

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 Special Education Master Plan 2025-2026

Educational Program

Vista Charter Public Schools (VCPS) believes that in order for Special Education Students to succeed, they need to have solid support in all areas of need with an inclusive program design on their Individual Educational Plan.

The implementation of IDEA has provided the basis for VCPS to have a strong inclusive commitment to all Special Education students. We will ensure students with a high-quality program that will enable them to attain proficiency in academic areas and support all areas of needs, while addressing the rigorous California Common Core State Standards. The professional community at VCPS continuously furthers its understanding of how the implementation of supports, modifications, and accommodations define the type of instructional approach our learning community needs to implement, with the student's IEP, as well as, the rules and regulations that protect these students as they have equal access to a Free Appropriate Public Education. VCPS uses all federal and state guidelines, as well as knowledge and support of parent and student rights, to ensure all students have the appropriate support in place for them to access their educational instruction in an appropriate setting.

Identification

During the enrollment process, the enrollment document allows an opportunity for a parent or guardian to disclose if their student has been identified as a student who receives special education services. Those students who are identified as receiving services are connected to our Special Education staff and learn more about our program. All students who are identified are provided an Interim (30 day) IEP meeting to review the placement/offer of FAPE (including review of goals, accommodations & modifications, services and educational environment, etc.) within 30 days of the student's first day of instruction.

During the time any student is enrolled, VCPS follows all parts of the Child Find Law to make sure we use all available resources to identify students who may be assessed for Special Education. These processes may include:

1. Enrollment
 - a. Enrollment forms request parent indication of Special Education Services
 - b. Enrollment in-take meetings where any parent or guardian identifies the student as a student with disabilities. If during any part of the in-take a parent or guardian indicates a request for Special Education and related services. During the enrollment

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process staff verify CALPADS, Special Education Information Systems and CUME records that may indicate that the student has been identified as a Special Education student.

2. Teacher Referral

a. A teacher can refer a student to the SST process after monitoring student data if there is a concern that needs to be monitored closely. During this process a student may be referred for Special Education testing.

b. A teacher will indicate to Administration or Special Education staff if a parent or guardian has notified concerns or wants assessment for Special Education.

3. Guardian/ Parent Referral

a. Parents express requests in meetings with any staff member, these written or verbal requests, will begin the process for Special Education identification as outlined by state and federal laws.

4. Support Staff Referral

a. An instructional support staff can refer students to the SST process through school administration and collaboration with faculty. During this process a student may be referred for Special Education testing.

5. SST Process

a. A district adopted a four-step cycle where a specified team of qualified Staff meets to determine the needs, supports and accommodations and a detailed plan for interventions. During this process a team can decide a student needs to be referred for Special Education testing.

6. 504 Plan Students

a. During annual or initial parent meetings - a parent can request additional support that may indicate a need to assess for Special Education and related services.

b. During implementation of a 504 Plan any and all staff members can indicate a concern for a student to be referred to the SST process.

If a student is qualified as a Student with Disabilities and as a result of any of the processes listed above they are identified at the school and all students will be monitored closely throughout the year. All students will have an annual, triennial, transition or initial meeting based on their IEP/ program needs.

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During monitoring periods and/or IEP team meetings student progress is tracked until they are exited from Special Education.

The school provides outreach services and informs parents with important information regarding school matters to the same extent as other parents. Toward this end, VCPS provide:

- o Translations of parent communications in Identified language
- o Interpreters for meetings
- o Parent informational meetings on the Charter School's programs and assessment

Instructional Services

Special Education students will receive high quality instruction in all areas and they will receive accommodations and modifications as indicated by their active IEP. All accommodations, modifications and indicated supports will be implemented with fidelity to ensure every student has access within our inclusive Special Education program.

