

Vox Collegiate of Los Angeles English Learner Master Plan

Introduction

The purpose of Vox Collegiate of Los Angeles' Master Plan ("Master Plan") for English Learners ("ELs") is to serve as a guide to the specific procedures that Vox Collegiate of Los Angeles ("Vox Collegiate") will use to identify, serve, and monitor the progress of students who arrive at Vox Collegiate without a full command of the English language.

Vox Collegiate will serve ELs in accordance with all applicable Federal Laws and Regulations as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We adhere to all applicable requirements of the Elementary and Secondary Education Act, amended and reauthorized in 2015 by the Every Student Succeeds Act, including sections Title I and Title III and federal case law. All students, regardless of home language, will be placed in the mainstream, general education classroom. Teachers will be responsible for differentiating instruction in the classroom to ensure that the needs of all students are being met. To this end, all classes are taught in English; however, the level of English used with students, both written and oral, will be modified as needed.

ELs must also master the social and cultural knowledge necessary to be able to participate effectively in classroom, school, and community contexts. All Vox Collegiate personnel, teachers, instructional assistants, and administrators are expected to follow the procedures specified in this Master Plan.

The Enrollment Process

The enrollment process at Vox Collegiate begins when a parent has accepted his/her child's seat at the school. This may be after the lottery in the event that the number of interested students exceeded the number of available seats. All information provided to families will be in a language that the parents understand. Vox Collegiate leadership and staff make every effort to ensure that parents feel welcome, supported and informed about the enrollment process and the options available for their student. Included with the enrollment packet is an explanation of the Uniform Complaint Procedure and Policy for Addressing Stakeholder Concerns to ensure that all parents understand how to address any potential concerns with staff.

Home Language Survey

Upon enrollment at Vox Collegiate, all families will complete the Home Language Survey ("HLS"). The HLS is required by state and federal law and serves to determine whether a language other than English is used in the student's home. Parents/guardians will be informed of the purpose of the HLS and its uses. In addition, parents will be informed that their child may be given an assessment to determine English language proficiency based on their responses. **The Home Language Survey is NOT used to determine a student's language classification or immigration status.**

The information provided on the HLS is kept in the student's cumulative record.

The HLS consists of four questions:

1. What language did the student learn when he or 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 the adults at home?

A student's home language status will be determined as follows:

- **English Only (EO):** If the answers to the four questions on the HLS are “English,” the student is classified as English Only.
- **Possible English Learner (EL):** If the answer to any of the first three questions on the HLS indicates a language barrier, the student is assessed to measure his or her level of English proficiency.

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. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English.
- Parent/guardian speaks to their child in a language other than English.
- The HLS is completed in a language other than English (including spelling the word “English” in another language; e.g. ingles).
- Student initiates interaction with their parents/guardians in a language other than English.
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English.
- Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

If there is evidence of significant non-English exposure, then the pupil must be administered the English Language Proficiency Assessment for California (“ELPAC”) Initial Identification Assessment (“IIA”). The parent will be consulted by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

Classification

In keeping with California law, students whose home language is not English will be given the ELPAC IIA within 30 calendar days of their initial enrollment in Vox Collegiate. The ELPAC IIA will provide us with the following information: (1) whether a student is English proficient; and (2) student level of English proficiency. As required by law, and in accordance with our belief in partnering with families and parents, Vox Collegiate will notify parents of our responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 days following receipt of results, including the reason for identification of EL status if a child is identified as an EL. ELs' English proficiency will be

assessed each spring using the summative ELPAC for the purposes of determining student progress toward English proficiency and whether a student should be reclassified as English proficient.

Based on ELPAC results, teachers will receive notification of which students are classified as ELs; the Head of School (Years 1-2) and Dean of Curriculum and Instruction (Year 3 and beyond) will be responsible for making the identification and appropriate notifications to teachers. While teachers will preemptively employ strategies that are meant to address the needs of ELs before ELPAC results are available, this official classification will help them further identify which students need additional supports. Teacher professional development following the publication of ELPAC results will focus on strategies for EL students. These will be used to assess students' language acquisition progress over the course of the school year, and will help Vox Collegiate analyze how the school is progressing toward its reclassification goals. Data analysis focused on ELs will occur both during Friday professional development as well as during all-staff Data Days.¹ The Head of School, Dean of Curriculum and Instruction (Y3 and beyond), and Principals (Y4 and beyond) will review student progress toward reclassification once per trimester (middle school academy) or quarter (high school academy), and address results accordingly with the teachers and staff.

