



A REPORT
TO THE
ARIZONA LEGISLATURE

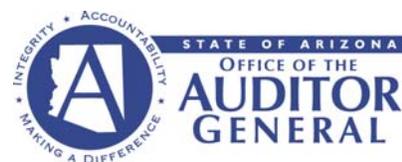
Division of School Audits

Special Study

Financing Arizona's English Language Learner Programs

Fiscal Years 2002 through 2006

APRIL • 2007



Debra K. Davenport
Auditor General

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April 30, 2007

Members of the Arizona Legislature

The Honorable Janet Napolitano, Governor

Transmitted herewith is a report of the Auditor General, *Financing Arizona's English Language Learner Programs, Fiscal Years 2002 through 2006*. This special study addresses certain audit requirements contained in House Bill 2064 (Laws 2006, 2nd Regular Session, Ch.4), and was conducted pursuant to Arizona Revised Statutes §41-1279.03. I am also transmitting with this report a copy of the Report Highlights to provide a quick summary for your convenience.

This report provides a historical perspective of the *Flores v. State of Arizona* litigation and legislation in Arizona. It also presents information on monies provided for English Language Learner (ELL) programs in fiscal years 2002 through 2006, and, to the extent available, how school districts and charter schools used those monies. In addition, the report provides one-page information sheets on the ELL programs and spending of the 28 school districts monitored by the Arizona Department of Education during fiscal year 2007.

My staff and I will be pleased to discuss or clarify items in the report.

This report will be released to the public on May 1, 2007.

Sincerely,

Debbie Davenport
Auditor General

SUMMARY

The Office of the Auditor General has conducted an analysis of Arizona school districts' spending of monies appropriated and available for English Language Learner (ELL) programs during fiscal years 2002 through 2005. This report provides a historical perspective of the *Flores v. State of Arizona* litigation and legislation in Arizona. It also presents information on monies provided for ELL programs in fiscal years 2002 through 2006 and, to the extent available, how those monies were used. In addition, the report provides one-page information sheets on the ELL programs and spending of the 28 school districts monitored by the Arizona Department of Education (ADE) during fiscal year 2007.

Arizona's ELL student population (see pages 2 through 6)

English Language Learners are students whose native language is not English and who are not currently able to perform ordinary classroom work in English. Since fiscal year 2005, ELL students have been identified through a state-adopted language proficiency test that school districts and charters are required to use if the primary language spoken in the student's home is other than English. In fiscal year 2006, districts and charters reported having 133,490 ELL students, which reflected 17,600 fewer students from the prior year and more than 27,900 fewer than fiscal year 2004. At least three factors may have contributed to this apparent decline in the number of ELL students. First, in 2005 the testing process used to identify ELL students changed. The State adopted a new standardized test. Previously, the districts could choose from four different tests to determine English proficiency. Second, ADE has indicated that new teaching strategies resulting from additional teacher training may have helped more students become English proficient. Third, ELL data from previous years may not have been reliable. Districts and charters self-report their number of ELL students, and prior to fiscal year 2005, ADE did not perform data integrity checks to ensure the data was reliable. Because of improved reporting requirements and integrity checks, data for fiscal year 2005 and after is likely more reliable than that from previous years.

The ELL students are more highly concentrated in early grades with 52 percent in kindergarten through grade 3, 35 percent in grades 4 through 8, and 13 percent in grades 9 through 12. Further, some areas of the State have notably higher or lower proportions of ELL students. However, most of the State's ELL students (63 percent) are in Maricopa County.

ELL litigation and legislation (see pages 9 through 16)

In January 1992, parents of students in the Nogales Unified School District filed a lawsuit, *Flores v. State of Arizona*, alleging that the State failed to provide programs that would help limited-English-proficient students become proficient in English and enable them to master the standard academic curriculum. In January 2000, the U.S. District Court ruled in favor of the plaintiffs, stating that many of the Nogales Unified School District's deficiencies related to inadequate state funding. Further, the U.S. District Court deemed the existing state funding to be "arbitrary and capricious" because it bore no relation to an earlier cost study.

Structured English Immersion (SEI)—

This program is an English language acquisition process in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language.

Compensatory Instruction (CI)—

This consists of programs in addition to normal classroom instruction which may include individual or small group instruction, extended day classes, summer school or intersession school and that are limited to improving the English proficiency of ELL students.

In December 2001, the Legislature passed HB 2010, which provided approximately \$144 million over a 4-year period. HB 2010 increased the ELL per-pupil funding from about \$160 to \$320 and provided new funding for ELL compensatory instruction, teacher training, instructional materials, teacher bonuses, a literacy pilot program, and an ELL cost study.

In April 2002, the plaintiffs again challenged the State's per-pupil funding, arguing that it was still "arbitrary and capricious." Subsequently, in January 2005, the U.S. District Court again ordered the State to comply with its January 2000 ruling to adequately fund ELL programs. In March 2006, the Legislature passed HB 2064, which, among other provisions, increased the per-pupil funding to about \$420, established a system for developing Structured English Immersion program models and a related budget request, and provided \$10 million for ELL Compensatory Instruction. However, the per-pupil increase was not implemented because the U.S. District Court ruled in April 2006 that HB 2064 provided inadequate ELL funding. Therefore, the ELL per-pupil funding add-on remained at 11.5 percent of the base level amount, approximately \$360.

After an 8-day hearing in January 2007, the U.S. District Court again ruled, in March 2007, that the Legislature had not provided adequate funding for ELL students through HB 2064. This ruling requires the Legislature to act to provide more ELL monies by the end of the 2007 legislative session.

State-wide ELL spending during fiscal years 2002 through 2006 (see pages 17 through 27)

The ELL per-pupil funding is intended to pay for the additional costs of educating ELL students beyond the normal costs of educating English-proficient students. These incremental costs would not include costs that replace the same types of services provided to English-proficient students. However, prior to July 1, 2006, school districts and charter schools were not required to account for how they used this additional funding or to capture all ELL costs that they incurred. As a result, information is not available on the incremental costs of ELL programs, but information is available on some ELL program costs.

HB 2010 Monies—The Legislature, through HB 2010, significantly increased state funding for ELL programs during fiscal years 2002 through 2005:

- The ELL per-pupil funding approximately doubled, increasing from about \$160 per pupil to about \$320 from fiscal year 2002 to fiscal year 2003. The ELL per-pupil funding has totaled about \$50 million per year, varying based on the number of identified ELL students.
- The ELL Compensatory Instruction monies totaled about \$3 million for fiscal year 2002 and \$5.5 million annually for fiscal years 2003, 2004, and 2005. These monies were to provide compensatory instruction for ELL students not making adequate academic progress based on state standards.
- The Classroom Personnel Bonus totaled about \$3 million annually for fiscal years 2003, 2004, and 2005. This program provided bonuses for classroom personnel, with \$250 to be paid for each English learner instructed in an ELL program in the past school year who achieved proficiency and exited the ELL program. The school districts and charters then determined how to apportion these monies to their personnel.
- The Legislature appropriated \$1.5 million annually for fiscal years 2003, 2004, and 2005 to provide monies for ELL instructional materials and supplies. ADE allocated the monies to districts and charter schools based on their prior year number of ELL students.
- To reimburse training costs for teachers and other certified employees who obtained ELL-related teaching endorsements, the Legislature appropriated \$4.5 million annually for fiscal years 2003, 2004, and 2005. However, ADE did not begin distributing these monies until fiscal year 2006, after developing the new SEI endorsement requirements and training programs.

- The Legislature appropriated \$750,000 annually for fiscal years 2003, 2004, and 2005 to provide a 4-year literacy pilot program. This program was aimed at ensuring that children entering the school system in kindergarten would be speaking, reading, and writing English at grade level by third grade. ADE selected four districts to participate in the pilot program.

In total, the Legislature appropriated more than \$49 million for distribution to school districts and charters between fiscal years 2002 and 2005 for ELL programs, excluding the increased ELL per-pupil monies. However, by the end of fiscal year 2005, ADE had only distributed about \$32 million, and in the following year, distributed another \$5 million, leaving nearly \$12 million available at June 30, 2006. Teacher-training monies constituted most of the undistributed amounts as ADE did not begin distributing these monies until fiscal year 2006.

Further, school districts and charters were not prompt in making use of the ELL monies that were distributed to them. Based on spending reported to ADE, districts and charters spent some of these ELL program monies a year or two after receiving them. For example, at the beginning of fiscal year 2005, districts and charters reported about \$8.3 million of unspent monies received in prior fiscal years. The Legislature appropriated these ELL monies in a manner that left the monies available until spent, so ADE, school districts, and charters did not have time limits to use the monies. However, such delayed expenditures may indicate that ELL programs were not in place or were not operating at the expected capacities.