Teachers at VCPS will be provided with support staff, the appropriate training and instructional materials to ensure the instructional program is fully comprehensive and rigorous as indicated by the charter instructional program. Teachers may use additional researched based strategies below in addition to what is indicated on their IEP to further student support and success:

- Provide clear expectations and allow students a way to re-state and revisit these expectations. The use of graphic organizers or reference symbolic charts can be used to teach the standards
- Use visuals to teach standards and concepts (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Connect to the student's prior knowledge and interest. Ask questions, make comparisons and relate topic to current and past events
- Provide scaffolding and support—use verbal and written prompts to remind students of key points, physically assist students, and provide study or note taking guides
- Extended time and supports – use of assignment chunking and gradual identified steps to complete a skill or concept that may be represented in an assignment. Assistance or co-teaching with an instructional Aide or Educational Specialist.
- Use of realia and manipulatives
- Planned opportunities for meaningful interactions between students
- Use of body language and gestures

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- Slower speech rate
- Reducing negative feedback and increasing positive feedback to lower student anxiety
- Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Flexible grouping of students
- Small class or instructional setting

Teachers also guide students 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.

Monitoring

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 an inclusive Special Education program. Student progress is monitored consistently and reported on progress reports quarterly at the middle school and high school levels, at the trimester for elementary students, using both school adopted formative and summative assessments, classwork and student observational data. All student data is reviewed by the IEP team and specialized faculty to determine students' success and access to the appropriate placement within all rights given by FAPE. Student data is disaggregated and reviewed continually by school administrators and teachers. Students are expected to show growth annually as measured by progress on student goals and all student data. Each student and their data monitoring is reviewed. Any student who is identified as not meeting goals or making progress, additional supports, interventions are reviewed by the IEP team and are implemented in the identified appropriate and least restrictive environment for the student. Schools' SSC committee of teachers and parent representatives meet in order to evaluate the program for all Special Education Students. Oversight and monitoring is also held at the identified SELPA that the school belongs to.

In addition, the staff at VCPS will individually monitor student progress in the areas where they provide instruction to an identified Special Education student. Teachers and support staff will provide differentiated instructional techniques and strategies based on analysis of student data to provide equal access to the curriculum.

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Monitoring Student Progress of Special Education Students and change of placement or Exit from Special Education

IEP teams measure students' mastery of their goals and the identified needs in their IEP. At any point during the monitoring process as the student isn't making any growth, has had mastery of all goals and is exceeding progress expectations or is declining in progress a meeting will be held to identify next steps to support the student. In addition, if any member feels a team meeting is needed to address the offer of FAPE and the students' support, all state and federal laws are upheld to make sure the student is getting access to the general educational setting and to the instruction that is being delivered. All student data and observations, by qualified staff members will allow the IEP team to determine the appropriate next steps for the student and their access to FAPE. Student data will be used to provide targeted outcomes that are analyzed and used for differentiation of instruction, authentic assessment, and evidence of growth and indication of next steps for student placement.

VCPS schools' expectation is for students to progress through the goals of their IEP and have the necessary skills to be in the least restrictive environment, with limited support so they can exit Special Education when the time has been indicated to be appropriate by the IEP team.

Supervision of Instruction

The Principal, Educational Specialist, and/or Assistant Principal will conduct regular classroom observations to ensure the consistent implementation of the program. Regular meetings with Special Education staff are held to up-hold the effectiveness of the program and its needs. Special Education staff monitor and regularly maintain logs of services, supports and student progress that is reviewed by school administration to ensure the program is implemented effectively and upholds the laws governed by the state and federal government. Based on our ongoing monitoring and communication, VCPS staff will make necessary changes and adjustments to the program to improve the success of our Students with Disabilities.

Professional Development

Staff professional development plans and supports include ensuring the following:

- Each year all staff trained on their responsibilities and legal obligations to Special Education students.
- Each year site administrators review state and federal guidelines.
- On-going support and training are provided based on student-identified needs and supports that need to be implanted by faculty and support staff.
- All data that is reviewed and analyzed regularly to ensure that all staff is adequately trained for specific supports that are identified by student needs and IEP documents.

These core practices will be used to define what the professional community at Vista Charter Public Schools thinks, believes and does to transform the school experience.

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