Vista Springs Charter

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Kathleen Hermsmeyer, Superintendent

⦿ Principal, Vista Springs Charter

About Our School

Welcome to Vista Springs Charter School's School Accountability Report Card. On behalf of the faculty and staff, I thank you for taking the time to learn about our wonderful school. Our mission is to empower our students, engage their parents, and foster innate curiosity by personalizing the learning experience for each student.

Vista Springs Charter School is a K-12th grade charter school redesigning the public school experience. The school offers a fully-supported K-12 homeschool program as well as an innovative classroom-based program in Vista. In either program, our students have a personalized academic program. We believe that the community is our classroom, which requires that students have access to the community. We provide numerous community enrichment experiences such as field trips and small-group classes for elementary students, community service in middle school, and career internships and courses for high school.

Our school is WASC accredited in all grade levels. The school's action plan is in line with the Graduate Learner Outcomes, focusing on creating Independent Learners, Capable Communicators, Analytical Thinkers, and Noteworthy Citizens (I CAN!).

Our a-g approved course list meets the requirements of California's UC and CSU systems, in addition to a wide range of private schools and out-of-state options. Our goal for all students is to graduate from our school with a college-ready transcript, a completed career-technical pathway certificate in their interest area, two years of internship experience in their interest areas, and at least 6 community college credits, earned through concurrent enrollment, dual enrollment, or articulated classes offered through our own instructors.

It is an honor and a privilege to serve our families who are so devoted to empowering their children and personalizing the learning experience to meet their needs and interests.

For more information about our school, please take a look at our website at www.springscharterschools.org or contact us at receptionist@springscs.org.

Sincerely,
Dr. Kathleen Hermsmeyer
Superintendent

Vista Springs Charter School Student Center

- Vista Student Center https://springscs.org/programs/vista-area/vista-student-center

Contact

Vista Springs Charter
700 East Bobier Ave.
Vista, CA 92084-3804

Phone: 951-252-8800
Email: receptionist@springscs.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	SBE - Vista Springs Charter
Phone Number	(951) 252-8800
Superintendent	Kathleen Hermsmeyer
Email Address	receptionist@springscs.org
Website	www.springscharterschools.org

School Contact Information (School Year 2019—20)	
School Name	Vista Springs Charter
Street	700 East Bobier Ave.
City, State, Zip	Vista, Ca, 92084-3804
Phone Number	951-252-8800
Principal	Kathleen Hermsmeyer, Superintendent
Email Address	receptionist@springscs.org
Website	www.springscharterschools.org
County-District-School (CDS) Code	37771560137323

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

Vista Springs Charter School is a parent choice school where the community is our classroom. Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student. Through choice of curriculum, teachers, and program the educators and participants of Vista Springs Charter School believe that the best learning occurs when:

- The parent is directly involved in the teaching / learning process

- Learning styles are tailored to each individual student's needs.

- One-to-one teaching is the primary arrangement.

- Real life "context-based" learning is emphasized.

- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology.

- The entire community serves as the school campus.

The Vista Springs Community

Vista Springs Charter School (VSCS) is authorized by the State Board of Education and began serving students in August 2018. During the 2018-19 school year, the charter was granted initial WASC accreditation for grades TK-12. VSCS serves students residing in San Diego, with authorization to serve students in the contiguous counties. Of over the 150 students served by VSCS the majority reside in San Diego County (87.3%) and a small population resides in Orange county (10.8%), a few students reside in San Bernardino County (1.3%), and one student is in Riverside County (<1%).

Program Options
VSCS offers 4 program options for students: Homeschool (TK-12), Keys Independent Study High School (9-12), Mosaic Hybrid Academy (TK-8), and La Fuente Dual Immersion Academy (K-8 seat-based). Detailed program descriptions and contact information can be found on the school's website:

Homeschool: https://springscs.org/programs/homeschool/homeschool-tk-12
Keys High: https://springscs.org/programs/homeschool/keys-college-career-prep
Mosaic: https://springscs.org/programs/vista-area/vista-student-center/la-fuente-dual-immersion-copy
La Fuente Dual Immersion: https://springscs.org/programs/vista-area/vista-student-center/la-fuente-dual-immersion

