



ANNUAL **REPORT 2024**

San Diego County Office of Education
Charter School Services
charterschools@sdcoe.net
www.sdcoe.net/charter



WELCOME TO OUR YEARLY **ANNUAL REPORT**

The Self-Assessment for the Otay Ranch Academy for the Arts highlights our personalized learning environment, the areas in which we excel, and how we have been focusing on improving academic growth and achievement for all students. Our accomplishments this year include creating a stronger community for our students by focusing on the importance of empathy, respect, and kindness, and increasing our understanding and use of trauma-informed practices. We continue to improve our MTSS supports for all tiers and focus on more effectively teaching our students with Special Needs and English Language Learners. In addition, we have adopted new curricula for English Language Development, Social Emotional Learning, and improved our use of intervention programs for all students. To improve student achievement, we continue to utilize resources from the State such as FIA's and IABs to help students acclimate to the structure of the CAASPP, while also teaching the academic vocabulary necessary for students to understand what they are being asked on assessments and using IReady resources to personalize the learning for all students to help close the gaps in learning that widened during COVID. We continue to focus on arts integration, we believe that learning can be fun and challenging at the same time. We are committed to improving student learning and refining our practice as educators to better meet the diverse needs of our students.

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CHARTER SCHOOL **INFORMATION**

MISSION & VISION STATEMENT

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. Springs Charter Schools was created and is operated by parents. We understand that every child is on a personalized educational journey. Our talented teachers work hard to incorporate a rich diversity of skills development, curriculum, and extracurricular activity into each day. And our staff works hard to direct our school's resources where our students need them most. We value: Parent choice and involvement, Using the community as the classroom, Fostering a child's innate creativity, Collaborating to achieve goals, Building relationships, Personalizing learning. As a charter school, we are part of the solution to a better education system. We are dedicated to ensuring that we leave no students behind!

SCHOOL INFORMATION

Name:	Pacific Springs Charter Schools
Website:	www.springscharterschools.org
Email:	kathleen.hermsmeyer@springscs.org
Phone:	(951) 252-8800

