

Annual Title III Local Plan Update Template

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 County Office of Education CDS Code: 39-10397

Fiscal Year: 2018-2019

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:	Persons Involved/Timeline (Optional)
<p>Provide effective professional development COSP -Our County Operated Schools Program (COSP) will continue to provide opportunities for teachers and administrators to attend professional learning trainings and workshops to include the 3 day <i>ELD Standards Institute</i> and <i>ELPAC in the Classroom</i>. All teachers will attend five curriculum workshops that focus on the WRITE strategies (<i>writing for ELs</i>) and ELD standards in all content areas. The COSP calendar includes 10 days of professional learning for teachers. All 10 sessions include training on implementation of the ELD standards and/or training in instructional strategies for EL students. COSP will also begin the implementation of a WRITE coaching model. The coaching model consists of 5 teachers who will be trained by an ELD instructional coach and will then provide coaching to other teachers within the program.</p> <p>Special Education - Special Education Programs will provide professional learning and coaching for teachers, paraprofessionals and Administration, focusing on the implementation of ELD standards in conjunction with other curricular standards.</p> <p>Arcohe –</p> <ul style="list-style-type: none"> • Professional Development days (August 13, 2018 and January 18, 2019) – Focus of these trainings were implementation of the ELA series with an emphasis on Integrated ELD instruction. • Professional Learning Communities (twice per month) – Focus of the PLC groups was student mastery of state standards. Groups were told to put an emphasis on the subgroups in their classes as outlined in the LCAP. • Mandated ELPAC training to administer the state test • Accountability Leadership Conference (December 3-4, 2018) – 	<p>2018-19</p> <ol style="list-style-type: none"> 1. Curriculum and Assessment Director 2. Data Specialist 3. Language & Literacy Instructional Coach 4. Teachers 5. Administrators 6. WRITE coaches <p>Special Education Administration and Teaching Staff/ ongoing 2018-2019</p>

<p>Superintendent/Principal attended the conference to gather information on the EL Roadmap and EL Master Plan; information was shared with the EL Specialist for the district.</p> <p>Mark Twain - MTUESD will provide sustained EL professional development for staff to deepen their understanding of Integrated ELD and Designated ELD and the ELA/ELD Framework.</p> <p>Stallworth - The District provides a specialized program for language instruction; both designated and integrated English language development that includes differentiated instruction in English and Math to all English learners (EL). We support teachers and teachers' aids through professional development to ensure their ability to understand and use District-approved curricula, materials, and assessments. The language development program aids in the instruction of English learners to accelerate English language proficiency by focusing on foundational reading skills; disciplinary literacy; and academic vocabulary and syntax, used to support EL students listening, speaking reading and writing skills. Additionally, ELs, identified as needing intensive instruction, receive supplemental instruction during the school day, one-on-one instruction, and/or in small groups. High-quality professional development for teachers and other staff is provided to enhance their knowledge of effective, high-impact instructional strategies addressing English learner needs. The professional development also deepens teachers' and paraprofessionals' skills in delivering targeted instruction that increases students' English proficiency and achievement in the core content areas. Collaborative planning time for teachers, addressing specific English learner needs beyond the core instructional program and developing intensive interventions and supports for these students, based on achievement data analysis and effective practice, is a component of the professional development</p>	<p>Teacher/ELPAC Coordinator 11-6-2018</p> <p>Teacher/Bi-Lingual Instructional Aid 1-10-2019</p> <p>Teacher/Bi-Lingual Instructional Aid 2-14-2010</p>
<p>Implement effective programs and activities</p> <p>COSP - COSP will partner with the SJCOE Language & Literacy department to provide instructional coaching to teachers related to EL strategies and ELD standards across the curriculum.</p> <p>COSP will continue the second year of WRITE implementation which includes a coaching model. Administrators and teachers will actively participate in observations and lesson studies to reflect on best practices.</p> <p>COSP will send a team to an Improvement Science workshop to develop a plan to better serve EL students.</p>	<p>2018-19</p> <ol style="list-style-type: none"> 1. Curriculum and Assessment Director 2. Data Specialist 3. Language & Literacy Instructional Coach 4. Teachers 5. Administrators 6. WRITE coaches

<p>Special Education - Supplement instructional support by utilizing Evidence Based Practices, and tiers of support as identified in English learner's IEPs during the 2018-2019 school year.</p> <p>Arcohe –</p> <ul style="list-style-type: none"> • Utilize professional development days and early-release Wednesdays to provide focused training on Integrated EL Support • Contract with Imagine Learning for supplemental language support for EL students • Use PLC time to plan for effective EL strategies in the core curriculum and later discuss their effectiveness after implementation <p>Mark Twain - The District will utilize sub-grant funds for a supplemental ELD support teacher at Mark Twain Elementary and supplemental ELD instructional materials. English learners will be given priority attendance to after school homework assistance.</p> <p>Stallworth - The District will implement small group, one-on-one services, along with a supplemental reading program, Achieve3000, that address improving reading for EL students. Student will be able to read stories in their native language and build their comprehension skills by reading stories that align to their Lexile levels. Acheive3000 is a researched based reading program that is accompanied with an iLit supplemental programs that help to boost English Language proficiency in and out of the classroom.</p>	<p>Special Education Administration and Teaching Staff/ ongoing 2018-2019</p> <p>Teachers/Instructional Aides /Bi-Lingual Instructional Aid 2018-2019</p>
<p>Ensure English proficiency and academic achievement</p> <p>COSP - COSP will monitor all reclassified English language students for four years after being reclassified. Through this monitoring process, teachers will analyze student data and provide input and feedback for individual students. Assessment results for EL students (ELPAC, CAASPP, Accucess, and PWA) will be analyzed and reviewed at monthly region meetings. Teachers and administrators will collaboratively work together to provide input and feedback about the results and determine instructional next steps. COSP teachers will have access to an ELD instructional coach.</p> <p>Special Education - Designated and integrated ELD instruction is monitored by Administration via regular walkthroughs and lesson plan reviews. Progress towards ELD will be reviewed through progress towards their goals/objectives and assessment results on the ELPAC.</p> <p>Arcohe –</p> <ul style="list-style-type: none"> • EL Specialist provides designated ELD instruction to all students who have not reached English proficiency • Classroom teachers provide integrated ELD instruction throughout the day • Newcomers receive individualized instruction from EL specialist 	<p>2018-19</p> <ol style="list-style-type: none"> 1. Curriculum and Assessment Director 2. Data Specialist 3. Language & Literacy Instructional Coach 4. Teachers 5. Administrators <p>Special Education Administration and Teaching Staff/ ongoing 2018-2019</p>

