

**SECONDARY DUAL LANGUAGE EDUCATION (DLE)
AUXILIARY ALLOCATION FAQs
SCHOOL YEAR 2025-26**

Background: Dual Language Education (DLE) includes the following master plan programs as described in the *Master Plan for English Learners and Standard English Learners*:

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

The District allocates base teacher staffing resources to schools based on board-approved staffing ratios or norm tables. For secondary schools, the District also allocates supplemental resources in the form of auxiliaries to support DLE programs.

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

Q1: How many norm auxiliaries does my school receive for a secondary dual language education program and when does my school receive them?

Norm auxiliaries equivalent to one FTE are allocated per program language for each participating school.

Auxiliary allocations are implemented during Budget Development under program 11119 (*Dual/Foreign Language/Bilingual Programs*). These resources can only be used for teaching periods where instruction is provided in the target language of the program for which they were allocated and cannot be redirected for other school determined needs.

Q2 : I want to hire a full-time dual language teacher by combining the auxiliaries into 1 FTE. When can I do this?

Pending validation of MISIS Master Plan Programming information by Budget Services after Norm Day counts are finalized, the number of auxiliaries approved for conversion into 1 FTE may vary. If your school would like to offer a full-time position to a dual language teacher, your school can front fund the position for the entire year before Norm Day. Once MISIS Master Plan Programming information is validated, your school will be reimbursed for the cost of the position up to the number of auxiliaries approved for conversion. However, if the MISIS Master Plan Programming information is NOT validated for all auxiliary periods to be converted to 1 FTE, your school will be responsible for the cost of the position.

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Q3: How do the auxiliaries support Dual Language Education programs?

At minimum, each participating school on a traditional 6 period schedule or on a 2x8 schedule is required to offer two periods in the target language per semester, preferably a language elective and a content course.

For schools implementing 4x4 block schedules, a minimum of two periods for the school year are required. For example, in the fall, a school can offer Spanish for Spanish Speakers 1A the first mester and Spanish Speakers 1B the second mester. In the spring, the school can offer Science 7A in Spanish the first mester and Science 7B in Spanish the second mester.

Because these periods are only available to students participating in the program language, it is expected that these periods are offered as auxiliaries to minimize the impact to class size for the general student population. For example, a math teacher may have a regular 6-period day but may teach an extra period or auxiliary of math in Spanish for students participating in a Spanish language program. For these dual language auxiliaries, the teacher is time reported under absence/attendance code “AA” for the auxiliary assignment under program 11119.

If a school determines that auxiliaries do not meet the instructional needs of the program, auxiliaries may be converted into one full position or may be used to multi-fund a teacher position if one of the two following conditions are met:

- a) Conversion of auxiliaries into one full FTE is permitted if a teacher provides instruction to DLE program students for the entire day. An entire day is defined as 5 out of 6 periods for a traditional schedule, 3 out of 4 periods for a 4x4 schedule, and 6 out of 8 periods for a 2x8 schedule.
- b) A teacher’s position may be multi-funded up to the number of periods where a teacher provides instruction in the target language to DLE program students. The following chart illustrates the maximum funding percentages per teacher for the 2025-26 school year.

| Schedule | DLE Teaching Periods | | | | | |
|-------------|----------------------|-----|------|-----|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Traditional | 20% | 40% | 60% | 80% | 100% | |
| 4x4 | 33% | 67% | 100% | | | |
| 2x8 | 17% | 33% | 50% | 67% | 83% | 100% |

For example, a teacher providing instruction in Spanish for the Spanish Dual Language Program for two periods can be multi-funded as follows:

- At a school with a traditional schedule, 40%.
- At a school with a 4x4 schedule, 67%.
- At a school with a 2x8 schedule, 33%.

It is important to note that multi-funding is limited to the total cost of the combined norm auxiliaries or the nominal difference to one FTE. Refer to Attachment A, *Possible Scenarios and Outcomes for Auxiliary Funding Requests*, which describes in detail the multi-funding scenarios that are allowed for a school to utilize DLE auxiliary allocations.

