
ENGLISH LEARNER MASTER PLAN 2026-2027

Blue Ridge Academy



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Master Plan for Services to English Learners

Blue Ridge Academy aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

This plan describes how we identify, serve and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth five goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders

Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in Blue Ridge Academy, and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English or ASL, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment

- Initial ELPAC, within 30 days of enrollment-- July 1-June 30
- Initial ELPAC student score reports and Notification Letters will be mailed and emailed, after testing results are provided by the state. See Appendix 1(generic sample letter)
- Summative ELPAC, for current ELs -- Feb. 1 - May 31

Step 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include: scale scores and proficiency levels.

School staff calculate a preliminary score for the purpose of determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Parent Notification of English Language Testing Form. The assessment is also forwarded to the test publisher for official scoring. These official results override

the informal scoring if the scores differ. The official results are sent to the parent within 30 days of receipt by the school. ELPAC results are maintained in the student's English Learner folder inside the cumulative folder, and in the school's student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given a California Department of Education (CDE) approved alternative assessment.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve</i> (2012 ELD Standards).
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 <i>ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 <i>ELD Standards</i> .

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given to EO students: the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners proceed to primary language assessment. Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Step 3: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **Initial** ELPAC will receive official notification informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- Core Instruction in English
- Daily Leveled ELD for 30 – 60 minutes based on the student's need and level independently at home through English Learner supports provided to the family.
- SDAIE strategies/vocabulary development will be embedded in the curriculum and enhanced with teacher support in person or online sessions. One to three, half hour sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate programs regularly.
- Optional ELD class (virtual).

Step 4: Program Placement

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the criteria for "Probably English Proficient" in the ELPAC Scoring Guide. They include:

1. Student's *overall* proficiency level is Early Advanced or higher, *and*
2. Proficiency in *each* skill area is Intermediate or higher. The skill areas are Listening, Speaking (Kindergarten through 12th grade), Reading, Writing, (2nd through 12th grade).

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- McGraw Hill Flex Curriculum (EL supports based on Level)

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

Our school provides ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, Enrichment Center staff, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be

classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC starting in February.

If a student was tested with the initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
3. HST and family review the examples of possible evidence for the student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, to the school's EL Designee or coordinator.

RECLASSIFICATION

Our school reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of two years, as required by state and federal guidelines, and 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. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition, common, grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

Reclassification Policy, Criteria, and Process:

The EL Designee or coordinator, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon release of ELPAC scores by the state.

Per California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

- ELPAC Score - Students must have an Overall Performance Level score of 4 (the statewide standardized ELP criterion), or an Overall Performance Level (PL) score of 3 if students took the Summative Alternate ELPAC.

- Teacher Evaluation - Student progress as observed by the teacher, as well as student's grades/progress indicators in math and English. Grades must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
- Parent Opinion and Consultation - Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
- English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores. The cut score requirements/criteria are indicated in the chart below.

Grade	Minimum ELA SBAC Score	Minimum Reading Score on STAR360	Minimum Math SBAC Score	Minimum Math Score on STAR360
TK/K	n/a	50	n/a	n/a
1st	n/a	71	n/a	240
2 nd	n/a	182	n/a	396
3 rd	Standard nearly met	323	Standard nearly met	482
4 th	Standard nearly met	424	Standard nearly met	567
5 th	Standard nearly met	525	Standard nearly met	634
6 th	Standard nearly met	626	Standard nearly met	699
7 th	Standard nearly met	713	Standard nearly met	736
8 th	Standard nearly met	847	Standard nearly met	767
9 th	n/a	925	n/a	780
10 th	n/a	981	n/a	782
11 th	Standard nearly met	1026	Standard nearly met	803
12 th	n/a	1141	n/a	817

Process

1. The EL Designee or coordinator will complete the Reclassification Form for students who meet the first criteria. See Appendix 3
2. A form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to a phone conference where they can consult with the EL Designee or coordinator and/or teacher, and their child. See Appendix 4
4. At this point, if everyone is in agreement, the student is then redesignated RFEP.
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process is similar for Special Education students being considered for reclassification (other than the Overall Performance Level of 3 must be scored, rather than the required Overall Performance Level of 4 for the general Summative ELPAC), except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Designee or coordinator to consider the **alternative reclassification criteria and form**. The IEP team, to include parent/guardian and the EL Designee or coordinator, will discuss and complete the form. If the student is found to meet this criteria, he/she will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students. See Appendix 5

Reclassification Criteria for Students Who Take the Summative Alternate ELPAC

1. Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP) receiving an Overall Performance Level (PL) of 3. LEAs must use the Summative Alternate ELPAC results as the primary assessment of ELP, and an Overall PL of 3 as a determination that the student met the ELP assessment criterion.
2. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
3. Parent or guardian opinion and consultation
4. Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

*An assessment (e.g., California Alternate Assessment [CAA] for ELA) that is administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.