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	27
Grade 1	18
Grade 2	16
Grade 3	13
Grade 4	9
Grade 5	13
Grade 6	8
Grade 7	11
Grade 8	13
Grade 9	8
Grade 10	10
Grade 11	3
Grade 12	7
Total Enrollment	156
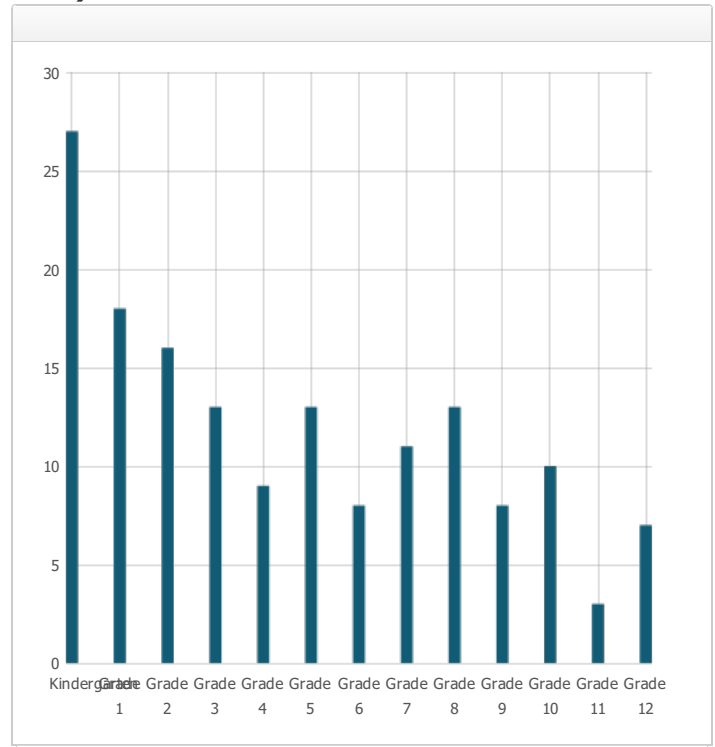
Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.60 %
American Indian or Alaska Native	0.60 %
Asian	%
Filipino	%
Hispanic or Latino	65.40 %
Native Hawaiian or Pacific Islander	1.90 %
White	26.30 %
Two or More Races	5.10 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.80 %
English Learners	16.70 %
Students with Disabilities	5.80 %
Foster Youth	%
Homeless	8.30 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	0	24	36	
Without Full Credential	0	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
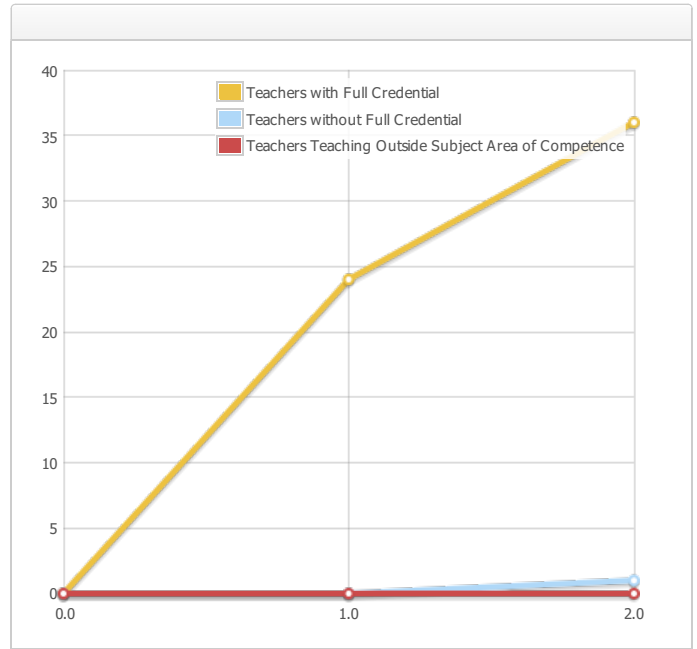
Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
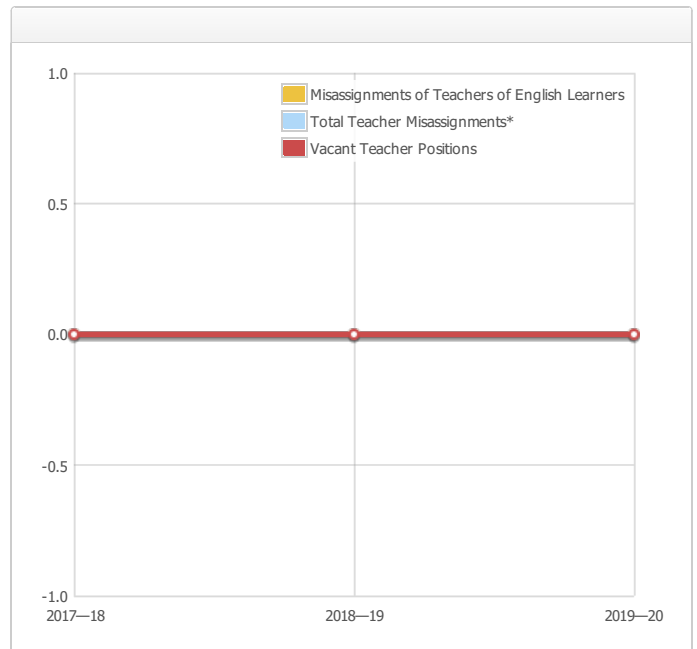
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

As a Charter School, Vista Springs is exempt from the adoption requirement. Vista Springs currently has 0% of students lacking instructional materials.