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Q4: When can I request multi-funding of a position or conversion of the six auxiliaries to one FTE?

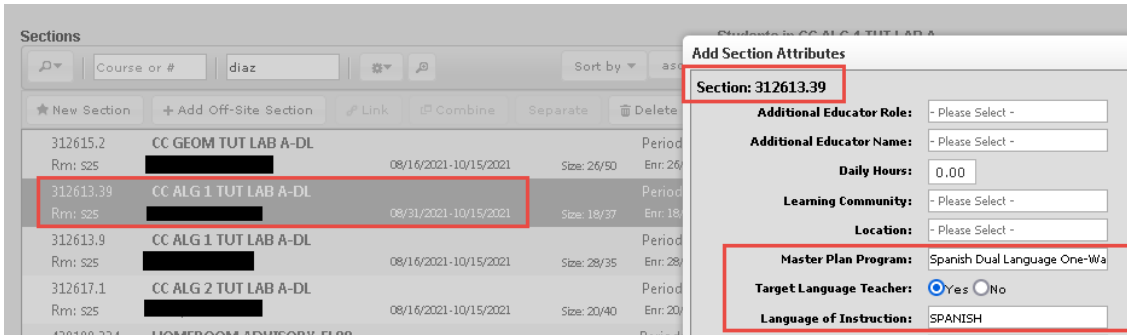
There may be a decline in norm teacher allocations from ECAST to Norm Day which may result in changes to staffing or master scheduling. As such, multi-funding or conversion requests are considered after Norm Day enrollment counts are finalized.

Q5: What is the procedure to request multi-funding of a position or conversion of the six auxiliaries to one FTE?

Send an email to your fiscal specialist with the following information:

- a) Teacher Name and Person ID
- b) Indicate if your school is on the traditional, 4x4, or 2x8 schedule. Indicate if the request is to convert the auxiliaries into 1 FTE or to multi-fund the teacher. For the latter, specify which periods are for dual language (e.g., period 1 Spanish Speakers 1 and period 5 Science - taught in Spanish).
- c) Your fiscal specialist sends the request to Budget Services who will confer with the Multilingual and Multicultural Education Department (MMED).
- d) When the request is reviewed, MiSiS data must support the request as follows:
 - 1) The teacher's section data must demonstrate that the section or period is coded with a Dual Language Master Plan program and the Target Language option is selected. Please refer to the MMED *Secondary Dual Language Education Programs, Procedures for Updating MiSiS Section Attributes* document for further instructions.

Example of section attributes with Master Plan Program for DLE program class:



- 2) The teacher's section data must demonstrate that the majority of students in the section or period have the DLE Master Plan Program for the target language assigned. Please refer to the latest MiSiS job aid on updating student Master Plan Program for further instructions.

Example of student attribute with Master Plan Program for DLE program:

| Master Plan Instructional Program Information | | | |
|---|-------------|------------|------------|
| Program Placement | EL Services | Start Date | End Date |
| Spanish Dual Language Two-Way Immersion Program | NA | 08/12/2024 | 06/30/2025 |

- e) Your fiscal specialist will notify you if additional information is required or if the request is approved and implemented in the budget.

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Q6: For teachers funded by the dual language auxiliaries, how is substitute coverage handled when these teachers are absent?

- a) For norm-generated register-carrying teachers, day-to-day teacher substitute time should be reported under program 13027, General Fund School Program. The District allocates 10 days of substitute time per norm-generated teacher.

For register-carrying teachers budgeted by specially funded programs (e.g., Title I), 4 days of substitute time must be funded from the program of the position. Schools will be allocated 6 additional substitute days after Budget Development in program code 13027. Schools will time report the first 4 days of substitute time from the funded program of the position.

- b) If the regular teacher is teaching an extra period or auxiliary to support the program target language, then the substitute teacher’s regular hours should be time reported following the guidelines under Q6 (a) with the extra period or auxiliary time reported under program 11119.

For additional questions, please contact the appropriate office:

| Topic | Contact |
|-----------------------|--|
| School Budget | Your Fiscal Specialist/Fiscal Services Manager |
| Instructional Program | Dual Language/Bilingual Programs Office (213) 241-5582 |

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Examples of Auxiliary Funding Requests for Multiple Teachers

The following examples depict various multi-funding combinations under the following constraints:

- Average cost (amounts for illustration purposes only):
 - The cost for one auxiliary is \$24,093.
 - The cost for six auxiliaries per target language is \$145,558.
 - The cost for one secondary teacher position is \$146,555.
- If the total cost of multi-funding exceeds the total cost of the auxiliaries by a nominal amount, the District will cover the difference. Otherwise, the funding percentage for one or more teachers can be adjusted downward to stay within the budget allocation.
- In general, if the sum of the funding percentages for all teachers exceeds 100%, the cost will exceed the available budget.

| DLE Teaching Periods (Maximum Funding Percentages per Teacher) | | | | | | |
|---|-----|-----|------|-----|------|------|
| Schedule | 1 | 2 | 3 | 4 | 5 | 6 |
| Traditional | 20% | 40% | 60% | 80% | 100% | |
| 4x4 | 33% | 67% | 100% | | | |
| 2x8 | 17% | 33% | 50% | 67% | 83% | 100% |

Traditional Schedule (amounts for illustration purposes only)

Scenarios for Two Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 3 | 60 | 87,933 | No | Teacher A | 3 | 50 | 73,278 | Yes |
| Teacher B | 3 | 60 | 87,933 | | Teacher B | 3 | 50 | 73,278 | |
| Total | 6 | 120 | 175,866 | | Total | 6 | 100 | 146,556 | |

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 3 | 60 | 87,933 | Yes | Teacher A | 4 | 80 | 117,245 | Yes |
| Teacher B | 2 | 40 | 58,624 | | Teacher B | 1 | 20 | 29,313 | |
| Total | 5 | 100 | 146,557 | | Total | 5 | 100 | 146,558 | |

Scenarios for Three Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 2 | 40 | 58,624 | Yes | Teacher A | 2 | 40 | 58,624 | No |
| Teacher B | 2 | 40 | 58,624 | | Teacher B | 2 | 40 | 58,624 | |
| Teacher C | 1 | 20 | 29,313 | | Teacher C | 2 | 40 | 58,624 | |
| Total | 5 | 100 | 146,561 | | Total | 6 | 120 | 175,872 | |

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 3 | 60 | 87,933 | Yes | Teacher A | 3 | 60 | 87,933 | No |
| Teacher B | 1 | 20 | 29,313 | | Teacher B | 2 | 40 | 58,624 | |
| Teacher C | 1 | 20 | 29,313 | | Teacher C | 1 | 20 | 29,313 | |
| Total | 5 | 100 | 146,559 | | Total | 6 | 120 | 175,870 | |

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Scenarios for Four Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 1 | 20 | 29,313 | Yes | Teacher A | 2 | 40 | 58,624 | Yes |
| Teacher B | 1 | 20 | 29,313 | | Teacher B | 1 | 20 | 29,313 | |
| Teacher C | 1 | 20 | 29,313 | | Teacher C | 1 | 20 | 29,313 | |
| Teacher D | 1 | 20 | 29,313 | | Teacher D | 1 | 20 | 29,313 | |
| Total | 4 | 80 | 117,252 | | Total | 5 | 100 | 146,563 | |

