California Department of Education
Charter Schools Division
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Attachment 30

# Vista Springs Charter SchoolAcademic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address (Include city and zip code):** 700 East Bobier Ave. Vista, CA 92084-3804
2. **Located in District:** Vista Unified School District
3. **Website Address:** www.springscharterschools.org
4. **County-District-School (CDS) Code:** 37771560137323
5. **Charter Number:** 1968
6. **Current Charter Term Start Date (mm/dd/yyyy):** 07/01/2018
7. **Current Charter Term End Date (mm/dd/yyyy):** 06/30/2026
8. **School Description:** Vista Springs Charter Schools' (VSCS) mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student. Programs include the La Fuente Dual Immersion Program, a five-day classroom study program in both English and Spanish; the Mosaic Academy, a part classroom and part independent study (blended) program, which works on thematic units with an emphasis on the real-world connections; and a full independent study program supplemented by classes on Mondays at the Vista Learning Center.
9. **Grade Levels Served:** TK-12
10. **2022–23 Enrollment:** 246
11. **Instruction Type:** Nonclassroom-based and Seat Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 21.5 | 17.3 |
| Foster Youth | 0.8 | 0.1 |
| Homeless | 8.1 | 3.5 |
| Socioeconomically Disadvantaged | 69.1 | 65.2 |
| Students with Disabilities | 10.2 | 17.3 |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 1.2 | 1.6 |
| American Indian | 0.8 | 0.2 |
| Asian | 1.6 | 2 |
| Filipino | 0.4 | 1.2 |
| Hispanic | 65.5 | 66.7 |
| Pacific Islander | Not Listed | 0.6 |
| Two or More Races | 8.1 | 5.4 |
| White | 20.3 | 22.3 |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | Orange16.2% chronically absent | **Yellow**24.3% chronically absent |
| **Suspension Rate** | Orange4.4% suspended at least one day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | Yellow54.1% making progress | **Yellow**48.7% making progress |
| **Graduation Rate** | No Performance LevelLess than 11 students | **Orange**86.4% graduated |
| **College/Career** | No Performance LevelLess than 11 students | **Medium**43.9% prepared |
| **English Language Arts** | Yellow35.8 points below standard | **Orange**13.6 points below standard |
| **Mathematics** | Yellow76.7 points below standard | **Orange**49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=37&lstDistrict=77156-000&lstSchool=0137323.

## Section 3. Areas of Greatest Progress and Need

1. **Based on California School Dashboard (Dashboard) data, identify the School’s areas of greatest progress.**

Our students increased an average of 12.2 points in ELA and 5.9 points in math. This growth is helping us close the gaps created during COVID. In ELA all of our significant subgroups scored in the yellow range - the same range as overall. We are proud of the fact that this demonstrates the equity within our dual immersion program.

In addition, our ELPI indicator of 54.1% was above the state average of 48.7%. Our dual immersion program coupled with our strong integrated and designated ELD is reaping benefits for our students.

1. **What internal assessments (not CAASPP) are being used to demonstrate the School’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?**

i-Ready diagnostics, which are on the Verified Data list, are being used to demonstrate our progress in both reading and mathematics. We give the diagnostics at the beginning, middle, and end of the year.

1. **Based on Dashboard data, identify the School’s areas of greatest need. Include references to student groups.**

We need to decrease our Distance from Standard in mathematics. Overall we are 76.7 points below standard compared to the state average of 49.1 points. Our EL subgroup is 105.6 points below standard, while the state EL group is 93.4 points below standard.

1. **How is the School addressing these areas of need? Include references to student groups.**

To move our EL subgroup from red to orange, we need to decrease our DFS by a minimum average of 3 points. To meet this goal, our teachers have emphasized academic vocabulary in math class and given students FIABs. As a part of preparing for the FIABs, teachers have identified the vocabulary used in each assessment and ensured that all students could read, understand, and use the vocabulary appropriately.

