TITLE: Implementation Policy for New Elementary Maintenance Bilingual Education (MBE) Programs

ROUTING
ESC Superintendents
ESC Directors
ESC EL Program Staff
Elementary Principals
EL Program Coordinator
UTLA Chapter Chair

NUMBER: REF-5955

ISSUER: Jaime R. Aquino, Ph.D.
Deputy Superintendent of Instruction

Gerardo Loera, Executive Director
Office of Curriculum, Instruction, and School Support

DATE: March 6, 2013

DUE: Friday, April 12, 2013

PURPOSE: The purpose of this Reference Guide is to provide procedures for the implementation of new elementary Maintenance Bilingual Education (MBE) programs.


BACKGROUND: The California Education Code (310 and 311) gives parents of English learners the right to request an Alternative Program of instruction for their child using a parental exception waiver. When parents of at least 20 students of a given grade level request a waiver for the MBE program, the school site must grant the waivers and form a MBE program class.

The goal of the Maintenance Bilingual Education (MBE) program is the acquisition of language proficiency and academic achievement in two languages: English and the students’ primary language. This program is intended for all EL students wherein instruction is delivered in the primary language and English. There are two different program models that vary by proportion of each language used. The aim is to promote ELs’ high levels of academic achievement in all curricular areas and full proficiency in both languages. Students are expected to meet grade level content standards in both languages. Students enter this program in Kindergarten or first grade and continue through grade 5/6, even after achieving reclassification as RFEPs. Students may elect to continue through grade 12 in the Secondary Dual Language Two-Way Immersion program with the goal of attaining the California Seal of Biliteracy.
INSTRUCTIONS: I. MAINTENANCE BILINGUAL EDUCATION (MBE) PROGRAM IMPLEMENTATION POLICY

The local school site administrator should adhere to the following procedures for implementing new MBE programs. The procedures will assist the administrator in ascertaining the existence of basic program exigencies that will support the successful implementation of a MBE program.

A. Implementation of a MBE Program

1. Existing Waiver to Basic/Bilingual Program to MBE
   Since Waiver to Basic/Bilingual programs’ instructional matrix for K-1 is similar to that of MBE programs, schools with an existing Waiver to Basic/Bilingual have the opportunity to transition into a MBE program starting with K/1st grade classes for the 2013-2014 school year.

   The two-phase process to move from WB to MBE is as follows:
   a) **Phase I** – Submission of a Statement of Commitment (Attachment B) to convert Waiver to Basic/Bilingual program K/1 classes to MBE for School Year 2013- 2014. **Due Friday, April 12, 2013**

   b) **Phase II** – Submission of a Program Design Proposal (See MEM-5884.1 Establishment of Dual Language Programs and Elementary Maintenance Bilingual Education Programs) for School Year 2014-2015 for subsequent grade levels (2 through 5/6). **Due Friday, October 18, 2013**

2. Schools starting a new MBE program
   Schools interested in starting a MBE program at their site will need to submit a Program Design Proposal (See MEM-5884.1, Establishment of Dual Language Programs and Elementary Maintenance Bilingual Education Programs). **Due Friday, October 18, 2013**

   The 3-stage process for new program implementation will be as follows:
   a) **Stage 1**: Program Design Proposal (October 2013)
   b) **Stage 2**: Planning (2013-2014)
   c) **Stage 3**: Program Implementation (August 2014)

B. Conditions for Successful Implementation of a MBE Program
1. **Commitment from All Stakeholders**
   The support and commitment of all stakeholders are vital to the success of a MBE program. It is important to include representatives of all stakeholders from the beginning, involving all groups throughout the planning stages of the MBE program.

   The following conditions should exist in the school, Education Service Center (ESC), and community for MBE program implementation:
   - Approval from ESC, including the ESC Superintendent
   - Buy-in from the staff, parents and community
   - Administration committed to the goals of the MBE program
     - Bilingualism and biliteracy
     - Academic achievement in all content areas

2. **Interest in Program by Parents**
   At a minimum, program implementation should begin with one kindergarten class. It is recommended, however, that schools start with two kindergarten classes to compensate for attrition.

   The following conditions should be present when establishing a MBE program:
   - Interest in participation in a MBE program by the community
   - Parents of ELs who wish to enroll their children in a MBE program that has bilingualism and biliteracy as a goal.
   - Parent Exception Waivers signed by parents
   - A student population that is reasonably stable, with low attrition or transiency rate

3. **Students Served**
   Class is designed for English Learners who speak the same primary language (L1). Students who do not meet the above criteria may be considered on a case by case basis (See LAUSD Master Plan, pp. 33-34). At a minimum, 80% of K-1 enrollment in this program option must be current ELs whose primary language is the target language of the program.