Students who meet ALL three of the following criteria must be assessed using the ELPAC IIA:

1. Response to each of the first three questions on the HLS is other than English and
2. Response to question #4 on the Home Language Survey is other than English and
3. There is reasonable doubt as to the student's English proficiency.

Initial Language Classification/Status

A student's initial language classification or status is determined by their overall performance on the ELPAC IIA. Based on the performance level, a student may be classified as follows:

English Learner (EL)

The overall performance level on the ELPAC is Level 2 (somewhat functional) or Level 1 (limited functional).

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial ELPAC is Level 4 (fully functional) or Level 3 (moderately functional). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

Reclassification

In accordance with the reclassification procedures developed by the CDE, as set forth in CA Ed Code § 313(d), Vox Collegiate will use multiple measures and assessments to determine whether a student's English proficiency should be reclassified. Parents will be notified upon reclassification and all student

¹ There are 5 Data Days in the 2018-19 school year.

records will be updated to reflect reclassification. After reclassification, students’ academic progress will continue to be monitored for two years by assessing student mastery of ELD standards, to which Vox Collegiate curriculum materials will be aligned. The following criteria outlined in Figure 1 will be used to determine reclassification:

Figure 1: EL Reclassification Requirements

Type of Evaluation	Requirement for Reclassification
Assessment of English proficiency using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to EC Section 60810 (i.e., the ELPAC).	Using annual performance on the summative ELPAC, student achieves a level 3 or 4; and: <ul style="list-style-type: none"> ● Listening is a 3 or higher, ● Speaking is a 3 or higher, ● Reading is a 3 or higher, and ● Writing is a 3 or higher.
Teacher evaluation, including, but not limited to, a review of the student’s mastery of standards.	Teachers determine proficiency and readiness for reclassification by examining: <ul style="list-style-type: none"> ● Student SBAC performance in ELA; ● Student performance of mastery on internally-developed assessments; and ● Student normed score on NWEA MAP for ELA.
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, which 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.	Using SBAC, student achieves above the cut point. (School will factor whether performance (if low) was caused by something other than a lack of English proficiency.)
Parental opinion and consultation.	School leadership team and teachers will communicate with parents regarding their rights and the rights of their child regarding reclassification. Prior to reclassification, families will have an in-person meeting with a member of the Vox Collegiate leadership team.

The administrator/designee at each school site is 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 SBAC and ELPAC are released, as well as at the end of each grade reporting period. Students who have met the reclassification criteria are identified and parents are informed of their proficiency in writing.

All Reclassified Fluent English Proficient (“RFEP”) students are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the

administrator/designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- After school and/or before school academic support
- Summer school

ELs with disabilities will follow the same methods for identification and reclassification while adhering to appropriate testing accommodations and/or modifications listed in their Individualized Education Programs (IEPs). In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an EL with a disability has met the English Language Development (ELD) goal(s) in his/her IEP.

Parent Notification

Initial Assessments Results and Program Placement: Parents of students who are tested using the ELPAC IIA must receive official notification within 30 calendar days informing them of their student's:

- Initial English Language Proficiency Level and how it was assessed
- Official Language Classification

Parents will also receive the following information:

- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability and an assurance and description of how the program will meet both the students' English language and special needs as delineated in the IEP
- Expected rate of graduation for ELs

Annual Assessment Results and Program Placement: Parents of ELs who are administered the annual ELPAC must receive official notification within 30 calendar days, informing them of their child's:

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

Services Provided at Vox Collegiate

All students at Vox Collegiate are taught in a Structured English Immersion setting. ELs are supported through a combination of modified instruction, additional academic support as needed, and specific strategies for acquiring academic English. Teachers provide sheltered instruction using SDAIE techniques when students have difficulty understanding English.