RFEP Monitoring

Per California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continued monitoring of that student.

Our school will monitor RFEPs once per year over the course of the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

RFEP Monitoring Schedule

Student's Last Name	Monitoring Month, Annually for Four Years
A-C	October
D-F	November
G-H	December
I-L	January
M-O	February
P-R	March
S-V	April
W-Z	May

If at any point the student is scoring below grade level, intervention measures will be put in place, so as to ensure that the student is receiving as much support as possible, toward maintaining English language proficiency and academic growth. See Appendix 6



Blue Ridge Academy
955 Stanislaus Street, Maricopa, CA 93252
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INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of:

Test Date:

Student ID#:

School: **Blue Ridge Academy**

Date of Birth:

Grade:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	Status: Intermediate English Learner Score: 412
Oral Language (Listening and Speaking)	Well developed
Written Language (Reading and Writing)	Beginning to develop

Based on results of the English language proficiency assessment, your child has been identified as an **English Learner (EL)** student.

Program Placement

If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note that this does not change your student's homeschool teacher.

If your student was identified as an **English Learner (EL)**, he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added

by your child's teacher as needed, according to the ELPAC results. Please note that this does not change your student's homeschool teacher.

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	LEA Criteria Blue Ridge Academy EL Master Plan
English Language Proficiency Assessment	ELPAC Overall Performance Level 4.
Teacher Evaluation	Student progress as observed by a teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.

Intervention and Support Options

In addition to the instructional support provided by your homeschool teacher, Blue Ridge Academy offers other programs to help your student with their English fluency and academic achievement goals. Below is a list of options, which you can discuss with your teacher, if interested.

1. **Small-Group (virtual) ELD Classes**—new this year! This class will provide a weekly session of 30+ minutes of individualized support and instruction using Google Classroom and various online programs, including BrainPopELL, language support programs, as well as other supplemental materials taught by our EL Coordinator. Students will practice reading, writing, listening and speaking in English. You will receive communication directly from the EL Coordinator to sign up for this class which begins in October.
2. **Curriculum supplemental support**—check with the student's chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.
3. **Learning Ally**—this program is an audiobook program which reads books to students, so they can hear what it should sound like, as it is read by an English fluent person.

Should you have questions regarding these programs, test results, or your child's instructional placement, please contact your child's teacher, or me, at the number or email listed below.

Sincerely,
Emily Cruz
EL Designee
Director of Student Achievement
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com



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Annual EL Notification Letter 2026-2027

Dear Parent or Guardian of:

<<First Name>> <<Last Name>>

<<Street>>

<<City Line>>

August 19, 2026

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the Initial English Language Proficiency Assessments for California (ELPAC). The results of the test help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child continues to be identified as an English Learner. Your child has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to ELPAC results. Please note, that this does not change your student's homeschool teacher.

Blue Ridge Academy also offers additional supports to those students who require additional intervention. Should you have questions regarding these programs or your child's instructional placement, please contact your child's teacher, or me, at the number or email listed below.

Sincerely,

Emily Cruz
Director of Student Achievement, EL Designee
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com



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Carta de notificación anual EL 2026-2027

Estimado padre o tutor de:

<< Nombre >> << Apellido >>

<<Street>>

<< Línea de la ciudad >>

19 de agosto de 2026

Las leyes estatales y federales requieren que todos los distritos escolares de California den una prueba estatal de dominio del inglés a los estudiantes cuyo idioma principal no es el inglés. El idioma principal de un estudiante se identifica en una encuesta sobre el idioma del hogar, que los padres o tutores completan al inscribir a su hijo en una escuela pública de California por primera vez. En California, el nombre de la prueba estatal es Evaluación inicial de dominio del idioma inglés para California (ELPAC). Los resultados de la prueba ayudan a medir cómo progresa cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y escritura.

Su hijo sigue siendo identificado como un aprendiz de inglés. Su hijo ha sido asignado a un programa de apoyo educativo apropiado en inglés según los resultados. El objetivo de este programa es ayudar a su hijo a dominar el inglés y tener éxito en el plan de estudios académico de la escuela. El maestro de su hijo agrega apoyo educativo según sea necesario, de acuerdo con los resultados de ELPAC. Tenga en cuenta que esto no cambia al maestro de educación en casa de su estudiante.

Blue Ridge Academy también ofrece apoyos adicionales a aquellos estudiantes que requieren intervención adicional. Si tiene preguntas sobre estos programas o la ubicación educativa de su hijo, comuníquese con el maestro de su hijo o conmigo al número o correo electrónico que se indica a continuación.