4. **Backfilling**
   All programs experience attrition of the original student population due to transience or school/parent initiated program changes. To compensate for this attrition, any EL (speaker of the target L1) can enter at any time during the school year. Students entering the MBE program with less than comparable literacy skills to their peers,
however, will need additional support.

5. Teacher Qualification
The requirement for MBE teachers teaching in the students’ L1 is a BCC/BCLAD.

In determining adequate staffing to implement a MBE program, the following should be considered:
- Sufficient number of qualified bilingual teachers across the grade levels interested in teaching MBE classes
- Plan for recruitment of qualified staff

6. Supplementing vs. Supplanting
Students and teachers in the MBE program are to receive equitable allocation of resources from the general school and categorical program funds. A school’s existing funds for paraprofessionals, staff development, materials, etc. must serve all teachers and students, including teachers and students in the MBE program. The amount of funding that comes from the school’s general and categorical program budget that is designated for use in the MBE program must be comparable to the funding allocated for students and teachers in other programs at the school.

In determining the commitment of funding support for a MBE program, the following should be considered:
- School commitment to equitable allocation of resources from the general school and categorical program funds to support the MBE program
- Consensus from staff and parent groups

7. Staff Development
The intensive nature of a MBE program requires a dedicated and knowledgeable staff. The school’s administrators and coordinators, instructional coaches, MBE program teachers and the ESC’s designated MBE personnel must be willing to commit to participation in professional development in MBE program implementation provided by the central office and other applicable training within or outside the District.

In determining the commitment to support a MBE program, the following should be considered:
- The school and ESC’s commitment to support the allocation of resources and opportunities for ongoing staff development for MBE teachers.
8. **Consistently Scheduled Planning Time**
   Teachers in successful MBE programs articulate instruction from one grade level to the next to ensure consistency of curricula, language, and implementation. Administrators are to provide adequate time for program teachers to collaboratively address articulation issues and opportunities for grade level curriculum planning.

   The following should be considered:
   - The school’s commitment to allocating time for MBE teachers for program articulation and curriculum planning

9. **Parent Training**
   Parents are integral to MBE program implementation. Accordingly, schools must be able to provide ongoing training to parents of students in the MBE program. This training is in addition to parent conferences, back-to-school night, and open house.

   The following should be considered:
   - The school’s commitment to provide ongoing training for parents of students in the MBE program, in addition to parent conferences, back-to-school night, and open house

C. **Instructional Models**

   - **70/30 Model** — 70% instruction in the primary language, 30% instruction in English starting in kindergarten. Each year more English is added until reaching 50% primary language, 50% English by 3rd grade. (See Attachment A Sample Maintenance Bilingual Education Program Instructional Matrix)
   - **50/50 Model** — 50% instruction in the primary language, 50% instruction in English starting in kindergarten. English and the primary language are used equally for instruction.

Both models require a period of time (at least 10%) each day when ELs are integrated with their English proficient peers and/or, where possible, with peers of different ethnic backgrounds.

**Changes in Instructional Model**
Schools considering a MBE program model change from 70/30 to 50/50 or 50/50 to 70/30 must consult all stakeholders, including ESC and MMED staff. Decisions for program model changes will be considered
D. Program Components

- **English Language Development**
  Daily ELD instruction for 45-60 minutes with specific attention to transferable/non-transferable skills

- **Literacy Instruction**
  Children learn to read and write in the target language and in English during the program. Daily literacy instruction in each language occurs at different times during the day.

- **Standards-Based Grade Level Instruction** is provided to all students, in both languages

- **Purposeful and Strategic Separation of Languages** during the instructional day

- **At Least 50% of the Day is Dedicated** to instruction in the primary language

- **Differentiated Instruction** in reading, writing, math, science, and social science, delivered in the primary language or through SDAIE

E. Student Assessment

Use of District approved assessments will ensure standardization of reporting for accountability purposes. All students in MBE programs must be assessed annually in English and L1 according to District and State mandates. The results of these tests must be entered into the SIS on a yearly basis for every student for program evaluation.

