

VISTA CHARTER PUBLIC SCHOOLS

601 North Fairview Street
Santa Ana, CA 92703
T: (714) 881-7407 | F: (714) 988-2747
www.vistacharterpublicschools.org

Collin Felch, Ed.D., Superintendent
Karen Amaya, Assistant Superintendent



Vista Charter Public Schools English Learner Master Plan 2025-2026

Educational Program for English Learners

Vista Charter Public Schools (VCPS) believes that in order for English learners to succeed, they need to have a solid foundation in language and literacy. The thread that runs through all of our programs is English Language Development (ELD). Research states that by the age of four, students in low socioeconomic households have an overwhelming lack of exposure to language when compared to students from working class and professional families (Hart and Risley, University of Kansas, 1995). For English learners, the gap is even greater. Our mandate is to help these students close this gap.

The foundation of the program is the new California English Language Development Standards, which are aligned with and serve as a transitional bridge to the state's Common Core State Standards (CCSS) in all subjects. These standards integrate listening, speaking, reading, writing, and language awareness across all content areas. Planning for ELD instruction is data driven and guided by the new ELD standards. Vista Teachers continuously receive professional development on the use of ELD standards, and continue to work with them in their instruction of EL students. Teachers address these standards, using Cooperative Learning Structures, Word Walls, Sentence Frames and other ELD strategies when appropriate, in integrated ELD instruction and in daily language arts, math, social studies and science. Additionally, students receive targeted language support through the use of adopted curriculum during designated ELD time. On an ongoing basis, teachers review the results of the annual ELPAC, CAASPP Summative and Interim assessments, and internal assessments to identify areas of student growth and areas in which students need to improve to guide instruction.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition; however, they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS) (Cummins). By using the ELD standards, teachers are able to ensure that the instruction supports the students' development of rich academic language and access to the common core state standards.

English Learners Identification

- The Home Language Survey, given to all students upon enrollment, identifies English Learners (EL). Those students whose primary language at home is other than English, as indicated on the Home Language Survey, and who have not been previously evaluated at another school, are administered the initial English Language Proficiency Assessment for California (ELPAC).
- If they qualify as an English Learner as a result of the ELPAC, they are tested annually, and their progress is tracked until they are reclassified. Students previously identified as EL at another school according to cumulative records are provided the appropriate instructional services according to State and District mandates and the school's EL Master Plan and are administered the annual summative ELPAC.

We Transform the School Experience

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- Students identified as RFEP are monitored throughout their duration at Vista Charter Public Schools according to State and District guidelines and the school's EL Master Plan to evaluate and maintain progress.
- Additionally, students previously identified as IFEP are noted and monitored. Schools provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents. Toward this end, schools provide:
 - Translations of parent communications in Home Language
 - Interpreters for meetings
 - Parent outreach on the Charter School's programs and assessment

Instructional Services

English Learners will receive high quality instruction in ELD and all content core subjects to ensure that they acquire English language proficiency and access to California's State Standards.

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. 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, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly.

Designated ELD

Targeted English instruction in the form of Designated English Language Development is provided for English Learners through the use of adopted school curriculum. 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.

Strategies for effective instruction include in Integrated and Designated ELD include:

- Implementation of Cooperative Learning Structures (RoundRobin, RallyRobin, Mix-Pair-Share, etc.)
- Word Walls
- Sentence Frames to scaffold language production
- Anchor Charts
- Check for Understanding
- Use of graphic organizers

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- Use of realia and manipulatives
- Use visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Total Physical Response and gestures
- Slower speech rate, Clear enunciation and Controlled vocabulary
- Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Speaking and Oral language activities
- Flexible grouping of students/Small group instruction
- Pull out ELD Intervention
- Newcomer Support

Delivery of Services, Programs and Resources

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:

- Kagan Cooperative Learning
- Kagan for English Learners
- Pearson's iLit 20
- Rosetta Stone
- Lexia Learning
- Readers and Writers Workshop Model
- One-to-One Technology
- Teen Emergent Readers Libraries
- ELD TAs
- Push in/Pull out Intervention

In addition, teachers will guide ELs in understanding that learning is a life-long process by having them partake in inquiry and project-based learning to help them organize their own thinking and learning around projects. Inquiry and project-based learning allows students to pose questions or problems, problem solve, make decisions, and investigative activities (Thomas, 2000).