Atentamente,

Emily Cruz
Director of Student Achievement, EL Designee
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com



Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

Complete all information below and email along with evidence documentation to the EL Designee or coordinator of your school.

HST Name: _____

Student Name: _____

SSID: _____

List of evidence attached:

1. Reading:

2. Writing:

3. Listening:

4. Speaking:

Additional teacher comments and observations:

--

Teacher Signature:_____

Date:_____

Parent Signature:_____

Date:_____

Final Outcome: Student ELAS will be corrected to IFEP: Yes ☐ No ☐

EL Designee/coordinator:_____

Date:_____



English Learner Reclassification Form

Student Name:	Grade:
Teacher Name:	Date:

1. ELPAC Scores

2. English Language Proficiency/ Academic Performance

Overall Score		Comparison Data	English	Math
Subscores: Listening		Grades/Progress Indicators		
Speaking		SBAC Scores		
Reading		Star 360 Scores		
Writing		Other:		

3. Teacher Evaluation

4. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature:_____EL Designee_____

Parent Signature:_____Official RFEP Date:_____



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Parent Notification Letter of Reclassification

June 3, 2026

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English Learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been administered the ELPAC for this year, and we have received those scores. We reviewed your child's performance on this test and took into consideration the following criteria: an evaluation of your child's academic performance by the teacher; your child's English proficiency as measured by the SBAC, Star 360, and/or other additional assessments, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be reclassified. Based on all of this data, your child qualifies for reclassification out of the program. We will reclassify your child as fluent English proficient (RFEP).

We thank you for your input and involvement in this process and congratulate your family on this achievement. If you have any questions about the ELPAC or this letter, you can ask your HST, or they can also be directed to me as well.

Sincerely,

Emily Cruz
Director of Student Achievement
EL Designee
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com



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Carta de notificación de reclasificación a los padres

3 de junio de 2026

Estimado padre o tutor de:

Las leyes estatales y federales requieren que todos los distritos escolares de California den una prueba estatal de competencia en inglés cada año a cada estudiante identificado como aprendiz de inglés. En California, el nombre de esta prueba es Evaluaciones de dominio del idioma inglés para California (ELPAC). Los resultados del ELPAC ayudan a medir cómo progresa cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y escritura.

A su hijo se le ha administrado el ELPAC de este año y hemos recibido esos puntajes. Revisamos el desempeño de su hijo en esta prueba y tomamos en consideración los siguientes criterios: una evaluación del desempeño académico de su hijo por parte del maestro; el dominio del inglés de su hijo según lo medido por las evaluaciones SBAC, Star 360 y/u otras evaluaciones adicionales, y su opinión como padres o tutores sobre el dominio del inglés de su hijo y su preparación para ser reclasificado. Con base en todos estos datos, su hijo califica para ser reclasificado fuera del programa. Reclasificaremos a su hijo como reclasificado con dominio del inglés fluido (RFEP).

Le agradecemos su contribución y participación en este proceso y felicitamos a su familia por este logro. Si tiene preguntas sobre ELPAC o esta carta, puede preguntarle a su HST, o también pueden dirigirme a mí.

Sinceramente,

Emily Cruz
Director of Student Achievement, EL Designee
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com

Reclassification Form For English Learners with Disabilities



Policy, from Blue Ridge EL Master Plan:

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Designee to consider the alternative reclassification criteria and form. The IEP team, to include parents and the EL Designee, will discuss and complete the form. If the student is found to meet this criteria, he/she will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students.

Student Name:	Grade:
Teacher Name:	Today's Date:
Primary Disability:	Date of last IEP:
Secondary Disability:	

1. Indicate which assessment the student took: ELPAC _____ Alternate ELPAC _____

2. ELPAC Scores

3. English Language Proficiency/ Academic Performance

Level		<i>Comparison Data</i>	<i>English</i>	<i>Math</i>
Overall Score		Grades/Progress Indicators		
Overall Performance Level		CAA/SBAC Scores		
Previous ELPAC Scores		Star 360 Scores		

		Other:		
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4. Has the student met language proficiency criteria as assessed by ELPAC?
 Yes ____ No ____

5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC?
 Yes ____ No ____

Provide an explanation below by using the following criteria to help determine if factors other than English language proficiency are responsible for limited achievement on ELPAC and/or ELA:

____ Student's performance is commensurate with his/her ability, due to his/her disability. ____ Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners. ____ Student's errors are indicative of a student with his/her disability versus a language barrier. ____ Other/also:
--

6. Was an English proficiency goal written into the student's IEP? Yes ____ No ____

7. Did the student meet the English proficiency goal? Yes ____ No ____

8. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified?
 Yes ____ No ____

9. Teacher Evaluation

10. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature:_____ EL Designee:_____