Other Funding Sources—In addition to the ELL monies appropriated by HB 2010, school districts and charters may also have other monies available for their ELL programs:

- Nineteen Arizona districts levy additional taxes based on state law allowing them to fund desegregation programs required by administrative agreements or court orders. Of these, 18 districts used all or a portion of their desegregation monies for ELL purposes. Of the 18 districts, 15 had only ELL-related desegregation costs or separately accounted for the ELL portion of their desegregation spending. The ELL expenditures from these desegregation monies ranged from \$435 to \$8,410 per ELL student in fiscal year 2006.
- HB 2010 required ADE to seek any federal monies available for Limited English Proficient students. Subsequently, ADE began receiving federal Title III monies in fiscal year 2003, with about \$8 million that year increasing to about \$14 million by fiscal year 2006. These monies provided about \$107 per ELL student in fiscal year 2006.
- School districts and charters can also use monies received from the federal Title I and Title II programs, their Maintenance and Operations funds, or other

unrestricted monies to fund ELL programs. However, due to the lack of an accounting requirement prior to July 2006, it was not possible to track how much of these other unrestricted monies were used for ELL programs.

Districts monitored by ADE in fiscal year 2007 (see pages 29 through 58)

The 2006 ELL legislation, HB 2064, requires the Office of the Auditor General to conduct a financial audit including the ELL budget requests of each school district selected by ADE for its required ELL program monitoring. However, these budget requests were not developed and submitted by March 31, 2007. Therefore, Chapter 3 of this report provides one-page information sheets on the 28 school districts monitored by ADE in fiscal year 2007 that received monies from HB 2010. Each page contains a summary of the district's reported spending of specifically identifiable ELL monies and other descriptive information.

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INTRODUCTION & BACKGROUND

The Office of the Auditor General has conducted an analysis of Arizona school districts' spending of monies appropriated for English Language Learner (ELL) programs during fiscal years 2002 through 2005.¹ This analysis was conducted pursuant to Arizona Revised Statutes §15-756.12, which requires the Auditor General to conduct audits of the State's ELL programs.

In 2006, the Legislature passed House Bill (HB) 2064, establishing the new Structured English Immersion (SEI) and Compensatory Instruction (CI) funds and programs. Among other components, this law established an ELL Task Force to develop and adopt research-based, cost-efficient SEI program models and establish procedures for determining the models' incremental costs. The law also appropriated \$10 million in fiscal year 2007 for CI programs, such as extended day and summer school programs for ELL students. The Arizona Department of Education (ADE) was required to develop a CI budget request form and distribute the CI monies to districts and charter schools. Further, the law required ADE to annually monitor 32 districts and charters, reviewing their ELL programs' effectiveness and compliance with related state and federal laws.²

The law also required the Office of the Auditor General to conduct financial audits of the SEI and CI budget requests of school districts that ADE selected for monitoring. However, as of March 2007 the Task Force had not yet completed the SEI models and related procedures for determining their incremental costs. As a result, the Task Force and ADE had also not finalized the SEI budget request processes or forms. Further, it was not until March 19, 2007, that ADE completed the CI budget request forms and made them available to school districts and charters. These delays made it impractical to complete financial audits of the budget requests during fiscal year 2007. Therefore, this special study reviews the history and status of the litigation and legislation that is shaping ELL education in Arizona. It also analyzes available data on how districts and charters state-wide have used prior years' funding provided for ELL students. This report also provides more specific information on how these monies were used by school districts that ADE selected for on-site monitoring during fiscal year 2007 under the requirements of HB 2064.

¹ In its December 2001 special session, through HB 2010 the Arizona Legislature provided monies for specified ELL programs, including compensatory instruction, teacher training, instructional materials and supplies, and other purposes. (Laws 2001, 2nd Special Session, Chapter 9.)

² The fiscal year 2007 ADE monitoring schedule included 31 school districts and 1 charter school. Three of the school districts did not have ELL students, and the Auditor General's Office does not have audit responsibilities for charter schools. Chapter 3 provides more detailed information on the remaining 28 monitored districts.

Key Terminology

- **English Language Learner (ELL)**—Students who do not speak English or whose native language is not English, who are not currently able to perform ordinary classroom work in English and who are enrolled in an English language education program. These students were previously referred to as limited English proficient (LEP).
- **Structured English Immersion (SEI)**—This program is an English language acquisition process in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language. The program normally does not extend beyond 1 year.
- **Compensatory Instruction (CI)**—This consists of programs in addition to normal classroom instruction, which may include individual or small group instruction, extended day classes, summer school, or intersession school and that *are limited to improving the English proficiency* of current ELL students and students who have been reclassified as English proficient within the previous 2 years.
- **ELL B-Weight**—The commonly used term for additional monies received for ELL students enrolled in a program to promote English language proficiency.
- **Incremental Costs**—These costs are in addition to the normal costs of conducting programs for English proficient students. Incremental costs do not include costs that replace the same types of services provided to English proficient students.
- **Base Level Funding**—The funding per student specified by the Legislature. For fiscal year 2006, the base level was approximately \$3,001 per student. Together with other resources, such as budget overrides and state and federal programs, districts spent, on average, about \$6,800 per student in fiscal year 2006.

Source: Auditor General staff analysis of Laws 2006, 2nd Regular Session, Chapter 4 (HB 2064); Laws 2001, 2nd Special Session, Chapter 9 (HB 2010); A.R.S. §15-751 and 901, and the Auditor General's special study *Arizona Public School Districts' Dollars Spent in the Classroom Fiscal Year 2006*.

Arizona's ELL student population

In fiscal year 2006, districts reported having 128,858 ELL students while charter schools reported having another 4,632.¹ ELL students are identified through a state-adopted assessment, which in fiscal year 2006 was the Stanford English Language Proficiency test, or SELP. Table 1 (see page 3) summarizes the reported number of ELL students, total students, and percentage of ELL students attending school districts, by type, and charter schools.

¹ ADE determines the number of ELL students for ELL B Weight funding based on an average of the number of ELL students on three dates during the school year—October 1, December 15, and February 1. This calculation is not established in statute.

**Table 1: ELL Students as a Percentage of Total Students, by School Type
Fiscal Year 2006
(Unaudited)**

School Type	Number of ELL Students	Total Number of Students	Percentage of ELL Students
Elementary School Districts	66,836	254,582	26.3%
Unified School Districts	54,825	577,433	9.5
Union High School Districts	7,011	83,731	8.4
Other Districts ¹	186	5,570	3.3
School Districts' Total	128,858	921,316	14.0
Charter schools	4,632	84,475	5.5
Total	133,490	1,005,791	13.3%

¹ Other districts include accommodation school districts and joint technology education districts.

Source: Auditor General staff analysis of average daily membership and the ELLS 10A-1 report as of December 15, 2006, obtained from the Arizona Department of Education.

As shown in Table 2, districts and charters reported having 133,490 ELL students in fiscal year 2006. This reflected 17,600 fewer students compared to the previous year, and more than 27,900 fewer than fiscal year 2004. However, at least three factors may have contributed to this apparent decline in the number of ELL students. First, the testing processes used to identify ELL students have changed. ADE officials have indicated that the decline in ELL students may relate to the newly adopted state-wide English language assessment test that began in fiscal year 2005. Previously, districts and charters could use one of four language proficiency tests, which may have resulted in varying measures of proficiency. Second, ADE further indicated that the decline may also relate to new teaching strategies resulting from additional training, such as the newly required SEI endorsement. Third, ADE historically did little to ensure the ELL data's integrity. Districts and charters self-report their numbers of ELL students and changes in their status. In earlier years, districts and charters simply submitted a summary report of their ELL students. Beginning in 2003, ADE collects the ELL student data through the Student Accountability Information System (SAIS). However, prior to fiscal year