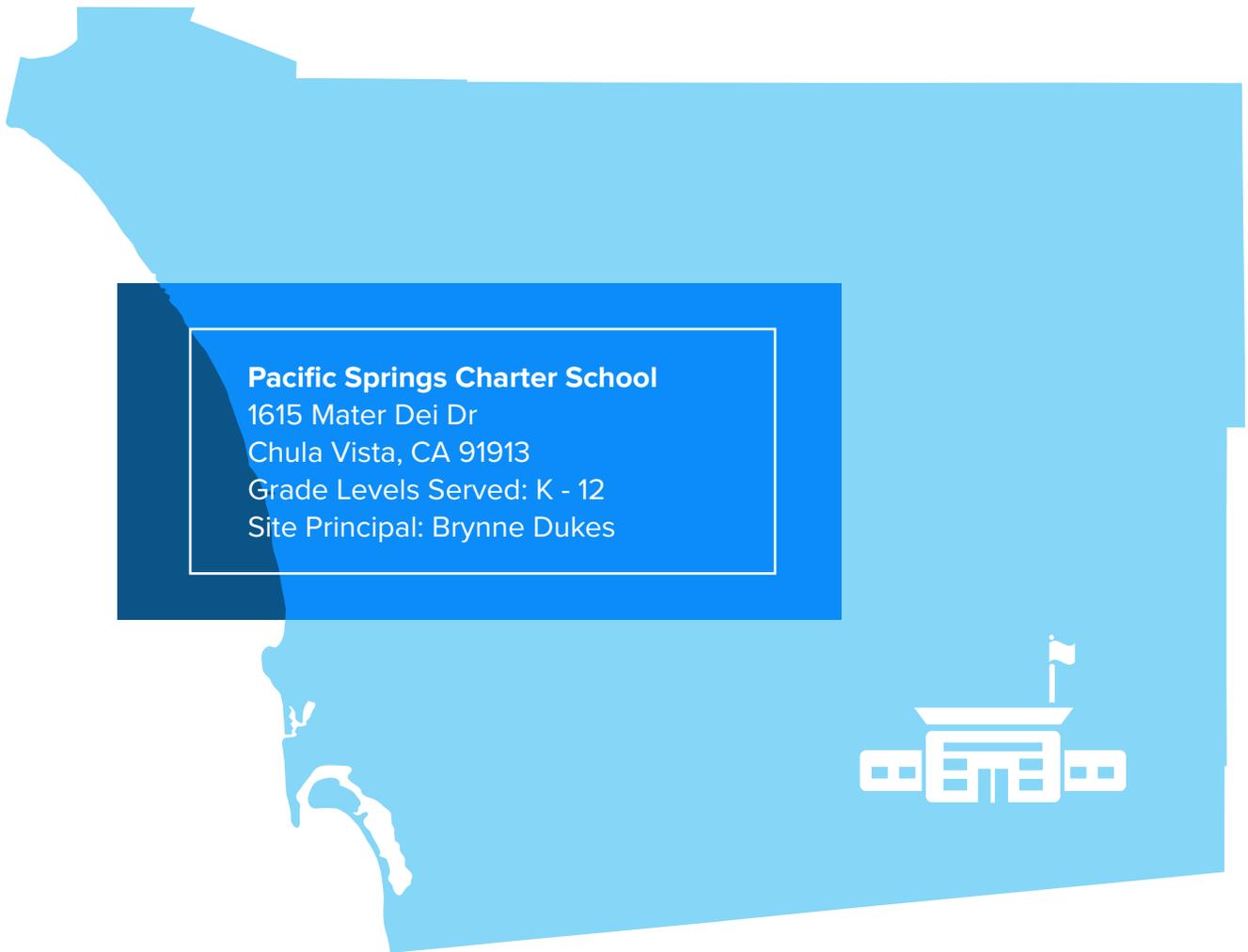
SCHOOL AUTHORIZATION

Current Charter Term:	July 1, 2021 - June 30, 2027
CDS Code:	37103710138016
California Charter Number:	1989
School Accountability Report Card:	2022-23 SARC

SCHOOL LEADERSHIP

Superintendent:	Dr. Kathleen Hermsmeyer
Principal:	Brynne Dukes
Assistant Leader:	Melissa Maguire
Office Operations Manager:	Tami Foster

PHYSICAL **LOCATIONS**



EXECUTIVE SUMMARY

The last two years we focused on intentionally supporting mental health, school culture, and discipline needs. Now that our culture is stabilized, we are working diligently to refine academics.

We are proud of being an arts-integrated school with full-time Art and Music teachers as well as art integration within the core curricula. Art is essential and is a core element of our vibrant program. Art allows students to build empathy, express their emotions, and access the curriculum on a deeper level. We are a school community focused on family and supporting the whole child. We are proud of our positive, trauma-informed culture developed over the last few years. We have started the process to become nationally accredited as a trauma-informed school and aim to achieve this in the next few years. We celebrate student voices and provide opportunities to advocate for events, clubs, spirit days, activities, and themes in the classroom. We believe that our students must take an active role in their learning process.

The charter school is seeking improvement on:

1. Updated curriculum to meet our personalized learning and high achievement model. In collaboration with our Instructional Support Department, we will select a new math and ELA curriculum for the 24-25 school year in upper grades. We are incorporating a writing focus for all grades.
2. Increased academic vocabulary and common language for all math and ELA teaching.
3. Focus on staff development and training in the area of rigor, higher-order thinking, and utilizing math interventions.

Our integration of the arts within the curriculum is a signature component of our program. We attract families who want their children to learn by utilizing the arts to express themselves in creative and unique ways, learn to connect the arts to their intrapersonal growth, and to deepen the learning of the core curriculum. We are committed to personalized, mastery-based learning and small-group instruction which is innovative and attractive to families.

We are most excited about moving into our new site. We will be able to utilize our new multi-purpose room to hold assemblies, and community and family events, and explore connections between the arts and the community.