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	As a Charter School, Vista Springs is exempt from the adoption requirement. Vista Springs currently has 0% of students lacking instructional materials.		0.00 %
Mathematics	As a Charter School, Vista Springs is exempt from the adoption requirement. Vista Springs currently has 0% of students lacking instructional materials.		0.00 %
Science	As a Charter School, Vista Springs is exempt from the adoption requirement. Vista Springs currently has 0% of students lacking instructional materials.		0.00 %
History-Social Science	As a Charter School, Vista Springs is exempt from the adoption requirement. Vista Springs currently has 0% of students lacking instructional materials.		0.00 %
Foreign Language	As a Charter School, Vista Springs is exempt from the adoption requirement. Vista Springs currently has 0% of students lacking instructional materials.		0.00 %
Health	As a Charter School, Vista Springs is exempt from the adoption requirement. Vista Springs currently has 0% of students lacking instructional materials.		0.00 %
Visual and Performing Arts	As a Charter School, Vista Springs is exempt from the adoption requirement. Vista Springs currently has 0% of students lacking instructional materials.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/30/2020

School Facility Conditions and Planned Improvements

Vista Springs Charter School has one student center, which is used for academic classes for academy students, enrichment classes for homeschooled students, and additional space for meetings, specialized student services, and special school events.

The Vista Springs facility is used for professional development meetings, testing and resource, special education, and language services. The facility is leased, safe, clean and in good repair.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: March 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: March 2019

Overall Rating	Good

Last updated: 1/30/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)					50%	50%
Mathematics (grades 3-8 and 11)					38%	39%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	65	95.59%	4.41%	46.15%
Male	32	32	100.00%	0.00%	37.50%
Female	36	33	91.67%	8.33%	54.55%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	44	41	93.18%	6.82%	34.15%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	20	20	100.00%	0.00%	70.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	57	55	96.49%	3.51%	40.00%
English Learners	20	20	100.00%	0.00%	25.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	65	95.59%	4.41%	26.15%
Male	32	32	100.00%	0.00%	28.13%
Female	36	33	91.67%	8.33%	24.24%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	44	41	93.18%	6.82%	17.07%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	20	20	100.00%	0.00%	40.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	57	55	96.49%	3.51%	23.64%
English Learners	20	20	100.00%	0.00%	10.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

1. Transportation Industry Sector
The Transportation sector is designed to provide a foundation in transportation services for all industrial technology education students in California. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Aviation and Aerospace Transportation Services, Collision Repair and Refinishing, and Vehicle Maintenance, Service, and Repair. The standards are designed to integrate academic and technical preparation and focus on career awareness, career exploration, and skill preparation in the three pathways. Integral components include classroom, laboratory, hands-on contextual learning, and project- and work-based instruction as well as internship, community classroom, cooperative career technical education, and leadership development. The Transportation sector standards prepare students for continued training, postsecondary education, and entry to a career.

Systems Diagnostic, Service and Repair Pathway this pathway provides learning opportunities that prepare students for postsecondary education and employment in the transportation industry. This includes, but is not limited to, motor vehicles, rail systems, marine applications, and small engine / specialty equipment. Foundational knowledge and skills are provided through a focus on aviation maintenance and industry support through the following courses.

- CTE Maintenance & Repair Vehicle Systems (Concentrator) – This course focuses on teaching students the components and operations of various vehicle systems such as electrical / electronic, hydraulic, cooling, etc. for internal combustion engine driven vehicles with an emphasis on theory, proper use of tools, and safety using extensive hands-on activities in the classroom.
- CTE Maintenance & Control Vehicle Systems (Capstone) – The course focuses on the operation and maintenance of a repair facility to include hazardous material control, business applications, customer service, reporting, and maintenance work order flow from acceptance to delivery.

(Note: Depending on location, the above courses could focus on automobile or aircraft.)

2. Health Science and Medical Technology Industry Sector
This industry sector provides the academic and technical skills and knowledge students need to pursue a full range of career opportunities in health science and medical technology from entry level to management.