**Table 2: Reported Number of ELL Students
Fiscal Years 2002 through 2006¹
(Unaudited)**

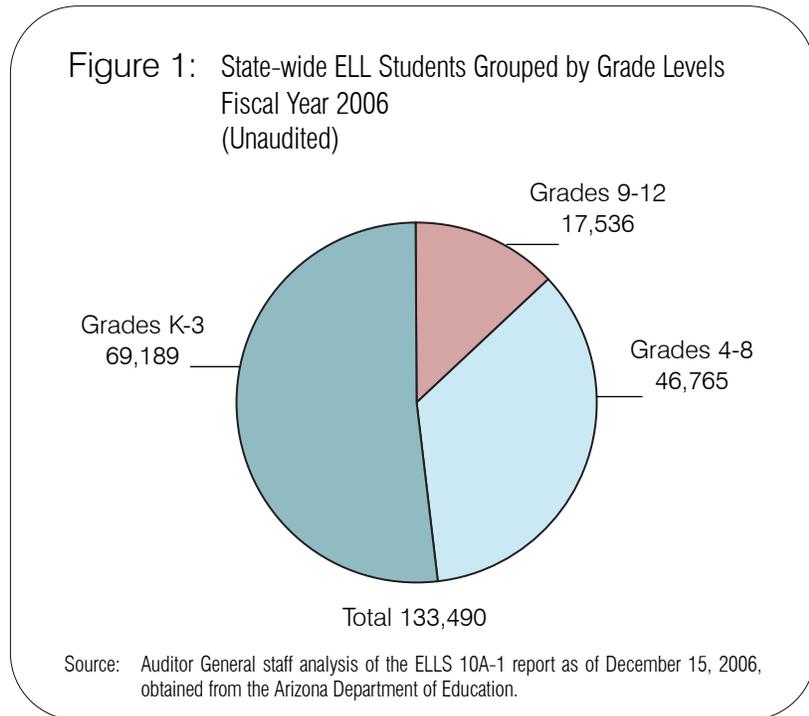
Fiscal Year	Number of ELL Students
2002	151,248
2003	150,541
2004	161,458
2005	151,174
2006	133,490

¹ The reported number of ELL students prior to fiscal year 2005 may be less reliable because the data system did not include data integrity checks to minimize data entry or classification errors.

Source: Auditor General staff analysis of the ELLS 10A-1 report as of December 15, 2006, obtained from the Arizona Department of Education.

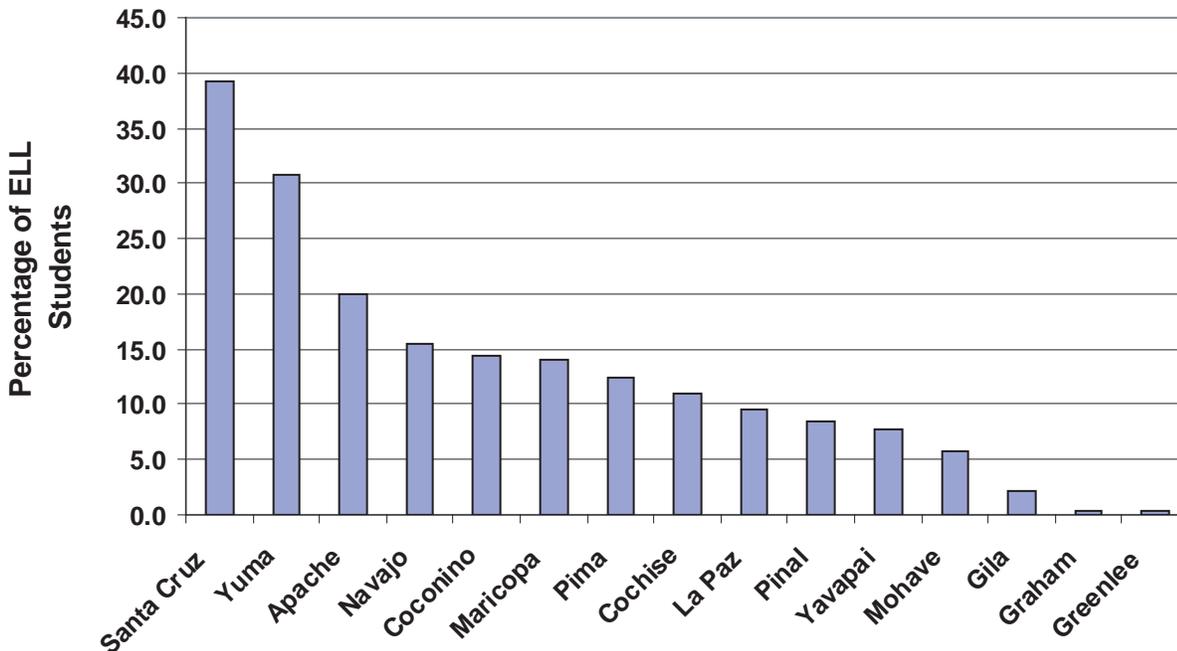
2005, ADE did not have data integrity checks to test data reliability. For example, districts and charters were not required to report a language proficiency test score to support the student's classification as ELL or reclassification to English proficient. During fiscal year 2005, ADE added basic data integrity checks for ELL data, such as requiring proficiency test scores, and more checks were put in place during fiscal year 2006. As a result, data for fiscal year 2005 and later is likely more reliable than that of the previous years.

Majority of ELL students are in kindergarten through third grade—The ELL students are more highly concentrated in early grades. As shown in Figure 1, nearly 52 percent of ELL students are in kindergarten through grade 3, 35 percent are in grades 4 through 8, and 13 percent are in grades 9 through 12.



Some areas have higher proportions of ELL students—State-wide, approximately 13.3 percent of Arizona students were ELL in fiscal year 2006. However, as shown in Figure 2 (see page 5), some areas within the State have notably higher or lower proportions of ELL students. For example, Santa Cruz County schools reported the highest proportion of ELL students, while Graham and Greenlee County schools reported the lowest. However, although not shown in this figure, most of the State's ELL students (63 percent) are in Maricopa County schools. Similarly, most of the State's students attend schools in Maricopa County (also 63 percent).

Figure 2: ELL Students as a Percentage of County Student Population, Districts Only¹
 Fiscal Year 2006
 (Unaudited)



¹ This figure does not include charter school ELL students due to how the data is maintained. The ELLS 10A-1 report does not include the CTDS code that would allow accurate analysis of charter school data by county.

Source: Auditor General staff analysis of the ELLS 10A-1 report as of December 15, 2006, obtained from the Arizona Department of Education.

ELL programs

During fiscal year 2006, school districts and charters offered ELL programs that statute describes as Structured or Sheltered English Immersion, Bilingual, and Mainstream.¹

- Structured English Immersion**, or Sheltered English Immersion, is an English language acquisition process providing nearly all classroom instruction in English, but using a curriculum designed for children who are learning the language. Books and instructional materials are in English, and all reading, writing, and subject matter is taught in English. The teacher is allowed to use a minimal amount of the child's native language when necessary. In fiscal year

¹ These programs are described in A.R.S. §15-751.

2006, districts and charters reported that approximately 107,000 ELL students, or 80.2 percent, participated in SEI programs.

- **Bilingual** education, or native language instruction, is a language acquisition process providing most or all of the instruction, textbooks, and teaching materials in the child's native language. In fiscal year 2006, districts and charters reported that approximately 3,000 ELL students, or 2.2 percent, participated in Bilingual programs.

Many Bilingual programs were eliminated after Proposition 203 was approved in November 2000.¹ However, some districts still maintain these programs for parents who sign waivers to formally request that their child be placed in a Bilingual program.

- **Mainstream** programs place ELL students in regular classrooms along with English fluent students when the student is close to becoming English proficient or when there are not enough ELL students to create a separate SEI class. Generally, ELL students in Mainstream classrooms receive the same instruction as English fluent students, but receive additional support such as small group lessons or assistance from an instructional aide. In fiscal year 2006, districts and charters reported that approximately 23,500 ELL students, or 17.6 percent, participated in Mainstream programs.

Scope and Methodology

This study focused on ELL litigation and resulting legislation in the State, and the funding and spending of ELL monies—in particular, state monies provided by HB 2010 in December 2001. This report was a review; therefore, the information within it was not subjected to all the tests and confirmations that would be performed in an audit. However, the information in this report was subject to certain quality control procedures to ensure its reasonableness. In conducting this study, auditors used a variety of methods, including examining applicable legislative documents and analyzing various records and data collected and compiled by ADE and information obtained directly from various school districts. Specifically:

- To provide a background of ELL litigation, legislation, and education in the State, auditors reviewed HB 2010, HB 2064, and documents related to *Flores v. State of Arizona*.
- To identify ELL funding and related requirements, auditors reviewed HB 2010, HB 2064, and federal requirements pertaining to the Title I, II, and III programs.

¹ In November 2000, voters passed Proposition 203, requiring that schools use English to teach English acquisition and that all students must be placed in English classrooms. The new law required schools to use SEI programs and eliminated bilingual programs unless approved by parents with signed waivers.