GOVERNANCE

THE GOVERNING BOARD



Jennifer Mejares

Member
Term: 2026



Jennifer Araiza

Member
Term: 2026



Debbie Daniel

Member
Term: 2026



Melanie Darrow

Member
Term: 2024



Justin Moldenhauer

Member
Term: 2025



Collin Harrison

Member
Term: 2026



Barbara BJ Heath

Member
Term: 2025

STRATEGIC PRIORITIES

- Provide oversight and governance to Pacific Springs Charter School
- Ensure that policies promote academic success
- Approve a budget that supports the delivery of high-quality education
- Approve comprehensive educational models to increase academic gains in Math and ELA
- Seek and obtain the necessary funding to provide for new facility acquisition





HIGHLIGHTS

P2 ADA

551.53

TOTAL ENROLLMENT

558

DASHBOARDS

-  **CAASPP**
-  **CA**

SUBGROUP INFO

- EL = **17.0%**
 - Foster = **0.0%**
 - Homeless = **3.0%**
 - Migrant = **0.0%**
 - Students with Disabilities = **13.1%**
 - Socioeconomically Disadvantaged = **49.5%**
- 

LINK

-  **SARC**



FUND BALANCE

51.47%



REQ REU

4%

OPERATING SINCE

- 2018



ACTUAL UNRESTRICTED FUND BALANCE

\$4.13 mil

Data source: The highlights page features the latest available data, including current fiscal year 2023-24 figures for enrollment, P2 ADA, and subgroups, alongside unaudited financial metrics from the 2022-23 fiscal year.

OUR STUDENTS

STUDENT ENROLLMENT AND RETENTION

School Year	TK-K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	61	54	55	60	50	49	53	69	66	0	0	0	0	517
2021-22	57	48	56	49	54	51	49	55	59	0	0	0	0	478
2022-23	61	58	55	63	52	53	52	66	54	0	0	0	0	514
2023-24	78	56	64	59	63	52	56	62	68	0	0	0	0	558

Data source: CDE Data Quest

DEMOGRAPHIC AND SUBGROUP INFORMATION

School Year	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2020-21	4.1%	0.2%	1.4%	5.8%	61.1%	0.4%	16.6%	10.4%	0.0%
2021-22	4.4%	0.2%	1.7%	5.7%	61.9%	0.0%	16.3%	9.8%	0.0%
2022-23	4.5%	0.2%	0.6%	8.4%	61.9%	0.2%	16.5%	7.8%	0.0%
2023-24	4.8%	0.2%	0.9%	8.8%	61.3%	0.2%	15.4%	8.4%	0.0%

School Year	English Learners	Foster Youth	Homeless Youth	Migrant Education	Students with Disabilities	Socioeconomically Disadvantaged
2020-21	18.4%	0.2%	8.1%	0.0%	14.7%	49.3%
2021-22	17.8%	0.0%	7.7%	0.0%	13.8%	45.4%
2022-23	18.7%	0.0%	2.9%	0.0%	13.8%	44.2%
2023-24	17.0%	0.0%	3.0%	0.0%	13.1%	49.5%

Data source: CDE Data Quest

STUDENT **ACHIEVEMENT**

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The **2019-20** data cells with (-) values indicate that the data is not available due to the COVID-19 pandemic and resulting summative test suspension. Executive Order N-30-20 waived the assessment, accountability, and reporting requirements for the 2019-20 school year.

The **2020-21** data cells with (-) values indicate that the data is not available due to the COVID-19 pandemic and lack of consistency in the assessment.