Healthcare Administrative Workers Pathway include site administrators, managers, attorneys, receptionists, secretaries, billing and coding specialist, health informatics technicians, accountants, managers, and other knowledge workers that support the process of patient care. Health care administrative workers are the invisible backbone of health care; without appropriately skilled worked in these fields, health care systems could not function. The focus of River Springs Charter School is billing and coding specialists. Courses offered include:

- CTE Medical Terminology (Concentrator) – teaches students correct medical terms and phrases based on the systems of the human body – circulatory, respiratory, etc. This course is articulated with Mira Costa Community College and San Bernardino Valley College.
- CTE Medical Billing and Coding (Capstone) - Billing teaches student how to bill insurance and patients based on the coding provided – again using industry standard software. Coding focuses on tracking patient services and diagnosis using CPT and ICD-10 codes using industry standard software applications to ensure that all services provided are documented for payment by insurance companies and electronic medical record documentation for patients. This course is articulated with San Bernardino Valley College.

Patient Care Pathway is designed for students to become knowledgeable of occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway. Courses offered include:

- CTE Anatomy and Physiology w/Lab (Concentrator) – This course is designed to give the student interested in medical careers a working knowledge of the human body. This course is articulated with Crafton Hills College.
- CTE Treatment and Care (Capstone) - This capstone course provides the patient care pathway students the opportunity to learn hands on skills related to

patient assessment, acute care, and long term care plans.

3. Engineering and Architecture Industry Sector

The Engineering and Architecture Industry Sector is designed to provide a foundation in engineering and design for students in California. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in five pathways. To prepare students for continued training, advanced educational opportunities, and direct entry to a career, the engineering and design programs offer the following components: classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; internship, community classroom, and cooperative career technical education; work experience education; and leadership and interpersonal skills development.

Engineering Technology Pathway provides learning opportunities for students interested in preparing for careers in the design, production, and maintenance of mechanical, telecommunications, electrical, electronics, and electromechanical products and systems. Courses offered include:

- CTE Systems Engineering (Concentrator) – students learn the engineering design process and are introduced to engineering technologies that include electricity/electronics, solar power, mechanization, force/motion, technical communications, and robotics.

- CTE Mechanical Engineering Design w/CAD (Capstone) – using mechanical engineering design course content to support real-world Computer Aided Drafting project-based learning challenge using SketchUp, SolidWorks and/or student provided CAD software, if desired. This is an articulated course with Mount San Jacinto College.

4. Business and Finance Industry Sector

Persons trained in fields such as accounting, marketing, management, banking, advertising and finance will find that their skills are highly marketable. Students master basic accounting principles and procedures before proceeding to the career path specializations. The specializations emphasize concepts of accounting and finance, including computer applications, taxes, investments, and asset management. Because almost every business organization has an accounting component, students with knowledge of accounting will find that opportunities exist in many other career paths in addition to those in finance and business.

Business Management Pathway Students learn how to design, install, maintain, and use general accounting systems and prepare, analyze, and verify financial reports and related economic information to help make important financial decisions for an organization. Accounting is an essential aspect of every business institution and organization. Analysis of business transactions, preparation of financial statements, and knowledge of accounting systems are critical to all business operations. Employment of accountants and auditors is expected to grow as fast as the average growth rate for all occupations in the future. Courses offered include:

- CTE Introduction to Business (Concentrator) – This course provides an overview of all functional areas of business as well as core business concepts relating to organizational structure, finances, ethics, basic economics, and managerial practices. It covers the very latest trends in marketing, including green marketing, marketing uses of social media, e-marketing, and global marketing. This course is articulated with Mira Costa Community College.

- CTE Business Management (Capstone) – This course prepares students to perform marketing and management functions and tasks associated with starting, owning, and operating a business. Students learn the principles and methods of organizing a business firm or combining resources to produce goods and services, taking account of costs, profits, and the nature and extent of competition in markets. Content includes organizational theory, human resources, management principles and styles, policy and strategy formation, planning and development, and economic theory and practice.

5. Marketing, Sales and Services Industry Sector

The Marketing, Sales, and Services sector is designed to align career-path course work with current and projected employment opportunities. There is a basic business foundation in this sector: marketing and innovation are two major competitive issues for business today. Marketing includes the processes and techniques of identifying, promoting, and transferring products or services to consumers and is a function of almost every business. It exists within an environment of rapidly changing technology, interdependent nations and economies, and increasing demands for ethical and social responsibility.

Entrepreneurship/Self-Employment Pathway develops knowledge and skills common to entrepreneurs and entrepreneurship, including the human characteristics vital for entrepreneurial thinking in a twenty-first-century global world. Entrepreneurial thinking may be applied to all industry sectors. The performance indicators provide business knowledge and skills required for entrepreneurs, as well as intangible skills and knowledge such as creativity and innovation skills. Courses offered include:

- CTE Marketing and Advertising (Concentrator) – This course covers the very latest trends in marketing, including green marketing, marketing uses of social media, e-marketing, and global marketing. This course is articulated with Mira Costa Community College.