- To analyze desegregation expenditures for ELL programs of the 19 school districts specifically using additional desegregation monies authorized by statute, auditors reviewed the districts' administrative agreements and court orders pertaining to the desegregation violations to determine whether ELL programs were required. Further, auditors interviewed district staff and reviewed accounting data and budgets to determine if these districts were identifying their ELL-related desegregation costs.
- To analyze the current participation in ELL programs, auditors used data collected and reports prepared by ADE. School districts and charter schools put specific student data into the Student Accountability Information System (SAIS), and ADE extracts and reports ELL-related information from SAIS. However, auditors did not validate this self-reported data by comparing it to the schools' original supporting records.
- To analyze ELL-related monies that ADE allocated and distributed to districts and charters, auditors used data collected in ADE's Grants Management Enterprise (GME) system and district-prepared budget worksheets. Auditors also surveyed 28 school districts monitored by ADE in fiscal year 2007 to determine whether and, if so, how these districts accounted for their ELL-related activities. However, auditors did not validate this data by comparing it to districts' accounting records.
- To analyze ELL-related spending, auditors used summary accounting data obtained from all school districts and detailed accounting data obtained from select school districts. However, auditors did not validate this data by comparing it to the districts' original supporting records.
- Auditors interviewed ADE officials regarding data collection, funding allocations, and monitoring of ELL programs. Auditors also interviewed school district personnel regarding student data collection and data entry into SAIS and ELL costs and programs.

As discussed further in this report, the data used for this study had certain limitations. For example, prior to fiscal year 2007, districts and charters were not required to specifically account for monies spent on ELL programs. While some ELL program costs were specifically identified, auditors were unable to determine the total and per-pupil amounts that districts and charter schools spent for ELL programs. Further, this study uses district- and charter-reported ELL student counts, and ADE's data systems did not include sufficient data integrity tests to ensure data accuracy. However, the ELL data reported in fiscal years 2005 and 2006 was subject to some data integrity checks and appears more reliable than previous years' data.

The Auditor General and staff express their appreciation to the Superintendent of Public Instruction, the staff of the Arizona Department of Education, and the staffs of the Arizona public school districts and charter schools for their cooperation and assistance during this study.

CHAPTER 1

ELL litigation and legislation

In January 2000, the U.S. District Court ruled in favor of the plaintiffs in the *Flores v. State of Arizona* lawsuit. The Legislature subsequently passed HB 2010 in December 2001, increasing the ELL per-pupil funding to about \$340 per year and providing funding for several new ELL-related programs.¹ In January 2005, the Court again ordered the State to comply with the January 2000 ruling to adequately fund ELL programs. The Legislature passed HB 2064 in March 2006, proposing an increase in the ELL per-pupil funding to about \$420 per year, providing \$10 million for ELL Compensatory Instruction, and establishing a system for developing Structured English Immersion program models and related budget requests to fund them. Because the Court did not accept the new law as complying with the 2000 court order, the per-pupil funding did not increase, but instead remained at 11.5 percent of the base level amount, approximately \$360.

Flores v. State of Arizona

In 1992, parents of students in the Nogales Unified School District filed a lawsuit, *Flores v. State of Arizona*, in U.S. District Court. The lawsuit alleged that the State failed to provide programs that would help limited English proficient (LEP) students become proficient in speaking, understanding, reading, and writing English and enable them to master the standard academic curriculum.

In January 2000, the U.S. District Court ruled in favor of the plaintiffs, stating that many of the Nogales Unified School District's deficiencies, including an insufficient number of qualified teachers and aides, large class sizes, inadequate tutoring programs, and insufficient instructional materials, related to inadequate state funding. Further, the U.S. District Court judge deemed the existing state funding, about \$150 per ELL pupil, to be "arbitrary and capricious" because it bore no relation to actual needs.²

¹ This amount was estimated by Joint Legislative Budget Committee staff in December 2001.

² The court order's Finding of Facts referenced a 1987-88 cost study that reported an average cost of \$450 per ELL student.

Subsequently, the State entered into a consent decree requiring ADE to establish and enforce state-wide requirements for ELL programs, such as English proficiency assessments, English language instruction, and individual education plans for ELL students, and monitor districts' and charters' ELL program compliance. However, this consent decree did not address the adequacy of state funding.

Consequently, in October 2000, the U.S. District Court ordered the State to perform a new ELL cost study in a timely manner so that the Legislature could, during the session beginning in January 2001, appropriate funding needed for the State's ELL programs. In May 2001, ADE released a cost study of per-pupil costs in certain Arizona school districts and charters and reviewed six model immersion programs in Arizona and three other states.¹ However, the study reported that these districts and charters spent between \$0 and \$4,600 per ELL student, and noted that the researchers found no patterns or correlations between the numbers of LEP students and spending. Therefore, the study did not provide specific recommendations for per-pupil ELL funding.

With the State's new cost study completed, the U.S. District Court in June 2001 ordered the State to comply with the January 2000 judgment to establish state funding levels that bear a rational relationship to actual funding needs on or before January 31, 2002.

House Bill 2010

In its December 2001 special session, the Legislature passed HB 2010, which increased the ELL per-pupil funding to approximately \$320 for the next school year (see Figure 3 on page 11). In addition, HB 2010 also provided new funding for ELL compensatory instruction, teacher training, instructional materials, classroom personnel bonuses, a literacy pilot program, and another cost study.

In April 2002, the plaintiffs again challenged the State's per-pupil funding, arguing that it was still "arbitrary and capricious" as it was not based on the State's ELL cost study.

The cost study provided for by HB 2010 was later issued in draft form in February 2005.² This draft cost study presented a cost range of \$670 to \$2,571 for each ELL student. However, the cost study was not accepted due to questions regarding its validity. For example, the draft cost study was still incomplete with some information missing. Additionally, based on comments by legislators, the study was believed to have a bias toward Bilingual Education, primarily citing research based on that

¹ *English Acquisition Program Cost Study—Phases I through IV* by Research in English Acquisition and Development (READ) Institute and Sjoberg Evashenk Consulting LLC, May 2001.

² In 2002, Arizona Legislative Council contracted with the National Conference of State Legislatures (NCSL) to conduct this ELL cost study, with the work to be completed by August 2004.

method, although the State had adopted an SEI approach. Further, in approving Proposition 203, voters rejected native language instruction for ELL students. Although the cost study recognized that the State had not yet defined what the SEI program(s) should consist of, such as defining the components of an effective SEI program and developing a working program model, the draft cost study still presented specific cost estimates.

In January 2005, the Court again ordered the State to comply with the January 2000 ruling to adequately fund ELL programs, this time by the end of the 2005 legislative session. The Legislature passed HB 2718, which increased the ELL per-pupil funding to about \$420 for fiscal year 2006; however, this bill was vetoed by the Governor.

Figure 3: House Bill 2010 Provisions
(Passed December 2001; effective March 2002)

Appropriations

Increased ELL B-Weight funding from about \$160 per pupil to \$320 per pupil from fiscal year 2002 to 2003. This funding increase was estimated to total \$93.7 million for fiscal years 2003 through 2005.

Provided an additional \$50.6 million in fiscal years 2002 through 2005 for:

- Compensatory instruction.
- Teacher training.
- Classroom personnel bonuses for ELL students reclassified to English proficient.
- Instructional materials and supplies.
- K-3 pilot program.
- New ELL cost study.
- English Acquisition Services monitoring function within ADE.

State Board of Education

Prescribe the manner for:

- Identifying students with a primary home language other than English and assessing their English proficiency.
- Reassessing English learners' proficiency and evaluating former English learners.
- Allowing certain training to substitute for SEI or Bilingual Education endorsements.

Arizona Board of Regents

Require universities that provide an education degree to require coursework necessary to obtain a provisional SEI endorsement.

Figure 3: House Bill 2010 Provisions (Concl'd)

Arizona Department of Education

Monitoring

- Develop guidelines for monitoring school districts and charter schools to ensure compliance with all federal and state laws regarding ELL students.

Reporting

- Require each district and charter school to report annually the number of new, reclassified, and continuing ELL students, and the number enrolled in each type of language acquisition program offered by the district or charter school.
- Annually report all federal monies the department received for language acquisition programs and their designated purposes.

Superintendent of Public Instruction

Shall attempt to obtain the maximum amount of federal funding available for Bilingual Education programs and SEI programs and any other ELL programs that apply.