The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

ENGLISH LANGUAGE ARTS (CAASPP)

School Year	CHARTER SCHOOL			STATE OF CALIFORNIA		
	# of Students Tested	Not Met/ Nearly Met	Met/ Exceeded	# of Students Tested	Not Met/ Nearly Met	Met/ Exceeded
2019-20	-	-	-	-	-	-
2020-21	-	-	-	743,626	50.99%	49.01%
2021-22	324	56.18%	43.83%	2,969,670	52.95%	47.06%
2022-23	332	62.65%	37.35%	2,960,990	53.34%	46.66%

MATHEMATICS (CAASPP)

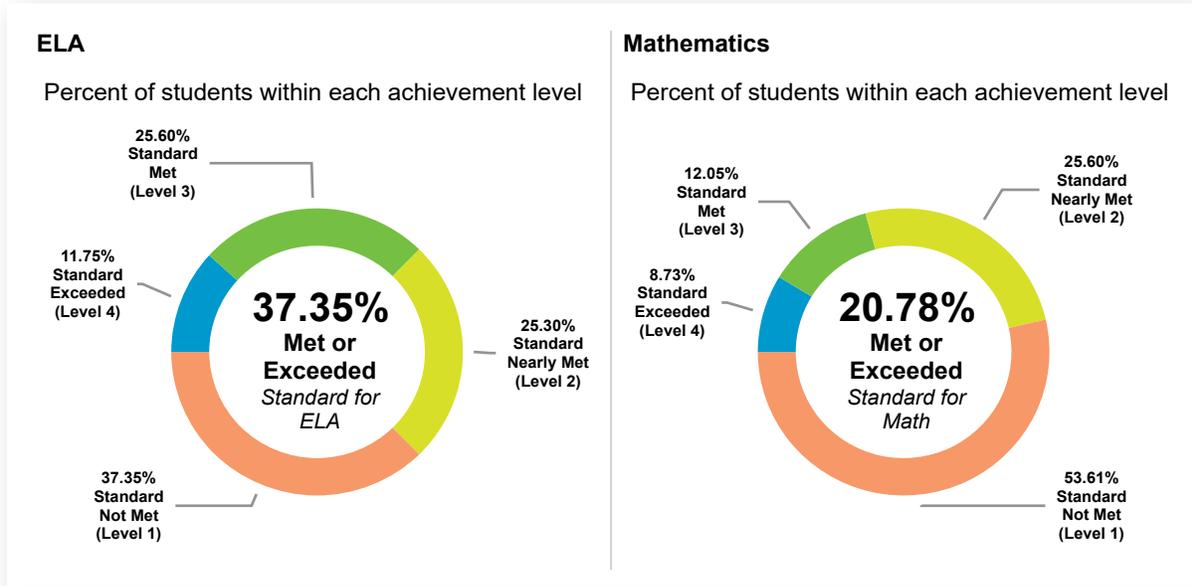
School Year	CHARTER SCHOOL			STATE OF CALIFORNIA		
	# of Students Tested	Not Met/ Nearly Met	Met/ Exceeded	# of Students Tested	Not Met/ Nearly Met	Met/ Exceeded
2019-20	-	-	-	-	-	-
2020-21	-	-	-	749,948	66.24%	33.76%
2021-22	325	76.92%	23.08%	2,973,472	66.62%	33.38%
2022-23	332	79.21%	20.78%	2,972,294	65.38%	34.62%

