching to new teachers, and increasing Teaching the Springs Way support for teachers by utilizing AIMM team mentors.

STAFF SUPPORT IMPEMENTATION

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
Mastery Binder Workshops to teach mastery tracking and effective tuning meeting notes	Quarterly	Review of physical/digital binders during site visits; Audit of tuning meeting quality
Reading Intervention Workshops to ensure intervention fidelity	Lead hands-on training sessions every two months focused on program(s) protocols	Observation rubrics focused on "Fidelity to Model"
Coaching and debrief for teachers in Induction and struggling teachers	Weekly	Coaching Logs and Conversation Debriefs on Springs Coaching App
Targeted learning opportunities for new teachers on Blended Learning Days	Quarterly	Blended Learning PD Agenda with seasoned teacher observation opportunities
Induction Coaching	Monthly with regular check-ins	Induction progress checks Mentor Meeting logs
Teacher progress tracking toward goals	Monthly	Coaching App Walkthrough Notes and Debrief Conversations

Action Steps: Implementation Strategy - Goal #4: Increase ELA Achievement
Measure: Increase overall ELA DFS by a minimum of 15 points as measured on CAASPP, both overall and for all subgroups

WRITING

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
<ul style="list-style-type: none"> Write Score diagnostic is administered two times annually Share school-wide growth trends with staff after each diagnostic window 	Schedule windows for Fall (Baseline), Winter (Mid-year)	Completion reports by grade level; comparison of longitudinal score growth Identify specific writing domains (e.g., Evidence/Elaboration) for targeted reteaching
Implement the new Write Score supplementary curriculum	Launch school-wide for 2025; integrate digital platform for 3rd-8th in the fall; integrate 2nd grade in February, 2026	PLC Commitments Lesson Plans Audit of teacher logins Walkthroughs
Teachers use Write Score diagnostic data to develop intervention and tailor daily instruction	Schedule windows for Fall (Baseline), Winter (Mid-year)	PLC Commitments Lesson Plans Audit of teacher logins Walkthroughs
<ul style="list-style-type: none"> Increase Practice with Writing to Prompts in preparation for CAASPP Teachers analyze and calibrate student writing samples 	<ul style="list-style-type: none"> Administer a writing prompt, from ELA Benchmark curriculum, monthly. Calibrate and analyze writing samples bi-monthly during PLC. 	Student writing samples Lesson Plans

INTERVENTION FOCUS

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
Implement Blast Intervention for Basic Phonemic Awareness and Phonics	Scheduled daily 20-30 min sessions for identified K-2 Tier 2 and Tier 3 students	Monitor 6-week intervention cycles in Branching Minds Progress reflected in the middle and end-of-year screeners
Implement HD Word Intervention for advanced Phonemic Awareness and Phonics	Scheduled daily 20-30 min sessions for identified 3-5 Tier 2 and Tier 3 students.	Monitor 6-week intervention cycles in Branching Minds Progress reflected in the middle and end-of-year screeners
Implement Read Naturally intervention for Fluency and Vocabulary	Scheduled 3x per week, 20-30 minute sessions. Implementation of cold/hot timings 3-4 times weekly for targeted students	Read Naturally Progress monitoring data Branching Minds student plans & reports
Use SRA Reading Kits to boost comprehension and provide intervention	Daily during small group instruction blocks. Mosaic Grades 3-5 La Fuente Grades 2-8	Mastery binders-Student progress trackers in Walk-throughs
Schoolwide focus on academic vocabulary for all subjects. <ul style="list-style-type: none"> Explicit vocabulary instruction. Use graphic organizers (e.g. Frayer model) Integrate subject-specific "Word Walls." Implement Marzano Vocabulary Development, providing systematic instruction of Tier 2 and Tier 3 academic terms across all grade levels 	Daily lessons for new vocabulary and review prior knowledge Word Walls per unit	Interactive notebook review Walkthroughs (student work & word walls)
<ul style="list-style-type: none"> Small group and individual intervention Flexible grouping-teachers regroup students based on classroom performance data following each unit 	Daily	Walkthroughs Lesson plan Small group rotation schedules Daily schedule

Action Steps: Implementation Strategy - Goal #4: Increase ELA Achievement
Measure: Increase overall ELA DFS by a minimum of 15 points as measured on CAASPP, both overall and for all subgroups

NETWORK SUPPORT

ACTION STEPS (Evidence-based practices)	FREQUENCY/TIMELINE	PROGRESS MONITORING
Bi-monthly workshops for ELA Intervention fidelity Provide 1:1 modeling for teachers struggling with specific program components	Lead hands-on training sessions every two months focused on program(s) protocols	Observation rubrics focused on "Fidelity to Model."
Implement after-school program with tutoring and intervention	Targeted ELA support sessions are held three times weekly, every other week, for underperforming students	Attendance logs Report group in i-Ready (daily lesson progress and diagnostic growth)
Individual coaching for teachers Instructional coaches provide 1:1 feedback	Weekly to monthly, based on teacher need. Weekly for new teachers Springshots 3X per year (teachers' evaluations)	Coaching cycle logs; documented growth in teacher instructional efficacy Springshots (teacher evaluations)
Professional development for writing across the curriculum, integrating ELD and Write Score	Network professional development schedule	Attendance logs Walkthroughs Lesson Plans

SPRINGS NETWORK OF SUCCESS



Vista Springs Charter School Highlights

Committed to high-quality, personalized learning Programs.



- ✓ 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

Vista Springs is currently operating a robust program in San Diego County.

Our current student enrollment includes:



*Source: DataQuest 2025

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

2022-2026 i-Ready Reading Performance

Since 2022, every subgroup and overall performance outcome for both Reading and Math have significantly exceeded the threshold for verified data.

2022-2026 i-Ready Reading: Overall Performance			
Year	Progress to Typical Growth	Target	Status
2022-23	121%	75%	✓ EXCEEDS (+46 points)
2023-24	127%	75%	✓ EXCEEDS (+52 points)
2024-25	115%	75%	✓ EXCEEDS (+40 points)
2025-26 (Midyear)	55%	38%	✓ EXCEEDS (+17 points)



2022-2026 i-Ready Reading: Subgroup Performance				
Grade	2022-2023	2023-2024	2024-2025	2025-2026 (Midyear)
English Learners	✓ EXCEEDS (+8 points)	✓ EXCEEDS (+18 points)	✓ EXCEEDS (+25 points)	✓ EXCEEDS (+1 points)
Hispanic/Latino	✓ EXCEEDS (+52 points)	✓ EXCEEDS (+25 points)	✓ EXCEEDS (+44 points)	✓ EXCEEDS (+8 points)
Socioeconomically Disadvantaged	✓ EXCEEDS (+41 points)	✓ EXCEEDS (+49 points)	✓ EXCEEDS (+45 points)	✓ EXCEEDS (+6 points)



2022-2026 i-Ready Math Performance

Since 2022, every subgroup and overall performance outcome for both Reading and Math have significantly exceeded the threshold for verified data.

