

# Annual Title III Local Plan Update

All English learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**LEA Name:** San Joaquin COE

**CDS Code:** 39-103970000000

**Fiscal Year:** 2021-22

## Plan to Provide Services for English Learner (EL) Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

### How will the LEA:

#### **Provide effective professional development**

For the 21-22 school year, professional development and learning opportunities will be provided in an asynchronous learning module with scheduled collaboration and coaching time. The focus areas of the learning paths were determined based on stakeholder feedback and include: Computer Science, Family Engagement, Trauma-informed Care, Project-based Learning, and NGSS STEM instructional practices. A goal for the school programs is to continue to use consistent instructional strategies to help increase student engagement. All the learning paths for professional development will support student engagement.

The WRITE approach was adopted to improve and increase student literacy, reading, and writing skills among our English learner students. This decision was made based on a review of student CAASPP and other local assessment data that indicates that the majority of students are not meeting standards and are below grade-level in both reading and writing. The WRITE program is a supplemental curriculum approach that includes strategies that are effective for ELs and encourages and promotes literacy across all content areas.

COSP will continue to provide opportunities for teachers and administrators to attend professional learning training and workshops with a focus on supporting English Learners (ELs). Title III monies are planned to help the implementation of WRITE by providing professional learning for site administrators to help support teachers. It was determined that the focus of the implementation work will be to support the administration team in developing an implementation monitoring process, including a rubric and walkthrough protocol to determine the effectiveness of the WRITE program. Additionally, Title III funds will be used to support an ELD instructional coach for designated ELD teachers. Coaching will involve lesson studies and observations. Other PD opportunities to help support EL students and families will include attendance to learning conferences and workshops, including ELPAC in the Classroom and the ELD Standards Institute, and conferences such as Innovating for Equity Summit and CABE.

Utilizing Title III dollars, new special education staff will attend professional development on The CA Practitioners Guide for Educating English Learners with Disabilities and other available professional development for educators in Special Education. Speech therapists and assistive technology specialists will continue to provide EL training to special education teachers on augmentative and alternative communication systems that support EL students utilizing technology for functional communication and language development.

### **Implement effective programs and activities**

All EL students receive designated and integrated ELD instruction. Integrated ELD instruction is delivered using the supplemental WRITE approach across all content areas and emphasizes reading and writing. Designated ELD instruction is delivered using the adopted core ELD curriculum, SpringBoard by CollegeBoard.

COSP will continue the fifth year of WRITE implementation. Administrators and teachers will actively participate in observations and lesson studies to reflect on best practices to support teachers in their implementation of WRITE.

COSP will continue to work within an improvement science mode and will develop a plan to monitor and evaluate WRITE implementation and the effectiveness of the approach. This includes teacher observations and walk-through protocols, as well as data analysis on student performance.

SJCOE IEP teams develop goals and objectives for students based on identified areas of need, inclusive of English language development. Augmentative and alternative communication/Assistive Technology (AAC/AT) systems are utilized to assist students in developing the English language in conjunction with supplemental curriculum. IEP goals and objectives are worked on and monitored through integrated and designated English language development as part of daily classroom lessons. Utilizing Title III dollars, supplemental classroom materials/supplies and curriculum will be purchased and developed for EL students based on their individual IEPs.

### **Ensure English proficiency and academic achievement**

COSP continues to monitor all EL students on a monthly basis. Through this monitoring process, teachers analyze student academic achievement and progress and provide feedback and recommendations for individual students. Teachers use data from state and local assessments, current grades, attendance, and behavior to adjust instruction accordingly and to support EL students in their English language acquisition. Students who are not making adequate progress will be provided additional support by teachers, including access to the EL foundations intervention curriculum through Edmentum courseware, as well as one-on-one support through teacher conferencing. All students have access to a live tutor 24/7 and can be accessed in any language provided by Google. The live tutoring is offered through a chat and shared screen program.

Teachers and administrators will collaboratively work together to provide input and feedback about supplemental WRITE implementation and EL student achievement. Teacher teams will share WRITE lessons and strategies to their colleagues during region meetings throughout the year.

Administrators, teachers, and related service providers will review ELPAC, alternative ELPAC, and CAA results to monitor annual growth in English proficiency and academic achievement. Additionally, teachers, related service providers, and administrators will monitor goal attainment through quarterly progress reports and annual IEPs and adjust language instruction and content as needed, based on the progress toward & achievement of IEP goals.

**Promote parent, family, and community engagement in the education of English learners**

COSP Family Engagement Specialists will continue to offer the Parent Project 10-week workshops to families, including EL families. These workshops provide parents with resources to help them re-engage with the educational community and to help support their children (college/career prep, gang awareness, drug and alcohol abuse, community resources, etc.). Translation services will be provided when needed, as well as childcare.

The Family Engagement team will also offer Truancy Parent Workshops in both English and Spanish to help promote positive attendance and to help parents and students overcome barriers.

All COSP parents and families of EL students are invited to attend the DELAC and ELAC meetings and are encouraged to provide feedback and suggestions to the current services being provided. Translators are available at all meetings. Parents and families are asked to attend and participate in a parent/teacher conference once a quarter. Parents and guardians are also invited to attend reclassification celebration meetings.

SJCOE Special Education teachers and related service providers will continue to provide resources/trainings for all families, EL families included, with relation to language development, language strategies for use in the home environment, the use of augmentative and alternative communication systems, and behavior intervention. Translation services will be provided to families as needed.

Title III allocation will be used to supplement additional training and resources for EL parents and families in the areas of language development and behavior intervention for EL students.