

Background: Dual Language Education includes the following programs as described in the *2018 Master Plan for English Learners and Standard English Learners*:

1. **Two-Way Immersion (TWI)**
2. **One-Way Immersion (OWI)**
3. **World Language Immersion (WLI)**

Beginning in school-year 2016-2017, new cost centers were established to facilitate the collection and validation of enrollment counts for each elementary Dual Language Education program language. Currently, DLE programs are offered in the following languages: Spanish, Korean, Mandarin, French, Armenian, Arabic, and Japanese.

Below are some of the most frequently-asked questions regarding DLE cost centers:

Q1: What does separate norming mean?

Separate norming refers to the process by which the number of students enrolled in one program language is normed separately from the rest of the school. See example below using the 2023-24 PHBAO Elementary Teacher Norm Table.

Before separate norming: All students at an elementary school are summed by grade band, irrespective of participation in a program language.

| Example | Grade span | Number of students | Norm ratio | Norm table range | Teacher allocation |
|--------------------------------|------------|--------------------|------------|------------------|--------------------|
| Home School ABC | TK-3 | 300 | 24 to 1 | 289-312 | 13 |
| Home School ABC | 4-5 | 200 | 27 to 1 | 190-216 | 8 |
| Total Teachers for Home School | | | | | 21 |

After separate norming: Students at an elementary school are summed by grade band based on participation in a program language. If a school has multiple programs of the same language (e.g., if a school offers both the Spanish Dual Language One-Way Immersion (OWI) and Spanish Dual Language Two-Way Immersion (TWI) programs), the total number of students by language are combined:

| Example: | Grade span | Number of students | Norm ratio | Norm table range | Teacher allocation |
|----------------------------------------------------|------------|--------------------|------------|------------------|--------------------|
| Home School ABC | TK-3 | 200 | 24 to 1 | 193-216 | 9 |
| Home School ABC | 4-5 | 100 | 27 to 1 | 82-108 | 4 |
| Total Teachers for Home School | | | | | 13 |
| Dual Language Center for Spanish OWI + Spanish TWI | TK-3 | 100 | 24 to 1 | 97-120 | 5 |
| Dual Language Center for Spanish OWI + Spanish TWI | 4-5 | 100 | 27 to 1 | 82-108 | 4 |
| Total Teachers for Dual Language Center | | | | | 9 |

Q2: *Are we getting an off-norm position because of the separate norming?*

No. Any extra position resulting from separate norming is still considered a norm position. Norm teacher positions are budgeted under three different program codes:

- 11119 (*Dual/Foreign Language/Bilingual Programs*) - earned based on number of students in the DLE language program using the 2018-19 norm tables
- 13027 (*General Fund School Program*) - earned based on non-dual language or English only students using the 2018-19 norm tables
- 10989 (*TSP-CSR-Teacher/Librarian*) – earned based on program language or English only students per the UTLA class size reduction agreement beginning in 2019-20. In other words, program 10989 represents the difference between the norm tables in 2018-19 and the current school year norm tables with class size reduction.

Q3: *Does separate norming mean that a different norm table is being used for DLE program schools?*

No, the same norm tables are being used based on school type, norm category, affiliated charter status, and non-high needs or high needs designation. Board Approved Staffing Ratios and Norm Bulletins are available on the School Fiscal Services website.

Q4: *Where can I find out how many positions are allocated for my English program and for my other language programs?*

During the spring, the Fiscal Specialist will email a school roster containing the budgeted norm positions based on ECAST projections. In the fall, schools can access the Norm Dashboard which tracks weekly enrollment and norm counts through Norm Day. In addition, for Budget Development and Norm Day, when enrollment projections or norm counts are finalized, the data is published in the BW Norm Reports.

Q5: *Does separate norming impact the Matrix?*

No. Separate norming will not impact the Matrix. Principals shall continue to generate one Matrix. Site Administrators can use preference forms to receive teachers' requests for classroom assignments. Site administrators shall review specified credentials, specific training, authorizations, performance indicators, teacher status, and evaluation/conduct records to inform their decision to assign a teacher to a specific class.

Q6: *What are the ramifications of having a separate DLE cost center?*

Human Resources: Consistent with current policy, displace by school seniority.

Staff Relations: The Site administrator can and should make exceptions to the CBA provision if he or she reasonably determines that the specific assignment is not in the best interest of the educational program. Administrator must consult with Staff Relations.

Budget Services: There are no ramifications.

MiSiS: There will be separate enrollment and attendance at the new cost center for students participating in the program. Classification and statistical reports will be run separately for each cost center (e.g., one for the home school and one for the new dual language/bilingual/foreign language cost center).

Q8: *How many additional cost centers will I have?*

One dual language cost center is established per program language. If a school has a Korean DLE program and a Spanish DLE program, each of those programs will carry a separate cost center because the languages are being normed separately.

Q9: *This is the first year my school will have a dual language cost center. How should the students and teachers be scheduled in MiSiS?*

Once the new DL cost center (DLC) is available in MiSiS, it is important that dual language students and teachers be assigned to the new cost center. Dual language students should be enrolled in the DLC and should be assigned to a section in the DLC. Teachers should be assigned to a norm position at the DLC and should have a section assignment in the DLC. Data collection and validation for Norm Day are based on this information.

For guidance on how to create sections and update section attributes, please see the following documents:

- *oneAccess Approver User Guide*
- *oneAccess Approver Frequently Asked Questions (FAQs)*
- *MMED's Elementary Dual Language Education Programs: Procedures for Updating MiSiS Section Attributes*

Q10: *If a DLE program teacher funded out of 11119 is absent, what program code should I use to time report the substitute teacher?*

The budget for day-to-day substitutes is allocated at the home fund center in program 13027.

Q11: *Do I have flexibility over the budget in program 11119?*

No. Program 11119 is a non-discretionary resource intended solely to support dual language education. Only teachers assigned to teach at the dual language center can be charged to this program code.

For additional questions, please contact the appropriate office:

| Topic | Contact |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Matrix | Field Director in Staff Relations |
| School Budget (budget questions, including enrollment counts, norm allocations, and the budgeting process) | Fiscal Specialist |
| Scheduling and Rollover Process | MiSiS Technical Support—Help Desk |
| Staffing | Personnel Specialist |
| Instructional Program | Dual Language Education Office |