Scenarios for Five Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|---------|--------|-----------|
| Teacher A | 1 | 20 | 29,313 | Yes | Teacher A | 2 | 40 | 58,624 | No |
| Teacher B | 1 | 20 | 29,313 | | Teacher B | 1 | 20 | 29,313 | |
| Teacher C | 1 | 20 | 29,313 | | Teacher C | 1 | 20 | 29,313 | |
| Teacher D | 1 | 20 | 29,313 | | Teacher D | 1 | 20 | 29,313 | |
| Teacher E | 1 | 20 | 29,313 | | Teacher E | 1 | 20 | 29,313 | |
| Total | 5 | 100 | 146,565 | Total | 6 | 120 | 175,876 | | |

4x4 Schedule (amounts for illustration purposes only)

Scenarios for Two Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 2 | 67 | 98,191 | No | Teacher A | 2 | 67 | 98,191 | Yes |
| Teacher B | 2 | 67 | 98,191 | | Teacher B | 1 | 33 | 48,365 | |
| Total | 4 | 134 | 196,382 | | Total | 3 | 100 | 146,556 | |

Scenarios for Three Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 1 | 33 | 48,365 | Yes | Teacher A | 2 | 67 | 98,191 | No |
| Teacher B | 1 | 33 | 48,365 | | Teacher B | 1 | 33 | 48,365 | |
| Teacher C | 1 | 33 | 48,365 | | Teacher C | 1 | 33 | 48,365 | |
| Total | 3 | 99 | 145,095 | | Total | 4 | 133 | 194,921 | |

2x8 Schedule (amounts for illustration purposes only)

Scenarios for Two Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 2 | 33 | 48,365 | Yes | Teacher A | 3 | 50 | 73,278 | Yes |
| Teacher B | 3 | 50 | 73,278 | | Teacher B | 3 | 50 | 73,278 | |
| Total | 5 | 83 | 121,643 | | Total | 6 | 100 | 146,556 | |

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Scenarios for Three Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 1 | 17 | 24,916 | Yes | Teacher A | 2 | 33 | 48,365 | Yes |
| Teacher B | 2 | 33 | 48,365 | | Teacher B | 2 | 33 | 48,365 | |
| Teacher C | 3 | 50 | 73,278 | | Teacher C | 2 | 33 | 48,365 | |
| Total | 6 | 100 | 146,559 | | Total | 6 | 99 | 145,095 | |

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 2 | 33 | 48,365 | No | Teacher A | 3 | 50 | 73,278 | Yes |
| Teacher B | 2 | 33 | 48,365 | | Teacher B | 1 | 17 | 24,916 | |
| Teacher C | 4 | 67 | 98,191 | | Teacher C | 1 | 17 | 24,916 | |
| Total | 8 | 133 | 194,921 | | Total | 5 | 84 | 123,110 | |

Scenarios for Four Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 1 | 17 | 24,916 | Yes | Teacher A | 3 | 50 | 73,278 | No |
| Teacher B | 1 | 17 | 24,916 | | Teacher B | 2 | 33 | 48,365 | |
| Teacher C | 2 | 33 | 48,365 | | Teacher C | 2 | 33 | 48,365 | |
| Teacher D | 2 | 33 | 48,365 | | Teacher C | 1 | 17 | 24,916 | |
| Total | 6 | 100 | 146,562 | | Total | 8 | 133 | 194,924 | |

Scenarios for Five Teachers

| | Periods | Fund % | Cost | Allowable | | Periods | Fund % | Cost | Allowable |
|-----------|---------|--------|---------|-----------|-----------|---------|--------|---------|-----------|
| Teacher A | 1 | 17 | 24,916 | Yes | Teacher A | 1 | 17 | 24,916 | No |
| Teacher B | 1 | 17 | 24,916 | | Teacher B | 1 | 17 | 24,916 | |
| Teacher C | 1 | 17 | 24,916 | | Teacher C | 1 | 17 | 24,916 | |
| Teacher D | 1 | 17 | 24,916 | | Teacher C | 2 | 33 | 48,365 | |
| Teacher E | 1 | 17 | 24,916 | | Teacher E | 2 | 33 | 48,365 | |
| Total | 5 | 85 | 124,580 | | Total | 7 | 117 | 171,478 | |