

ENGLISH LEARNER MASTER PLAN

2026-2027



Introduction and Overview

Vista Charter Mission

At Vista Charter Public Schools, we are committed to transforming the school experience. From the moment you walk into a Vista Charter Public school you will notice the difference. Beyond the warm welcome and inviting environment is a team of highly trained teachers, administrators, and support personnel, all of whom share the goal of ensuring that our students are highly engaged in their academic life and feel 100% accepted as part of the Vista family.

At Vista Charter Public Schools we believe that all students, regardless of language, race, socio-economic status or ethnic background, shall be afforded access to a rigorous education and globally competent language which will empower them with language to grapple with complex ideas, provide them options and opportunities to be college and career ready. With English learners comprising a quarter of the state's six million students, it's obvious we must engage in conversations around effective instructional practices related to English learner outcomes. We must commit to the whole child being literate, reaching their full potential in listening, speaking, reading and writing.

The VCPS Master Plan is intended to provide guidance and structure to our system of supporting our students who are Multilingual Learners. This document is a collaborative effort of our staff who embody our commitment to transforming the school experience. Teachers use this tool to inform practice and to ensure that all students are given access to English Language Development daily, both integrated and designated. These standards are connected to the CA English Language Arts standards to ensure cohesion and alignment.

Initial Assessment and Identification

How will English Language Learners(ELs) be identified?

Upon being admitted to Vista Charter Public Schools, families will receive an enrollment packet which includes the following Home Language Survey (HLS)

Home Language Survey questions: response options are English, Spanish, or Other

1. What language did this student learn when he/she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by adults at home?
5. Has this student received any formal English language instruction(listening, speaking, reading or writing)?
6. Do you prefer to receive your notifications in...

The Home Language Survey is used to determine whether a student should be assessed for English language proficiency in accordance with California law and guidance. Below Vista Charter has defined the following terms:

English Only (EO)	If a student whose responses to the first four(4) Home Language Survey questions are all “English” will generally be classified as English Only (EO), unless official prior records indicate the student was previously identified as an English Learner (EL) and has not yet been reclassified as Reclassified Fluent English Proficient (RFEP). If prior CALPADS records or cumulative records identify the student as an EL, Vista Charter Public Schools will maintain the student’s EL status until the student meets established reclassification criteria.
English Learners(EL)	If a response to any of the first three(3) Home Language Survey questions indicates a language other than English, or a combination of English and another language, the student shall be identified as a potential English Learner and assessed for English language proficiency using the Initial English Language Proficiency Assessments for California (Initial ELPAC), unless otherwise exempted by law. TK parent-guardian students' responses to any of the first three(3) Home Language Survey questions indicate a language other than English shall be temporarily designated as “TBD” (To Be Determined) during the TK year. These students re-enrolling to Vista Charter Public Schools will complete the Initial ELPAC upon enrollment or re-enrollment in Kindergarten to determine official English Learner (EL) or English Only (EO)/Initially Fluent English Proficient (IFEP) status.

TBD

If the responses to the first **three(3)** Home Language Survey questions are all “English,” but the response to Question #4:

“Which language is most often used by adults at home?”

indicates a language other than English, reasonable doubt may exist regarding the student’s primary language.

In such cases, the school administrator or Eld coordinator may conduct further investigation, including parent-guardian consultation and review of additional indicators, including but not limited to:

- Parent-guardians requires an interpreter to communicate in English.
- Parent-guardians speaks to their child in a language other than English.
- Initial ELPAC Assessment

If the investigation or assessment indicates significant non-English exposure, the student may be administered the Initial ELPAC, unless exempted by law, including the Transitional Kindergarten exemption under AB 2268.

The parent-guardian shall be informed regarding:

- the reason for the assessment
- the assessment results
- the student’s program placement (EO or EL)

English Language Proficiency: Initial Identification Assessment

State and federal law require that students whose Home Language Survey (HLS) responses indicate a language other than English in any of the first **three(3)** questions be assessed for English language proficiency using the state-adopted English language proficiency assessment, currently the Initial English Language Proficiency Assessments for California (Initial ELPAC), unless otherwise exempted by law.