- CTE Entrepreneurship & Self-Employment (Capstone) - This capstone course content builds on previous course content and may focus on advanced strategies and Entrepreneurial concepts that culminate in this final course of the Entrepreneurship/Self-Employment pathway sequence. Students will develop knowledge and skills common to entrepreneurs and entrepreneurship, including the human characteristics vital for entrepreneurial thinking in a twenty-first-century global world. The performance indicators provide business knowledge and skills required for entrepreneurs, as well as intangible skills and knowledge such as creativity and innovation skills.

6. Arts, Media, and Entertainment Industry Sector

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction and development because the

work in this sector has a propensity to be largely project-based, requiring uniquely independent work and self-management career skills. New technological developments are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both in-depth and broad academic preparation as well as the cultivation of such intangible assets as flexibility, problem-solving abilities, and interpersonal skills. Careers in the Arts, Media, and Entertainment sector fall in three general pathways: Media and Design Arts, Performing Arts, and Production and Managerial Arts. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of postsecondary, collegiate, and graduate training or apprenticeship it may require.

Learning the skills and knowledge for creating, refining, and exhibiting works of art promotes teamwork, communication, creative thinking, and decision-making abilities—all traits needed to function successfully in the competitive and media-rich twenty-first century. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them.

Media and Design Arts Pathway includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express them self through manipulation of physical objects. Courses offered include:

- CTE Introduction to Photography (Concentrator) – This is a beginning photography course. No prior knowledge of photography is needed or expected. Students will learn basic photographic principles relevant to digital photography as well as beginning digital techniques. The class will also stress image composition. The purpose of this class is to learn how to create photographs with technical and aesthetic quality. This course is articulated with Mira Costa Community College.

- CTE Digital Art and Design (Capstone) – This course introduces students to the field of digital imaging and electronic photographic manipulation using Adobe Photoshop. Emphasis is placed on developing strong software and digital imaging skills plus reinforcement of design and creative skills. This will be accomplished through a series of progressively challenging assignments, which mirror professional studio projects. This course is articulated with Crafton Hills College.

Gaming Design Pathway students prepare for careers within the game design industry and in related technical fields. Students will develop foundational knowledge in game design, animation, graphics, and computer software and hardware. They will apply skills in Mathematics, Physics, English Language Arts, Social Science, and Entrepreneurship. Most importantly, students will learn the twenty-first century skills of creativity, critical thinking, communication, collaboration, and technical expertise, which will increase employment capacity across the job market. In the Game Design and Integration Pathway students prepare for both entry-level employment and additional postsecondary training needed for advancement in the highly competitive game design industry. They prepare for occupations such as Game Tester/Analyst, 2-D and 3-D Animator, Storyboard, Level Artist, Texture Artist, Cinematic Artist, Game Designer, Game Programmer, and Production Team Manager. Students completing this pathway develop the skills and knowledge to be creative partners in video game design while building capacity for employment in all areas of the creative workforce. Courses offered include:

- CTE Introduction to Game Design (Concentrator) – Students learn the basics of game design and what makes a game fun. They explore fundamental concepts such as concept art, story writing, game design, level design, 3d modelling, lighting, special effects and more. Students will begin to design their own video game concept in class and work as a team to produce their very own game.

- CTE Intermediate Game Design (Capstone) – In this course students will further develop their skills in game design. Work will be specialized and project based according to each student's personal interests and role of the development team. Intermediate concepts learned in this class include game programming, particle effects, AI, rigging, shader design, texturing, intermediate modeling, and more. Students are encouraged to develop their skills based on available job prospects. This class is heavily team oriented. Students will continue making their game from Introduction to Game Design and/or create a whole new video game.

7. Education, Child Development, and Family Services Industry Sector

The Education, Child Development, and Family Services sector provides students with the academic and technical preparation to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses four distinct, yet interrelated, career pathways: Child Development, Consumer Services, Education, and Family and Human Services. The Child Development pathway provides students with the skills and knowledge they need to pursue careers in child care and related fields, and the Education pathway emphasizes the preparation of students to become teachers. The Consumer Services pathway gives students the employment and management skills needed in careers that involve helping consumers. The Family and Human Services pathway provides students with skills needed for careers related to family and social services. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development—for example, through FHA-HERO, the California affiliate of Family, Career and Community Leaders of America (FCCLA). Standards in the Education, Child Development, and Family Services sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

Family and Human Services Pathway will likely be driven by an increasing demand for family assistance. Students learn employment and management skills, such as positive guidance, professional behavior and standards, and laws and regulations related to the field. Students also learn about nutrition, health, aging, and safety. Courses offered include:

- CTE Human Development (Concentrator) – This course is for those interested in a career in Family and Human Services. Students in this course will learn about the psychological, sociological and biological stages of humans from birth to death. Students will explore the various stages of development throughout the lifespan and how to support the needs of humans in each stage. The class will emphasize the tools for maintaining overall emotional and physical health and wellbeing. The purpose of this class is to learn the skills for serving families and individuals.

