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Continued Improvement Plan

May 28, 2020

ELA CAASPP DATA

2018-2019 Overall CAASPP ELA Data

	Vista Springs	State of CA	Vista Unified
DFS	0	-2.5	-4.4
% Proficient	46.16%	51.10%	49.88%
ELPI Percent	57.1%	48.3%	48.2%

ELA Subgroups

Subgroup	DFS	5x5 Row Title	Percent Proficient	Below Overall	Orange or Red
EL	-55.4	Low	7.14%	Y	Possibly
Hispanic	-26.1	Low	34.15%	Y	Possibly
SED	-8.8	Medium	40.00%	Y	No
White	48.2	High	70.00%	N	No
Current EL	-96.1	Very Low	7.14%	Y	Y*
RFEP	Less than 15 students	Less than 15 students	Less than 15 students	Less than 15 students	Less than 15 students
EO	20.4	High	52.63%	N	N

ELA CAASPP Data Review

After reviewing the 18-19 ELA CAASPP data, we were proud that our overall average is right on standard, and our ELPI indicator (highlighted in a darker shade) showed that 57.1% of our EL students are improving at least one level per year. This number is better than both the state and local school district averages, and puts Vista Springs in the High Level for the ELPI indicator.

Our overall score is close to the state and local averages, but is slightly lower. Our LCAP plan dictates that we prioritize subgroups that are below the overall and are either Red or Orange. Due to the fact that Vista Springs is a new charter this year, we have no colors yet since we have no growth numbers. Despite that, we realize our Current ELs would have a Red or Orange designation because they are in the bottom row of the 5x5 grid which only has red and orange options. In addition, our EL, Hispanic and SED subgroups have an average DFS below our average, so they are our priorities.

19-20 Actions to Address Improving ELA Performance School Wide

Our data shows we need to prioritize our EL, Hispanic, SED, and current EL subgroups. To accomplish this we have taken the following steps:

- Implemented a new ELA curriculum, Ready Core Reading, for students in Vista Student Center
- Trained Vista Student Center staff on the new ELA curriculum
- Implemented Lexia and Read Naturally, two new reading interventions at Vista Student Center.
- Provided additional training for Vista Student Center teachers in Designated and Integrated ELD planning
- Ensure first best instruction for homeschool by using recommended curriculum choices
- Increase MTSS accountability for homeschool by requiring progress trackers to be updated at each learning plan meeting
- Increase use of iReady Online Tier 2 and 3 support with our “Strive for 45” campaign that rewards students for completing 45 minutes of online lessons each week
- Provided Professional Development for Tier 1 reading instruction for grades TK-2 for both homeschool and Vista Student Center
- KEYS high school increased the weekly support available to students from credentialed teachers and implemented small group tutoring

2019-2020 Data-Based Results

Our mid-year diagnostic data shows the following:

- Vista Student Center decreased the percentage of Tier 3 students by 9%
- Vista Student Center increased the percentage of Tier 1 students by 4%
- Vista Homeschool moved all of their Tier 2 students to Tier 1

We believe that at the end of first semester we had not yet reaped the benefits of our new Tier 1 curricula in homeschool and at Vista Student Center. We are confident that our end of year data will reflect increased growth in ELA.

2020-2021 Actions to Address Improving ELA Performance School Wide

- Continue to provide Professional Development for Integrated and Designated ELD instruction
- Provide principals and leaders intense professional development (Principal Bootcamp) with a focus on developing literacy.
- Target first best Tier 1 instruction “look fors” during principal walkthroughs and observations
- Continue to use and monitor new ELA interventions, adding interventions if deemed necessary
- Continue to provide approved curriculum choices for homeschool students. Students who are below grade-level must use selected interventions to support the core curriculum.