Students enrolling at the beginning of the school year shall be assessed within thirty (30) calendar days of enrollment. Students enrolling during the school year shall be assessed within thirty (30) calendar days of enrollment. Parents-guardians shall be notified of the assessment results and the student’s program placement within thirty (30) calendar days of initial enrollment.

Reference: California Code of Regulations, Title 5, § 11518.5

In accordance with the Education Code (EC), students identified by the HLS as potential English Learners (ELs) may not be exempted from taking the state-adopted English language proficiency assessment, except as otherwise provided by law, including the Transitional Kindergarten (TK) exemption under Assembly Bill 2268.

The Initial ELPAC is used to determine a student’s English language proficiency status. Based on the student’s overall performance on the Initial ELPAC, the student may be classified as either:

- English Learner (EL)
- OR**
- Initially Fluent English Proficient (IFEP)

An IFEP is a student whose Home Language Survey (HLS) indicates a language other than English and who, upon administration of the Initial English Language Proficiency Assessments for California (Initial ELPAC), demonstrates proficiency in English sufficient to be classified as fluent English proficient at the time of initial assessment, and not required to participate in ELPAC assessment.

Once a student is identified as an English Learner (EL), the student shall participate annually in the ELPAC Summative Assessment until the student meets Vista Charter Public Schools' reclassification criteria and is reclassified as an designated Reclassified Fluent English Proficient(RFEP)

If Vista Charter Public Schools becomes aware through CALPADS records or cumulative records that a student was previously identified as an English Learner (EL) and has not yet been reclassified as Reclassified Fluent English Proficient (RFEP), Vista Charter Public Schools shall continue the student's EL designation unless and until the student meets established reclassification criteria.

Conflicting or incomplete enrollment information shall not be used as the sole basis for automatically classifying a student as an English Learner without appropriate assessment and/or verification of official records.

Initial Language Classification-Status

A student's initial language classification-status shall be determined by the student's overall performance on the Initial English Language Proficiency Assessments for California (Initial ELPAC). The Initial ELPAC provides a consistent, standardized measurement of English language proficiency across the state to all eligible students, whose primary language is other than English, in four domains: Listening, Speaking, Reading, and Writing.

The Overall score consists of the student's Oral Language and Written Language performance levels. The weighting of the Oral Language and Written Language performance levels is based on the student's grade level.

Students will receive an Overall score that falls into one of three levels. As the Initial ELPAC is **only administered once to eligible students**, the same score ranges are used for all grade levels. The table below shows which scores fall within each range.

Initial ELPAC Overall Scale Score Ranges		
Novice English Learner	Intermediate English Learner	Initial Fluent English Proficient (IFEP)
150–369	370–449	450–600

Reference: Initial ELPAC Scale Score Ranges

California English Learner Roadmap Alignment

Vista Charter Public School's master plan has been updated to meet state and federal laws. It is also consistent with the following guidance documents and evidence-based resources that support multilingual students and families. Below Vista Charter has defined the ways in which VCPS schools are aligned with California's EL Roadmap:

California English Learner Roadmap	Vista Charter Public Schools Aligned CA Roadmap
Principle 1: Assets-Oriented and Needs-Responsive Schools Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships. Reference: https://www.cde.ca.gov/sp/ml/rmprincipleone.asp	☑ VCPS vision and mission affirm multilingualism and cultural diversity as assets. ☑ VCPS policies ensure equitable access and opportunities for English learners. ☑ Translation and interpretation services are provided for families in home languages. ☑ Family engagement structures (ELAC) are established and supported. ☑ Procedures support meaningful parent participation in decision-making. ☑ VCPS outlines supports for newcomer students. ☑ VCPS defines systems for identifying and supporting Long-Term English Learners (LTELs). ☑ Social-emotional and mental health supports are accessible for EL students. ☑ VCPS ensures EL students have equal access to extracurricular activities and enrichment programs. ☑ VCPS promotes culturally responsive and inclusive school environments. ☑ VCPS establishes expectations for schools to recognize and value students' linguistic and cultural assets.
Principle 2: Intellectual Quality of Instruction and Meaningful Access English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native	☑ VCPS defines expectations for integrated and designated ELD instruction. ☑ Curriculum aligns with California ELD Standards and grade-level content standards. ☑ EL students receive access to rigorous grade-level instruction. ☑ VCPS establishes instructional expectations for scaffolding and language supports. ☑ VCPS defines required instructional time for designated ELD. ☑ Instructional materials are culturally and linguistically responsive. ☑ Teachers are expected to implement language objectives and academic discourse practices.

