California Department of Education

Charter Schools Division

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Attachment 28

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Vista Springs Charter (Charter #1968). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Vista Springs Charter 2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Vista Springs Charter School |
| School Address | 700 East Bobier Ave |
| City | Vista |
| ZIP Code | 92084 |
| Located in District | San Diego |
| County | San Diego |
| Website Address | www.springscs.org |
| County District School (CDS) Code | 37-77156-0137323 |
| Charter Number | 1968 |
| Current Charter Term Start Date | 7/1/2018 |
| Current Charter Term End Date | 6/30/2026 |
| Grade Levels Served | TK-12 |
| 2023–24 Enrollment | 247 |
| Instruction Type | Combination classroom-based and nonclassroom-based |

**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.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 21.5 |
| Foster Youth | 0.8 |
| Homeless | 6.5 |
| Socioeconomically Disadvantaged | 72.5 |
| Students with Disabilities | 14.2 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 2.8 |
| American Indian | 0.8 |
| Asian | 1.2 |
| Filipino | 0.4 |
| Hispanic | 69.6 |
| Pacific Islander | 0 |
| Two or More Races | 5.7 |
| White | 19.4 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 15.5 | Yellow |
| Suspension Rate | 3.4 | Green |
| English Learner Progress | 28.2 | Red |
| Graduation Rate | No data, fewer than 11 students | No Performance Color |
| College/Career | No data, fewer than 11 students | No Performance Color |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Orange | Below standard | 44.8 |
| Mathematics | Yellow | Below standard | 72.2 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 34.6 |
| Mathematics | 23.8 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

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

We achieved last year’s goal of decreasing our DFS in Mathematics by moving an average of 4.5 points closer to Standard. Our English Learner and Socio-Economically Disadvantaged subgroups were in the “maintained” column. While our Hispanic students increased 11.1 points. This demonstrates that the integrated vocabulary approach worked for our students whose ELAS is higher, but not for our students who score 1’s and 2’s on the ELPAC. For this reason, we hired an interventionist this year to work specifically with our English Learners and Socio-Economically Disadvantaged students to help them close their gaps. We also decreased the number of students chronically absent by 0.6%. We began to meet with families when students accumulated 10 absences to discuss barriers to attendance and brainstorm ways to remove the barriers. We have continued that practice again this year and are confident that we will continue to decrease this number.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter 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. After each diagnostic is complete, we analyze the data by classroom, grade level, and subgroup. That data informs what we celebrate, which highly effective strategies we share, and how we structure our MTSS interventions for our students. Our primary (TK-2) students’ skill development is tracked by ESGI. While ESGI is not on the Verified Data list, it is integral for tracking student growth, identifying what students need next, and providing practice options specific to each student’s needs.

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

Our greatest area of need is increasing the percentage of students who are in the At/Above grade level category for ELA. This need is both overall and also targets our English Learner and Socio-Economically Disadvantaged populations. While this is our greatest need, our need to do the same in math for the same populations is a close second.

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

To address these two goals, we have specifically targeted students in each of the subgroups mentioned above to participate in our after-school tutoring program. These students receive ELA support with Really Great Reading (targeting phonemic awareness and phonics), Read Naturally (targeting fluency), and Vocabulary instruction based on Dr. Rober Marzano’s work. These same students receive support in mathematics using Hands-on Standards, an intervention that uses manipulatives to help students understand the concrete images behind the abstract digits in mathematics. In addition, they get Spatial Temporal representations of math problems using ST Math. In addition to our after-school tutoring program, we have hired an interventionist who is focusing on increasing our English Learners’ proficiency in both reading and mathematics which will increase our ELPI score as well as decrease this subgroups’ DFS on CAASPP in the spring. Finally, we are looking to adopt the newest California edition of Ready Classroom Mathematics. This new curriculum includes Integrated ELD supports specific to each lesson, and has Spanish student materials available to help support our newcomers as they transition to using more English each day.

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

Provide a narrative response to the below question.

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

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 SY23 CAASPP ELA assessment,showed an overall increase of 12pp. Subgroup increases were: SWD +6pp, EL +1 pp, SED +12pp, Hisp +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 7pp.Subgroup increases were: SWD +4pp, EL -7%, SED +7pp, Hisp +3pp In a comparison of CAASPP ELA student performance from SY23 to SY24 school year, VSCS students did not make expected growth, both schoolwide and in specific subgroups. Results of the SY24 CAASPP ELA assessment,showed an overall decrease of 9pp. Subgroup increases were: SWD +1 pp, EL -11 pp, SED -5 pp, Hisp -5 pp. We did, however, make growth in ELA from SY 21 to SY 22. In comparison of CAASPP Math student performance from SY23 to SY24 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 1 pp.Subgroup increases were: SWD +0pp, EL +14%, SED +2pp, Hisp +4pp 2. VSCS will meet state calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years. SY 22 with 96% overall participation in math and ELA. SY23 VSCS 100% overall participation in math and ELA SY24 VSCS 99% 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 iReady, D1 to D3 % of students at or above grade level. In SY22-23 in Reading the % of students at or above grade level as measured by i-Ready increased 32% from 26% in the beginning of the year to 58% at the end of year. In SY22-23 in Math the % of students at or above grade level as measured by i-Ready increased 28% from 15% in the beginning of the year to 43% at the end of Year. In SY23-24 in Reading the % of students at or above grade level as measured by i-Ready increased 27% from 25% BOY to 52% EOY. In Math the % of students at or above grade level as measured by i-Ready increased 31% from 12% BOY to 43% EOY.