English Language Development Small Group Instruction

All ELs at Vox Collegiate will access differentiated small group instruction during the daily ELA Focus period in grades 6-8 and office hours in grades 9-12. Students who are “Emerging” according to the California ELD Standard Levels will receive direct English instruction during English Focus or during the reading group periods in grades 6-8 and during office hours in grades 9-12.

Embedded Research Based Instructional Strategies for Acquiring Academic English

We embed strategies for the continuing development of academic English into all classroom instruction. The following strategies are used in all classrooms.

Established by the federal Department of Education, *Doing What Works* lists five effective and proven strategies for supporting ELs.² Including the five strategies identified in *Doing What Works*, we will incorporate the following strategies into each classroom to ensure all students receive equal access to the material being presented.

- a. **Screen and Monitor Progress.** Through regular assessments, data analysis, and data-driven instruction, teachers will be able to actively engage with and identify areas of need and quickly provide opportunities for remediation for students. This corresponds directly to the principles of an effective EL program, which requires well-developed assessments. The Head of School, Dean of Curriculum and Instruction (Y3), and Principals (Y4) will oversee the process and ensures that best practices are being used across the teaching staff.
- b. **Provide Opportunities for Reading Interventions.** In grades 6-8, small-group tutoring during the ELA Focus period is designed to help students struggling in academic content areas. ELs are often at risk for struggling in reading and this intervention offers targeted assistance to ensure mastery and proficiency in English Language Arts. Furthermore, students will be engaged in daily reading groups to help with fluency, phonemic awareness, and English language acquisition. In grades 9-12, students will be able to receive both small group and individual English instruction during daily office hours.
- c. **Be Explicit. Teach Vocabulary.** Studies have shown that the acquisition and mastery of academic vocabulary is critical to the success of ELs in both learning English and mastering content.³ Vox Collegiate is committed to providing vocabulary instruction through the use of word lists, word walls, and targeted vocabulary review in each class.
- d. **Develop Academic English.** Cognitive academic language proficiency (“CALP”) is necessary if ELs are to achieve academic success. Students must not only possess basic interpersonal communication skills (“BICS”) of social language; they must also develop content area vocabulary and language specific to academic skills and tasks necessary for higher-order tasks such as comparing, synthesizing, analyzing and inferring. In order for ELs to reach these higher order skills, teachers must explicitly teach and scaffold vocabulary and tasks such as synthesis and analysis. CALP experts have predicted that it may take ELs five years or more to become proficient in CALP.⁴ Vox Collegiate will employ an extended school day and year to accelerate the language acquisition process and student exposure to academic English.

² <https://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml>.

³ Sibold, Claire, “Building English Language Learners’ Academic Vocabulary,” *Multicultural Education*, 2011,

⁴ Cummins, J. (1981a) “Age on arrival and immigrant second language learning in Canada. A

- e. **Schedule Time for Peer Learning.** We will implement strategies such as “turn and talks” that give students a brief but meaningful time to discuss topics prompted by the teacher. This will allow for an increase in authentic language practice and can accelerate the acquisition of BICS and mastery of language.
- f. **Speech and Debate.** Our speech and debate program, which includes a mandatory daily 50-minute class for students in grades 6-9, provides ELs with an additional 50 minutes of daily practice with the English language. Further, our speech and debate curriculum will be aligned with California ELD Standards, to provide direct support to ELs as they collaborate with peers around speaking, writing, and arguing in the English language.
- g. **Provide Core Content Instruction Through Structured English Immersion (“SEI”) Program.** ELs should steadily make progress in the acquisition of English while also keeping pace with their peers in mastering content. An SEI program supports ELs to work with their English speaking peers as they engage with core content. All the while, specific instructional practices are deployed by teachers so that ELs have as meaningful an experience with content as their peers. English mastery does not have to be separated from core content but can come from dynamically engaging with core content, practicing the English language in authentic ways.
- h. **Employ Specially Designed Academic Instruction in English (“SDAIE”).** In order for an SEI program to be effective, teachers must employ strategies designed specifically to provide ELs with access to academic content. Incorporating SDAIE strategies into all of our classrooms helps to ensure that ELs access the high level content being taught in Vox Collegiate classrooms. Students will acquire the vocabulary needed to understand content and be provided with ample opportunity to practice the language skills related to such content.
- i. **Provide Extra Time for Engagement with English.** Students receive 100 minutes of ELA instruction each day in grades six through eight, 50 minutes of which is dedicated to small group blended learning instruction in math and ELA Focus. Additionally, students have the opportunity to practice all of their English skills in a 50-minute speech and debate class, the curriculum for which is aligned to ELD standards and mandatory for students in grades six through nine. This additional time will expedite the reclassification of Vox Collegiate’s ELs, as they are being supported through SDAIE strategies and lesson plans aligned to ELD standards. Specifically, the Vox Collegiate speech and debate program will focus on the development of all students’ speaking and listening skills, providing daily opportunities to practice effective oral communication of complex ideas.