language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages. Reference: https://www.cde.ca.gov/sp/ml/rmprincipletwo.asp	✓ VCPS provides professional learning on effective EL instructional strategies. ✓ Assessment systems monitor both language development and academic progress. ✓ EL students have equitable access to advanced coursework, intervention, and enrichment. ✓ VCPS outlines procedures for monitoring English proficiency progress and reclassification with the support of Ellevation platforms
Principle 3: System Conditions that Support Effectiveness Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners. Reference: https://www.cde.ca.gov/sp/ml/rmprinciplethree.asp	✓ VCPS maintains a current EL Master Plan aligned to state and federal requirements. ✓ Staffing expectations for qualified EL teachers and bilingual personnel are established. ✓ VCPS provides ongoing professional development related to EL instruction and compliance. ✓ Administrators receive training on EL instructional leadership and program requirements. ✓ VCPS establishes systems for monitoring implementation across schools. ✓ Schools are required to review EL achievement and language proficiency data regularly. ✓ VCPS defines accountability structures for EL program implementation. ✓ Resources and funding are allocated equitably to support EL programs and services. ✓ VCPS establishes procedures for compliance monitoring and corrective actions. ✓ Data systems support tracking of EL progress, reclassification, and LTEL status through Ellevation ✓ VCPS defines expectations for designated and integrated ELD implementation monitoring.
Principle 4: Alignment and Articulation Within and Across Systems English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual,	✓ EL supports and services are aligned from preschool through grade 12. ✓ Transition procedures between grade spans and schools are established. ✓ VCPS departments coordinate services for EL students across programs and initiatives. ✓ EL supports are aligned with MTSS, special education, counseling, and intervention systems. ✓ VCPS establishes systems to support dually identified students. ✓ Secondary schools align EL supports with graduation and college-readiness requirements. ✓ EL students have access to A–G coursework, CTE pathways, and college/career guidance. ✓ VCPS promotes Seal of Biliteracy opportunities and multilingual pathways.

twenty-first century world.

Reference:

<https://www.cde.ca.gov/sp/ml/rmprinciplefour.asp>

- ☒ Schools are expected to align EL goals within SPSA and district improvement plans.
- ☒ VCPS establishes continuous improvement processes using EL outcome data.
- ☒ Annual program evaluation procedures are established to ensure alignment and effectiveness.

California English Learner Roadmap

Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system



21st century Education
Multilingual Proficiency
Academic Mastery



Principle 1

Assets-Oriented and Needs-Responsive Schools

- ⊕ School climate is inclusive and safe
- ⊕ Educators collaborate to support ELs with disabilities
- ⊕ Learning builds on linguistic and cultural assets
- ⊕ Instruction is responsive
- ⊕ Schools build strong partnerships with families
- ⊕ Language development is integrated across curriculum
- ⊕ Instructional materials support intellectual engagement and language development
- ⊕ Assessments are culturally and linguistically valid

- ⊕ EL students are provided language development program choices, including multilingual options
- ⊕ Educators have high expectations for EL students

Principle 2

Intellectual Quality of Instruction and Meaningful Access

- ⊕ Instruction is scaffolded
- ⊕ Home language is used as a foundation

Principle 3

System Conditions that Support Effectiveness

- ⊕ School system provides adequate resources to support EL needs
- ⊕ Leadership is committed to EL achievement

Principle 4

Alignment and Articulation Within and Across Systems

- ⊕ Capacity-building fosters systemic EL support
- ⊕ Learning is aligned across grades and systems
- ⊕ Schools provide extra time and support for EL students
- ⊕ School system has a coherent approach to EL learning

English Learner Instructional Program(K-12th)

Vista Charter Public Schools is committed to providing English learners with programs and services that are responsive to the strengths, needs, and identities of our students. We support the socio-emotional well-being, academic success, and cross-cultural understanding of our multilingual families.

