

This document was provided, as is, to the California Department of Education (CDE) by **Vista Springs Charter**. This document is posted to the CDE Web site to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Response from Vista Springs Charter



Location: 700 E Bobier Dr. Vista, CA 92084

Principal: Amy Heald amy.heald@springscs.org

Phone Number: (951) 225-7675

Annual Academic Memo

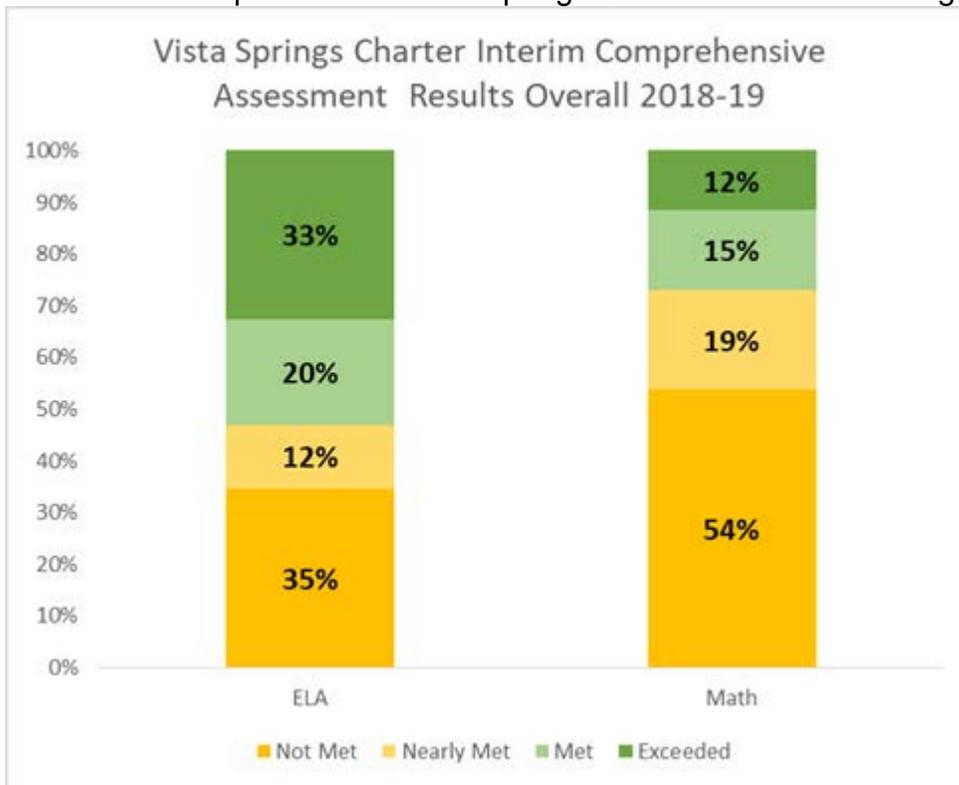
Presented to the SBE June 2019

Mission: Vista Springs' 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.

1) Based on the school's internal benchmark assessments, identify the greatest progress and greatest need.

Vista Springs Charter School (VSCS) has identified math as a particular area of need, particularly middle school math. English Language Arts performance is strong based on Interim Comprehensive Assessments (ICAs) but will continue to be monitored for performance.

Response from Vista Springs Charter



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

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

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

For Measure 1 and 2, Vista Springs students are participating in the CAASPP testing for grades 3-8 and 11, and i-Ready diagnostic testing in all other grades. Since this is the Charter’s first year, there is no comparable data at this time. However, year one overall and subgroup baseline data will be analyzed when available.

Measure 3 data is collected three times per year using our internal assessment tool, i-Ready. The scaled score growth results for Tier 1, Tier 2 and Tier 3 students have been analyzed after each administration, and significant growth has been identified for Tier 2 and Tier 3 students.

Summary MTSS Growth Data

Includes: SpEd, EL, RTI1, RTI2 and RTI3 and 9-12 intervention students

Overall i-Ready Reading Growth							Overall i-Ready Math Growth					
School	Tier 1	Tier 2	Tier 3	EL	SpEd	Total*	Tier 1	Tier 2	Tier 3	EL	SpEd	Total*
VSCS	17.5	28.1	30.7	26.1	29.9	25.9	14.7	16.9	23.2	17.4	20.0	18.9

**Average expected growth per year is 17 points.*

3) Provide a summary of progress made in meeting the schools’ first Local Control and Accountability (LCAP) deadline of July 1, 2019, including information on the ongoing process and stakeholder engagement.

VSCS has implemented a successful process for ongoing school improvement and stakeholder engagement through the LCAP. The school is currently holding an online stakeholder survey regarding the LCAP goals and resources, which is scheduled to close April 26th. The survey was disseminated to all staff and enrolled families via email and made available for all students. The survey is also available on the school website and via social media platforms for public participation. In addition, the school will also conduct a stakeholder engagement activity at the public May Board meeting to encourage additional input and data collection.

VSCS has made significant progress on the LCAP year 1 goals; the school expects to meet all 2018-19 goals by July 1, 2019. The school has six main LCAP goals, each with several specific tasks. Below is an overview of goal progress to date.

GOAL 1: Teaching and Learning - Maintain high quality, rigorous Common Core State Standards curriculum and instruction to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement through research-based practices and teacher training.

- Staff development topics have focused on literacy for TK-2 teachers, math for 3-5 teachers, NGSS for 6-8 teachers, and Writing for high school and CTE.

Response from Vista Springs Charter

- During Data Day professional development, teachers reviewed student iReady data, identified needs, set instructional goals, and created an action plan using provided resources for strategic implementation.

GOAL 2: High School - Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, increasing enrollment in A-G approved coursework and sequence, improving 11th grade CAASPP results, providing concurrent/dual enrollment opportunities, advertising Golden State Merit Diploma, and other specialized/personalized options.

- CTE pathways were revised to encourage pathway completion; CTE completers also receive a CTE Academic Honor Cord for graduation ceremony.
- New CTE Pathway (Cyber Security) and increased Internship opportunities were advertised during meetings, on school website, and through parent notifications.
- All 9th and 10th grade courses have been revised to be mastery-based.

GOAL 3: Safety and Culture - Improve student safety and school culture.

- School site is safe, clean, and organized.

GOAL 4: Technology - Increase course access and student engagement by utilizing 21st-century tools, resources, and materials.

- Chromebooks are available to all enrolled students (1:1).
- Teacher training on Ed Tech tools and Google Suite components.

Goal 5: Qualifying Students - Increase support for qualifying students. These include English Learners (EL), students with disabilities (SWD), foster youth, homeless youth, and socio-economically disadvantaged (SED).

- School uses services from National Center for Urban School Transformation (NCUST) to coach administrators on how to best support SED and EL subgroups.
- Portable WiFi devices are available to all qualifying families (SED, foster, homeless, EL).
- English Learner specific training occurs at all PLC meetings, plus two additional English Learner development events were held, and classroom walk throughs assess EL strategies and ELD time in the classroom.
- Assistant Classroom Educators (ACE) are placed in all K-5 classes as well as math classes in grades 6-8 to support low performing subgroups.

GOAL 6: Mission - Continue to support parent choice and personalized learning.

- The school has developed training resources for our Personalized Learning Continuum and Rubric. Teacher training, toolbox, and goal setting focus on the pedagogy and pillars of personalized learning (current focus on mastery learning, learner driven, and caring community).
- School counselors meet with high school students regularly to ensure 4-year planning and support students in their post-graduation goals.