Data source: <https://caaspp-elpac.ets.org/>

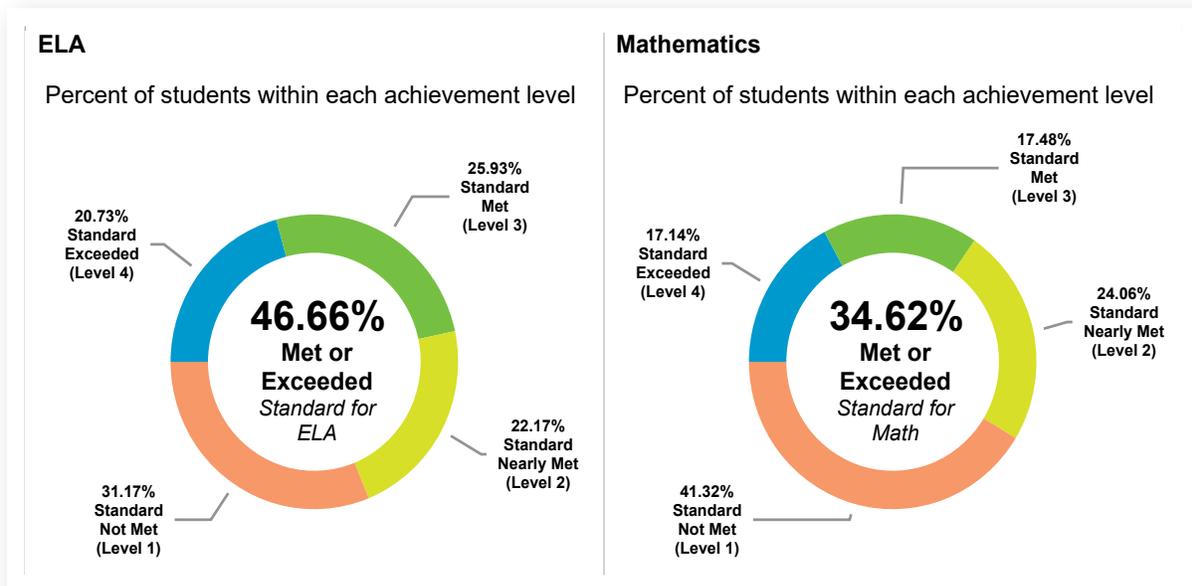
STUDENT **ACHIEVEMENT**

CAASPP TEST RESULTS AT A GLANCE

PACIFIC SPRINGS CHARTER SCHOOL



STATE OF CALIFORNIA



Data source: <https://caaspp-elpac.ets.org/>

■ STANDARD NOT MET: LEVEL 1
 ■ STANDARD NEARLY MET: LEVEL 2
 ■ STANDARD MET: LEVEL 3
 ■ STANDARD EXCEEDED: LEVEL 4

STUDENT **ACHIEVEMENT**

CALIFORNIA SCHOOL DASHBOARD

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 and 2021 California School Dashboard. However, available data that would have been included in the Dashboard are reported on the Department of Education (CDE)’s website if they were determined to be valid and reliable. Information regarding the reporting status of data is available at CDE’s [COVID-19 and Data Reporting](#) and [COVID-19 Accountability FAQs](#) webpages.

ENGLISH LANGUAGE ARTS

School Year	CHARTER SCHOOL			STATE OF CALIFORNIA		
	Color	Distance from Standard	Distance Change	Color	Distance from Standard	Distance Change
2019-20		-	-		-	-
2020-21		-	-		-	-
2021-22	Low	- 13.5	-	Low	- 12.2	-
2022-23		- 40.2	- 26.7		- 13.6	- 1.4

MATHEMATICS

School Year	CHARTER SCHOOL			STATE OF CALIFORNIA		
	Color	Distance from Standard	Distance Change	Color	Distance from Standard	Distance Change
2019-20		-	-		-	-
2020-21		-	-		-	-
2021-22	Low	- 62.1	-	Low	- 51.7	-
2022-23		- 82.0	- 19.9		- 49.1	2.6

Data source: CA Dashboard

PERFORMANCE LEVELS:



BLUE (HIGHEST)



GREEN



YELLOW



ORANGE



RED (LOWEST)

STUDENT **ACHIEVEMENT**

Note:
The state of California did not report data for the 2020 & 2021 school year.

ENGLISH LEARNER PROGRESS

School Year	CHARTER SCHOOL		STATE OF CALIFORNIA	
	# of EL Students	% Making Progress Towards English Language Proficiency	# of EL Students	% Making Progress Towards English Language Proficiency
2019-20	-	-	-	-
2020-21	-	-	-	-
2021-22	67	47.8%	785,734	50.3%
2022-23	77	39.0%	829,209	48.7%

CHRONIC ABSENTEEISM

School Year	CHARTER SCHOOL			STATE OF CALIFORNIA		
	Dashboard Color	% Chronically Absent	Change from Prior Year	Dashboard Color	% Chronically Absent	Change from Prior Year
2019-20		-	-		-	-
2020-21		-	-		-	-
2021-22	Very Low	0.5%	-	Very High	30.0%	-
2022-23		0.7%	0.2%		24.3%	- 5.7%