We are proud to foster safe, inclusive, and affirming school environments that recognize and build upon the cultural and linguistic assets students bring to the classroom, in alignment with the California English Learner Roadmap.

What services will be offered for English Language Learners?

All English Language Learners are placed in the Mainstream English Program (Structured English Immersion Program). English Language Learners are supported through a combination of modified instruction, additional academic support, and targeted intervention programs as needed.

Vista charter offers students from the TK -12th both **Designated** and **Integrated** ELD, which gives them access to grade level academic content standards by authorized teachers using district adopted-and-or district created supplementary program curriculum and materials. English Language Learners will receive and be scheduled in designated ELD instruction until they have met reclassification criteria.

Vista schools promote the success of English Language Learners by valuing the home language as a critical resource and fostering a culture biliteracy.

Integrated ELD	VCPS offers a full immersion program to all students using an integrated model of ELD throughout core classes and student electives, where applicable. Core classes like • English, Math, Social Studies, Science Teachers implement ELD strategies on an ongoing basis to provide primary language support for students still developing their English language proficiency. Although the instruction in these classes is in English, Vista teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly.
Designated ELD	VCPS offers targeted English instruction in the form of Designated English Language Development(ELD) classes that are provided and included for English Learners in school bell-schedule. Students receive academic support during class on an individual and small group basis based on the curriculum. Throughout the curriculum, teachers utilize researched-based strategies specific to the needs of various levels of English Learners.

All teachers at Vista Charter Public Schools are all authorized to deliver services to English Language Learners. In addition, all Teaching Assistants are trained on providing ELD support in the classroom and during intervention. VCPS offers a variety of programs and resources to support English Language acquisition:

- Savvas Language Lab
- Savvas Language Awareness Handbook

- Kagan Cooperative Learning
- Kagan for English Learners
- One-to-One Technology
- Instructional Aids
- Push in/Pull out Intervention

Vista Charter Structured Program

Vista Charter's ELD instructional programs follow both designated and integrated learning for ELs

Grades (K -12th)	All English Learners (ELs) in grades K- 12th receive Designated ELD instruction during a protected period or time block to ensure consistent, uninterrupted language development support.																	
	K-5th																	
	EL students at the primary level (K - 5th) are served in traditional self-contained classrooms, and provide a Designated time block. Students receive a protected block of Designated ELD instruction during the school day and week. For example: ALL 4th grade students are provided targeted (designated) instruction and language support during the instructional day.																	
	6th - 12th																	
	EL students at the secondary level(6th - 12th) are scheduled and grouped based on their ELPAC proficiency level by designated ELD period. For example: Students identified as Level 1: Beginning to Develop are grouped together to provide differentiated instruction and targeted language support aligned to their English proficiency needs.																	
<table><tr><th colspan="3">English Language Proficiency Level Descriptor</th></tr><tr><td>Well Developed</td><td>4</td><td>Ready for RFEP</td></tr><tr><td>Moderately Developed</td><td>3</td><td>Nearing RFEP</td></tr><tr><td>Somewhat Developed</td><td>2</td><td>Progressing</td></tr><tr><td>Beginning to Develop</td><td>1</td><td>Intensive Support</td></tr></table>				English Language Proficiency Level Descriptor			Well Developed	4	Ready for RFEP	Moderately Developed	3	Nearing RFEP	Somewhat Developed	2	Progressing	Beginning to Develop	1	Intensive Support
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Reference: https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp																		

This level proficiency-based placement structure supports effective instructional practices by enabling teachers to target language objectives, monitor progress more precisely, and provide interventions and supports aligned to student need. Balanced class sizes further ensure that students receive individualized attention, meaningful interaction opportunities, and increased access to language development activities that promote academic growth and English proficiency advancement.