2022-2026 i-Ready Math: Overall Performance			
Year	Progress to Typical Growth	Target	Status
2022-23	112%	80%	✓ EXCEEDS (+32 points)
2023-24	114%	80%	✓ EXCEEDS (+34 points)
2024-25	100%	80%	✓ EXCEEDS (+20 points)
2025-26 (Midyear)	56%	40%	✓ EXCEEDS (+16 points)



2022-2026 i-Ready Math: Subgroup Performance				
Grade	2022-2023	2023-2024	2024-2025	2025-2026 (Midyear)
English Learners	✓ EXCEEDS (+20 points)	✓ EXCEEDS (+15 points)	✓ EXCEEDS (+11 points)	✓ EXCEEDS (+33 points)
Hispanic/Latino	✓ EXCEEDS (+22 points)	✓ EXCEEDS (+28 points)	✓ EXCEEDS (+20 points)	✓ EXCEEDS (+21 points)
Socioeconomically Disadvantaged	✓ EXCEEDS (+26 points)	✓ EXCEEDS (+32 points)	✓ EXCEEDS (+22 points)	✓ EXCEEDS (+21 points)



APPENDIX A

VSCS 2025-2026 Action Plan

I. Introduction

Evolution of the Action Plan

Please note that the attached Schoolwide Action Plan is not a new initiative. Rather, it represents the strategic refinement of the academic goals and intervention frameworks established at the commencement of the 2024-2025 school year and spans into the 2025-2026 school year. While our initial year-long plan focused on broad-based academic recovery, we have spent the last quarter sharpening our focus. Following the recent notification of our placement in the low-performing tier, we have specifically updated our strategies to:

- **Target Specific Subgroups:** Directly addressing the performance gaps identified in the recent communication.
- **Increase Frequency of Progress Monitoring:** Moving from quarterly to monthly data cycles to ensure real-time adjustments.
- **Align Resources:** Redirecting professional development and instructional coaching specifically toward the root causes of the "low performing" status.

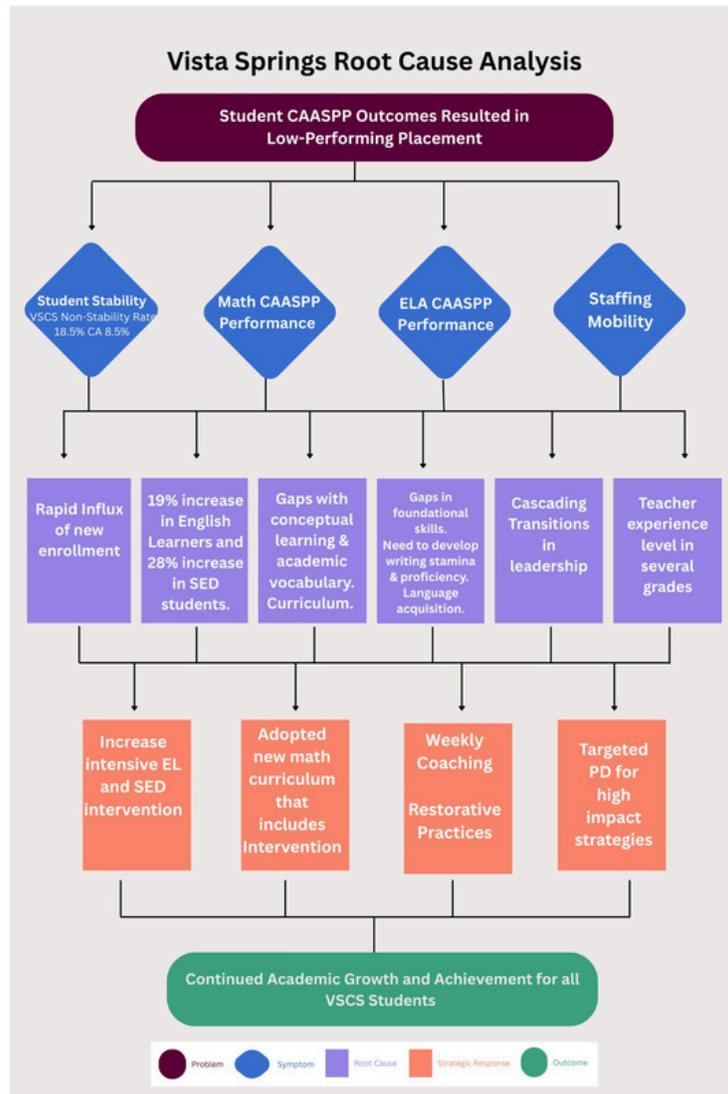
The written action plan was adopted by VSCS's governing board on February 12th, 2026.

Addressing Specific Concerns

This plan directly addresses the concerns raised in your recent correspondence. We have ensured that every "low-performing" indicator is mapped to a specific, measurable intervention within this document. By integrating these refined strategies into our existing year-long roadmap, we are ensuring both continuity for our students and the heightened accountability required by EC Section 47607.2(a)(3).

VSC has implemented many aspects of this plan prior to any change in renewal designation, with an ongoing focus on mathematics and ELA achievement, supports for significant subgroups, and stabilizing enrollment and staffing changes.

II. Analysis of Underlying Causes for Performance



Vista Springs Charter has identified four primary drivers that impacted the most recent Dashboard outcomes:

1. **Instructional Gaps in Mathematics:** Internal analysis revealed that our previous state-adopted math curriculum, while computational in nature, lacked the rigor and application-level tasks found on the CAASPP. Data also revealed that students may be lacking an

understanding of mathematical concepts and need to develop academic vocabulary.

2. **Increased Enrollment of High-Need Subgroups:** In the 2024-25 school year, VSC experienced a 28% influx of new students, including a 28% increase in Socio-Economically Disadvantaged (SED) students and a 19% increase in English Learners (EL).
3. **Staffing and Leadership Stability:** The school experienced leadership transitions in late 2023, coupled with vacancies in middle school teaching positions, which were temporarily filled by substitutes. Achievement data confirm that students who remain with VSC for three or more years consistently show higher growth, but staff instability in 2024-25 disrupted this continuity.
4. **ELA Achievement:** Four-year trends show broad academic improvement in ELA as measured by CAASPP DFS; however, students in significant subgroups remain below grade-level DFS standards. Analysis revealed that low writing scores, including many zeros, impacted overall ELA performance. Additionally, the data showed gaps in foundational reading skills.