Response from Vista Springs Charter

- Continue to monitor MTSS interventions for Tier 2 and Tier 3 students
- Set ELPI goals with EL students to ensure they make one year’s growth
- Continue to work with SDCOE on Dual Immersion best practices

Math CAASPP DATA

2018-2019 Overall CAASPP Math Data

	Vista Springs	State of CA	Vista Unified
DFS	-62.2	-33.5	-37.3
% Proficient	26.15%	39.73%	37.04

Math Subgroups

Subgroup	DFS	5x5 Row Title	% Proficient	Below Overall	Orange/Red
EL	-109.1	Very Low	0.00%	Y	Y*
Hispanic	-88.7	Low	17.08%	Y	Possibly
SED	-68.7	Low	23.64%	Y	Possibly
White	20.3	High	40.00%	N	N
Current EL	-150.7	Very Low	0.00%	Y	Y*
RFEP	Less than 15 students	Less than 15 students	Less than 15 students	Less than 15 students	Less than 15 students
EO	43.6	Very High	36.84%	N	N

Math CAASPP Data Review

After reviewing the 2018-2019 CAASPP math data, we were very concerned that both our overall scores and our subgroup scores were below the state average. It was also concerning that our overall EL category and our current EL category were both in the Red/Orange zone by virtue of the fact that they were in the bottom row of the 5x5 grid. Our priority sub-groups in math are the same as in ELA - English Learners, Hispanic, and SED. Closing our gaps in mathematics has been our main goal for the 19-20 school year. A comparison of

2018-2019 iReady math mid-year diagnostic data to the 2019-2020 mid-year diagnostic shows that the actions listed below resulted in our subgroups growing 1-2 years in the first semester.

19-20 Actions to Address Improving Math Performance School Wide

Our data shows we need to prioritize our EL, Hispanic, SED, and Current EL subgroups. To accomplish this we have:

- Provided additional curricular professional development for the Vista Student Center K-5 teachers
- Purchased a new 6-8 math curriculum with professional development support for Vista Student Center 6-8 teachers
- Reviewed Vista Student Center's dual-language program with experts at SDCOE which, resulted in an adjustment to our math instruction to be concentrated in English
- Introduced mathematical mindsets resources and activities to Vista Student Center Teachers
- Provided additional ST Math training to Vista Student Center teachers and implemented weekly accountability measures
- Provided additional training for Vista Student Center teachers in Designated and Integrated ELD planning
- Provided consistent, targeted interventions at Vista Student Center
- Ensure first best instruction for homeschool by using recommended curriculum choices. Students who are below grade-level must use selected interventions to support the core curriculum.
- Increase MTSS accountability for homeschool by requiring trackers to be updated at each learning plan meeting
- Provided 1:1 math lab support for homeschool students who were below standard in math
- Increase the use of iReady Online Tier 2 and 3 support with our "Strive for 45" campaign that rewards students for completing 45 minutes of online lessons each week
- Focus on Tier 1 Math instruction for grades 4-8 for both homeschool and Vista Student Center with multiple professional development opportunities
- KEYS high school increased the weekly support available from credentialed teachers and offered small group tutoring

2019-2020 Data Based Results

Our mid-year diagnostic data shows the following:

- Vista Student Center decreased the percentage of Tier 3 students by 20%
- Vista Student Center increased the percentage of Tier 1 students by 11%
- Vista Homeschool moved all of their Tier 2 students to Tier 1
- Vista Student Center subgroups showed the following iReady scaled score increases over the previous year's mid-year diagnostic. Each year a scale score gain of 21 points is expected.
 - English Learners: +46.8 points (2.2 years of growth)
 - Hispanic: +44.6 points (2.1 years of growth)
 - SED: +25 points (1.2 years of growth)

We are excited about the amount of growth we have seen during the first semester, and feel confident that this growth will diminish our achievement gaps in mathematics.

2020-2021 Actions to Address Improving Math Performance School Wide

- Provide principals and leaders intense professional development (Principal Bootcamp) focused on providing best first instruction including using manipulatives, math discourse, real world application, and timely feedback.
- Continue to teach mathematics mainly in English at Vista Student Center
- Continue to monitor MTSS Tier 2 and Tier 3 interventions with trackers
- Use the newly revamped “Math Path” program for homeschool where student’s curricular and intervention choices are targeted based on their distance from grade level.
- Provide Professional Development for mathematical mindset resources
- Target first best Tier 1 instruction “look fors” during principal walkthroughs and observations
- Continue to use and monitor new math interventions, adding interventions if deemed necessary
- Continue to provide approved curriculum choices for homeschool students. Students who are below grade-level must use selected interventions to support the core curriculum.
- Continue to monitor MTSS interventions for Tier 2 and Tier 3 students
- Establish personalized goals for each student based on his or her strengths and areas of need.