Consideration for Other Groups

Vista Charter Public Schools provides differentiated instructional support for specific groups of English Learners to ensure equitable access to language development and grade-level academic content. Below Vista Charter has defined the following terms:

LTEs	Long-Term English Learners (LTEs) are students who have attended U.S. schools for six or more years and have not yet met the criteria to be reclassified as fluent English proficient. For example: Students identified as EL in 1st grade, and still have not yet reclassified by 8th grade or beyond
At-Risk LTEs	At-Risk LTEs are students who are approaching Long-Term English Learner status and may need additional support to meet English proficiency and reclassification goals
Long-Term English Learners (LTEs)	Students receive targeted language development support through placement in Designated ELD advisory classes aligned to their English language proficiency needs. Due to language proficiency equivalency LTE students are grouped where teachers can provide targeted scaffolds, academic vocabulary development, structured language practice, and individualized intervention support designed to accelerate English language acquisition and academic progress.
Dually Identified Students (English Learners with IEPs)	Students receive both language development services and special education supports. Designated ELD advisory teachers collaborate with Education Specialists, instructional aides, and related service providers to ensure accommodations, modifications, and supports identified within each student's Individualized Education Program (IEP) are implemented during designated and integrated related ELD instruction and across academic settings. Student placement is determined based on language proficiency and individualized learning needs rather than grade level alone.

Newcomer

Newcomer students are English Learners who have recently arrived in the United States and are enrolled in a U.S. school for the first time or have attended U.S. schools for fewer than three years.

Students receive targeted language development support through placement in Designated ELD classes aligned to their English language proficiency needs. Instruction emphasizes foundational English language skills, academic vocabulary development, and access to grade-level content through appropriate scaffolds and supports. To support these goals, Vista Charter Public Schools utilizes the Savvas Newcomer materials, part of the MyPerspectives curriculum, which provides structured instruction in listening, speaking, reading, and writing for students who are new to English.

Vista charter schools provide individualized support to assist students in adjusting to a new educational environment while promoting English language acquisition, academic achievement, and social-emotional well-being.

Additionally, newcomers participate in our Welcome Wagon activities that introduce students to the school community, targeted pull-out language support services, parent workshops, bilingual resources for students, families, and staff, and site-based peer mentorship opportunities to facilitate successful school integration.

Quality of Instruction

At Vista Charter Public Schools, the English Learner Development (ELD) instruction and curriculum reflects the organization's commitment to ensuring that all multilingual learners have equitable access to high-quality instruction, rigorous academic standards, and comprehensive language development support. English Learners receive both Integrated and Designated ELD instruction designed to promote English proficiency while providing access to grade-level content across all subject areas offered across our K-12th school programs.

VCPS utilizes standards-aligned curriculum and instructional materials that support language acquisition, literacy development, and academic achievement. Teachers implement research-based instructional strategies, differentiated supports, and culturally responsive practices to address the diverse needs of English Learners. Through ongoing professional learning, collaborative planning, and regular analysis of student progress data, educators continuously strengthen instructional practices to ensure English Learners achieve linguistic growth and long-term academic success. The section below outlines the adopted and teacher-created curriculum and instructional materials used to support our **Integrated and Designated** ELD programs:

Subject	Description	
English Language Arts	Savvas Learning Company provides a comprehensive K–12 English Language Arts curriculum designed to support literacy development, academic achievement, and language acquisition across all grade levels.	
	The myView curriculum focuses on foundational reading, writing, vocabulary, and comprehension skills, while the myPerspectives program emphasizes critical thinking, academic discourse, literary analysis, and evidence-based writing. The curriculum is standards-aligned and includes both print and digital instructional resources that support differentiated instruction and student engagement.	
	Savvas curricula provide integrated ELD supports, scaffolds, and differentiated supports that provide English Learners with access to grade-level content in ELA	
Designated ELD	Savvas the curriculum provides separate designated ELD instruction material tied to in listening, speaking, reading, and writing to strengthen English language proficiency through explicit language instruction, structured interaction, and scaffolded practice aligned to the California English Language Development Standards. The section below outlines the designated ELD curriculum across VCPS:	
	Language Awareness (K-5)	Elementary English Learners may receive additional language development support through the Savvas Language Awareness resources. These materials provide explicit instruction in vocabulary, oral language development, language structures, and foundational literacy skills while supporting students' ability to access grade-level academic content.