## Section 4. Summary of Performance on Measurable Pupil Outcomes

1. **Identify the Measurable Pupil Outcomes in Element 2 of the petition. Summarize the performance for each outcome.**

Element 2: VSCS will measure student achievement in the following three (3) ways:

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

In a comparison of CAASPP ELA student performance from SY22 to SY23 school year, VSCS students made growth, both schoolwide and in specific subgroups. Results of the CAASPP ELA assessment, the percentage of schoolwide students performing at or above grade level increased from 26% to 38%, an increase of 12pp. The students with disabilities (SWD) subgroup reflected growth from 6% of students performing at grade level in SY22 to 12% of students performing at or above grade level in SY23, an increase of 6pp. The English learner subgroup, (EL) increased from SY22 14% to SY23 15% at or above at grade level. The socioeconomically disadvantaged (SED) student subgroup increased from SY22 20% to SY23 32% of students performing at or above grade level an increase of 12pp, and the Hispanic student subgroup increased from SY22 18% to SY23 31% of students performing at or above grade level, an increase of 13pp.

In comparison of CAASPP Math student performance from SY22 to SY23 school year, VSCS students also made growth, both schoolwide and in specific subgroups. Results of the CAASPP Math assessment, the percentage of schoolwide students performing at or above grade level increased from 16% to 23%, an increase of 7pp. The students with disabilities (SWD) subgroup reflected growth from 0% of students performing at grade level in SY22 to 4% of students performing at or above grade level in SY23, an increase of 4pp. The English learner subgroup, (EL) decreased from 11% to 4% at or above at grade level. The socioeconomically disadvantaged (SED) student subgroup increased from SY22 10% to SY23 17% of students performing at or above grade level an increase of 7pp, and the Hispanic student subgroup increased from SY22 12% to SY23 15% of students performing at or above grade level, an increase of 13pp.

2. VSCS will meet state calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years.

For measure 2, according to the 2022 Dashboard Additional Participation Rate Report, Vista Springs met the state-mandated assessment participation rate school-wide with 96% overall participation in math and ELA. In SY23 VSCS met the state-mandated assessment participation rate school-wide with 100% overall participation in math and ELA.

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

The percent of students identified as MTSS Tier 2 and 3 increased in proficiency as indicated by academic performance on i-Ready, D1 to D3 % of students at or above grade level.

In SY21-22 in Reading the % of students at or above grade level as measured by i-Ready increased 19% from 33% at the beginning of the year to 52% at the end of the year. In SY21-22 in Math, the % of students at or above grade level as measured by i-Ready increased 31% from 16% at the beginning of the year to 47% at the end of the year.

In SY22-23 in Reading the % of students at or above grade level as measured by i-Ready increased 32% from 26% at the beginning of the year to 58% at the end of the year. In SY22-23 in Math, the % of students at or above grade level as measured by i-Ready increased 28% from 15% at the beginning of the year to 43% at the end of the year.

## Section 5. Local Control and Accountability Plan Progress

1. **Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.**

A mid-year update was presented to the school board on February 8 to review mid-year LCAP action implementation progress, expenditures through the second interim budget, and all available metrics. It can be found at: https://go.boarddocs.com/ca/harborscs/Board.nsf/files/D22NHK5FEC7B/$file/VSCS%20LCAP%20Mid-Year%202023-24%20020824.pdf

1. **Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input.**

The school has a community engagement action in goal 3 of the current LCAP that states: “Use marketing to maintain/increase community awareness; engaging potential families through a variety of means including social media, web presence, multimedia efforts, and meeting families in their community at events, festivals, etc. Focus efforts on local populations and demographics (i.e., providing bilingual staff at events and providing materials in Spanish as needed) to strive to maintain a student population reflective of the local community.”

The school will be engaging the community to provide feedback for the LCAP process in its upcoming LCAP educational partner online survey, which will be sent to all parents, staff, students, and board members, in addition to being available to the public on the school’s website and shared through social media platforms. A stakeholder engagement activity is also planned for the May board meeting, and community members are encouraged to attend and provide feedback. This spring, presentations and input collection occurred during the charter’s School Site Council, DELAC, and Special Education Parent Collaborative Meetings.