The staff at Vista Charter Public Schools will receive professional development on ELA/ELD Framework to continue to engage and support ELs as they progress through the grades to a) unpack meaning in the texts they read and hear across the disciplines, and b) make informed choices about language when producing oral and written disciplinary texts.

Progress Monitoring

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VCPS monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Education code and Board policies are followed closely to ensure appropriate implementation of English Learner programs.

- EL progress is monitored on an ongoing basis. A variety of tools are used to determine progress towards students' English language proficiency including: school-based formative and summative assessments, academic performance in content classes, summative ELPAC assessments, Summative and Interim CAASPP assessments, samples of student work and reading levels.
- Student data is disaggregated and reviewed regularly by school administrators and teachers. An ELD monitoring tool is used to track progress towards mastery of standards throughout the duration of the student's time at Vista Charter Public Schools. ELs are expected to show one language proficiency level of growth annually as measured by the ELD monitoring tool until they reach and maintain English proficiency when reclassified.
- Data from the ELD monitoring tool is compiled to identify individual students who are not meeting this expectation, and appropriate instructional strategies in integrated and designated ELD are applied at the school site and interventions as needed.
- Schools' ELAC committee of teachers and parent representatives meet regularly in order to evaluate the program for English learners.

At Risk and Long Term English Learners

An At-Risk English Learner is a student who has been enrolled in a U.S. school for 4-5 years and is at-risk of becoming a Long Term English Learner (LTEL). An LTEL is a student who has been enrolled in U.S. schools for more than six years, is no longer progressing towards English proficiency and is struggling academically. They do not have the English skills needed for academic success, and have accumulated major academic gaps in their elementary school and/or middle school years. There are many factors which contribute to a student becoming a LTEL including a lack of targeted language development, placement in intervention models designed for native English speakers, limited access to the full curriculum, and placement with teachers lacking the professional development needed to address the language needs of ELs, and socio-economic factors including poverty, among others.

In addition to instructional services, supports and interventions provided to all English Learners, Vista Charter Public School will make an effort to reduce the number of At Risk and Long Term ELs by:

- using the ELPAC summative assessment to identify areas of need and provide intensive intervention
- one-on-one student support
- individual goal-setting and progress monitoring
- use of language objectives

Building relationships with students and parents and creating a positive learning environment where students feel challenged and engaged are also crucial factors in addressing the needs of At-Risk ELs and LTELs. We will:

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- engage parents in learning opportunities to continue to support their ELs in the home
- provide tools for school-home collaboration and progress monitoring

Reclassification Criteria

Students who have been identified as EL and who subsequently demonstrate that they are able to compete effectively with English-speaking peers in mainstream classes, will be reclassified to fluent English proficient (RFEP) according to the following guidelines:

<i>Reclassification Criteria</i>	
TK-12	<p>Annual ELPAC Scores <i>Overall annual ELPAC score of 4</i></p> <p>Teacher Evaluation The teacher judges the student will be successful in a Mainstream English Program based on a review of:</p> <ul style="list-style-type: none">● Report Card/Progress Monitoring Tool Report card marks and Progress Monitoring Tool indicating proficiency● Norm-Referenced Assessments (Grades TK-2 & 9-12) Comparison of students "in basic skills against and empirically established range of performance in basic skills based upon the performance of English proficient pupils" utilizing the score and/or performance level resulting from a recent objective assessment such as Smarter Balanced or Diagnostic assessments that are administered to all students of the same age. <p>Parent Opinion/Consultation A notice is sent home for parent consultation/approval.</p>

The academic progress of RFEP students is monitored for a minimum of four years, as required by state and federal guidelines. During this monitoring period, ELPAC testing is not required. If their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency.