

# 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:** 2020-21

## 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><b>Provide effective professional development</b></p> <p>An area of focus for teacher professional learning is the continued implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices and Trauma-Informed Care. A goal of the program is to improve suspension and attendance rates, as well as relationships with families and the community. Data from these areas was analyzed before making the decision to implement these approaches. PBIS and Restorative Practices are proven methods that help build positive relationships and improve student behavior.</p> <p>For teacher professional development related to supporting English learners, is the continued implementation of the WRITE approach to improve student literacy, reading, and writing skills. 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.</p>	<p>2020-21</p> <ol style="list-style-type: none"> <li>1. Curriculum and Assessment Director</li> <li>2. Data Specialist</li> <li>3. Language &amp; Literacy Instructional Coach</li> <li>4. Teachers</li> <li>5. Administrators</li> <li>6. WRITE lead teachers</li> </ol>

COSP will continue to provide opportunities for teachers and administrators to attend professional learning training and workshops with a focus on supporting English Learners (EL). Title III monies are planned to fund teacher registration of the WRITE Institute. This 2-day institute is to provide a deep dive into the WRITE approach (integrated ELD) and ELD standards and mirror the institute that some teachers attended in San Diego two years ago. Support and training will be provided by the Language & Literacy department, as well as WRITE lead teachers. This is recommended for all teachers who have been in the program for less than 2 years but is appropriate for all teachers. New teachers (and any other teachers who need more support) will also attend four curriculum workshops that focus on integrated ELD using the WRITE curriculum across all content areas. Focus will be on instructional strategies and calibrating on the WRITE rubrics across four writing genres: narrative, cause and effect, research and argumentative/opinion (elementary).

The remaining Title III funds will be used to provide an ELD instructional coach for ELD designated 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 CAFE.

Utilizing Title III dollars, new special education staff will attend the ELD standards institute as well as professional development on The CA Practitioners Guide for Educating English Learners with Disabilities. Speech therapists and assistive technology specialists will continue to provide training 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 curriculum across all content areas and emphasizes reading and writing. Designated ELD instruction is delivered using the adopted core ELD curriculum, SpringBoard by CollegeBoard.

To support the implementation of integrated and designated ELD instruction, COSP will partner with the SJCOE Language & Literacy department to provide instructional coaching to teachers related to strategies and ELD standards across the curriculum.

COSP will continue the fourth 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. 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, Augmentative/Alternative communication systems (technology and apps) will be developed and purchased for EL students based on their individual IEPs.

2020-21

1. Curriculum and Assessment Director
2. Data Specialist
3. Language & Literacy Instructional Coach
4. Improvement Science Coach
5. Teachers
6. Administrators
7. WRITE lead teachers

**Ensure English proficiency and academic achievement**

COSP will monitor all EL students monthly. Through this monitoring process, teachers will analyze student academic achievement and progress and provide input and feedback for individual students. Teachers will 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 intervention reading programming and one-on-one support through teacher conferencing.

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 (SJCCALPS) and CAAs 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.

2020-21

1. Curriculum and Assessment Director
2. Data Specialist
3. Language & Literacy Instructional Coach
4. Teachers
5. Administrators

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

COSP parent 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.

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 conduct parent trainings for all families, EL families included, with relation to language development, language strategies for use in the home environment, and the use of augmentative and alternative communication systems. Translation services will be provided to families as needed.

Teachers and related service providers will continue to conduct parent trainings for all families, EL families included, with relation to language development, language strategies for use in the home environment, and the use of augmentative and alternative communication systems. Translation services will be provided to families as needed.

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

2020-21

1. Curriculum and Assessment Director
2. Data Specialist
3. Teachers
4. Administrators
5. Parent Engagement specialists
6. Parents/guardians/families

## 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.

Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learners.	Persons Involved/Timeline (Optional)
<p>Summary: COSP will continue to implement the WRITE approach across all content areas. 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. This includes professional development in integrated and designated ELD instruction and ELD standards. Teachers will also have access to an ELD-instructional coach provided by the SJCOE Language &amp; Literacy department and WRITE lead teachers in the program to support its implementation.</p>	<p>2020-21</p> <ol style="list-style-type: none"> <li>1. Curriculum and Assessment Director</li> <li>2. Language &amp; Literacy Instructional Coach</li> <li>3. Teachers</li> <li>4. Administrators</li> <li>5. WRITE Lead Teachers</li> </ol>

## Plan to Provide Services for Immigrant Students

Please complete the table below if the LEA is receiving or planning to receive Title III immigrant funding.\*

\*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 immigrant activities.

Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth.	Persons Involved/Timeline (Optional)
N/A	N/A