Joint Legislative Committee on School Maintenance and Operations Funding

- Evaluate and make specific recommendations on school funding, with emphasis on the ELL B-weight and rural and small school funding.
- Evaluate and make specific recommendations on ELL programs, including the manner in which the programs are implemented and additional requirements needed due to Proposition 203 and the June 2000 Flores consent order.
- Review the parental waiver, notification, and consent forms developed by the State Board of Education.
- Recommend to the State Board of Education guidelines for SEI methodologies, coursework, and teacher certification.
- Allowed the committee to use staff of ADE, the Auditor General, Legislative Council, and the Legislature.

School districts and charters

Allowed to enter into contracts with private vendors that provide literacy services designed to ensure that participating pupils who begin in kindergarten are at reading, writing, and speaking English at the third grade level by the end of third grade.

Source: Auditor General staff analysis of Laws 2001, 2nd Special Session, Chapter 9 (HB 2010).

House Bill 2064

In December 2005, the U.S. District Court again ordered the State to act to provide adequate ELL funding, and also established a fine schedule for each day's delay past the 15th day of session, January 24, 2006. The Legislature passed and the Governor vetoed two ELL bills in January 2006. Subsequently, in March 2006, the Legislature passed HB 2064, which among several provisions, increased the ELL per-pupil funding to about \$420, contingent upon the U.S. District Court's acceptance of the new law as complying with the 2000 court order. (See Figure 4)

In April 2006, the U.S. District Court ruled that HB 2064 did not comply with the January 2000 and January 2005 court orders; therefore, the new ELL per-pupil funding did not take effect. Upon appeal in August 2006, the Ninth Circuit U.S. Court of Appeals vacated the U.S. District Court's ruling, remanding the case for an evidentiary hearing noting that "the landscape of educational funding has changed significantly" since the original January 2000 U.S. District Court order.

After an 8-day hearing in January 2007, the U.S. District court judge again ruled, in March 2007, that the Legislature had not provided adequate funding for ELL students through HB 2064. The ruling requires the Legislature to act to provide more ELL monies by the end of the 2007 legislative session.

Figure 4: House Bill 2064 Provisions
(Passed March 2006; effective September 2006)

Appropriations

Provided \$10 million in fiscal year 2007 for CI and required ADE to collect SEI budget requests from districts and charters so that the Legislature could appropriate those monies in coming fiscal years.

Increased the ELL B-Weight by an estimated \$14.3 million in fiscal year 2007; however, this increase was canceled when the U.S. District Court ruled that HB 2064 provided inadequate ELL funding.

For ADE, provided \$4.6 million in fiscal year 2007 for:

- ELL program support, monitoring, and reporting.
- English proficiency tests and scoring.
- Potential legal services related to *Flores v. State of Arizona*.

For the Office of the Auditor General, provided \$2.5 million in fiscal year 2007 for ELL audits and accounting support activities.

Figure 4: House Bill 2064 Provisions (Cont'd)

Arizona Department of Education

Arizona ELL Task Force—

- Develop and adopt research-based, cost-efficient SEI program models, and then annually reevaluate the models and revise them if necessary.
- Establish procedures for determining incremental costs for the SEI models.
- Develop a form for determining SEI budget request amounts.

Office of English Acquisition Services—

Program support

- Develop guidelines and provide technical assistance for implementation of programs.
- Develop regional programs to enhance training for teachers and administrators.

Monitoring

- Annually select 32 districts and charters based upon certain guidelines, then monitor the effectiveness of their ELL programs and compliance with related state and federal laws.
- Randomly select 300 ELL students each month to test their language skills.

Reporting

- Require each district and charter to report annually the number of new, continuing, and reclassified ELL students, and the number enrolled in each SEI program model.
- Determine and report the mobility of ELLs within and between districts and charters.
- Prepare an annual report to the Joint Legislative Budget Committee itemizing federal monies distributed to Local Education Agencies (LEAs) for ELL students, including the purpose of the monies and the amount distributed to each LEA.
- Prepare an annual report analyzing whether and to what extent students benefit from compensatory instruction.
- Present a detailed annual summary of the ELL programs and funding to the State Board of Education.
- Present a summary of information relating to the demonstrated success of schools and school districts at achieving proficiency for ELLs.

ADE is also required to:

- Based on SEI budget requests, compile and submit an annual appropriation request to the Legislature and distribute the appropriated SEI monies to districts and charters.
- Based on CI budget requests, determine the amount that each district or charter will receive for CI programs. For fiscal year 2007, the Legislature appropriated \$10 million for ADE to distribute to districts and charters for CI programs.

State Board of Education

- Establish the qualifications necessary for a provisional and full SEI endorsement.
- Require all approved teaching degree programs to include courses that will lead to the full SEI endorsement.

Figure 4: House Bill 2064 Provisions (Concl'd)

School districts and charters

- Assess the English proficiency of new students when it is indicated that the primary language spoken in the home is other than English. In addition, test students already identified as ELL annually at the end of each school year.
- Monitor former ELL students who have been reclassified as English proficient and re-test their language proficiency annually for the next 2 years.
- Submit a CI budget request to ADE and use these monies as specified to supplement existing programs.
- Adopt an SEI model and submit an SEI budget request to ADE, then use the monies as specified to supplement existing programs.

Office of the Auditor General

- Modify the budgeting, accounting, and financial reporting requirements and forms for the SEI and CI funds.
- Provide support and guidance to assist school districts and charters in complying with these requirements.
- Biennially audit the ELL programs' overall effectiveness based on performance-based outcome measures and increased English proficiency, and review the mobility of English-proficient and ELL students.
- Conduct financial audits of the school districts ADE selects for monitoring each year, including reviewing the SEI and CI budget requests they have submitted.
- Review compliance of ELL program requirements in performance audits of randomly selected school districts.

Source: Auditor General staff analysis of Laws 2006, 2nd Regular Session, Chapter 4 (HB 2064).

Key provisions of HB 2064 were still being implemented

As of April 2007, many important provisions of HB 2064 were still being implemented, including adopting the SEI models and related financial requirements and completing the CI budget and allocation process. The ELL Task Force has been meeting regularly since September 2006, hearing presentations from Arizona districts and charters on the ELL programs currently offered in Arizona and from various specialists on ELL programs in other states. However, the Task Force had not yet developed the SEI program models and related procedures for determining the incremental costs for those models. Further, the SEI budget request process and forms cannot be developed until the models are adopted and incremental costs have been defined.

In mid-March 2007, ADE completed developing the CI budget forms and made them available to districts and charters. Districts and charters were required to submit the forms to ADE by April 6, 2007, describing the programs they are or will be operating and numbers of ELL students and reclassified proficient students expected to be served in each program. ADE will review these forms and notify each eligible district and charter of its CI allocation. Then, through ADE's grants management system, the districts and charters will prepare more detailed budgets stating how the allocated amount of CI monies will be spent. Once ADE approves these budgets, the monies will then be available for the districts and charters.

CHAPTER 2

State-wide ELL spending during fiscal years 2002 through 2006

For several years, school districts and charter schools have received various state, federal, and local monies designated for ELL purposes, such as the state ELL per-pupil funding and federal Title III grant monies. In addition, 19 Arizona districts levy additional taxes based on state law allowing them to fund desegregation programs required by administrative agreements or court orders.¹ Of those districts, 18 used all or a portion of their desegregation monies for ELL purposes.

State provides incremental funding for ELL students

School districts and charters receive per-pupil funding for every student attending their schools. In addition, districts and charters are eligible for additional monies for certain categories of students, including ELL students, who require additional educational resources. The additional ELL funding is intended to pay for costs that are *in addition to* the normal costs of educating English-proficient students. Incremental costs would not include costs that replace the same types of services provided to English-proficient students. As an example, if ELL instruction is provided in smaller classes, the additional teachers or instructional assistants needed to achieve the smaller class size would be an incremental cost. As shown in the textbox, the incremental cost would be calculated in proportion to the salary and benefit costs for the number of teachers required for English-proficient classes.

The cost amounts included in this report are ELL program costs based on expenditures reported by districts and charters, and not necessarily the incremental costs of operating ELL programs. Until July 1, 2006, school districts and charter schools had not been required to account for their ELL program costs or the incremental portion of those costs. A

Incremental cost example:

- Average class size of 25 students, but ELL class size of 15.
- Average teacher salary of \$42,000 (excluding stipends and other special pay).
- 825 total students would require 33 teachers.
- With 75 ELL students, 5 ELL teachers would be required and the remaining 750 students would require 30 teachers, for a total of 35 teachers.