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

Goal #1: Teaching & Learning Action 1: Standards-Aligned Curriculum TK-8: The Instructional Support Department completed a comprehensive review assessing curriculum areas (ELA, Math, Science, etc.) and refining strategies. Findings will guide curriculum enhancements. High School: Curriculum improvements include academic vocabulary alignment and state assessment-style mastery assignments. Partnerships with community colleges provide opportunities for dual enrollment, while CTE pathways include articulated college credits. Action 2-4: ELA, Math & Science Achievement CAASPP data and other assessments inform interventions and the creation of internal dashboards for tracking student progress. For Science, NGSS-aligned "I CAN!" statements will be developed and refined with teacher feedback. Action 5: Teacher Credentialing Regular audits ensure credential compliance. Professional development addresses credential gaps, with collaboration between the school, CTC, and state agencies. Action 6-7: Technology Access All students have access to Chromebooks, and qualified students receive MiFi devices. Communication efforts for these programs will expand in 2024-25. Action 8: English Learner Program EL students receive targeted support through Tier II MTSS. Designated ELD materials are implemented, with professional development provided. A successful pilot curriculum will expand to additional programs. Action 9: Assistant Classroom Educators (ACEs) ACEs receive specialized training in personalized learning, small group instruction, and interventions for diverse student needs. Training includes tools like Lexia, Reading Plus, and Symphony Math. Action 10: Students with Disabilities IEPs are implemented across all settings. Professional development focuses on data-driven instruction and inclusive practices. Programs like COMPASS and PASSPORT continue successfully, with parent engagement through collaborative meetings. Action 11: College & Career Readiness A pre-apprenticeship program prepares seniors for the workforce, while middle school CTE exploration increases pathway participation. New CTE A-G courses and expanded dual-enrollment opportunities support college readiness. Goal #2: Safety Action 1: Safe, Clean Facilities Facilities maintain Level 3 security or higher. Preventative maintenance, including HVAC assessments, is underway, with a Facility Condition Assessment guiding budgets. Action 2: Whole Child Support STAR Teams focus on connecting students with significant needs to supportive adults, leveraging the “Connect the Dots” activity. Action 3: Nutrition Services All sites implement a universal breakfast program under CEP, ensuring free meals for all students. Goal #3: Mission Action 1: Attendance & Chronic Absenteeism The "Belonging" committee analyzes metrics like absenteeism and engagement to foster a sense of belonging among students and staff. Action 2: Parent Engagement Four DELAC and SSC meetings provided forums for parent input on LCAP goals and student achievement. Engagement activities, such as SPREE events and orientations, connect families to the school community. Action 3: Community Engagement Marketing efforts include bilingual materials, community events, social media, and various media platforms. Action 4: Graduation & Dropout Rates Senior schedules are reviewed to ensure graduation readiness, with additional support for college and career indicators. Annual program meetings track progress toward goals.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter school is doing to increase community input.

Increasing Community Input: The charter school is actively seeking and incorporating community input throughout the 2024-25 school year. Key initiatives include: Student/Parent/Staff Survey: The annual online survey is currently underway. Data from previous surveys has been instrumental in guiding program improvements and identifying areas of success. This ongoing feedback mechanism allows the school to continuously adapt and refine its offerings based on the needs and priorities of its diverse community. Enhanced Parent Engagement: The school is committed to fostering strong parent-school partnerships through a variety of engagement opportunities. These include: Regular meetings and orientations: Providing platforms for open dialogue and information sharing between parents and school staff. Informal "coffee chats": Creating relaxed and accessible spaces for parents to connect with each other and school administrators. SPREE events: Organizing engaging events like Student Parent Regional Educational Events (SPREE) that focus on student well-being and provide valuable resources for homeschooling families. Over 200 parents have already benefited from these enriching experiences. On-site parent events: Committing to at least two on-site events annually to facilitate direct interaction and community building within the school environment. Robust School Governance: The school maintains active and inclusive governance structures to ensure community voice is represented in decision-making processes. The inaugural meeting of the District English Learner Advisory Committee (DELAC) was held on November 6, 2024, providing a dedicated platform for the English Learner community to contribute their perspectives. The upcoming School Site Council meeting on January 30, 2025, will feature a dedicated discussion on the Local Control Accountability Plan (LCAP), allowing for further community input and refinement of school goals. By implementing these strategies, the charter school is demonstrating a strong commitment to fostering a culture of open communication and collaboration with its diverse community. This ongoing engagement will ensure that the school's programs and services continue to effectively meet the unique needs and aspirations of all students.

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

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#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

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###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
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