SUSPENSION RATE

School Year	CHARTER SCHOOL			STATE OF CALIFORNIA		
	Dashboard Color	% Suspended	Change from Prior Year	Dashboard Color	% Suspended	Change from Prior Year
2019-20		-	-		-	-
2020-21		-	-		-	-
2021-22	Medium	1.6%	-	Medium	3.1%	-
2022-23		5.8%	+ 4.2%		3.5%	+ 0.4%

Data source: CA Dashboard

PERFORMANCE LEVELS:



BLUE (HIGHEST)



GREEN



YELLOW



ORANGE



RED (LOWEST)

STUDENT **ACHIEVEMENT**

LOCAL ASSESSMENTS

Pacific Springs Charter School Local Assessment Data, as measured by i-Ready. The data charts include student performance for Reading and Math for the school year 2023-24.

iReady Reading 2023-24

Pacific Springs i-Ready Reading (3rd - 8th Grade) SY 23 - 24	i-Ready Reading SY 23 - 24 Student Performance			
	All Students 3rd - 8th Grade n=316	Socio-Economically Disadvantaged (SED) n=145	EL Students n=66	Students with Disabilities (SWD) n=60
i-Ready Diagnostic 1 (Sept 2023) % of students on or Above Grade Level	35%	24%	9%	15%
i-Ready Diagnostic 2 (January 2024) % of students on or Above Grade Level	45%	33%	20%	19%
Comparison of Student Performance Diagnostic 1 to Diagnostic 2 % on or Above Grade Level	+10pp	+9pp	+11pp	+4pp
i-Ready Diagnostic 2 (January 2023) % Students Making Typical Growth	35%	34%	24%	25%
i-Ready Diagnostic 2 (January 2024) % Students Making Typical Growth	46%	40%	44%	45%
Comparison of Student Performance Diagnostic 2 SY23 to Diagnostic 2 SY24 % Students Making Typical Growth	+11pp	+6pp	+20pp	+20pp

Data source: iReady

STUDENT **ACHIEVEMENT**

LOCAL ASSESSMENTS

iReady Math 2023-24

Pacific Springs i-Ready Math (3rd - 8th Grade) SY24	i-Ready Math SY 23 - 24 Diagnostic 1 Comparison to Diagnostic 2 Student Performance			
	All Students 3rd - 8th Grade n=324	Socio-Economically Disadvantaged (SED) n=149	EL Students n=67	Students with Disabilities (SWD) n=60
i-Ready Diagnostic 1 (Sept 2023) % of students on or Above Grade Level	14%	7%	4%	4%
i-Ready Diagnostic 2 (January 2024) % of students on or Above Grade Level	31%	25%	13%	13%
Comparison of Student Performance Diagnostic 1 to Diagnostic 2 % on or Above Grade Level	+17pp	+18pp	+9pp	+9pp
i-Ready Diagnostic 2 (January 2023) % Students Making Typical Growth	29%	28%	39%	45%
i-Ready Diagnostic 2 (January 2024) % Students Making Typical Growth	39%	40%	43%	57%
Comparison of Student Performance Diagnostic 2 SY23 to Diagnostic 2 SY24 % Students Making Typical Growth	+10pp	+12pp	+4pp	+12pp

Data source: iReady

STUDENT **ACHIEVEMENT**

LOCAL ASSESSMENTS

Pacific Springs Charter ELPAC RESULTS 2022-23

	# of EL Students	% Making Progress Towards EL Proficiency (As measured by ELPAC/ELPI)	% Made Expected Growth (as measured by i-Ready ELA)	#RFEP	Total % RFEP SY23
Pacific Springs	92	39%	44%	4	4%

SY 22-23 ELPAC Performance Level	% of Students by Performance Level	
	Pacific Springs	State of CA
Level 1 - Minimally Developed	26%	20%
Level 2 - Somewhat Developed	35%	29%
Level 3 - Moderately Developed	34%	34%
Level 4 - Well Developed	5%	17%