III. Action Plan for Academic Improvement

To address these causes, VSC is implementing a comprehensive "Plan of Attack" centered on the following goals:

1. Mathematics Achievement and Rigor

- **New Evidence-Based Curriculum:** Transitioned to the **Envision** curriculum for the 2025-26 school year, which utilizes visual models and higher-order thinking strategies to build mathematical reasoning skills. It also includes integrated scaffolding and targeted intervention.
- **Professional Development:** Conducted multiple professional development sessions for Envision Math (August, November, and January) focused on unit planning and the Math Diagnosis and Intervention System (MDIS). Training and development will continue monthly throughout the school year.
- **Swun Math Coaching:** begins monthly starting in February
 - Lesson Development
 - Strong Math Content Knowledge-teaching the "math behind the math."
 - Intervention Strategies

- **Math XL Labs:** Implemented daily labs for middle school students to provide immediate feedback and targeted practice.
- **ST Math: ST Math:** Adjust math block schedules to meet the required ST Math guidelines per grade-level to help students build and demonstrate strong conceptual knowledge through their personalized journey. ST Math has proven results and is a mastery-based supplementary tool used for building a strong math foundation (TK-6).

2. Targeted Subgroup Support (EL and SED)

- **Designated ELD Staffing:** Transitioned to a full-time Designated ELD Teacher model as of August 2025 to provide intentional, data-driven instruction. This teacher also provides targeted intervention for our English Learners.
- **Intensive Intervention:** All SED students who showed less than 50% growth on mid-year assessments have been matched with targeted math interventions, prioritizing foundational skills such as number sense and fractions.
- **ELPAC Focused Instruction:** Utilized SY25 summative and SY26 interim ELPAC data to target specific domains such as Writing and Speaking.
- **ELD Instructional Support and Coaching:** Coaching and support focused on instructional quality and assessment readiness. The networkwide EL coach and ELD Director provide training to develop teacher capacity and to support the site ELD teacher.

3. Stabilizing Staffing and Culture

- **Weekly Coaching:** New and struggling teachers receive weekly coaching and debriefs to ensure high-fidelity implementation of instructional pillars.
 - **Classroom Community:** Integrated "Morning Meetings" twice weekly to improve student engagement and social-emotional readiness for learning.
 - **Restorative Practices:** VSCS uses restorative practices to foster a positive school climate. These practices strengthen student-teacher relationships, reduce disruptive behaviors, and create a more supportive environment that reduces turnover. Springs Network provides a restorative practices coach. The coach is in her second year supporting the school and works with staff in person at least once per month.
-

4. ELA Achievement and Literacy Intervention

- **Data-Driven Writing:** Leveraging the **Write Score** diagnostic twice annually to track school-wide growth and tailor daily instruction, ensuring consistency through collaborative calibration of student writing samples.
- **Multi-Tiered Literacy Support:** Implementation of a robust intervention suite including Blast and HD Word (Phonemic Awareness/Phonics), Read Naturally (Fluency/Vocabulary), and SRA Reading Kits (Comprehension). This is supported by daily small-group flexible grouping and an after-school tutoring program.
- **Academic Vocabulary & Coaching:** A school-wide commitment to explicit vocabulary instruction across all subjects using research-based tools like the Frayer model and Word Walls. To ensure high-fidelity implementation, staff receive weekly individualized coaching and professional development.

IV. Early Evidence of Growth Mid-Year 2025-26)

Verified local data from the i-Ready platform demonstrates that these meaningful steps are already producing results.

VSC Performance Analysis: 2025-26 i-Ready Reading Growth (Midyear)

According to the California guidance, schools need to achieve a minimum of 75% for grades K-5 and 45% for grades 6-8 of median “Progress to Annual Typical Growth” in Reading to meet sufficient growth expectations.

Therefore, the midyear target would be half of the annual yearlong target. The midyear target is a minimum of 38% for grades K-5 and 23% for grades 6-8 of median “Progress to Annual Typical Growth” in Reading to meet sufficient growth expectations.

Schoolwide Performance: **EXCEEDS TARGET**

- Midyear Median Progress to Typical Growth: **55%**
- Highest Grade Level Midyear Target: 38%
- Result: **EXCEEDS by +17 percentage points**
- Students Assessed: 216/230 (94% participation)

2025-26 i-Ready Reading: Grade Level Performance			
Grade	Midyear Progress to Typical Growth	Midyear Target	Status
Grade K	64%	38%	✓ EXCEEDS (+26 points)
Grade 1	27%	38%	✗ Does Not Meet (-11 points)
Grade 2	48%	38%	✓ EXCEEDS (+10 points)
Grade 3	55%	38%	✓ EXCEEDS (+17 points)
Grade 4	42%	38%	✓ EXCEEDS (+4 points)
Grade 5	100%	38%	✓ EXCEEDS (+62 points)
Grade 6	79%	23%	✓ EXCEEDS (+56 points)
Grade 7	100%	23%	✓ EXCEEDS (+77 points)
Grade 8	120%	23%	✓ EXCEEDS (+97 points)

2025-26 i-Ready Reading: Subgroup Performance			
Grade	Midyear Progress to Typical Growth	Midyear Target	Status
English Learners	39%	38%	✓ EXCEEDS (+1 points)
Hispanic/Latino	46%	38%	✓ EXCEEDS (+8 points)
Socioeconomically Disadvantaged	44%	38%	✓ EXCEEDS (+6 points)

Key Findings

1. Strong Midyear Performance: VSC is exceeding California's midyear minimum growth expectations in Reading by 17 percentage points, demonstrating effective reading instruction schoolwide.
2. Excellent Equity: All student subgroups are exceeding midyear growth targets.
3. Grade-Level Concerns: Reading interventions are being implemented in Grade 1.
4. Strong Participation: 94% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for midyear Reading in the 2025-26 school year.

VSC Performance Analysis: 2025-26 i-Ready Math Growth (Midyear)

According to the California guidance, schools need to achieve a minimum of 80% for grades K-5 and 60% for grades 6-8 of median “Progress to Annual Typical Growth” in Reading to meet sufficient growth expectations.

Therefore, the midyear target would be half of the annual yearlong target. The midyear target is a minimum of 40% for grades K-5 and 30% for grades 6-8 of median “Progress to Annual Typical Growth” in Math to meet sufficient growth expectations.