September 30, 2020

California Department of Education

Supplemental Questions to Academic Memo - Learning Continuity and Attendance Plan

VSCS apologizes for this document not being within the 3 page guideline. However, these questions mirror the recently approved Learning Continuity and Attendance Plan; therefore, we have input the same answers for your convenience.

1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

Learning Continuity Plan Prompt: A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Learning Continuity Plan Response: The LEA will provide continuity of instruction during the school year to ensure that pupils have access to a full curriculum of similar quality in both distance and in-person learning by ensuring that teachers and leaders adhere to the schoolwide I Can! pacing guides for all content areas including English Language Arts and Math. I Cans! Are student-friendly grade-level standards. The charter's assessment calendar is aligned to the schoolwide pacing guides and includes both internal and external formative and summative assessments.

The charter has identified I Can! Grade-level standards including priority skills that are reflected in the pacing guide. The math pacing guides for grades 4-8 includes a "Math Springboard" as an interactive, student review of math concepts for grades 4-8. The review includes three weeks of key concept skills that are necessary for the current grade-level. The Springboard is intended to ensure that students have the prerequisite grade-level skills and to mitigate any learning loss from 19-20.

The charter is a mastery learning school and teachers will continue to focus on mastery of grade-level standards and attend to the mastery cycle whether in a distance learning or in-person environment. The mastery learning cycle includes student goal-setting, instruction, assessment, revision, and reflection. Evidence of mastery will be uploaded to the school's learning management system, CANVAS. Students may access grade-level standards at an accelerated rate including the following year's standards and teacher's ensure remediation for skills that may be missing that are below grade level.

Teachers and parents have access to grade-level proficiency scales that define levels of mastery and provide a guideline for what mastery of each grade-level skill should look like. These proficiency scales are available online and are a useful tool for supporting mastery learning.

The LEA will continue to personalize learning for every student in accordance with our mission and vision and educational program. Teachers will meet with each student and their parent or guardian in a virtual meeting to discuss individual student learning goals, to provide an orientation to the online learning platform, and to develop a personalized learning plan for each student. The personalized learning plans take into account options for online and in-person instruction.

All teachers have established weekly class schedules for online meetings using Zoom or Google Meets. In addition to the weekly online class schedules, teachers have established a schedule of 1:1 meetings and small group instruction. Teachers have been provided professional development to understand how to flip the classroom instruction so that the virtual meeting sessions are collaborative, interactive, and engaging. While the LEA is implementing the distance teachers are available throughout the regularly scheduled school day via online meetings, chat, and through office hours. Site administrators have established specific communication guidelines and criteria for teachers regarding maintaining the home to school connection during both distance learning and in-person learning.

All teachers are required to have a CANVAS course for their particular grade-level or subject area. The CANVAS course includes daily lessons and engagement and will be maintained whether learning is in-person or online. The CANVAS courses are developed to ensure that parents have adequate instruction and resources to support their students especially during distance learning.

The LEA's plan for curriculum and instructional resources will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary. The LEA has ample online standards aligned student and teacher resources to support learning in the distance and in-person environment. I Can! Standards courses for math and ELA are developed in CANVAS for grades K-8. These courses are designed for students to work independently on specific standards with support from the teacher.

In addition to these standards based courses, we provide i-Ready instruction for math and ELA. The i-Ready online learning includes diagnostic assessments and aligns student learning plans to the assessment results. This instruction is individualized for each student. The LEA also uses ST math which is an online concept based math program that is aligned to each student's individual assessment results. The LEA uses Reading A-Z which is an online reading program that can be used independently by students at home online or in the classroom setting. The LEA provides teachers and students specific online programs to support English Language Development and remediation. These programs include RAZ kids, Reading Plus, and Reading A-Z.

The LEA is poised to support early literacy development for TK-3 with the use of a variety of print and digital resources. All teachers have access to our online resources for literacy development. In addition to the online resources, the LEA distributed print materials including trade books and poetry readers to all students to use at home. The same materials are available in the classroom when we return to in-person learning.