- 39% of Pacific Springs EL students are making progress toward EL proficiency, as measured by ELPAC outcomes for English Learner Progress Indicator, ELPI.
- 44% of our Pacific Springs EL students made expected growth as measured by i-Ready End of Year ELA assessment.
- EL student academic growth and achievement is a focus at Pacific Springs. In response to the data, activities implemented to support EL students to improve academic achievement include:
 - Structured Designated Support instruction implementing Benchmark Express ELD curriculum, delivered by CLAD credentialed teacher/s
 - Targeted Professional Development, including, implementation of Benchmark Express curriculum, Specially Designed Academic Instruction in English, SDAIE strategies, Sharing of Best Instructional Practices, etc.

Data source: ELPAC

STUDENT **ACHIEVEMENT**

LOCAL ASSESSMENTS

Pacific Springs Charter End of Year 2023 Local Assessment Report

CAASPP Spring 2023 - ELA

Pacific Springs CAASPP ELA	Number of Students	Participation	Pacific Springs SY23 % at or Above GL	2023 CA State Average
Overall	333	99.7%	37%	47%
Hispanic	200	100%	30%	36%
White	59	100%	44%	61%
Filipino	29	97%	57%	70%
African-American	14	100%	43%	30%
English Learners	60	100%	10%	11%
Two or More Races	26	100%	50%	60%
SocioEconomically Disadvantaged	145	99%	30%	35%
Students with Disabilities	64	98%	25%	16%

- Several Pacific Springs student subgroups performance exceeded CA state average, including African-American and Students with Disabilities.
- The student subgroup of English Learners and Students with Disabilities is a focus for Pacific Springs.
- In response to the data activities to improve student achievement in ELA include:
 - Principalship Mentoring / Participation in Academic Instruction Mentoring and Monitoring, AIMM.
 - Targeted Professional Development including Lexia, Read Naturally, Reading Plus, etc.
 - Increased interventions for students in Tier 2 and 3, Multi-tiered System of Support, MTSS
 - Comprehensive CAASPP Assessment Preparation Plan
 - Utilization of Smarter Balanced Focused Interim Assessment Blocks, FIABs and Interim Assessment Blocks, IABs to support student learning and drive instruction.

Data source: CAASPP

STUDENT **ACHIEVEMENT**

LOCAL ASSESSMENTS

CAASPP Spring 2023 - MATH

Pacific Springs CAASPP MATH	Number of Students	Participation	Pacific Springs SY23 % at or Above GL	2023 CA State Average
Overall	333	99.7%	21%	35%
Hispanic	200	100%	14%	23%
White	59	100%	32%	49%
Filipino	29	97%	43%	56%
African-American	14	100%	14%	17%
English Learners	60	100%	5%	10%
Two or More Races	26	100%	27%	49%
SocioEconomically Disadvantaged	145	99%	17%	23%
Students with Disabilities	64	98%	6%	13%

- Pacific Springs CAASPP subgroups achieved a 99% and/or higher participation rate in ELA and Math.
- Math is a primary focus for Pacific Springs in all subgroups.
- In response to the data, activities to improve student achievement in Math include:
 - Targeted staff Professional Development
 - Focus on math instruction/program including ST Math, Ready Classroom and use of math manipulatives
 - Comprehensive CAASPP Assessment Preparation Plans
 - Utilization of Smarter Balanced Focused Interim Assessment Blocks, FIABs and Interim Assessment Blocks, IABs to support student learning and drive instruction.

Data source: CAASPP

FINANCE **2023-2024**

FINANCIAL OVERVIEW

Pacific Springs Charter School ended the 2022-23 fiscal year with a surplus of \$213,315 and an ending fund balance of \$4.13 million, representing a reserve for economic uncertainties (REU) percentage of 51.47%. This percentage surpasses the 4% REU required by the San Diego County Office of Education (SDCOE).

The financial audit report for 2022-23 was completed by CWDL, Certified Public Accountants and contained no findings.