- CTE Human Services (Capstone) - This course expands on the comprehensive core and prepares students to understand the principles of personal and family health care and the importance of responsible behavior. Instruction includes good health habits, positive mental attitudes, management of stress, good nutrition, body systems, substance use and abuse, family life, managing manipulation, relationships, pregnancy, diseases and infections, safety and emergency care and maintaining a healthy environment. This course may meet a local health requirement and provides a solid background for home economics-related careers.

8. Public Services Industry Sector

A public service is one that is provided by government to its citizens, either directly or through the financing of another entity to provide that service. Careers in public service are unique because they center on challenging issues that define the public agenda and involve the provision of vital services to the public—from local to international levels. Public service professions offer many career opportunities, including the following career pathways: Public Safety, Emergency Response, and Legal Practices. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, skill preparation in the industry, and preparation for post¬secondary education and training. Knowledge and skills are learned and applied within a sequential, standards-based pathway program that integrates classroom, laboratory, and project- and work-based instruction. Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry-level employment.

Public Safety Pathway prepares students with a broad-based foundational knowledge in careers that involve public safety. The educational foundation will assist students who wish to pursue related professional training at the postsecondary level. Students will gain experience through classroom instruction, hands-on training, and community exercises. The evolving integration of state public safety organizations, their connections with federal and state intelligence and security agencies, interoperability and coordination of effort, and the shared mission to protect the public in a post-9/11 world are areas of emphasis for the pathway. The careers included in this pathway primarily address law enforcement services, homeland and cyber security services, and correctional services. Courses offered include:

- CTE Public Safety 1 (Concentrator) – CTE Public Safety 1 prepares students with a broad-based foundational knowledge in careers that involve public safety and service. It will cover the history, contexts, and practices of public safety. Students will define public safety in a global context and reflect on their past and future roles. A student will gain experience through classroom instruction, hands-on training, and community exercises. The evolving integration of state public service organizations, their connections with federal and state agencies and interoperability and coordination of efforts will be covered. Career exploration will include public safety, law, security, forensics, and military and will increase the skills needed to enter some form of public service and safety work.

- CTE Criminal Studies (Capstone) – Students will focus on the shared mission of state, federal and international safety agencies in safeguarding the public and property. They will learn about how laws safeguard the public and be introduced to the state and federal court system as well as the role of law enforcement in the justice system. Protective services policies and procedures will be explored.

9. Hospitality, Tourism and Recreation Industry Sector

The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development such as that offered through FHA-HERO, the California affiliate of Family, Career and Community Leaders of America (FCCLA). Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

Hospitality, Tourism and Recreation Pathway integrates various facets of the hospitality industry: lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions; and recreation. Students engaged in this pathway have broad experiences related to the specific industry segments, including: industry awareness; organizational management; customer service; sales and marketing; facilities management; lodging; travel destinations; and reservations, ticketing, and itineraries. Courses offered include:

- CTE Hospitality, Tourism and Recreation (Concentrator) – In this course, students define the hospitality, tourism, and recreation industry and examine characteristics needed for success in that industry. Students will learn the basic skills needed in communication, cash handling and non-cash handling, and customer service that meet industry standards. Students will be able to apply their knowledge of basic skills to obtain an entry level job in lodging, recreation, travel event planning, and theme park occupations.

- CTE Travel and Tourism Operations (Capstone) - This capstone course prepares students with the skills, attitudes, and knowledge needed for employment in the lodging industry, travel-related service occupations, and/or theme parks, attractions, outdoor recreation, and exhibitions and event-planning. Topics covered include lodging terminology; the history of lodging; marketing; property management; guest psychology and relationships; lodging operations; food and beverage services; convention services; business management; industry awareness and policies; security and emergency procedures; salesmanship and guest satisfaction; computer applications; geography; culture and customs; reservations and ticketing; travel itineraries; international travel; and technology used in the industry. Additional instruction could include trade shows, fairs, and conferences; outdoor recreation and management; financial transactions; tourism; client information and planning specialized events to include themes, timelines, budgets, target audiences, objectives, agendas and public relations related to support services within the lodging industry.

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/30/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	86.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Our school's core mission is centered on parent involvement and personalized learning for each student. A variety of strategies are used to encourage parental and community involvement with the teaching and learning process. Graduate Learning Outcomes (GLOs) are inherent in the opportunities that students participate in, especially using the community as the classroom.