All students receive school supplies and material necessary for success while learning at home. Supplies include math manipulatives, reading materials, workbooks, and project supplies. These are the same materials that will be used in the classroom when we return to in-person learning. Students are using a blend of print and online curriculum and resources regardless of the learning environment. All students received print materials for distant learning purposes for math and ELA including novels and math workbooks.

2. A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.

Learning Continuity Plan Response: Each family has at least one Chromebook, most have one per student. If a family is unable to afford or access the internet the charter school will provide a MiFi hotspot for internet connectivity. Principals and directors survey families to determine whether or not students have access to the internet. Principals and directors fill out a request form to our IT department for a MiFi and it will be provided to families in need.

3. A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served.

Learning Continuity and Attendance Plan Prompt: A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

Learning Continuity Plan Response: The charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served in several ways.

We continued to provide our students with learning opportunities during the summer months.

We provided access to several online programs for ELA and math including i-Ready, ST Math, Reading Plus, and Lexia. We provided students (TK-12) access to our Springs OPEN learning classroom. The OPEN classroom provides grade-level assignments and recorded lessons for ELA and math along with supplementary science and social studies materials. Students were able to keep their Chromebooks during the summer months to ensure access to the online learning options.

We will identify and address gaps in learning through a cycle of assessing, aligning instruction to the assessment results and progress monitoring. At the start of the 20-21 school year we will assess all students using iReady diagnostics for ELA and math to determine student skill levels. Based on these entry levels and using the iReady PreRequisite skill report, teachers will create individual learning plans and small group instructional. The assessment results will be used to identify Tier 2 and Tier 3 students. Via individual personalized learning plans, small group personalized instruction and interventions we will mitigate any student learning loss. One-to-one and small group instruction will take place in our distance learning classroom until we are able to return to our classrooms.

English Learners’ i-Ready Reading scores will be reviewed and compared to last year’s scores to check for greater than usual loss from spring to fall. Students who have greater than usual loss and whose i-Ready profile makes it unclear which specific skills are needed to mitigate their learning loss will have the opportunity to take the practice ELPAC in our LMS. This will clarify the specific skills appropriate for each student. The charter school will offer small group instruction online as part of designated ELD instruction. In addition, designated ELD instruction activities that can be done both online and at home will be used to ensure all students have access to appropriate English Language Development instruction. Teachers will be trained in using graphic organizers for both content organization and academic vocabulary. In addition, teachers will be trained to use Immersive Reader which is embedded into our LMS and allows students to translate text on the page into their primary language. Teachers have also been trained on assignment writing protocols that allow for full use of Immersive Reader technology.

Teachers and parents will use I Can! Mastery Courses and Quizzes as part of providing remediation for skills not mastered in 19-20. We have identified the priority I Can! Skills (grade-level standards) that should be mastered at each grade level.

Lexia and Reading Plus is available for identification and intervention at the earliest sign of learning loss.

We have adjusted our pacing guides in math grades 4-8 to include a three-week interactive, student review of math concepts for grades 4-8. The review is three weeks of key concept skills and is a review of the prior year's skills that are necessary for accessing the standards at the current grade-level.

We will increase access to teachers and small group instruction through online small group support with teachers and our subject matter specialists.

We will continue to provide professional development for our teaching staff to ensure that they are equipped with the best tools for supporting our students with potential learning loss during this unprecedented period. We offer a complete weekly schedule of online live and pre-recorded training and webinars.

4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.

Learning Continuity and Attendance Plan Prompt: A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Learning Continuity Plan Response: The charter school will expand staff development and communications to include social, emotional, and mental health and wellbeing for all staff. The school will implement an online virtual platform to provide mental health services to staff and students, and train all mental health services staff on the use of the platform. Mental health services leadership will develop a comprehensive plan that addresses all aspects of the psychological impact of trauma, including crisis response, aftercare, and the promotion of individual self-care.

5. A description of how the charter school will address the anticipated apportionment deferrals.

Vista Springs has received the PPP to assist with cash flow. In addition we are exploring other short term financing options. Lastly, we will attempt to have the deferrals waived due to hardship as allowed by education code.