



Colton Joint Unified School District
English Learner Journey

Language Support Services

Language Support Services aims to provide all of our students, inclusive of our English learners, an educational experience that prepares them for success and fosters pride. We strive to accomplish this by engaging our teachers, administrators, families, and community in relevant and evidence-based professional learning experiences, meaningful interactions with continuous support.

Identification and Assessment

When a student enters the District for the first time:

- Parent/guardian fills out Home Language Survey (HLS) in the appropriate language as part of the registration process. The HLS is part of the registration card in the student enrollment packet.

Home Language Survey indicates a language other than English:

- If a language other than English is stated in questions 1, 2 or 3, the parent/guardian is referred to the Language Assessment Center (LAC).

Initial ELPAC Testing:

- The LAC will schedule an appointment for initial ELPAC assessment.

Student identified as also needing Special Education services:

- LAC follows IEP if any accommodations are needed.

When assessment is completed:

- LAC informs parent of program

placement. The parent will sign and mark agree/disagree box.

- If parent/guardian opts out of EL instructional setting, they sign a parent waiver for alternative program.
- LAC gives the Parent Notification letter to the parent to take to the school.

Placement

CJUSD currently offers two instructional settings:

- Structured English Immersion (SEI) - Instructional setting for all English learners
- Dual Language Immersion (DI)
 - o K-8
 - o Offered at Grimes and Joe Baca Middle School
 - o 90/10 instructional model

Placement Criteria and Process for secondary students:

EL Student	Designated ELD	Alternate ELD Instructional Setting
Emerging	√	
Expanding	√	
Bridging	Case by case basis/EL counselor recommendation	
AVID*		√
Pathways*		√
Credit Deficient	Case by case basis/EL counselor recommendation	
LTEL	Case by case basis/EL counselor recommendation	
Dual Identified	IEP/case carrier recommendation	



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**Alternate ELD (Designated) will be provided in a class other than a traditional ELD class/period*

Placement Process: Through Ellevation, LSS EL Counselors query ELPAC, SRI and/or DIBELS, and CAASPP data for all EL students in middle and high school (including current and incoming middle and high school students for the upcoming school year) to determine both linguistic and academic progress.

[High School - ELA Course Descriptions](#)

[Middle School - ELA Course Descriptions](#)

Instruction

Integrated (ALL ELs)

- Focus are the content standards in tandem with the ELD standards
- Provide access to core content
- Scaffolds and supports
- Instructional Assistant - Bilingual, where available, will assist EL students in (high school sites-core classes) especially level 1 and 2

Designated (ALL ELs)

- Focus is on the English Language Development (ELD) standards
- Must be IN TANDEM with content instruction
- Instructional settings will vary based on individual needs

Content teachers need to know enough about the language uses and practices of their discipline, and how to support their EL students with disciplinary language and literacy development, so that ELs maintain a steady trajectory toward full proficiency in English. ELD specialists need to

collaborate closely with content teachers in order to provide specialized ELD support and instruction that builds into and from disciplinary learning.

Interventions

Intensive individualized interventions and supports specific to student needs

- One-on-one interventions in core areas
- After school programs
- Lexia
- Read 180
- SST
- IEP/504

Monitoring

EL and RFEP students are monitored twice a year.

- End of quarter one
- End of quarter three

Any EL and RFEP student who receives:
D or F in grades 7-12 in ELA and/or Math
1 in grades 1-6 in ELA and/or Math

Intent is to identify students at risk of failing, prior to semester grades, and provide support in a timely manner.

Monitoring process of **all** students occurs within Ellevation. Monitoring forms are automatically pushed to teachers, who are notified via email. The completed forms are submitted back through the Ellevation platform.

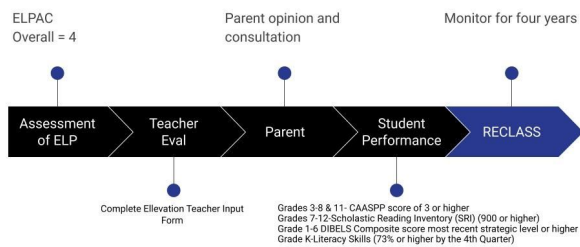


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Reclassification

CJUSD reclassifies EL students year-round with an initial window at the beginning of the school year once ELPAC summative scores are made available.

Colton's Reclassification Process



Criteria 1 - Assessment of ELP

ELPAC Overall 4

Criteria 2 - Student Performance

- Grade K-Literacy Skills (73% or higher by the 4th Quarter) (December and May)
- Grade 1-6 DIBELS (strategic level or higher) (twice a year)
- Grades 7-12 - Scholastic Reading Inventory (SRI) (strategic level or higher) (twice a year)

Criteria 3 - Teacher Input

Complete Ellevation Teacher Input Form

- Grades K-6: 2 or better (scale 1-4)
- Grades 7-12: C- better (scale A-F)

Criteria 4 - Parent Consultation

- Parent is contacted via phone to explain reclassification process and their input is noted in the meeting section of Ellevation Reclassification Virtual Meeting process

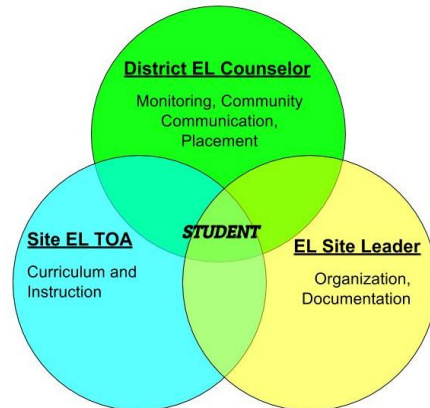
Reclassification process is completely documented through Ellevation.

LSS Staffing Resources

- Curriculum Project Specialist (3)
- Language Assessment Center Specialist (4)
- EL Counselor (3)
- EL TOA (3)
- EL Site Lead (one at each site)*
- Instructional Assistant - Bilingual (some sites)*
- Family Engagement Program Manager (1)

***Funded and managed at site level**

Language Support Services support at the site:





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Professional Learning

Required by law for English learners.

- Improve instruction and assessment of ELs
- Enhance all staff's ability to understand and implement curricula and instruction
- Increase student's English language proficiency as evidenced through classroom observation
- Of sufficient intensity and duration (not one-day or short-term)

EL Roadmap

- Principle 1 - Asset-Oriented and Needs-Responsive Schools
- Principle 2 - Intellectual Quality of Instruction and Meaningful Access
- Principle 3 - System Conditions that Support Effectiveness
- Principle 4 - Alignment and Articulation Within and Across System

This State Board policy provides guidance to local educational agencies (LEAs) in order to welcome, understand, and educate the diverse population of students who are English learners attending California public schools. The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) articulates a common vision and mission for educating English learners and supports LEAs as they implement the State Board policy.

Parent Involvement

Requirement at site level - English Learner Advisory Committee (ELAC)

- Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

- The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
- The ELAC shall assist the school in the development of:
 - The school's needs assessment.
 - Ways to make parents aware of the importance of regular school attendance.
 - English Learner Advisory Committee (ELAC) at each site
 - District English Learner Advisory Committee (DELAC) at district

Requirement at district level - District English Learner Advisory Committee (DELAC)

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.



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Responsibilities

The DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

**Under the LCFF, districts with at least 50 English learners and whose total enrollment includes at least 15% English learners must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.*

Education For English Language Learners (BP 6174 Instruction):

The Board of Education intends to provide English learners with challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

Identification/Assessment and Placement:

The Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

The district shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)



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Reclassification/Redesignation:

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313; 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment.
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student.
3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.