Vox Collegiate’s core instructional program is designed to meet the needs of ELs; all students will benefit from our intense focus on literacy. This is in keeping with the most recent California English Language Development Standards, which were adopted in 2012 and are aligned with the Common Core State Standards; in the overview of the ELD Standards, the state writes, “The sponsors of the Common Core State Standards Initiative specify that these new standards are intended to apply to all students, including English learners (ELs): The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English Learners. However, these students may require additional time, appropriate

reassessment.” *Applied Linguistics*, 2, 132-149.

instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.”⁵

Additionally, Vox Collegiate teachers will use the California English Language Development Standards and Proficiency Level Descriptors to differentiate instruction for ELs. These are fully aligned with the Common Core; therefore, Vox Collegiate’s Common Core-aligned curriculum will address ELs’ needs on an everyday basis. These ELD Standards will provide teachers with additional methods for differentiation, student activities, and appropriate texts for students who are termed Emerging, Expanding, or Bridging ELs.

For those students learning English, teachers will employ strategies effective in meeting their specific literacy needs, including:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills during daily Advisory
- Additional phonics, decoding, and fluency instruction during English Focus
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Word Walls to reinforce academic vocabulary
- In-school tutoring designed to meet the academic and developmental needs of students at each grade level
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

Vox Collegiate teachers will implement these strategies on a regular basis, and will collaborate with each other and with peers from schools with similar EL populations to continually seek out additional successful strategies. Moreover, Vox Collegiate will regularly assess and monitor students’ language development and growth; in addition to the annual administration of the ELPAC and reclassification process described above, teachers will document ongoing ELD progress through the use of ELD assessment portfolios. This state-approved tool will allow teachers and school leaders to measure student progress and maintain evidence of student language acquisition and growth. In Y1 the Head

⁵ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewp1d.pdf>

of School will be responsible for monitoring ELD progress and providing time and training for teachers to complete the review of ELD assessments and student work samples. Beginning in Y3, the Dean of Curriculum and Instruction will have this responsibility. In Y4 and beyond, such responsibility will be shared by the Dean of Curriculum and Instruction and Principals. This ongoing assessment will help Vox Collegiate teachers and staff members ensure the school is working toward its reclassification goals, and will provide appropriate evidence of student growth, as needed for individual reclassification conferences.

Service Providers

Vox Collegiate teachers are the main service providers to our ELs. Teachers are responsible for providing instruction during the day. All core content teachers hired at Vox Collegiate must have an EL Authorization or the equivalent as dictated by the State of California.

The administrative team at Vox Collegiate ensures that instruction is effective for all students including ELs. The administrative team does this through frequent, ongoing professional development, classroom observations, teacher observations, parent surveys and stakeholder input.

Professional Development

Vox Collegiate provides ongoing annual professional development for administrators and staff on legal requirements and district procedures relating to the implementation of the identification and placement requirements of the Master Plan. Teachers, administrators, staff responsible for working with EL's student records, office staff and support staff must attend this mandatory training annually. Training must take place prior to or within 10 days of the start of the school year or when new staff members have been employed.

The training and professional development includes but is 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

English Learner Advisory Committee

In accordance with California law, when the number of ELs at Vox Collegiate reaches 21 students, we will establish an English Learner Advisory Committee (“ELAC”), comprised of parents of ELs, parents of non-ELs, and school staff.⁶ The ELAC will serve as an advisory committee to provide advice and input to school administration and the School Site Council on school decisions and funding expenditures related to ELs. The ELAC shall:

- advise the Head of School and staff on programs and services for Els;

⁶ CA Ed Code, §§ 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a).

