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Response from Vista Springs Charter



Based on the school’s internal spring 2021 assessments, identify the greatest progress and greatest need.

Vista Springs students showed growth overall in both ELA and math based on our i-Ready end-of-year assessment.

	Reading				Math		
	D1 % Proficient	D3 % Proficient	Growth		D1 % Proficient	D3 % Proficient	Growth
All Students	38%	49%	+11%		27%	49%	+22%
EL	12%	26%	+14%		8%	28%	+20%
Hispanic	26%	40%	+14%		18%	39%	+21%
White	35%	47%	+12%		25%	49%	+24%
SED	41%	54%	+13%		27%	52%	+25%
SWD	15%	20%	+5%		17%	13%	-4%

**Celebrations**

- In both Reading and Math the percentage of Tier 3 students decreased by 12% from fall to spring. This is especially notable as many schools experienced learning loss over this period of time yet Vista Springs continued to show growth.
- Our biggest celebration is that our SED subgroup continues to outperform All Students in percent proficient as well as a higher percentage of growth for both reading and math.

**Areas of Growth**

- The subgroup with the least growth (and a decline in math) was our Students with Disabilities. Although our Students with Disabilities attended class on campus and received appropriate services, the shortened day due to Covid protocols made it difficult for their grade level proficiency rate to grow at the same rate as All Students. Since many of our Students With Disabilities are 2 or more grade levels below the current grade level, the most growth was experienced in *approaching* grade level. At this point in the 2021-2022 school year we are back to a typical schedule which allows all students including those with disabilities to have the expected time with a credentialed teacher. VSCS teachers will use multiple measures including i-Ready diagnostic assessment data to personalize instruction for our Students with Disabilities. I-Ready assessments pinpoint precisely the grade-level skills that each student needs to master. Students and teachers use i-Ready reports to help monitor student progress.

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- Based on the 20/21 ELPAC data, the greatest area of need is with VSCS’s English Language Learners. We have seen growth with English Language Learners; however, have not shown enough growth to increase a level on the ELPI dashboard. Although this indicator isn’t currently being used by the state, Vista Springs is still striving for English Learners to grow one ELPI level each year.

	# EL students	% made expected growth**	#RFEP Fall	#RFEP Spring	Total % RFEP
Vista	45	0%	2	0	4%

*\*\*Expected growth is defined as growing one ELPI level in a year for students who took the 19/20 summative ELPAC and two ELPI levels in two years for students who were unable to complete the 19/20 summative ELPAC due to COVID.*

- We believe the reasons for this decline ranges from having a shortened day due to Covid protocols to remote ELPAC testing challenges such as the inability to locate the secure browser or log in to the testing system. Vista Springs Charter School is addressing this need in a variety of ways including bilingual instructional aide support at the Vista Student Center, adopting a curriculum specifically aligned with the ELPI levels in order to ensure all English Learners make annual growth toward reclassification, and hiring an English Language Coordinator to develop the capacity of teachers and leaders in VSCS.
- Parents and teachers received individualized data for each student comparing their ELPAC and academic performance to that required for reclassification. Additional support for teachers and parents included a list of specific skills the student mastered as well as the skills that must be mastered in order to make a year’s growth in a year. Finally, i-Ready student reports provide specific recommendations for each student aligned to i-Ready lessons and related resources.

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

Vista Springs has held true to all of the content written in Element 2, Measurable Pupil Outcomes, of the petition. The charter’s LCAP is thorough and explains every aspect of the 8 State Priorities and how Vista Springs is implementing and measuring them across the charter. The current LCAP is summarized below and can be found in its entirety here: [https://drive.google.com/file/d/1mEjku7\\_l1A9XizdWID-W4\\_KSxyqPWjQh/view](https://drive.google.com/file/d/1mEjku7_l1A9XizdWID-W4_KSxyqPWjQh/view) and <https://springscs.org/about-us/our-authorizers/lcap>

Provide a summary of progress made in meeting the school’s 2020–21 Learning and Continuity Plan goals, including information on the ongoing 2021–22 Local Control Accountability Plan (LCAP) process, community member engagement, and how the school is addressing learning loss from the prior school year.

The school’s LCAP, Annual Update, Budget Overview for Parents, and Expenditure Tables were completed prior to the July 1 deadline. All documents were board-approved on June 10, 2021, and were submitted to the authorizer and County Office of Education; they are posted publicly on the school’s website here: <https://springscs.org/about-us/our-authorizers/lcap>

All planned actions and services detailed in the 2019-20 LCAP and the 2020-21 Learning Continuity Plan were completed, and measurable outcomes were documented in the Annual Update. Nearly everything stayed within budget ranges with the exception of some items being higher in cost than anticipated due to the pandemic lasting much, much longer than expected. Items such as PPE and other consumables had to be used in

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far greater amounts.