We support our mission statement that the community is the student's classroom in all programs. School staff includes a field trip coordinator who arranges group and reduced cost trips for our students school-wide. Academy and homeschool students have the opportunity to attend a number of field trips each year. Our list of field trips include the Tolerance Museum, Aquarium of the Pacific, EdFly (indoor sky diving), Science Center, Riley's Farm, Western Center for Archeology and Paleontology, Huntington Library, Science Camp, Sam Maloof Museum, LA County Fair, Living Desert, Aquarium of the Pacific, Indian Canyons, Renaissance Fair, Ocean Classroom, Space/Astro Camp, and Catalina Island camping.

Homeschool students have the opportunity to attend over fifty regional field trips at no additional cost to them. These trips include those listed above. We also have a wide range of vendors providing educational opportunities for our homeschool students.

Students participate in their local communities in a variety of ways with regular involvement in community fundraisers and events. Our students use community resources as an extension of the classroom and celebrate with the members of their particular community. Students participate in local career and vocational opportunities, and Career Technical Education (CTE) Pathways including transportation, health, engineering, business, performing arts and information technology. Academy programs welcome community speakers and presentations including the following: Fire Department, NASA, "Red Ribbon Week" participation including bringing speakers into the classroom, career discussion with local business people, police departments presentations, Animal Samaritans, Cahuilla Indian speakers, Living Desert Reserve speakers, representatives from local colleges, and community-sponsored events.

Community fundraisers and events include the following: "Coins for Commodes, "Adopt a U.S. Soldier," 2nd Harvest Food Bank Canned Food Drive, "Hoops for Hope," Ronald McDonald House cards and donations, fundraising for Woodhaven Ranch: Animal Sanctuary, Earth Day events (bringing vendors to the school to educate students and parents) and "Toys for Tots."

Our students participate in competitions such as California History Day, Science Fair, Spelling and Bee at all state levels, Karate competition at all state levels, Robotics, and Lego League.

Our teachers are the first step in effectively involving the parents and community as active partners in the teaching/learning process. We offer a wide range of educational opportunities for parents including monthly in-services for Homeschool parents, workshops, notification of community events, high school outreach, PTSO opportunities offered at student centers, and networking opportunities.

We have a variety of communication strategies used to ensure involvement of parents and the community such as online community connection resources, Daily Refreshments with teaching tips, telecommunications, newsletters at the school and local levels, school advisory council meetings, PTSO meetings, Governing Board meetings, and RTI collaborative communication process between parents and staff to address individual student achievement.

Non-English speaking parents are involved in ELAC, PTSO, and as parent volunteers. We provide translators for school-sponsored events, parent-teacher conferences, and for communication between school and home. Our certificated staff is credentialed in CLAD or SDAIE teaching strategies to provide ELD support to our EL students. We also have bilingual teachers, education specialists, and counselors to serve our non–English speaking parents.

The school produces a monthly Internal News Bulletin for its staff and hosts an annual curriculum conference for staff and homeschool parents. The conference provides opportunities for networking, previewing curriculum from our vendors, engaging in hands-on workshops and listening to guest speakers addressing topics in education.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	--	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
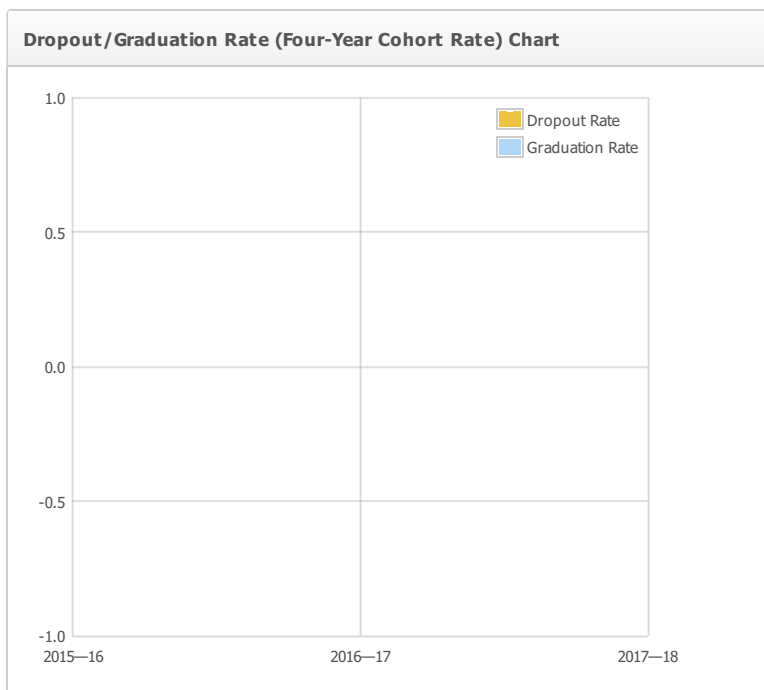
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/30/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	0.00%	--	--	0.00%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	--	--	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

Vista Springs has a comprehensive safety plan. For the current school site safety plan, please contact our Safety and Risk Management Department.

