

Eureka City Schools Parent Notice

Available Language Programs and Language Acquisition Program

Eureka City Schools offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310 [a]).

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English. At minimum, English learners will be provided a program of Structured English Immersion. [EC sections 305(a)(2) and 306(c)(3)]. The SEI Program includes both designated and integrated instruction.

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

- **English Language Mainstream (ELM) Program:** A program in which the students are either native English language speakers or already have acquired reasonable fluency in English. English learners who do not meet the LEA criteria (reasonable fluency) for participation in an ELM program are placed in an ELM program at any time during the school year, if the parent or guardian so requests.

How to Enroll Your Child in a Language Acquisition Program:

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (EC 52164.1; 5 CCR 11307, 11518.5)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Based on initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. Students classified as English learners shall be offered a Structured English Immersion Program.

How to Request the Establishment of a New Program at a School:

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].)

A parent/guardian may make a verbal or written request for a new language acquisition program. The school shall make a record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request.

About Language Acquisition Programs and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall: • Be designed using evidence-based research and include both Designated and Integrated English Language Development; • Be allocated sufficient resources by the Local Education Agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and • Within a reasonable period of time, lead to: ✓ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ✓ Achievement of the state adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
Language Program (non-English Learners)	• Language program offer students who are not English learner's opportunities to be instructed in languages other than English. • May lead to proficiency in languages other than English.

Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact Jennifer Johnson, Assistant Superintendent of Education Services, to ask about the process.