Schoolwide Performance: **✓ EXCEEDS TARGET**

- Midyear Median Progress to Typical Growth: **56%**
- Highest Grade Level Midyear Target: 40%
- Result: **EXCEEDS by +16 percentage points ✓**
- Students Assessed: 217/230 (94% participation)

2025-26 i-Ready Math: Grade Level Performance

Grade	Midyear Progress to Typical Growth	Midyear Target	Status
Grade K	56%	40%	✓ EXCEEDS (+16 points)
Grade 1	48%	40%	✓ EXCEEDS (+8 points)
Grade 2	39%	40%	✗ Does Not Meet (-1 point)
Grade 3	62%	40%	✓ EXCEEDS (+22 points)
Grade 4	70%	40%	✓ EXCEEDS (+30 points)
Grade 5	56%	40%	✓ EXCEEDS (+16 points)
Grade 6	86%	30%	✓ EXCEEDS (+56 points)
Grade 7	15%	30%	✗ Does Not Meet (-15 points)
Grade 8	69%	30%	✓ EXCEEDS (+39 points)

2025-26 i-Ready Math: Subgroup Performance			
Grade	Midyear Progress to Typical Growth	Midyear Target	Status
English Learners	73%	40%	✓EXCEEDS (+33 points)
Hispanic/Latino	61%	40%	✓EXCEEDS (+21 points)
Socioeconomically Disadvantaged	61%	40%	✓EXCEEDS (+21 points)

Key Findings

- 1. Strong Midyear Performance:** VSC is exceeding California's midyear minimum growth expectations in Reading by 16 percentage points, demonstrating effective mathematics instruction schoolwide.
- 2. Excellent Equity:** All student subgroups are exceeding midyear growth targets. English Learners are showing significant midyear growth.
- 3. Grade-level Considerations:** The i-Ready data indicate that the 7th-grade class is considerably below typical growth. However, there are factors to consider. The 7th-grade class is quite small, with only 11 students who have both fall and winter i-Ready scores. Given this low number, a single student can significantly affect the data. This data exemplifies the importance of knowing our students and understanding the situations that may surround testing. In this case, three students affected the data based on context that cannot be inferred from the data. For example, one of the eleven students showed little growth because they enrolled at the end of October and have not had as much time between diagnostics to show growth. Another student scored above grade level in the fall and remains above grade level, but has not shown expected growth. Another student who didn't show expected growth has been diagnosed as emotionally disturbed, and often is unable to show what he knows due to his low executive functioning. The small number of students magnifies the impact of each of these situations.
- 4. Strong Participation:** 94% student assessment participation demonstrates comprehensive data collection and reliability.

Conclusion: Vista Springs Charter **MEETS** California's Verified Data and Academic Progress Indicator requirements for midyear Math in the 2025-26 school year.

V. Conclusion

Vista Springs Charter is confident that the targeted, board-adopted actions outlined in this plan demonstrate clear, specific, and measurable steps toward improved student outcomes. These actions reflect our ongoing commitment to continuous improvement, student success, and the long-term sustainability of our charter.

Across the past three academic years, verified i-Ready assessment data provide compelling evidence that Vista Springs Charter meets—and consistently exceeds—the academic standards required for renewal.

Overall performance in both Reading and Math has surpassed State Board of Education–approved growth targets each year. Importantly, every significant student subgroup has also exceeded established targets in both content areas, demonstrating that **growth is occurring equitably across our student population.**

2022-2026 i-Ready Reading: Overall Performance			
Year	Progress to Typical Growth	Target	Status
2022-23	121%	75%	✓EXCEEDS (+46 points)
2023-24	127%	75%	✓EXCEEDS (+52 points)
2024-25	115%	75%	✓EXCEEDS (+40 points)
2025-26 (Midyear)	55%	38%	✓EXCEEDS (+17 points)

2025-2026 i-Ready Reading: Subgroup Performance

Grade	2022-2023	2023-2024	2024-2025	2025-2026 (Midyear)
English Learners	✓ EXCEEDS (+8 points)	✓ EXCEEDS (+18 points)	✓ EXCEEDS (+25 points)	✓ EXCEEDS (+1 points)
Hispanic/Latino	✓ EXCEEDS (+52 points)	✓ EXCEEDS (+25 points)	✓ EXCEEDS (+44 points)	✓ EXCEEDS (+8 points)
Socioeconomically Disadvantaged	✓ EXCEEDS (+41 points)	✓ EXCEEDS (+49 points)	✓ EXCEEDS (+45 points)	✓ EXCEEDS (+6 points)

2022-2026 i-Ready Math: Overall Performance

Year	Progress to Typical Growth	Target	Status
2022-23	112%	80%	✓ EXCEEDS (+32 points)
2023-24	114%	80%	✓ EXCEEDS (+34 points)
2024-25	100%	80%	✓ EXCEEDS (+20 points)
2025-26 (Midyear)	56%	40%	✓ EXCEEDS (+16 points)

2025-2026 i-Ready Math: Subgroup Performance

Grade	2022-2023	2023-2024	2024-2025	2025-2026 (Midyear)
English Learners	✓ EXCEEDS (+20 points)	✓ EXCEEDS (+15 points)	✓ EXCEEDS (+11 points)	✓ EXCEEDS (+33 points)
Hispanic/Latino	✓ EXCEEDS (+22 points)	✓ EXCEEDS (+28 points)	✓ EXCEEDS (+20 points)	✓ EXCEEDS (+21 points)
Socioeconomically Disadvantaged	✓ EXCEEDS (+26 points)	✓ EXCEEDS (+32 points)	✓ EXCEEDS (+22 points)	✓ EXCEEDS (+21 points)

Vista Springs Charter's schoolwide instructional focus is to ensure that every student makes at least 1 year of academic growth each year, with students performing below grade level expected to make accelerated progress. Because growth reflects individual student progress, it is not always immediately visible in proficiency metrics alone. Midyear i-Ready data serve as a key indicator of progress toward this goal and, as shown above, confirm that Vista Springs Charter remains on track to meet this expectation for the 2025–2026 school year.

We are confident that the strategic academic supports and instructional adjustments in this plan will strengthen outcomes and drive improved performance on the 2026 CAASPP assessments. Across the Springs network, schools that adopted the Envision Mathematics curriculum during the 2024–2025 school year experienced significant gains in math proficiency. With Vista Springs Charter's recent adoption of this curriculum, we anticipate similar positive results.

As noted throughout the academic plan, the broader Springs network is fully invested in Vista Springs Charter's success. With extensive experience and a proven track record, this network is well positioned to ensure the success of a smaller charter. Teachers and staff receive ongoing support through regular collaboration with network specialists and instructional coaches. Vista Springs Charter serves a critical need within its community, and non-renewal would have a significant, adverse impact on the 250 students and families we serve.

We appreciate the authorizer's thoughtful review of our academic plan and response to performance concerns. Thank you for your consideration of Vista Springs Charter's renewal and our continued partnership in support of student success.

