



**ELEMENTARY ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN  
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT**

**BILINGUAL ALTERNATIVE PROGRAM**

The goal of the Bilingual Alternative program is acquisition of academic proficiency in two languages: English and the student’s primary language, together with the mastery of academic core content and multicultural proficiency. Instruction is in the student’s primary language and English. Primary language instruction supports the student’s ability to meet grade level standards while in the process of becoming fluent in English. As the child increases in English fluency, instruction in English increases. The program utilizes an 80-20 model, in which instruction in Kindergarten is 80% in the student’s primary language and 20% in English, with decreasing primary language and increasing English each year, until by 6th grade, 20% is in the student’s primary language and 80% is in English. Per parent choice EL’s can continue in the program after attaining reasonable English fluency.

<b>STUDENTS SERVED</b>	<b>PROGRAM COMPONENTS</b>	<b>CERTIFICATION NEEDED</b>
<ul style="list-style-type: none"> <li>• ELs whose parents have completed an exemption waiver requesting that their child participate in the program</li> <li>• Transitioning to English mainstream instruction does not mean transitioning from the Bilingual Alternative Program. Students can continue in the program after attaining reasonable English fluency per parent choice.</li> </ul> <p><b>CELDT levels: ALL</b></p>	<p align="center"><b>K-30 minutes 1st through 6th-45 minutes</b></p> <ul style="list-style-type: none"> <li>• Daily English Language Development/ Academic Language Development (ELD/ALD) at the assessed stage of English acquisition</li> <li>• Full Spanish language arts component comparable to English language arts, for students whose primary language is Spanish</li> <li>• Separation of languages by time and space</li> <li>• English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency whose primary language is Spanish</li> <li>• Differentiated instruction in reading, writing, math, science and social science, delivered in Spanish or through Specially Designed Academic Instruction in English (SDAIE) utilizing state approved, district-adopted, standards based materials.</li> <li>• Primary language support to clarify, direct and explain.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple or Single Subject Teaching Credential with Bilingual Cross-cultural, Language &amp; Academic Development (BCLAD) authorization</li> <li>• Bilingual Cross-cultural, Language &amp; Academic Development (BCLAD) credential</li> <li>• Bilingual Certificate of Competence (BCC)</li> <li>• University or District Internship Credential with BCLAD emphasis</li> </ul>