A review of the charter school's 2023-24 second interim report was analyzed in the context of the 2023-24 State Budget Act. Based on that report, it was assessed that the charter school will meet all its financial obligations for the current year and two subsequent years.

Enrollment in the current year is 563 students, an increase of 9.53% from the 2022-23 enrollment of 514 students. The budget for 2023-24 and two subsequent years has been adjusted to reflect the change in enrollment and proportionate Average Daily Attendance (ADA) rates. The projected 2023-24 ending fund balance is \$3.60 million, which represents a reserve percentage of 41.62%. A deficit of \$685,652 is projected for the 2023-24 fiscal year.

Harbor Springs Charter School, the nonprofit corporation that operates Pacific Spring Charter School, has acquired a bridge loan for the purchase of a property at 2371 Fenton Street in Chula Vista, CA. The amount due in one year is \$713,338 and will be paid from Pacific Springs Charter School's general fund balance. Based on the second interim report, the charter school will be able to repay the loan within the respective terms.

The 2023-24 cash flow analysis projects a positive cash balance in all months. The charter school industry recommends that charter schools maintain a cash balance between 30- and 60-days cash on hand. Pacific Springs Charter School projects a range of 186 to 211 days cash on hand.

FUND BALANCE AND ECONOMIC UNCERTAINTIES

	2019-20 Audited	2020-21 Audited	2021-22 Audited	2022-23 Audited
Actual Unrestricted Fund Balance	\$1.16 million	\$2.99 million	\$3.91 million	\$4.13 million
Fund Balance as % of Total Expenditures	22.44%	73.25%	83.40%	51.47%
Required Reserve for Economic Uncertainties	4%	4%	4%	4%

FINANCE **2023-2024**

CURRENT BUDGET

	2022-23 Unaudited Actuals	2023-24 Second Interim
Enrollment	514	563
Average Daily Attendance	513.00	554.00
REVENUE		
LCFF	\$5,589,190.00	\$6,487,485.00
Federal	\$585,579.00	\$600,279.00
State	\$1,274,095.00	\$159,489.00
Local	\$783,334.00	\$713,498.00
Total REVENUE	\$8,232,198.00	\$7,960,751.00
EXPENDITURES		
Certificated Salaries	\$2,247,195.00	\$2,656,593.00
Classified Salaries	\$527,618.00	\$635,884.00
Employee Benefits	\$988,266.00	\$1,100,556.00
Materials and Supplies	\$243,067.00	\$450,565.00
Services and Operations	\$3,013,013.00	\$2,741,967.00
Capital Outlay	\$5,000.00	\$0.00
Total EXPENDITURES	\$8,018,882.00	\$8,646,403.00
OTHER OUTGO		
Indirect Costs	\$0.00	\$0.00
Contributions	\$0.00	\$0.00
Total OTHER OUTGO	\$994,724.00	\$1,060,838.00
SURPLUS / (DEFICIT)	\$213,315.00	-\$685,652.00
FUND BALANCE		
Beginning Fund Balance	\$3,914,149.00	\$4,127,464.00
Ending Fund Balance	\$4,127,464.00	\$3,598,479.00
Reserve for Economic Uncertainties	51.47%	51.47%

SCHOOL AUTHORIZER

Under the direction of the San Diego County superintendent of schools, the San Diego County Office of Education's (SDCOE) Charter School Services department, as a function of the Business Services division, coordinates programmatic, operational, and fiscal oversight for the 11 charter schools approved by the San Diego County Board of Education.

The SDCOE portfolio of authorized charter schools is held accountable to all applicable laws, regulations, policies, agreements, and each school's approved charter petition. The San Diego County Board of

Education utilizes data and community feedback to inform decisions about charter school authorization, renewals, material revisions, sharing of promising practices, and if necessary, remediation.

SDCOE's Charter School Services department also provides general information, technical assistance, and professional development to the 129 charter schools and the additional 22 district authorizers operating throughout San Diego County. We proudly serve as a resource for charter schools, districts, and state and local agencies, as well as all San Diego County families and their communities.