	Language Lab (6-12)	Secondary English Learners may receive supplemental support through the Savvas Language Lab program. Language Lab provides targeted instruction in listening, speaking, reading, and writing through structured language practice and differentiated activities designed to strengthen English proficiency and academic language.
	Additionally, teachers and instructional leaders collaborate to create and refine unit plans, lessons, projects, readings, and instructional supports that enhance student engagement, rigor, and language development across K–12 classrooms. Teachers are also created and provided differentiated instructional materials and scaffolds aligned to varying student proficiency levels.	
	Levels 1	Level 1 learners receive highly supported materials that emphasize foundational literacy skills, visual supports, vocabulary development, sentence frames, guided reading, and structured comprehension activities.
	Level 2-3	Levels 2–3 are provided increasingly complex texts, collaborative discussion opportunities, analytical writing tasks, and scaffolded academic language supports designed to strengthen comprehension, critical thinking, and independent language use.
Math	i-Ready provides rigorous grade-level content that is informed by research-based best practices and an asset-based philosophy that recognizes English Learners' strengths in the classroom. The program offers multiple opportunities for English Learners to acquire and use language that increases in complexity. Through culturally responsive grade-level content; material ensures English Learners acquire content knowledge and language.	
Other Contents	Vista Charter Public Schools provides standards-aligned instruction across all content areas, including science, history-social science, electives, visual and performing arts, physical education, career technical education, and other enrichment courses offered at VCPS campuses. Teachers integrate English Language Development strategies throughout instruction by incorporating academic vocabulary development, structured student discourse, visual supports, collaborative learning opportunities, and differentiated scaffolds that promote access to grade-level content. Through Integrated ELD practices, English Learners engage in meaningful reading, writing, listening, and speaking activities that support both content mastery and	

	language acquisition. Teachers utilize research-based instructional strategies, supplemental resources, and culturally responsive practices to ensure English Learners can fully participate in all instructional programs while continuing to develop English proficiency and academic success.
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Reclassification and Monitoring

Once a VCPS student is identified as an English Language Learner (EL), the student will continue to take the ELPAC Summative Assessment annually during semester 2 of the academic school year until the student is Reclassified as Fluent English Proficient (RFEP). The test will be administered within the time constraints that are mandated by the CDE

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE).
Reclassification procedures shall comply with California Education Code Section 313(f), which requires VCPS to use multiple criteria when determining whether an English Learner has attained a level of English proficiency sufficient to participate effectively in the regular instructional program. The minimum criteria to be considered for reclassification are defined below:

Reference: <https://www.cde.ca.gov/sp/ml/reclassification.asp>

VCPS RFEP CRITERIA		
CRITERIA CATEGORY	CRITERIA DESCRIPTIONS	
ELPAC Scores	Student MUST receive an overall score of "4 Well Developed" Reference: Summative ELPAC Scores	
Report Card	Report card grade marks of C or higher in English Language Art	
Assessment(s) Data	Students demonstrated basic grade-level skills on the assessment by performing in the Nearly Met band or above. VCPS considers a variety of student grade level assessments for reclassifications. Assessments Types defined below:	
	IREADY	Students MUST receive scale placement based on the following: Mid, Late, Above Grade Level Early on Grade Level One Grade Level Below However , students can also <u>meet this assessment criteria</u> by meeting their typical growth ; Typical Growth marks the annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic. Reference: iReady Student Growth Model
	SBAC	Students who met or exceeded the established performance criteria on the Smarter Balanced Assessment Consortium (SBAC) assessment. Student MUST receive a scale placement based on the following:

	Exceeds Standard Meets Standard Nearly Meet
Teacher Evaluation	Teacher input regarding the student’s academic progress, classroom performance, and overall educational needs.
Parent Consultation	Parent or guardian input regarding the student’s strengths, needs, and educational experiences to support collaborative decision-making. Consultation shall be documented and maintained as part of the student's reclassification record. Reference: W VCPS RFEP Letter Template.docx

Once the RFEP review process is complete and all required reclassification criteria have been verified by VCPS school leaders and the instructional team, the student's status will be updated from English Learner (EL) to Reclassified Fluent English Proficient (RFEP) in PowerSchool. The updated RFEP status will then be reported to CALPADS in accordance with state reporting requirements.