Sincerely,

Dr. Kathleen Hermsmeyer, Superintendent, Springs Charter Schools

Attached Documentation:

Appendix A: VSC Schoolwide Action Plan (2025-2026)

Appendix B: Certified Board Minutes of Plan Adoption

Appendix C: Teaching the Springs Way Handbook

Appendix D: Win The Year Network Wide

Appendix E: Annual PD Plan PLP Sample (5th Grade)

Appendix F: Student Work Map Sample (5th Grade)

Appendix G: ELA Mastery Path Workbook (2nd Grade)

Appendix H: Math Mastery Path Workbook (2nd Grade)

Appendix I: i-Ready Assessments, California guidance



APPENDIX B

HSCS/PSCS/VSCS Board Meeting

Harbor Springs | Pacific Springs | Vista Springs

Thursday, February 12, 2026 at 4:30 PM PST to Thursday, February 12, 2026 at 5:30 PM PST

Plaza: 27740 Jefferson Ave. Temecula, CA 92595, Otay Ranch: 2371 Fenton St, Chula Vista, CA 91914, Vista Student Center: 700 E Bobier Dr, Vista, CA 92084

Agenda

- **HSCS/PSCS/VSCS: Preliminary: Call to Order, Establishment of Quorum, and Pledge of Allegiance**Presenter: Chair
- **HSCS/PSCS/VSCS: Approval of Agenda**Presenter: Chair
- **PSCS: Closed Session: Conference with Legal Counsel - Existing Litigation GOV Code 54954.5/54956.9(d) (1): F-2371 vs LaRoca**Presenter: Jon Webster
- **Open Session: Report of Action Taken in Closed Session.**Presenter: Natali South
- **HSCS/PSCS/VSCS: Approval of Minutes - December 11, 2025**Presenter: Chair
- **HSCS/PSCS: Approval of Minutes - Special Called - January 8, 2026**Presenter: Chair
- **HSCS/PSCS/VSCS: Consent Agenda**Presenter: Chair

All items on the Consent Agenda are approved in one motion and vote without discussion, unless a Board member requests separate consideration.

- **HSCS: Approval of: Warrants, Personnel Action Report, and the School Accountability Report Card.**Presenter: Chair
- **PSCS: Approval of: Warrants, Personnel Action Report, the School Accountability Report Card, and Contract Ratifications As Posted:**Presenter: Chair
- Freedom Landscape at Otay Ranch Academy for the Performing Arts (ORAA)
- Intercity Security Systems at Otay Ranch Academy for the Performing Arts (ORAA)
- M&M Tinting at Otay Ranch Academy for the Performing Arts (ORAA)
 - **VSCS: Approval of: Warrants, Personnel Action Report, the School Accountability Report Card, and Contract Ratifications As Posted:**Presenter: Chair
- Vista Fence Company at Vista Student Center
- **Community Relations**
 - **Public Comments**Presenters: Renee Albright, Natali South

Per Gov. Code §§ 54954.2 and 54954.3, the Board cannot discuss or act on items not listed on the agenda.

Use this link to submit a virtual [Public Comment Card](#). Limit to three minutes.

- **Information and Presentations**
 - **HSCS/PSCS/VSCS: Student Spotlight - January Events**Presenter: Renee Albright

Video Presentation will be played.

- **Student Spotlight: Venture - Layton**

Video Presentation will be played.

- **HSCS/PSCS/VSCS: Superintendent's Report**Presenter: Dr. Kathleen Hermsmeyer

- **HSCS/PSCS/VSCS: Visual & Performing Arts Informational Presentation**Presenters: Dr. Vivian Price, Kenley Nakao
- **HSCS: Presentation of CITE Program**Guests: Dr. Vivian Price, Maureen Roye
- **HSCS: Presentation of Pre-Apprenticeship Program**Presenters: Rosario Marquez, Dr. Vivian Price
- **HSCS/PSCS/VSCS: Selection of Auditor for Fiscal Year ending 06/30/2026**Presenter: Tanya Rogers
- **HSCS/PSCS/VSCS: Completion of Statement of Conflict Interest Form 700**Presenter: Natali South
- **Action Items**
 - **HSCS Approval of Renewal Petition for Harbor Springs Charter School 2026-2031**Presenter: Amy Podratz
 - **VSCS: Approval of Corrective Action Plan and Fiscal Stabilization Plan**Presenter: Dr. Vivian Price
 - **HSCS/PSCS/VSCS: Approval of Change to the 2025-26 260 Classified Calendar**Presenter: Tanya Rogers
 - **HSCS/PSCS/VSCS: Second Reading and Approval of Revised Board Policy 5000 Updates**Presenter: Michelle Sapanara
 - **HSCS/PSCS/VSCS: Waive the First Reading and Approval of Revised Board Policy 5030.1 Immigrant Students and Families**Presenter: Michelle Sapanara
 - **HSCS/PSCS/VSCS: Waive the First Reading and Approval of Behavioral Health Referral Protocols Grade 7-12 Board Policy 5029.2**Presenter: Sarah Adams
 - **HSCS/PSCS/VSCS: Approval of Increase to Special Education Contracts for Providers for 2025-26**Presenter: Courtney Cook
- **Community Relations**
 - **Board Comments and Future Agenda Items**Presenter: Chair
 - **Motion to Adjourn the Meeting**Presenter: Chair

APPENDIX C

TTSW HANDBOOK [CLICK HERE](#)



APPENDIX D

WIN THE YEAR - [LINKED HERE](#)



APPENDIX E

25/26 SCS ANNUAL PD PLAN

[-LINKED HERE](#)

PLP SAMPLE - [LINKED HERE](#)



5th Grade PERSONALIZED LEARNING PLAN

QUARTER 2



Name: _____ Teacher: _____

STUDENT SCORES

i-Ready D2

Domain	Score	Score	Goal
Reading			
Math			

Reading Foundations

Area	Current	Goal	EOY Expectation
Fluency (wcpm)			137-156

Math Fluency

Area	+	-	X	÷
Fact Fluency				

ELA I CAN!S (Write a personalized goal, catch up or accelerated, based on your data.)

I CAN!	Goal (Use sentence stems to write your goal.)	Mastery Level	Date
5.3 Read and comprehend fifth grade informational texts, including history, science, and technical texts.		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	
5.4 Use text features to read and understand nonfiction text, including text books, online articles, and reference books.		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	
5.11 Correctly use the rules for capitalization, punctuation, and spelling.		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	
MY PERSONALIZED ELA GOAL		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	

WRITING I CAN!S (Write a personalized goal, catch up or accelerated, based on your data.)

I CAN!	Goal (Use sentence stems to write your goal.)	Mastery Level	Date
5.6 I CAN! Use the writing process, peer editing, and technology to publish final drafts.		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	

MATH I CAN! (Write a personalized goal, catch up or accelerated, based on your data.)

I CAN!		Goal (Use sentence stems to write your goal.)	Mastery Level	Date
5.2	Multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	
5.3	Add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models and arrays to explain my answer.		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	
5.4	Fluently add and subtract fractions with unlike denominators, mixed numbers and whole numbers.		<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	
MY PERSONALIZED MATH GOAL			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T	

PASSION PROJECT

PassionProject Topic	How I will complete my passion project	Completion Date

PERSONAL GOAL

MyPersonal Goal	How I will reach my personal goal	Completion Date
<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T		

TEACHER NOTES:

PARENT NOTES:

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____



SENTENCE STEMS FOR SMART GOAL WRITING

Hey teachers,

Use the bank of sentence stems below while you help your students write their S.M.A.R.T. Goals. Remember, S.M.A.R.T. Goals are:

SPECIFIC
MEASURABLE
ATTAINABLE
RELEVANT
TIME-BOUND

Goal Setting

- I want to improve in...
- One area I'm ready to grow in is...
- One area I've been struggling with that I want to improve is...
- Based on my scores, a skill I'd like to improve upon is...
- I'm curious about... and want to learn more by...

