

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: 2023-2024

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 2023-2024 school year, professional development and learning opportunities will center around Professional Learning Communities. Each month, teams of teachers in similar content areas will reflect on student data disaggregated by student groups, including English Learners (ELs), and create a plan that addresses student needs and builds upon student growth.

Exact Path reading and math intervention curriculum was implemented to improve and increase student literacy, reading, and writing skills among EL 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. All teachers were trained in research-based uses of Exact Path including strategies that are effective for ELs and encourage and promote literacy across all content areas.

County Operated Schools and Programs (COSP) will continue to provide opportunities for teachers and administrators to attend professional learning and workshops with a focus on supporting ELs. Title III funds support the implementation and use of effective instructional strategies with intervention and core curriculum by providing professional learning for site administrators and teachers. The implementation work will support the administration team in developing a monitoring process using a digital instructional walkthrough protocol to determine the effectiveness of the English Language Development (ELD) 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 professional learning opportunities to help support EL students

and families will include conferences and workshops, including ELPAC in the Classroom and the ELD Standards Institute, and conferences such as Innovating for Equity Summit and California Association for Bilingual Education (CABE).

Utilizing Title III dollars, speech therapists and assistive technology specialists will continue to provide EL training to special education teachers and instructional assistants 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 EL instructional strategies across all content areas and emphasizes reading and writing. Designated ELD instruction is delivered using the newly developed custom ELD courses by highly qualified teachers.

COSP will develop a monitoring protocol using a digital walkthrough tool to monitor and evaluate the effectiveness of the ELD program. This includes teacher observations and data analysis on student performance.

Administrators and teachers will actively participate in classroom walkthroughs to reflect on best practices to support teachers in their implementation of ELD instructional strategies and newly developed ELD custom courses by highly qualified ELD teachers with the support of the SJCOE Language and Literacy department leaders. An ELD committee composed of teachers, administrators, and Language and Literacy Department leaders will meet quarterly to review student performance data and drive decisions to improve ELD instruction.

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 monitors 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 the opportunity for additional one-on-one and small group support after school using our learning labs. Teachers and administrators will collaboratively work together to provide input and feedback about intervention curriculum, custom courses, classroom walkthroughs, and EL student achievement.

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 and 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 families with English Learners. These workshops provide parents with resources to help them re-engage with the educational community and to support their children with college/career prep, gang awareness, drug and alcohol abuse, and community resources. Translation services, as well as childcare, will be provided when needed.

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 on the current services being provided. Translators are available at all meetings. Parents and families are asked to attend and participate in a family/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 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. Interpreter and translation services will be provided to families as needed.

All SJCOE SPED parents and families of EL students are invited to attend the DELAC and SPED ELAC meetings and are encouraged to provide feedback on the current services being provided. Translators are available at all meetings.

The Title III allocation will supplement additional training and resources for families in the areas of language development and behavior intervention for students who are EL.