Last updated: 1/30/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Vista Springs offers two distinct programs; one is a non-classroom-based homeschool option, the other is seat-based program in Vista, CA. Data below pertains only to the seat-based program.

The school has 6 multi-grade classes that are broken up in the following way: (1) TK/K class, (1) KN/1 class, (1) grades 1/2 class, (1) grades 3/4 class, (1) grades 5/6 class, (1) grades 7/8 class. Each class had 25-29 students.

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	0	1	0
1	19.00	2	0	0
2	20.00	2	0	0
3	20.00	2	0	0
4	20.00	2	0	0
5	20.00	2	0	0
6	30.00	0	1	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00	0	1	0
Mathematics	30.00	0	1	0
Science	30.00	0	1	0
Social Science	30.00	0	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	156

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9835.34	$3071.79	$9835.34	$55748.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

Vista Springs Charter School is a fully-functioning independent direct-funded public charter school. The school supplies all services necessary for students including, but not limited to: Special Education (IEP), 504 Plans, Title I (Free/Reduced), Title III (English Learner), and other student support necessities.

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
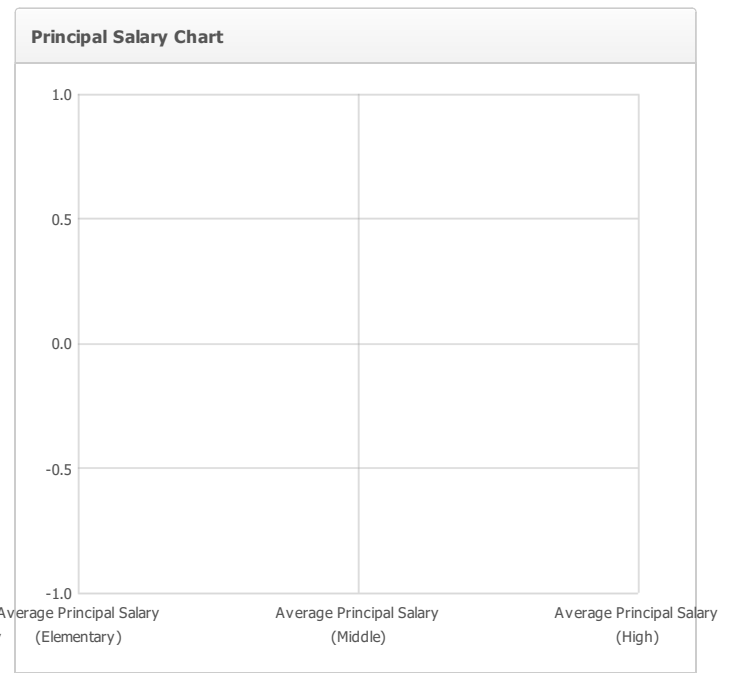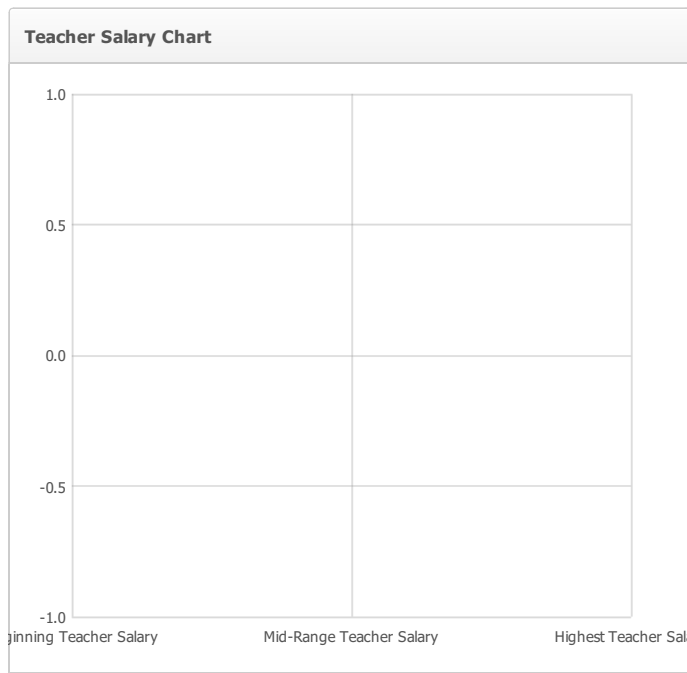
Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	0	10	10