ELL Program salary cost:
 $\$42,000 \times 5 \text{ ELL teachers} = \$210,000$

ELL Incremental salary cost:
 $\$42,000 \times 2 \text{ additional teachers} = \$84,000$

¹ Administrative agreements are between the school district and the U.S. Department of Education's Office of Civil Rights. Court orders are issued by a U.S. District Court based on a federal lawsuit filed against the school district.

limited amount of data is available for some ELL program costs, particularly for those districts with desegregation agreements composed solely of ELL programs. However, incremental cost information for prior years' ELL programs is not available.

HB 2010 monies

Beginning in fiscal year 2002, the Legislature provided additional state ELL funding through HB 2010 passed in December 2001. This legislation was triggered by U.S. District Court orders issued in the *Flores v. State of Arizona* lawsuit in January 2000 and October 2000. The following table summarizes the monies appropriated by HB 2010.

Table 3: Summary of HB 2010 Appropriations
Fiscal Years 2002 through 2005
(Unaudited)

Purpose	2002	2003	2004	2005	Total
ELL B-Weight increase ¹	\$ 0	\$28,887,200	\$31,158,661	\$33,608,731	\$93,654,592
Specific Program Funding:					
Compensatory Instruction	3,080,000	5,500,000	5,500,000	5,500,000	19,580,000
Classroom personnel bonus	0	3,060,000	3,060,000	3,060,000	9,180,000
Instructional materials and supplies	0	1,500,000	1,500,000	1,500,000	4,500,000
Teacher training	0	4,500,000	4,500,000	4,500,000	13,500,000
K-3 pilot program	0	750,000	750,000	750,000	2,250,000
Program totals	\$3,080,000	\$15,310,000	\$15,310,000	\$15,310,000	\$49,010,000
Other Funding:					
English Acquisition Services monitoring	\$ 158,050	\$ 316,095	\$ 316,095	\$ 316,095	\$ 1,106,335
ELL cost study		500,000			500,000

¹ These amounts represent the Joint Legislative Budget Committee staff estimate of the increase in ELL B-Weight monies over the fiscal year 2001 amounts resulting from HB 2010.

Source: Auditor General staff analysis of Laws 2001, 2nd Special Session, Chapter 9, and HB 2010 Fact Sheet.

As shown above, through HB 2010, the Legislature increased the State's ELL per-pupil funding by \$93.7 million, appropriated \$49 million for several new ELL programs, established English Acquisition Services monitoring program within ADE, and funded an ELL cost study.

- Increased ELL per-pupil funding**—As shown in Table 4, the total ELL per-pupil funding (commonly called the “ELL B-Weight” in reference to the school funding formula) was approximately doubled as a result of HB 2010. This funding increased from about \$160 per pupil to about \$320 from fiscal year 2002 to fiscal year 2003.¹ Because it is a calculated percentage of the base level, the ELL per-pupil amount continues to increase each year as the base level increases. As shown in the table below, the total ELL B-Weight monies paid to districts increased to almost \$52 million by fiscal year 2005, but declined to \$46 million by fiscal year 2007 due to the decreasing numbers of ELL students.

Table 4: Actual ELL State Funding¹
 Fiscal Years 2002 through 2007
 (Unaudited)

Type	2002	2003	2004	2005	2006	2007
Districts	\$23,407,301	\$46,914,164	\$47,737,507	\$51,821,402	\$50,524,974	\$46,434,783
Charters	501,889	1,102,744	1,866,439	1,589,815	1,598,400	n/a
Total	\$23,909,190	\$48,016,908	\$49,603,946	\$53,411,217	\$52,123,374	\$46,434,783

¹ ADE does not track ELL payments separately, so these actual amounts are calculated using the base-level funding and ELL B-Weight, without other adjustments such as the Career Ladder program.

n/a—Charter schools are paid based on current student counts, so the fiscal year totals were not yet available. School districts are funded on prior year student counts, so the amount can be calculated.

Source: Auditor General staff analysis of ELLS 10A-1 report as of December 15, 2006, obtained from the Arizona Department of Education, and annual base-level information.

For districts that do not have desegregation program funding, the ELL B-Weight is typically the largest source of funding for their ELL programs. However, the amount of these monies actually spent on ELL programs cannot be determined. As with other noncapital monies generated by the State’s school funding formula, these ELL per-pupil monies go into a district’s Maintenance and Operation Fund and are not specifically required to be used for ELL-related costs.² Further, prior to July 1, 2006, districts were not required to separately account for ELL expenditures.³ Available data on ELL costs is clearly inconsistent and unreliable. About half of the districts receiving ELL B-Weight monies

¹ The base-level amount was approximately \$2,750 per pupil in fiscal year 2003 and increases 2 percent each fiscal year. For every ELL student, an additional 6 percent was added to the base-level amount; HB 2010 increased this to 11.5 percent. Statewide, districts spent \$6,048 per pupil in fiscal year 2003 including all available noncapital resources.

² A portion of state monies is designated for capital purposes, such as land, buildings, and equipment, and is directed to other funds, such as the Soft Capital and the Unrestricted Capital Outlay Funds.

³ Similar to districts, charter schools were not required to separately account for the uses of the ELL B-Weight monies or to use such monies only for ELL programs.

recorded detailed expenditures to an optional ELL accounting code. However, 7 districts having no ELL students also recorded expenditures to this code, and another 80 districts with ELL students did not record such transactions.

- **Compensatory Instruction**—The Legislature appropriated to ADE \$3,080,000 for fiscal year 2002 and \$5,500,000 annually for fiscal years 2003, 2004, and 2005 for CI programs. ADE was to distribute these monies to districts and charters proportionately based on the number of ELL students not making adequate academic progress. To receive these monies, districts and charters were required to establish satisfactory CI programs and were restricted to spending the monies only for ELL compensatory instruction. Districts and charters reported about 100,000 eligible students and received about \$50 per student in fiscal year 2005. By the end of fiscal year 2005, as shown in Table 5 on page 23, ADE had distributed \$18.3 million of the total \$19.6 million provided for this purpose. However, no monies were distributed until fiscal year 2003, and remaining monies continued to be paid out in fiscal year 2006.

Of the 31 districts on ADE's monitoring list, the 22 districts that received these monies reported spending a total of \$3,780,453 through fiscal year 2006. These monies provided teacher and instructional aide extra duty pay as well as supplies for tutoring, intersession, and summer school programs.

- **Classroom Personnel Bonus**—The Legislature established the English Learner Classroom Personnel Bonus Fund and appropriated to ADE \$3,060,000 annually for fiscal years 2003, 2004, and 2005 for this program. For each English learner who was instructed in an ELL program in the past school year, achieved proficiency, and exited the ELL program, the district or charter would receive \$250. These monies were then required to be paid directly to classroom personnel involved in the ELL program, excluding principals and administrators. In fiscal years 2003 and 2004, districts and charters reported reclassifying almost 31,000 ELL students and received \$7.5 million in these 2 years. Although they reported reclassifying another 16,000 ELL students in fiscal year 2005, ADE did not distribute additional monies until fiscal year 2006. Because the remaining monies were not sufficient to pay for the reclassified students at \$250 each, ADE distributed \$1.3 million based on \$94 per reclassified ELL student. However, because districts and charters did not claim all of the allocated monies during these 3 fiscal years, ADE has about \$330,000 remaining in Classroom Personnel Bonus monies as of March 2007. ADE indicated that it is working to determine if districts and charters with remaining allocated balances are going to use them, and if not, the monies will be reallocated to other districts and charters. State-wide information was not available on how many instructional staff received bonus monies or the individual bonus amounts.

Of the 31 districts on ADE's monitoring list, the 25 districts that received these monies reported spending \$1,907,663 for bonuses to ELL teachers and instructional aides, but average bonus amounts were not reported.

- **Instructional Materials and Supplies**—The Legislature appropriated to ADE \$1,500,000 annually for fiscal years 2003, 2004, and 2005. These monies were to be used for instructional materials and supplies for language acquisition programs, with a maximum of \$10 per ELL student. ADE allocated the monies to districts and charters based on their prior year numbers of ELL students. For fiscal year 2005, districts and charters received \$9.29 per ELL student for this program.

Of the 31 districts on ADE's monitoring list, the 27 districts that received these monies reported spending \$798,054 on items such as textbooks, software, dictionaries, and other instructional materials.