- advise School Site Council on the development of the Single Plan for Student Achievement (“SPSA”); and
- assist the school in the development of the school's needs assessment and ways to make parents aware of the importance of school attendance.

Annually, parent members of the ELAC will be elected by parents/guardians of ELs. Other members of the ELAC will be appointed by the Head of School. The percentage of parents of ELs on the ELAC shall be at least the same percentage as EL students at the school. In no event shall the percentage EL parents serving on the ELAC be less than 51%. Upon formation of an ELAC, appropriate funds will be allocated to support reasonable expenses that parents may incur in carrying out their duties as members of the ELAC. On an annual basis, the school shall provide the ELAC with relevant training that may be needed for members to carry out their duties.

Evaluation of Program

To evaluate the efficacy of the EL Program at Vox Collegiate, the Head of School and staff will look not only at performance and growth on midterm and trimester exams, but also at state-mandated testing and performance on nationally normed assessments such as the NWEA MAP assessment. In addition, we will analyze ELPAC data to determine how students are progressing in regards to language acquisition. We disaggregate assessment results by EL and non-EL students and use this data to improve instructional strategies and Professional Development sessions.

Vox Collegiate will continuously monitor the progress of all of our students through weekly quizzes, interim and summative exams, projects, written work, and performance on state mandated testing and nationally normed assessments.

Furthermore, Vox Collegiate will evaluate the success of its EL Program based on the following Key Performance Indicators which will be rolled up and reported quarterly to the Vox Collegiate Board of Directors through the Academic Achievement Committee and the Dashboard of Performance Indicators.

- Individual student improvement on the ELPAC test from year to year
- Individual student improvement on the NWEA MAP assessment year over year
- School-wide RFEP rate
- Individual RFEP progress-monitoring
- School-wide SBAC sub group reports for grades 6-8, and 11

The goals outlined below are specified in the charter and Vox Collegiate will analyze progress to goal on an ongoing and annual basis.

Figure 2: Vox Collegiate English Learner Goals

ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Internal Assessments				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All graduates successfully complete A-G requirements.	<ol style="list-style-type: none"> 1. Implement and annually review required course of study. 2. Provide credit recovery opportunities. 3. Annually review student schedules to ensure proper time to meet A-G requirements. 	100% of 6 th grade students pass all core classes.	100% of 6 th and 7 th grade students pass all core classes.	100% of 6 th , 7 th , and 8 th grade students pass all core classes.	100% of students on track to complete A-G requirements.	100% of students on track to complete A-G requirements.

ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ELPAC scores				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ELs will show growth in English proficiency	<ol style="list-style-type: none"> 1. Ongoing review of curriculum and instructional materials, including daily lesson plans, to ensure support for ELs and alignment with ELD standards. 2. Annual instructional training for EL support. 3. Ongoing monitoring of EL academic achievement data. 4. Small group instruction in all courses, focusing on 	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.	100% of EL students advance at least one performance level on the ELPAC per year.

	ELA and math.					
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ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ELPAC scores, reclassification rate				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ELs will show growth in English proficiency and progress towards reclassification.	<ol style="list-style-type: none"> 1. Ongoing review of curriculum and instructional materials, including daily lesson plans, to ensure support for ELs and alignment with ELD standards. 2. Annual instructional training for EL support. 3. Ongoing monitoring of EL academic achievement data. 4. Small group instruction in all courses, focusing on ELA and math. 	Schoolwide EL reclassification rate will exceed district average.	<p>80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP.</p> <p>Schoolwide EL reclassification rate will exceed district average.</p>	<p>80% of ELs who have attended the school for three years, on average, will reclassify as RFEP.</p> <p>80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP.</p> <p>Schoolwide EL reclassification rate will exceed district average.</p>	<p>80% of ELs who have attended the school for three years, on average, will reclassify as RFEP.</p> <p>80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP.</p> <p>Schoolwide EL reclassification rate will exceed district average.</p>	<p>80% of ELs who have attended the school for three years, on average, will reclassify as RFEP.</p> <p>80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP.</p> <p>Schoolwide EL reclassification rate will exceed district average.</p>