The site administrator(s) and VCPS ELD Coordinator at each school site are responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. This process begins when the official results of the ELPAC Summative Assessment, and results from other assessment data(IReady and SBAC)are released and at the end of each reporting period.

The final reclassification determination shall be made by the site administrator in collaboration with the ELD Coordinator and instructional team following review of all required criteria and parent consultation documentation.

Reclassification Procedures

Once official Summative ELPAC results are released, the site administrator, ELD Coordinator, and instructional team will review all required reclassification criteria.

- Review ELPAC scores.
- Review academic assessment data
- Review report card grades and classroom performance.
- Obtain teacher evaluation and recommendation.
- Conduct parent consultation and obtain parent-guardian signature.
- Update English Learner status and Program History in PowerSchool.
- Submit and verify RFEP status in CALPADS.

Reclassification Hold

VCPS students who have met the ELPAC reclassification criteria (passed ELPAC), but have not yet met all required criteria for reclassification to RFEP, **will remain classified as English Learner (EL)**, and continue to receive appropriate EL services, like designated ELD, and participates in the annual Summative ELPAC **until all RFEP requirements are met and reclassification is completed.**

In cases where a student meets the ELPAC reclassification criteria, but does not meet the VCPS academic assessment criterion at the time of review, the student **may be reconsidered for reclassification during the beginning of the fall term.**

Beginning-of-Year (BOY) assessment results, such as i-Ready Diagnostic or other district-approved early-year assessments (e.g., NWEA MAP), may be used as evidence to satisfy the assessment data criteria. If the student's BOY assessment scores meet the established VCPS RFEP assessment requirements as detailed above, and all other reclassification criteria have been met, **the student may be reclassified as Reclassified Fluent English Proficient (RFEP) without waiting for the next annual assessment cycle.** Reclassification reviews may occur throughout the school year when new qualifying assessment data become available.

RFEP Monitoring

Once ELs are reclassified, they retain RFEP status. However, the academic progress of RFEP students must be regularly monitored for a minimum of four years, as required by state and federal guidelines to ensure that these students reach and maintain grade-level academic proficiency.

Teachers will complete two RFEP monitoring surveys in Ellevation each academic year (Q2 and Q4). These surveys will document student progress across grade-level ELD domains, including reading, writing, speaking, and listening, using standards-based performance indicators and teacher evidence from classroom instruction and assessments. The data collected will support ongoing monitoring of reclassified students to ensure continued academic success and timely intervention when needed, in alignment with state and federal RFEP monitoring requirements. If monitoring data indicate academic concerns, the school team shall review the student's performance and determine appropriate interventions and supports. **RFEP students shall retain RFEP status and shall not be re-designated as English Learners.**

Dually Identified RFEP Monitoring

English Learners with disabilities at Vista Charter Public Schools shall be provided equitable access to ELD instruction, English language proficiency assessments, and reclassification opportunities. Dually identified students with an IEP shall be considered for reclassification using the same state-required criteria as all English Learners, with appropriate **consideration of disability-related impacts on assessment and performance.** VCPS aligns with California Education Code Section 313(f) and state guidance, and is consistent with best practices reflected in Los Angeles Unified School District (LAUSD) policies.

The purpose of this policy is to ensure that English Learners with disabilities are identified, supported, and considered for reclassification in a manner that is equitable, data-informed, and compliant with state requirements. Reclassification decisions must reflect both English language proficiency and the student's ability to access grade-level academic content with appropriate supports.

Dually identified students will follow the same VCPS procedures for identification, progress monitoring, and reclassification as all other English Learners. However, reclassification decisions for English Learners with disabilities are made by the IEP team using a multiple measures approach.

The team must determine whether the student demonstrates sufficient English language proficiency to access grade-level instruction without continued ELD support. In making this determination, the IEP team shall:

- Review English language proficiency assessment results
- Analyze academic performance and classroom evidence
- Consider progress toward English language development goals within the IEP
- Incorporate parent/guardian input
- Evaluate the impact of the student's disability on assessment results and language performance
 - Speech Language Impairment
 - Autism Spectrum Disorder
 - Specific learning disability in reading
 - Processing speed deficits
 - Hearing impairments
 - Other

No single measure may be used in isolation to determine eligibility.