Purpose and Motivation

- This goal matters to me because...
- I chose this goal because...
- It's important for me to grow in this area so that...
- This connects to my learning because...
- I feel more confident when...

Planning and Action

- I will work toward my goal by...
- Some steps I can take to reach my goal are...
- I will practice by...
- I plan to use... to help me...
- I'll stay focused by...

Timeframe and Commitment

- I'll give myself ___ days/weeks to work on...
- By the end of this week, I want to...
- I will check in with myself every...
- I hope to reach my goal by...
- I'll set a reminder to...

Tracking Progress

- I'll know I'm making progress when...
- I will show my growth by...
- I'll keep track of my learning using...
- One way I can measure my progress is...
- I'll celebrate success when...

Reflection and Revision

- Something I've learned about myself is...
- One thing I want to do differently next time is...
- I noticed that... helped me stay on track.
- If I need to adjust my goal, I will...
- I feel proud of... because...

APPENDIX F

STUDENT WORKMAP SAMPLE - [LINKED HERE](#)



INDEPENDENT READING LOG

DATE STARTED	TITLE	MY BOOK RATING
		☆☆☆☆
		☆☆☆☆
		☆☆☆☆
		☆☆☆☆

LITERATURE CIRCLE DISCUSSION LOG

DATE OF DISCUSSION	BOOK TITLE	# OF PAGES READ	MY ROLE

READING FLUENCY

END OF YEAR GOAL: 137 WPM

DATE	WHAT I WORKED ON TO IMPROVE MY READING FLUENCY	WORDS PER MINUTE

MATH I CAN! TRACKER

I CAN!	WHAT I AM DOING TO WORK ON MASTERING THIS I CAN!	LEVEL AT END OF QUARTER (Circle one)
5.2 ICAN! Multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.		1 2 3 4
5.3 ICAN! Add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models and arrays to explain my answer.		1 2 3 4
5.4 ICAN! Fluently add and subtract fractions with unlike denominators, mixed numbers and whole numbers.		1 2 3 4

ELA I CAN! TRACKER

I CAN!	WHAT I AM DOING TO WORK ON MASTERING THIS I CAN!	LEVEL AT END OF QUARTER (Circle one)
5.3 ICAN! Read and comprehend fifth grade informational texts, including history, science, and technical texts..		1 2 3 4
5.4 ICAN! Use text features to read and understand nonfiction text, including text books, online articles, and reference books.		1 2 3 4
5.11 ICAN! Correctly use the rules for capitalization, punctuation, and spelling.		1 2 3 4

MATH FACT FLUENCY

	ON IT!	GOT IT!
WHITE	DATE	DATE
LIME	DATE	DATE
YELLOW	DATE	DATE
PINK	DATE	DATE
ORANGE	DATE	DATE
GREEN	DATE	DATE
TEAL	DATE	DATE
PURPLE	DATE	DATE
BLUE	DATE	DATE
RED	DATE	DATE
BROWN	DATE	DATE
GREY	DATE	DATE
BLACK	DATE	DATE
GOLD	DATE	DATE

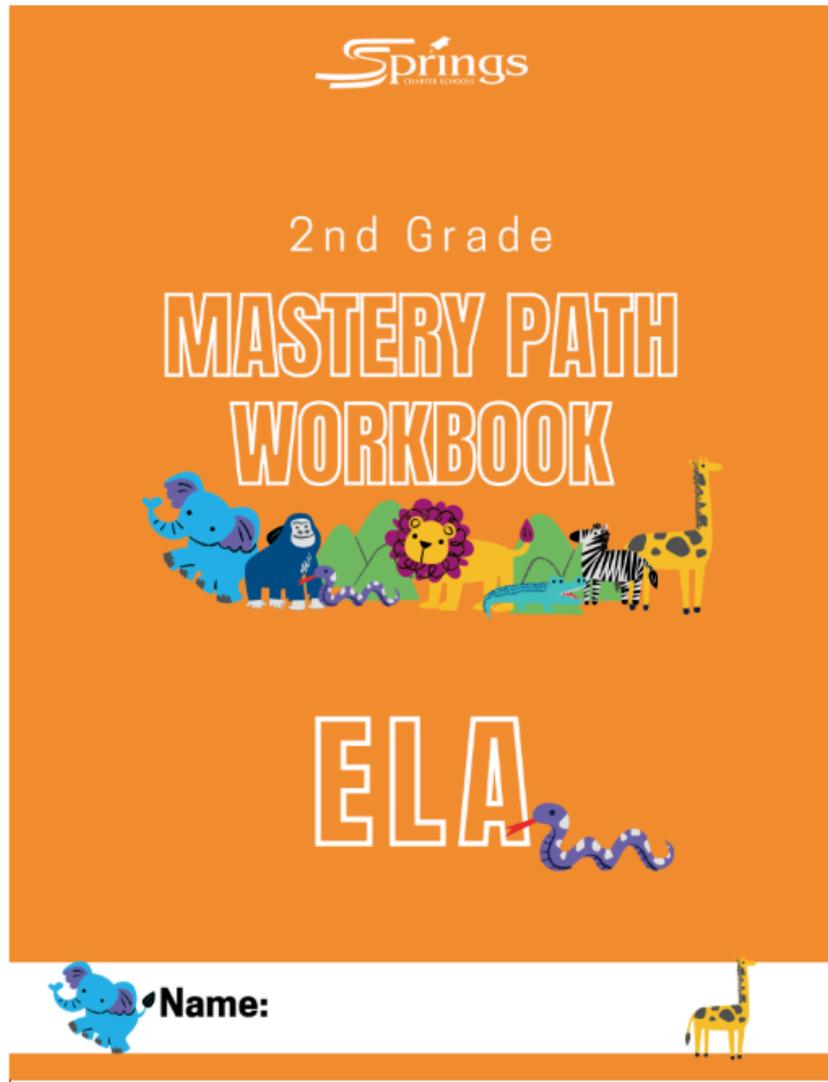
ST MATH PROGRESS TRACKING

1%	2%	3%	4%	5%	6%	7%	8%	9%	10%
11%	12%	13%	14%	15%	16%	17%	18%	19%	20%
21%	22%	23%	24%	25%	26%	27%	28%	29%	30%
31%	32%	33%	34%	35%	36%	37%	38%	39%	40%
41%	42%	43%	44%	45%	46%	47%	48%	49%	50%
51%	52%	53%	54%	55%	56%	57%	58%	59%	60%
61%	62%	63%	64%	65%	66%	67%	68%	69%	70%
71%	72%	73%	74%	75%	76%	77%	78%	79%	80%
81%	82%	83%	84%	85%	86%	87%	88%	89%	90%
91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