Parent Signature:_____ Official RFEP Date:_____

Case Carrier:_____ IEP Team Member:_____

IEP Team Member:_____ IEP Team Member:_____



English Language Learner RFEP Monitoring Form

Student Name:	Grade:	Evaluation Interval: Year 1 Year 3 Year 2 Year 4
Teacher Name:	Date:	RFEP Date:

Academic Achievement		
	English	Math
Classroom Grades		
SBAC Scores		
Star 360 Scores		
Other:		

Was academic performance satisfactory? Yes No

Are intervention strategies necessary? Yes No

Targeted Intervention (if required)		
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):

Additional Comments/Information

Parent Signature

Date

Teacher Signature

Date

EL Designee

Date



Blue Ridge Academy

955 Stanislaus Street, Maricopa, CA 93252

Ph (661) 525-1178 | Fax (661) 465-4544

Initial English Language Proficiency Assessments for California (Initial ELPAC) Computer-Based Assessment Parent and Guardian Notification Letter

Dear Parent/Guardian:

When registering your child in a California public school for the first time, you listed that your child has a language other than English on the Home Language Survey. Therefore, your child will be assessed with the Initial English Language Proficiency Assessments for California, or “Initial ELPAC.”

The Initial ELPAC is a required test used to determine how well students understand and communicate in English when it is not the language used at home. This is important so students can get the support they need to do well in school. Your child’s voice will be recorded as part of the Speaking portion of the computer-based test to help ensure that the test is scored correctly. All recorded responses will be destroyed after the scores are validated.

The Initial ELPAC may be administered remotely, in person, or through a combination of in-person and remote testing. **Blue Ridge Academy** will administer the Initial ELPAC to all eligible students with the following administration mode:

- Combination of in-person and remote testing

Your child will take the test from an off-campus location, most commonly their homes, and will connect with the test examiner on the computer. To make sure that each student receives the most accurate score, and to keep the test fair for all students, please follow these guidelines for student testing:

- You may help your child log on to enter the test session.
- Do not talk about the questions on the test or any materials for the test with anyone before, during, or after the test.
- No one may record the test or use a camera or any other device to take pictures of the test questions or of your child taking the test.
- To make sure the test is being completed by your child without any help, your child will be monitored through video and audio (a web camera and microphone) while taking the test.
 - The camera is used only to observe your child and your child’s surroundings during the test and will not record the session. Please follow all instructions given by the test

examiner about where to place the camera.

- If your child cannot use the computer's camera, microphone, and speaker or headphone during remote testing, you may contact **the Help Desk at 661-412-9363 ext. 6** for another way to administer the test to your child.

- For more information, visit the [ELPAC Parent/Guardian Resources web page](#).

The results will identify if your child needs language support learning English so that you and your child's teachers can better assist them.

You are an important part of your child's education. To make sure your child feels comfortable taking these tests, you can

- explain to your child that these tests are used to help them learn, and they should not be anxious or nervous;
- explore the practice tests with your child on the [ELPAC Practice and Training Tests web page](#) so they can become familiar with the platform and setup of the assessment; and
- remind your child that you and their teacher want them to try their best and are there to help, every step of the way.

To learn more about the Initial ELPAC, go to the [California Department of Education Parent Guides to Understanding web page](#).

You also can review sample test questions on the [ELPAC Starting Smarter website](#).

If you have any questions about your child taking the Initial ELPAC, please contact Blue Ridge Academy at (661) 412-9363.

Sincerely,

Samantha Haynes
Executive Director, Principal



Blue Ridge Academy

955 Stanislaus Street, Maricopa, CA 93252
Ph (661) 525-1178 | Fax (661) 465-4544

English Language Proficiency Assessments for California (ELPAC) Summative ELPAC Parent and Guardian Notification Letter

Dear Parent/Guardian:

We know that your child brings many strengths with them to school, but also may need extra support in the classroom. As an English learner student, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring.

The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English.

This year, **Blue Ridge Academy** will give the Summative ELPAC: ***in person, remotely, or through a combination of in-person and remote.***

The testing schedule is listed below:

February 1 - March 25

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can do the following:

- Explain to your child that this test is used as a tool to help them learn and that they should not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best and are there to help, every step of the way.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.
- Explore the practice tests with your child on the CAASPP and ELPAC Practice and Training Tests web page at <https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests>, so they can become familiar with the platform and setup of the tests.

You will receive your child's results at or before the beginning of the next school year. Test results will identify areas where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

To learn more about this test, go to the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/> or review the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

If you have questions, please contact **Emily Cruz, EL Designee** at **(562) 833-7216** or emily@theblueridgeacademy.com.

Sincerely,

Samantha Haynes
Executive Director, Principal