Memorandum of Understanding
Between the Association of Colton Educators
and the Colton Joint Unified School District

This Memorandum of Understanding ("MOU") is entered into between the Colton Joint Unified School District ("District") and the Association of Colton Educators ("Association").

The Parties recognize there is a need to understand and implement the lesson plan requirements put forth in The United States of America vs. The Colton Joint Unified School District Settlement Agreement dated December 15, 2022, specifically as the Settlement references providing support for teachers through EL Specialists.

The District and Association agree as follows regarding the MEL Specialist positions:

MEL Specialist

The Department of Justice requires CJUSD to ensure that all teachers receive *in-class support* as they implement Designated and Integrated ELD strategies. *In-class support* is to be guided by an *EL Specialist*. An *EL Specialist* is defined as a staff member "with expertise in integrated and designated ELD." This person will receive regular support from LSS to meet the needs of their campus staff. On the form below, please submit the name(s) of TOAs and/or Classroom Teacher(s) who will serve as your site's *EL Specialist(s).*

MEL Specialist Expectations

- Attend training / Collaboration with LSS CPSs 3-4 x's/year
- Submit record of teacher support hours annually.
- Provide the following support according to site MEL plan:
    - Co-plan integrated and designated ELD Lessons with teachers
    - Reflect on & Discuss integrated and designated ELD lessons with teachers
    - Model/Deliver designated and integrated ELD lessons
    - Facilitate peer visits focused on designated and integrated ELD lessons
    - Share feedback on peer visit lessons

Additional Information

- 4 sub days per year, if needed (for modeling, peer visits, and providing feedback)
    - Sites may use Title I or LCAP funds for sub coverage
- Classroom teachers are not to exceed 4 days out of the classroom per year.

Stipend

- $3000 per year - contingent upon meeting listed MEL Specialist expectations
- District will provide one stipend per site

*Sites may fund additional EL Specialists if desired

2. This MOU is unique unto its own circumstances and shall in no way set a precedent for the future, and furthermore, no party hereto shall cite this MOU or its terms as past practice for any purpose in the future.

3. This MOU does not supersede Article 10 Evaluation Procedures for the purpose of evaluation for probationary/temporary and permanent certificated employees.

4. The District and ACE agree to meet, review, and amend this MOU upon request of either the District or ACE as needed.

5. This MOU will expire on June 30, 2027.

Cristina Puraci, ACE President — Date: 8/13/26

Brandon Dade,
CJUSD Assistant Superintendent,
Human Resources — Date: 8/21/2026

*EL Specialist Information (DOJ Settlement Agreement)

A. All appropriately certified teachers of Designated ELD shall receive (i) four hours of training on language acquisition, English Language Development Standards, and research-based strategies for Designated ELD instruction, including how to deliver small group ELD instruction effectively; and (ii) three hours of in-class support on using these strategies. Teachers of Designated ELD who have not yet obtained appropriate certification(s) shall receive annually: (i) at least ten hours of in-person training on effective strategies for providing Designated ELD for EL Students and (ii) at least five hours of in-classroom support on using those strategies. In-classroom support includes, but is not limited to: coaching from the trainer or an EL specialist with expertise in Designated ELD, including co-planning Designated ELD lessons for EL students; observing the teachers-in-training deliver these lessons in class (with modeling as appropriate from the trainer or EL specialist); and sharing constructive feedback on the observed lesson.

B. All District core content teachers of EL students shall receive annually: (i) at least five hours of training on effective strategies for providing Integrated ELD for EL students and promoting their ELD in all four language domains, consistent with the definition of Integrated ELD above; and (ii) at least five hours of in-classroom support on using those strategies. In-classroom support includes, but is not limited to: coaching from the trainer or an EL specialist with expertise in Integrated ELD, including co-planning Integrated ELD lessons for EL students; observing the teachers-in-training deliver these lessons in class (with modeling as appropriate from the trainer or EL specialist); and sharing constructive feedback on the observed lesson.