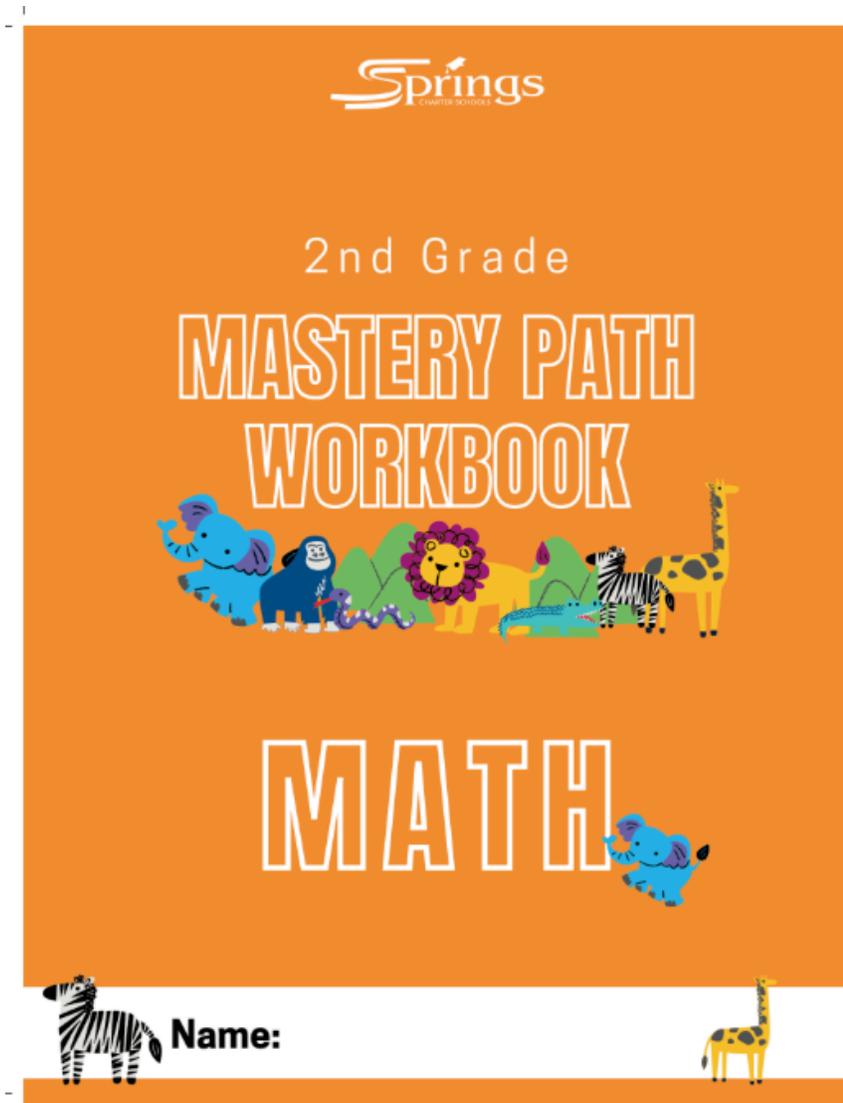
APPENDIX G

ELA MASTERY PATH WORKBOOK - [LINKED HERE](#)



APPENDIX H

MATH MASTERY PATH WORKBOOK - [LINKED HERE](#)



APPENDIX I

I-READY ASSESSMENTS, CALIFORNIA GUIDANCE - [LINKED HERE](#)





California
Grades K–8 for the 2023–2024
School Year

Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K–8: 2023–2024 School Year

Curriculum Associates Guidance Brief | June 2023

Guidance Overview

The California State Board of Education (SBE) [approved criteria](#) to define the verified data and academic progress indicators related to California charter schools and [Education Code Section 47607.2](#). SBE also approved a list of assessments including *i-Ready Diagnostic* for use for this purpose for Grades K–8 and Grades 9–12.

Curriculum Associates is continually refining our recommended approach to using *i-Ready Diagnostic* for various purposes, including as a verified data and academic progress indicator for California’s charter schools. This document provides an overview of how *i-Ready* can be used for this purpose beginning with the 2023–2024 school year. This approach was reviewed and approved at [SBE’s May 2023 meeting](#).

How Can i-Ready Diagnostic Be Used to Identify Schools that Have and Have Not Exhibited Sufficient Growth During the Year?

For the 2023–2024 school year, Curriculum Associates recommends that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth. This is a more advanced approach to evaluating growth than in previous years due to the new inclusion of measurement error in the calculated growth expectations.

For this approach to measuring growth, schools will need to minimally administer the *i-Ready Diagnostic* in the Fall of the school year, which is used to establish each student’s expected growth during the year (known as Typical Growth in *i-Ready*), and again in the Spring, which is used to determine if each student has met their Typical Growth target. The *i-Ready Diagnostic Growth Report* then aggregates each student’s results at the grade level for each school.

Schools that meet or exceed the following amounts of median Typical Growth from the Fall to the Spring can be said to have achieved sufficient growth during the year:

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

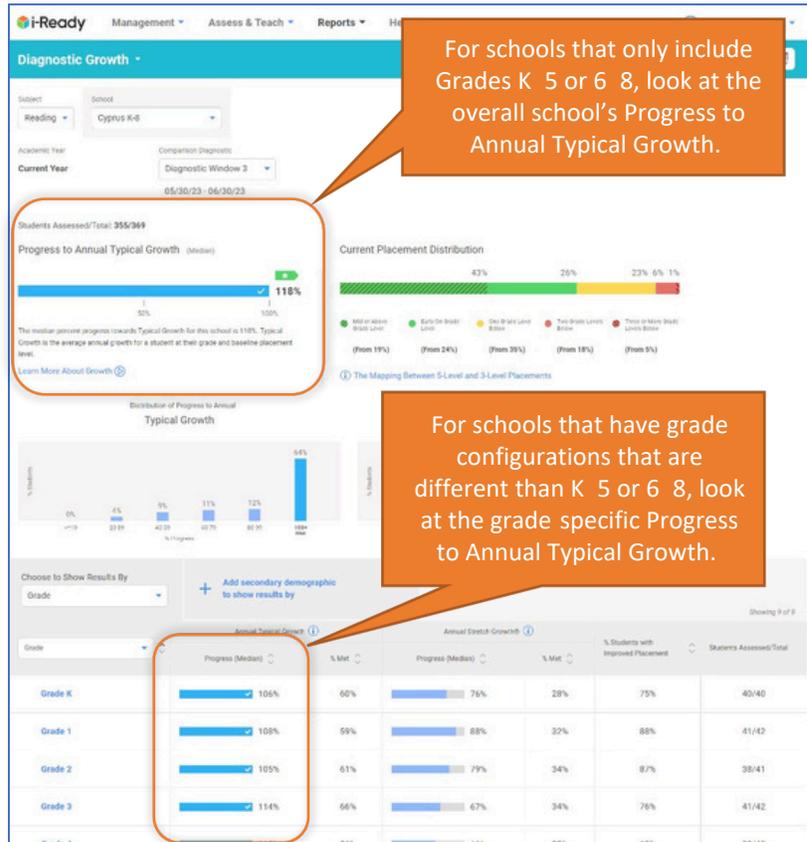
In other words, if the median Progress to Typical Growth within a school for Grade K is 80%, that school can be said to have met the minimum growth expectations for the purposes of California’s Verified Data and Progress Indicator requirements.

