



**SECONDARY 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.

STUDENTS SERVED	PROGRAM COMPONENTS	CERTIFICATION NEEDED
<p>Only available to EL’s with an approved waiver.</p> <ul style="list-style-type: none"> • 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. <p>CELDT levels: ALL</p>	<p align="center">6th – 12th</p> <p align="center">Minimum 1 period or block daily</p> <ul style="list-style-type: none"> • Daily English Language Development /Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Full Spanish language arts component comparable to English language arts, for students whose primary language is Spanish • Separation of languages by time and space • English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency • Grade level content area classes (math, science, social science, etc.) delivered through Specially-Designed Academic Instruction in English (SDAIE) methodology, utilizing state approved, district-adopted, standards-based materials. • High School Honors and AP classes as appropriate. • Math placement according to skill level, not ELD level • Primary language support to clarify, direct, and explain. 	<ul style="list-style-type: none"> • Appropriate subject matter credential with Bilingual Cross-cultural, Language & Academic Development (BCLAD) authorization • Bilingual Cross-cultural, Language & Academic Development (BCLAD) credential • Bilingual Certificate of Competence (BCC) • University or District Internship Credential with BCLAD emphasis