- **Teacher Training**—The Legislature appropriated to ADE \$4,500,000 annually for fiscal years 2003, 2004, and 2005 for distribution to districts and charters. These monies reimbursed the costs for eligible teachers and other certified employees who successfully completed the training necessary to acquire the provisional SEI endorsement. Based on the state-wide number of teachers, ADE established a maximum reimbursement of \$115 per employee. These monies were not distributed until fiscal year 2006, after ADE completed development of the new SEI endorsement requirements. The provisional SEI training certificate was required for all teachers and certified administrators as of August 31, 2006. To obtain the provisional certificate, employees were required to attend 15 hours of SEI training. The provisional certificate is valid for 3 years, then a full SEI endorsement is needed, which requires an additional 45 hours of SEI training.

As an option for teachers and administrators who preferred the convenience of an on-line class and for those in remote parts of the state where classes may otherwise not be available, ADE paid Arizona School Services through Educational Technology (ASSET) \$500,000 to provide on-line SEI endorsement training classes. ASSET is a department of Eight/KAET public television located at Arizona State University. In fiscal year 2005, 807 teachers and administrators were trained, and in fiscal year 2006, another 2,545 were trained through ASSET.

State-wide, 93 districts and 49 charters received training reimbursements totaling \$3,736,525 in fiscal year 2006. According to ADE, about 33,000 teachers and administrators obtained their provisional SEI endorsement during fiscal year 2006. ADE continued to disburse the remaining teacher training monies in fiscal year 2007.

- **K-3 Pilot Program**—The Legislature appropriated to ADE \$750,000 annually for fiscal years 2003, 2004, and 2005 to assist districts and charters in implementing a 4-year literacy pilot program. The pilot programs were to be comprehensive, accountable literacy programs designed to ensure that all children entering the school in kindergarten would be reading, writing, and speaking English at grade level by the end of the third grade. Although this program was included in HB 2010, which specifically related to ELL funding and

programs, ADE did not require the pilot program districts to spend these monies solely on ELL students. ADE's guidance to the school districts chosen for the pilot program was to use this money for any Kindergarten through third grade student, which may include ELL students.

ADE selected four school districts for the pilot program, including Mesa Unified, Nogales Unified, Pendergast Elementary, and Roosevelt Elementary. Each district selected one of two vendors providing a standardized reading program. The districts further reported that the monies were used for activities such as reading training for teachers, comprehensive in-school curriculum, an ongoing process for monitoring and supporting teachers and pupils, and extended-day and extended-year intervention programs. The vendors completed and submitted program evaluations at the end of the pilot program for their districts. For the K-3 pilot program, ADE distributed \$2,242,104 to the four districts, and they reported spending all of these monies.

HB 2010 monies not fully distributed to districts and charters

The Legislature appropriated more than \$49 million to ADE for distribution to school districts and charters between fiscal years 2002 and 2005 for ELL programs, excluding the increased ELL B-Weight monies. ADE did not make the HB 2010 monies available at the beginning of the applicable fiscal years, and some monies were made available too late to be used that year. For example, the fiscal year 2003 Classroom Personnel Bonus monies were not available until May 2003, and the fiscal year 2004 monies were not available until January of 2004. As shown in Table 5 (see page 23), however, ADE had only distributed about \$32 million by the end of fiscal year 2005, and in the following year, distributed another \$5 million, leaving nearly \$12 million available for future distributions. Teacher training monies constituted most of the undistributed amounts since ADE did not begin distributing these monies until after it developed the new state-wide SEI endorsement program. However, other undistributed amounts occurred because some school districts and charters were allocated monies, but did not apply to receive them. Using information obtained from the districts and charters, ADE calculated and then notified each district and charter of the amount it was eligible to receive. The districts and charters then had to complete a grant application and prepare a budget for each program. Therefore, if a district or charter was eligible for a program but did not submit a grant application and budget, it did not receive any monies. Many of the districts and charters not receiving any HB 2010 monies had very few ELL students, such as an elementary school district that reported 2 ELL students among its 91 total students.

**Table 5: Comparison of Appropriated and Distributed HB 2010 Monies
Fiscal Years 2002 through 2006
(Unaudited)**

Program	Appropriation	Distributed through	
		FY 2005	FY 2006
Compensatory Instruction	\$19,580,000	\$18,267,663	\$18,300,384
Classroom personnel bonus	9,180,000	7,510,209	8,850,593
Instructional materials and supplies	4,500,000	4,010,305	4,080,914
Teacher training	13,500,000		3,736,525
K-3 pilot program	2,250,000	2,242,104	2,242,104
Total	\$49,010,000	\$32,030,281	\$37,210,520
Undistributed monies as of June 30		\$16,979,719	\$11,799,480

Source: Auditor General staff analysis of HB 2010 and data obtained from the Arizona Department of Education's Grants Management Enterprise system for fiscal years 2003 through 2006.

Districts and charters did not spend ELL monies promptly

Based on ADE's grants management system, school districts and charters reported spending some of these ELL program monies a year or two after they were received. Table 6 (see page 24) summarizes by fiscal year the unspent monies reported by districts and charters for each of the HB 2010 programs. As shown, these year-end balances usually included monies from more than 1 year. For example, CI program monies at the beginning of fiscal year 2005 included approximately \$42,000 from fiscal year 2003 and \$4.4 million from fiscal year 2004.

The Legislature appropriated the state monies as nonreverting, so ADE and school districts and charters did not have time limits for spending them.¹ However, such delayed expenditures after receiving the monies may indicate that ELL programs were not in place or were not operating at the expected capacities. Also, some districts received the monies too late to be used in the same fiscal year. In some instances, this was due to ADE's delay in making monies available, while in others, the districts did not apply for monies until late in the school year. ADE did not collect any information regarding why districts and charters had these accumulated unspent ELL monies.

¹ Nonreverting means that balances at the end of the fiscal year do not revert to the State's General Fund, and remain available to spend.

**Table 6: Districts' and Charters' Reported Unspent Monies
By Program and Year
Fiscal Years 2003 through 2005
(Unaudited)**

Program	Available at Beginning of Fiscal Year	Unspent Monies from Fiscal Years:			Total Prior Years' Balance
		2003	2004	2005	
Classroom personnel bonus					
	2004	\$ 7,830			\$ 7,830
	2005		\$2,016,945		2,016,945
	2006		211,349	\$ 69,594	280,943
Compensatory Instruction					
	2004	1,532,850			1,532,850
	2005	41,590	4,380,727		4,422,317
	2006		493,956	2,944,051	3,438,007
Instructional materials and supplies					
	2004	221,990			221,990
	2005	24,370	582,685		607,055
	2006		87,985	510,277	598,262
K-3 pilot program					
	2004	56,178			56,178
	2005	10,727	79,450		90,711
Title III					
	2004	353,212			353,212
	2005		1,129,183		1,129,183
	2006			935,507	935,507
Total		<u>\$2,248,747</u>	<u>\$8,982,280</u>	<u>\$4,459,429</u>	

Source: Auditor General staff analysis of the Arizona Department of Education's Grants Management Enterprise system data for fiscal years 2003 through 2006.

Other ELL funding sources

In addition to the ELL monies appropriated by HB 2010, some districts and charters received desegregation and Title III monies for ELL purposes. Further, districts and charters may also use monies from Title I and Title II programs, their Maintenance and Operations funds, and other unrestricted monies to fund ELL programs.

Desegregation—In Arizona, state law allows school districts to budget desegregation expenditures outside their revenue control and capital outlay revenue limits.¹ This allows districts to gain additional funding through local

¹ A.R.S. §15-910(G) states that "The governing board may budget for expenses of complying with or continuing to implement activities which were required or permitted by a court order of desegregation or administrative agreement with the United States Department of Education Office for Civil Rights directed toward remediating alleged or proven racial discrimination which are specifically exempt in whole or in part from the revenue control limit and the capital outlay revenue limit."

property taxes and additional state aid for their desegregation activities.¹ For the last several years, 19 Arizona school districts have spent additional monies to comply with the U.S. Department of Education, Office of Civil Rights (OCR) administrative agreements or federal court orders. As shown in Table 7, total desegregation expenditures have ranged from \$157 million in fiscal year 2001 to more than \$182 million in 2006.

The districts' administrative agreements and court orders address civil rights violations in the areas of race, national origin, disability, or gender. Many of these agreements, especially those addressing national origin, result in additional expenditures for services to ELL students. Although Arizona school districts were not required to separately account for their ELL-related desegregation expenditures until fiscal year 2007, ELL-related expenditures can be identified for 15 of the 18 districts with national origin violations. This includes 11 districts that only had a national origin (language barriers) component to their court orders or agreements, and 4 districts with multiple violations that indicated they only spent desegregation monies for the ELL component, or that they accounted for ELL-related desegregation costs separately. ELL-related costs cannot be separately identified for the other 3 districts that have multiple violations.