Where Can a School Find their Median Progress to Typical Growth?

A school's median progress to Typical Growth can be found in the i-Ready Diagnostic Growth report (see example at right). For the purposes of California's requirements, educators should examine the growth for an entire school (not classes within a school).

Because the recommended targets in Table 1 are grade-banded, with separate targets for Grades K–5 and 6–8, educators in a school that only includes Grades K–5 or Grades 6–8 can look at the Progress to Annual Typical Growth toward the top of the report.

For schools with different configurations of grades such as a school with grades K–6 or 4–8, the grade-specific Progress to Annual Typical Growth values are available at the bottom of the report.



For additional information about using *i-Ready Diagnostic* for California's Verified Data and Academic Progress Indicator needs, please contact a Curriculum Associates educational consultant or partner success manager.

Appendix: The Incorporation of Error into the 2023–2024 Growth Measure Guidance

In previous years, our guidance has noted that for a school to have met Typical Growth, the median percent toward growth should be no less than 100%. This does not account for the difference between the student’s observed growth and the student’s true growth. We are proposing that we account for this difference by using a median percent toward Typical Growth that incorporates error, which results in targets that are below 100% but that still reflect likely “true ability” consistent with psychometric theory. Accounting for measurement error in assessment measures, particularly those used for “high stakes” purpose, is a common technique used across the field of psychometrics, so the new guidance that is proposed for the 2023–2024 school year advances the already-robust measurement approach used by California charter schools in the past.

To account for measurement error, we are suggesting that we subtract one half standard error from the standard Typical Growth targets. We are proposing that we also complete a weighted average by grade to determine what the percent toward Typical Growth would be if we account for this error in a representative population. Then, because median percent toward Typical Growth can be aggregated at the school level, we determine the median weighted percent toward Typical Growth across the grade ranges for which we felt it reasonable to generalize. This process resulted in the final recommended guidance for Grades K–5 and 6–8 for reading and mathematics.

In the following tables, we first show the Typical Growth measures by grade and Fall placement along with each grade’s Standard Error of Measurement (SEM) for growth.

Table 2: Mathematics Typical Growth and SEM

Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Level, Mid or Above	21	21	18	21	19	14	13	11	9
On Level, Early	24	26	22	25	23	18	13	12	9
1 Level Below	32	29	26	26	23	18	14	12	9
2 Levels Below	n/a	36	29	27	23	18	14	13	10
3 or More Levels Below	n/a	n/a	n/a	30	24	20	15	13	12
SEM	9.06	8.44	8.83	8.64	8.45	8.83	9.54	8.75	9.17

Table 3: Reading Typical Growth and SEM

Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Level, Mid or Above	43	37	22	17	12	7	4	4	4
On Level, Early	44	47	29	22	17	13	9	6	4
1 Level Below	49	49	39	26	20	16	12	10	9
2 Levels Below	n/a	54	44	33	23	20	14	12	12
3 or More Levels Below	n/a	n/a	n/a	36	28	26	19	17	18
SEM	14.60	13.80	14.05	12.63	12.92	13.27	13.95	14.49	14.60

Next, we show the Fall distributions for each placement based on the norms in Tables 4 and 5. These were calculated for the On Level, Mid or Above placements, by taking the cut score for the range, determining its norm percentile for the Fall, and subtracting that from 100. For the On Level, Early placements, we determined the norm percentile and subtracted that from the percentile for the On Level, Mid or Above placement, and so on, until the last placement level in which we subtracted the sum of all other placements from 100 to get the final percentage. For example, for Mathematics Grade K, the On Level, Mid or Above placement had a norm

percentile of 91, so that distribution is $100 - 91 = 9$; then the On Level, Early placement had a norm percentile of 82, so that distribution is $91 - 82 = 9$; then the last placement category had 82 ($100 - (9 + 9) = 82$).

Table 4: Mathematics Distribution

Weights Based on Fall Norms	K	1	2	3	4	5	6	7	8
On Level, Mid or Above	9	5	8	5	11	14	11	10	12
On Level, Early	9	6	8	14	21	22	21	20	18
1 Level Below	82	74	58	50	42	39	37	37	30
2 Levels Below	n/a	15	26	22	15	12	13	12	14
3 or More Levels Below	n/a	n/a	n/a	9	11	13	18	21	26

Table 5: Reading Distribution

Weights Based on Fall Norms	K	1	2	3	4	5	6	7	8
On Level, Mid or Above	7	10	16	18	15	13	20	20	13
On Level, Early	17	8	14	27	15	18	11	17	16
1 Level Below	76	72	46	25	45	31	24	18	18
2 Levels Below	n/a	10	24	20	10	24	16	12	8
3 or More Levels Below	n/a	n/a	n/a	10	15	14	29	33	45

Tables 6 and 7 show the weighted average using the greater of the difference between the Typical Growth measure and one-half a standard error and 0 from each of the categories. Tables 6 and 7 also show the weighted average of Typical Growth for each of the categories. Finally, the bottom row in these tables notes a weighted median percent toward Typical Growth, that can be used to say that, on average, students' observable growth measures were within one-half standard error of typical growth expectations.

Table 6: Mathematics Weighted Averages

	K	1	2	3	4	5	6	7	8
Weighted average of Typical - .5*SE	25.760	25.250	21.405	21.870	18.445	13.285	9.090	7.855	5.335
Weighted average of Typical	30.29	29.47	25.82	26.19	22.67	17.70	13.86	12.23	9.92
Weighted Median Percent Towards Typical Growth	85.0%	85.7%	82.9%	83.5%	81.4%	75.1%	65.6%	64.2%	53.8%

Table 7: Reading Weighted Averages

	K	1	2	3	4	5	6	7	8
Weighted average of Typical - .5*SE	40.430	41.240	29.055	19.385	13.390	10.015	6.040	4.286	5.497
Weighted average of Typical	47.73	48.14	36.08	25.70	19.85	16.65	12.42	10.67	11.84
Weighted Median Percent Towards Typical Growth	84.7%	85.7%	80.5%	75.4%	67.5%	60.2%	48.6%	40.2%	46.4%

Finally, recognizing the need to ensure fidelity of implementation of this process, the recommended targets are generalized for Grades K–5 and Grades 6–8. Although individual grade-specific targets may be technically more precise, they lack practicality in implementation. For this reason, grade-banded guidance that generalize across the grades commonly associated with elementary school (K–5) and middle school (6–8) are recommended. The resulting final recommended guidance, featured in Table 1, is reproduced below:

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%