The following are District approved L1 assessments for all students in the MBE program:

- Spanish language assessment (EL), Grades 2-7: Standards Test in Spanish
- Korean language assessment, Grades 1-5: Korean Language Test for Elementary School

In addition to the aforementioned assessments, schools are also required to use LAUSD’s periodic assessments. (See REF-5785.2 Procedural
Guidelines and Calendar for Periodic Assessments and DIBELS Next for Elementary Schools (K-5/6) in Literacy, Mathematics, and Science.

The use of LAUSD approved assessments will provide standardization of reports for accountability purposes.

Schools may also use measures including school-developed tests, student work samples, etc.

II. SCOPE OF SUPPORT FROM MMED

The Multicultural and Multilingual Education Department provides the following support for new and existing programs:

- Dissemination of information and technical assistance to ESCs and schools
- Training for school administrators and local district personnel designated to work with MBE programs on issues of program implementation
- Training for teachers on curriculum and program implementation

RELATED RESOURCES:

MEM-6011 Establishment of Dual Language Programs and Elementary Maintenance Bilingual Education Programs

REF-5785.2 Procedural Guidelines and Calendar for Periodic Assessments and DIBELS Next for Elementary Schools (K-5/6) in Literacy, Mathematics, and Science

ASSISTANCE:

For assistance or further information please contact Anne Kim, Coordinator, Asian Pacific and Other Languages/Dual Language Office at 213-241-2550, or Gisela O’Brien, EL Specialist, Multilingual and Multicultural Education Department at 213-241-5582.
## ATTACHMENT A

### SAMPLE MAINTENANCE BILINGUAL EDUCATION PROGRAM INSTRUCTIONAL MATRIX

#### ELEMENTARY

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Phase 1 Proposal for School Year: 2013-2014
Waiver to Basic/Bilingual to Maintenance Bilingual Program Schools

School: ______________________________________ Language: ___________________

Grade-Level Span of Existing Waiver to Basic/TBE Program:_________________________________

On a separate sheet, describe your rationale for change of instructional program. What factors, i.e. parent interest, data, etc. have been considered in requesting this change of program model? What are the implications of this change of model? How will this new program model support student achievement?

STATEMENT OF COMMITMENT
We, the undersigned, have read and commit to the implementation of a Maintenance Bilingual Education Program as described in the Maintenance Bilingual Education Policy. Additionally, all components of the policy have been shared and discussed with all stakeholders to ensure school-wide support. By signing this Statement of Commitment, we agree to implement the Maintenance Bilingual Education program as described in the policy and commit to the following:

- Faithful implementation of the Maintenance Bilingual Education Program, starting with Kindergarten/Grade 1 in school year 2013-2014
- Submission of Phase 2 Program Design Proposal for 2014-2015 due by Friday, October 18, 2013
- Providing resources and support to ensure successful on-going implementation
- Participating in professional development provided by central and Educational Service Center offices

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>School Site Principal</td>
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<tr>
<td>UTLA Chapter Chair</td>
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<td>ESC Superintendent</td>
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ATTACHMENT C

CHANGE OF MAINTENANCE BILINGUAL EDUCATION PROGRAM
INSTRUCTIONAL MODEL
Change in Program Model for School Year: _____________

School: _______________________________________
Language: ___________________

1. **Check the appropriate box:**
   - [ ] Change existing 70/30 model MBE with a 50/50 model MBE
   - [ ] Change existing 50/50 model MBE with a 70/30 model MBE

2. **On a separate sheet, describe your rationale for change of instructional model.** What factors and data have been considered in requesting this change of instructional model? What are the implications of this change of model? How will this new instructional model support student achievement?

3. **Attach sample schedule that reflects the new instructional model.**

**STATEMENT OF AGREEMENT**

We, the undersigned, have read and agree to the implementation of a new instructional model for Maintenance Bilingual Education Program as described in the Maintenance Bilingual Education Policy. Additionally, change of instructional model, rationale, and its implications have been shared and discussed with school staff to ensure school-wide support. By signing this Statement of Agreement, we agree to implement the Maintenance Bilingual Education program according to the new instructional model as described in the policy and commit to the following:

- Faithful implementation of the new instructional model for Maintenance Bilingual Education Program, starting with Kindergarten in school year _____________
- Providing resources and support to ensure successful on-going implementation of the new model
- Participating in professional development provided by central and Educational Service Center offices

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<tr>
<th>Name</th>
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THE COMPLETED FORM MUST BE TURNED IN TO THE MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT, BEAUDRY BUILDING, FLOOR 25, BY THE END OF MAY PRIOR TO IMPLEMENTATION YEAR.