<ul style="list-style-type: none"> • Bilingual aides are placed in the classrooms with the highest EL needs <p>Mark Twain - The District will monitor English proficiency and academic achievement by examination of data collected from curriculum assessments, District benchmark assessments, and state testing. Teacher observations and parent feedback will also be utilized to monitor growth. Instruction will then be adjusted based on these results.</p> <p>Stallworth - To ensure English proficiency and academic achievement, EL students are assessed at the beginning of the year, mid-year, and in Spring. Scores of academic performances are analyzed from their MAP, iLit, Achieve3000, ELA and ELD assessments for continual pursuance of performance growth in reading, speaking, listening and writing skills.</p>	<p>Teachers/Instructional Aides/ Bi-Lingual Instructional Aid 2018-2019</p>
<p>Promote parent, family, and community engagement in the education of English learners</p> <p>COSP - COSP parent engagement specialists will be trained in a Latino Literacy workshop to be able to provide English language support for students and their families beyond the school day. The parent engagement specialists will also develop a series of workshops to re-engage families with the educational community (college/career prep, gang awareness, drug and alcohol abuse, community resources, etc.). All parents and families of EL students are invited to attend the DELAC meetings held five times throughout the year 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.</p> <p>Special Education - Special Education programs offer trainings to EL parents/guardians in order to increase understanding of ELD. Parents are encouraged to be active members of the Community Advisory Committee (CAC) to ensure the needs of EL students with special needs are being addressed. Parents will actively participate in the IEP process, at least annually, to gain further understanding of educational programs/services.</p> <p>Arcohe –</p> <ul style="list-style-type: none"> • Provide classes for EL parents to learn English through <i>Jump Into English</i> • Invite families to celebrate students who were RFEPed in a public ceremony • Utilize DELAC to promote school involvement • Update the district’s English Learner Master Plan to outline the programs the district provides to ELs. 	<p>2018-19</p> <ol style="list-style-type: none"> 1. Curriculum and Assessment Director 2. Data Specialist 3. Teachers 4. Administrators 5. Parent Engagement specialists 6. Parents/guardians/families <p>Special Education Administration and Teaching Staff/ ongoing 2018-2019</p>

<p>Mark Twain - The District will hold ELAC meetings on a regular basis and form a DELAC. In addition, Parent Informational Meetings will be held at each school site a minimum of once a trimester with translation services provided.</p> <p>Stallworth - The District is committed to equipping and empowering parents and other stakeholders through its platform for supporting English Learners moving towards acquiring English language proficiency and academic achievement in the core curricula.</p> <p>The District plans to provide community participation programs including family literacy and training designed to help parents of English learners support their children’s English language acquisition and achievement in core content areas. Parental and community input via surveys will be used to inform the selection of topics and delivery modes. Per parent request, training to help parents to address the social emotional needs of their children: specifically, those affecting newcomers and students not proficient in English and struggling in school. The curricula will be designed and delivered by a teacher on special assignment in collaboration with parent mentors. Training will be provided at the school site.</p>	<p>ELAC Committee/Parents/Teachers /Administration</p>
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Other Authorized Activities

LEAs receiving or planning to receive Title III EL funding may include authorized activities.*

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized EL activities.

<p>Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learners.</p>	<p>Persons Involved/Timeline (Optional)</p>
<p>COSP - COSP will continue to implement the WRITE program across all content areas. The WRITE program is a supplemental curriculum approach that includes EL strategies and encourages and promotes literacy across all content areas.</p> <p>Special Education - Mentors providing supplemental ELD coaching to new teachers Supplemental ELD materials and supplies Supplemental Professional Bilingual Support</p>	<p>2018-19</p> <ol style="list-style-type: none"> 1. Curriculum and Assessment Director 2. Language & Literacy Instructional Coach 3. Teachers 4. Administrators 5. WRITE coaches <p>Special Education Administration and Teaching Staff/ ongoing 2018-2019</p>

Staff Development for ELD Improvement

Arcohe –

- Offer after-school and summer school extended language learning opportunities exclusively for EL students
- Provide night classes to EL parents to promote learning in the home

Mark Twain –

- The District will provide English learners tutorials focusing on intensified language and academic instruction
- The District will improve the English language proficiency and academic achievement of English learners, which may include English learners with a disability.
- The District will provide parent and family outreach and training activities to English learners and their parents.

Stallworth - The District provides EL students' a rotating schedule that includes individualized blended learning, small group pull-out and pull-in scheduled services and one-on-one services for individuals with intensive needs. Teacher are encouraged to practice differentiated classroom instruction that identifies performance and modifies instructions for specific needs. Teachers have on-going EL professional development training in small groups with outsourced professionals to aid in the delivery of language instruction.

Bi-Lingual Instructional Aid