Students will be provided appropriate accommodations and supports during English language proficiency assessments(ELPAC) and other assessments as outlined in their IEP. When a disability prevents valid assessment of a specific domain, the IEP team may consider alternative evidence of proficiency in that area. All assessment accommodations, supports, and any domain-specific considerations will be documented in the student's IEP.

Reference: Reclassification Procedures for English Learners with Disabilities: BUL-6890.6

Family and Communication Partnership

VCPS recognizes that meaningful family engagement is essential to the academic success and language development of English Learners. The district is committed to providing timely communication, meaningful opportunities for participation, and access to information in a language that parents and guardians can understand whenever feasible.

Parental Notification of Initial ELPAC Assessment

Students identified as potential English Learners will participate in the Initial ELPAC assessment, and parents-guardians will receive notification of assessment results, language classification, and VCPS instructional program placement within 30 calendar days. This also applies to transitional Kindergarten(TK)

Notification Process →

<i>To be Determined(TBD)</i>	Initial ELPAC Assessments	Initial ELPAC Results	EO or EL Program Placement
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Reference: Introduction and Overview

Parental English Language Learner Communication and Notification

VCPS parents/guardians of ELs will be notified at the end of each academic year of their students' current language classification, along with the annual assessment ELPAC results. Site instructional team and leaders will communicate with students assessment results at their earliest convenience, but parents will receive results and notifications 30 calendar days after administered assessment.

Notification Process →

<i>Designated ELD</i>	Summative ELPAC Assessments	Notification of ELPAC Results
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Within 30 calendar days of administration of the Annual ELPAC Summative Assessment, parents/guardians of EL students will receive official notification regarding:

- The student's annual English language proficiency level
- The student's official language classification
- The student's instructional program placement for next academic year

In addition, for EL students with disabilities or dually Identified Students and an Individualized Education Program (IEP), information describing how the instructional program will support IEP objectives

A student will remain classified as an English Learner until the VCPS reclassification criteria have been met. Students schedules will not be changed until the end of the academic year, despite their placement from EL to RFEP.

Engagement Opportunities and Events

VCPS will provide ongoing opportunities for parents and guardians of English Learners to participate in school and district activities that support student achievement and language development.

Opportunities may include school events, informational meetings, parent conferences, student showcases, family engagement activities, and English Learner program information sessions.

School sites will communicate upcoming engagement opportunities through multiple methods, including email, phone calls, text messaging, school newsletters via ParentSquare.

Family Learning Workshops

VCPS may offer family learning workshops throughout the school year to support parents and guardians in understanding instructional programs, student assessment data, graduation requirements, college and career readiness, and strategies for supporting learning at home.

Workshop topics may include:

- Understanding ELPAC and English Learner services
- Supporting literacy and language development at home
- Technology resources and digital learning tools

Quarter 1	RFEP Reclassification Celebration - Celebrating Growth & Achievement - RFEP recognition, student success stories, awards, family celebration - Build pride, motivation, and awareness of reclassification pathway
Quarter 2	Supporting Literacy at Home - Building Daily Literacy Habits at Home - Family routines, reading strategies, language apps (Duolingo or similar tools) - Equip families with simple, daily support strategies
Quarter 3	Understanding ELPAC - Impact of remaining EL long term

Advisory Committees

Parent Advisory Committee (PAC)

The PAC provides input and feedback on VCPS programs, services, and initiatives that support English Learners and family engagement.

English Learner Advisory Committee (ELAC)

School sites with English Learners will establish an ELAC in accordance with California Education Code requirements. ELAC **may** advise school leadership on English Learner programs, student needs, and family engagement, including:

- Development of the school's needs assessment
- Review of English Learner services and supports
- Parent education and engagement activities
- Input on the School Plan for Student Achievement (SPSA)
- Attendance and student engagement supports

Parents/guardians of English Learners will be provided opportunities to participate in ELAC meetings and leadership roles.