

Glossary of Terms

BCLAD: Bilingual Cross-cultural, Language and Academic Development Certificate. Certification required for teaching Alternative Primary Language (APL) or Bilingual classes.

ELD: English Language Development, also known as English as a Second Language or ESL. A dedicated program of direct instruction specifically designed to develop the students' English language proficiency.

EL: English learner, sometimes referred to as Limited English Proficient (LEP) or English language learner (ELL). The term is used to identify a student who is not yet fluent in English.

FEP: Fluent English Proficient

Primary Language: Primary language, also referred to as first, home or native language.

Reclassification: Process to determine that an EL student has met the criteria to be identified as fluent English proficient. The criteria include a score of the mid-basic (325) or higher on the California Standards

District Support

Professional development in Specially-Designed Academic Instruction in English (SDAIE) and English Language Development (ELD)

Professional development in standards-based instruction in Spanish and English Language Arts

Support in ELD instruction from English Learner Services staff

Translating and interpreting services

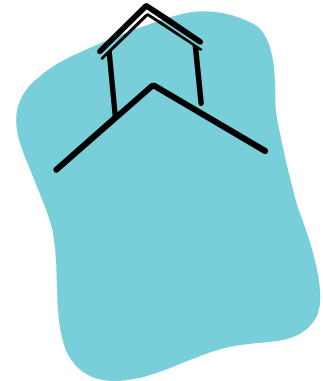
Registration and assessment of students

Data and other information from English Learner Services

Consultation and support from the Curriculum and Instruction Department and English Learner Services.

*West Contra Costa
Unified School
District*

Highlights of the Elementary Transitional Bilingual Program (English/Spanish)



1108 Bissell Avenue
Richmond, CA 94801-3135

Program Description

The Transitional Bilingual Program uses Spanish language instruction to ensure that English learners meet or exceed grade level standards while they are learning English. Literacy in Spanish is developed as a foundation for English reading and writing. Students learn English through English Language Development (ELD) and Specially-Designed Academic Instruction in English (SDAIE). As students learn English, the amount of Spanish instruction is decreased. The program is designed to provide all instruction in English by third grade.

Target Population

English learners (EL) from the same language background, whose parents have requested a bilingual program with a Parental Exception Waiver.

Goals

One level or more of growth each year on the California English Language Development Test (CELDT)
Literacy in Spanish as a foundation for reading and writing in English
Meet or exceed grade level standards while acquiring English Proficiency
Reclassification of English learners as Fluent English Proficient within five years of enrollment

Components of the Program

Daily English Language Development (ELD) instruction targeted for English learners at their proficiency levels.

Spanish language instruction in language arts and other subject areas

Specially-Designed Academic Instruction in English (SDAIE) teaching replaces Spanish language instruction as students learn English

Family involvement (for example, participation in [English Learner Advisory Committee and support for learning at home](#))

Teachers must hold Bilingual Cross-Cultural, Language and Academic Development (BCLAD) Certificate or equivalent

(Please see Glossary of Terms on the