LCAP goal #1 focuses on teaching and learning. The school implemented *Ready Core Reading* and *Ready Class Math* curriculum in 2020-21. VSCS also completed purchases for classroom libraries in both English and Spanish for the dual language program. In lieu of CAASPP data, the school uses i-Ready to monitor student achievement. A three-year comparison of EOY 2018-19 to EOY 2020-21 i-Ready performance shows that the school made steady growth over this period. The percentage of students performing at or above grade level increased by 13 percentage points in reading and 14 percentage points in math.

LCAP goal #2 focuses on career and college readiness. The school redesigned high school a-g courses to incorporate high-interest literature, increased student choice, and real world connections with the goal of not only increasing enrollment in a-g courses but also increasing successful completion of the courses with a C or above. The redesigned courses should increase student engagement and success. All 9-12 students choose a college and career ready path to include CTE Pathways and articulated and dual enrollment college courses

LCAP goal #3 focuses on safety and culture. The school improved safety and school culture by increasing school counseling and small groups, implementing and expanding our social emotional learning practices, and ensuring there is an educational assistant in every classroom. Increasing classroom assistants helped maintain stable groups and mitigate COVID spread as well as provided more support to small group instruction in reading and math. The school increased community member engagement over the last year through offering monthly community events, such as family game night, student science fair exposition, and a virtual Dia de los Muertos celebration. In addition, the school coordinated positive parenting workshops in both Spanish and English in partnership with a local organization. During the 20-21 school year, the school also had an active and dedicated school site council that met throughout the year to support the schoolwide plans. The school has an active and growing parent group.

Although it is early in the school year, each school day is another day of progress toward the outcomes listed in the LCAP. Students have access to standards-aligned curriculum, technology, and a broad course of study. Teachers are fully credentialed in their subject areas to support all students, including English Learners, students with disabilities, socio-economically disadvantaged, foster youth, and homeless populations. School facilities are safe and clean and support the whole child, including social-emotional learning, nutrition needs, and multi-tiered systems of support.

The school has hosted new parent orientation and a back-to-school night event for the whole community. Both events include time to share the school's goals for the year, the progress, and to seek input from the parents. Participants are surveyed and asked about their priorities for the school year. In addition, there is a monthly open-door meeting with the principal where regular progress updates are shared and parent input and feedback is sought. There will be a formal survey that goes out to all parents specifically aimed at seeking LCAP input later in the year. The school is in regular communication with parents regarding school activities, student performance, absenteeism, school culture, and expectations for on-campus and online behavior.

To address learning loss at the end of the 2020-21 school year, Vista Springs offered optional extended learning for four additional weeks. In 2021-22, the school is offering extended learning after school four days a week. The school is also continuing to have an assistant/paraprofessional in each class for at least a portion of the day to support small group interventions. The school is implementing a social-emotional learning curriculum, small groups with the Zones of Regulation, as well as structured and unstructured purposeful play to help engage students and overcome social-emotional barriers to engagement.

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Inform if Independent Study (IS) will be offered in the 2021–22 school year and provide a best estimate as to what percentage of ADA will be enrolled in IS. Also, provide a summary of how IS will be offered this year, if applicable.

As written in the Charter, Vista Springs has always offered both seat-based and non-classroom-based (independent study programs). A brief overview of the programs include:

- **Seat-based**
  - **La Fuente (TK-8):** La Fuente Dual Immersion Academy combines instruction in both English and Spanish. A 5-day per week program at our Vista Student Center.
- **Independent Study**
  - **Mosaic (TK-8):** Mosaic Academy works on thematic units with an emphasis on real-world connections. Students meet 3-days per week in class at the Vista Student Center, and have two days of home-study with assignments from the teacher and supported by the parent.
  - **Homeschool (K-12):** Students and their parents work closely with a California credentialed teacher to choose the right combination of personalized learning options. Elementary and middle school students have access to optional on-site workshops and classes two days per week at the Vista Student Center. Though high school students typically also have access to optional on-site math and science courses, those A-G classes have been transitioned to a virtual platform for the 2021-22 school year and expanded to also include A-G English 1 and 2 and Expository Writing and Reading as well.
  - **Keys High School (9-12):** Students work independently and attend weekly meetings with their teacher of record. Students receive instruction and support from single-subject teachers through live online instruction and through our online course management system.

Below is a breakdown of our enrollment by program and a summary of seat-based vs IS:

Program	#	%	Summary
La Fuente	149	65%	65% seat-based  35% IS
Mosaic	46	20%	
Homeschool	21	9%	
Keys High School	13	6%	
<b>Total</b>	<b>229</b>	<b>100%</b>	