In fiscal year 2006, the 15 districts for which ELL-related desegregation expenditures can be identified spent between \$416,000 and \$12.6 million for these expenditures as shown in Table 8 on page 26.

Federal Title III monies—HB 2010 required ADE to seek any federal monies available for Limited English Proficient (the former terminology for ELL) students. Subsequently, ADE began receiving Title III monies in fiscal year 2003, with about \$8 million that year increasing to about \$14 million by fiscal year 2006, as shown in Table 9 (see page 27). This federal grant, also known as “Language Instruction for Limited English Proficient and Immigrant Students,” is intended to help ensure that ELL students become English proficient and meet the same academic standards that all children are expected to meet in accordance with the No Child Left Behind Act. ADE allocates these monies to school districts and charters based on their proportion of the State’s ELL students, but districts and charters still have to request the monies. By federal law, states are not allowed to make Title III allocations of less than \$10,000. ADE allows districts and charters that would be allocated a smaller amount to form or join a Title III consortium to receive the monies. ADE records indicate that districts and charters received about \$47 million in Title III monies from fiscal year 2003 to fiscal year 2006.

Table 7: Desegregation Expenditures By Fiscal Year (Unaudited)

Fiscal Year	Total Desegregation Expenditures
2001	\$157,180,814
2002	\$175,080,131
2003	\$173,163,854
2004	\$177,909,869
2005	\$176,485,729
2006	\$182,207,349

Source: Auditor General staff analysis of school district summary accounting data for fiscal years 2001 through 2006.

¹ The Civil Rights Act of 1964 broadened the definition of discrimination to include race, color, religion, or national origin and prohibits discrimination in any program or activity receiving federal financial assistance. The U.S. Supreme Court assigned school authorities the responsibilities for desegregation solutions and gave states the responsibilities for funding them. The U.S. Department of Education, Office of Civil Rights, enforces the Civil Rights Act for federally funded education programs.

Table 8: ELL-Related Desegregation Expenditures
Fiscal Year 2006
(Unaudited)

District Name ¹	Court Order or Agreement Subject	ELL Expenditures from Desegregation Monies	Number of ELL Students	Per-Pupil Amount
Agua Fria UHSD	National origin	\$ 728,247	173	\$4,210
Amphitheater USD	National origin, race, and disability	2,814,366	1,380	2,039
Buckeye ESD	National origin	622,598	270	2,306
Cartwright ESD	National origin	3,779,640	8,688	435
Flagstaff USD	National origin	2,120,070	1,296	1,636
Holbrook USD	National origin	2,338,064	278	8,410
Isaac ESD	National origin	4,696,745	4,121	1,140
Maricopa USD	National origin	416,391	324	1,285
Mesa USD	National origin and disability	7,035,517	8,489	829
Roosevelt ESD	National origin	12,636,004	3,819	3,309
Scottsdale USD	National origin and gender	6,876,003	1,568	4,385
Tucson USD	National origin, race, and disability	3,287,892	8,127	405
Washington ESD	National origin	6,425,113	5,107	1,258
Wilson ESD	National origin	1,830,829	273	6,706
Window Rock USD	National origin	600,315	172	3,490

Districts with more than one agreement that do not separately account for their ELL-related desegregation expenditures:

		Total Desegregation Expenditures
Glendale UHSD ²	National origin and race	\$ 5,002,994
Phoenix ESD ³	National origin and race	10,061,082
Tempe ESD ⁴	National origin and race	13,478,521

- 1 Phoenix UHSD had a desegregation court order for race and an OCR agreement for gender, but did not have a national origin violation.
- 2 Glendale UHSD identified \$3.7 million for ELL costs in its \$5.9 million desegregation budget for fiscal year 2007.
- 3 Phoenix ESD did not separately budget ELL costs in its fiscal year 2007 desegregation budget, which totaled \$10.2 million.
- 4 Tempe ESD identified \$5.7 million for ELL costs in its \$13.6 million desegregation budget for fiscal year 2007.

Source: District-provided desegregation court orders and OCR agreements and summary accounting data, and ADE-provided school district desegregation budgets.

Of the 31 districts on ADE's monitoring list, the 22 districts that received Title III monies reported spending \$8,757,668 for teacher and instructional aide salaries and to purchase supplemental instructional materials, conference registrations, testing materials, and computers for ELL students.

Other—In addition to desegregation and federal Title III monies, districts and charters can also use monies received from the federal Title I and Title II programs, their Maintenance and Operations Funds, or other unrestricted monies to fund ELL programs. As previously mentioned, prior to fiscal year 2007, separately accounting for ELL costs was optional. To implement the requirements of HB 2064, the Office of Auditor General and ADE revised the Uniform Chart of Accounts for school districts and for charter schools, effective July 1, 2006, to require specifically accounting for ELL-related costs.¹

Due to the lack of an accounting requirement for the previous years, it was not possible to track how much of these other unrestricted monies were used for ELL programs. To arrive at the amounts of state funding needed for their SEI and CI programs in fiscal year 2007 and after, HB 2064 required districts and charters allocate these resources based on the proportion that ELL students are of the eligible population for each grant or program.

Table 9: Title III Monies Available by Fiscal Year
Fiscal Years 2003 through 2006
(Unaudited)

Fiscal Year	Amount
2003	\$ 7,946,193
2004	10,244,308
2005	14,554,505
2006	14,279,561
Total	\$47,024,567

Source: Auditor General staff analysis of data obtained from the Arizona Department of Education's Grants Management Enterprise system for fiscal years 2003 through 2006.

¹ Although there is a Uniform Chart of Accounts for Charter Schools, the charter-sponsoring organization can allow the charter school to adopt its own individualized chart of accounts.

CHAPTER 3

Districts monitored by ADE in fiscal year 2007

This chapter provides alphabetically organized one-page information sheets on 28 of the 31 school districts on ADE's fiscal year 2007 monitoring list. While Kirkland ESD, Skull Valley ESD, and Yarnell ESD were on ADE's monitoring list, these districts did not report having any ELL students in fiscal year 2006 and, therefore, were not eligible for any HB 2010 or other ELL-related monies.¹ Also excluded is the charter school that ADE selected for monitoring as the Auditor General's office does not have audit responsibilities for charter schools.

Each page contains a summary of the district's reported spending of ELL monies and other descriptive and comparative information.

- | | |
|-----------------------------|--------------------------|
| 1. Amphitheater USD | 15. Marana USD |
| 2. Beaver Creek ESD | 16. Maricopa USD |
| 3. Benson USD | 17. Mesa USD |
| 4. Blue Ridge USD | 18. Miami USD |
| 5. Casa Grande ESD | 19. Nadaburg ESD |
| 6. Chino Valley USD | 20. Parker ESD |
| 7. Clarkdale-Jerome ESD | 21. Peoria USD |
| 8. Cottonwood-Oak Creek ESD | 22. Picacho USD |
| 9. Creighton ESD | 23. Sahuarita USD |
| 10. Deer Valley USD | 24. Sedona-Oak Creek USD |
| 11. Ganado USD | 25. Snowflake USD |
| 12. Glendale ESD | 26. St. John's USD |
| 13. Humboldt USD | 27. Yuma ESD |
| 14. Laveen ESD | 28. Yuma UHSD |

Table 10 on page 30 shows the sources of data used on the individual district pages and defines some common terms and acronyms used to describe districts' ELL goals.

¹ Kirkland ESD and Skull Valley ESD joined Yavapai Education Service Agency's Title III consortium and were allocated small amounts of Title III monies each year. For example, in fiscal year 2006, they received \$191 and \$133, respectively. These monies were spent for classroom materials such as books, dry erase boards, and word tiles.

Table 10: Individual District Page Source Information

Data	Source
Students attending	Auditor General staff analysis of Arizona Department of Education's (ADE) average daily membership (ADM) counts for fiscal year 2006. ADM numbers are rounded to the nearest whole number.
District size	Auditor General staff analysis of ADE's fiscal year 2006 ADM counts. District sizes were categorized as follows: <ul style="list-style-type: none"> • Very Large 20,000+ ADM • Large 5,000 to 19,999 • Medium 600 to 4,999 • Small 200 to 599 • Very Small fewer than 200
Number of certified teachers	ADE October 2005 data on full-time-equivalent (FTE) certified teachers for fiscal year 2006, rounded to the nearest whole number.
Number of ELL students	Auditor General staff analysis of ELLS 10A-1 report as of December 15, 2006, obtained from ADE.
ELL expenditures by program and fiscal year	Auditor General staff analysis of ADE's Grants Management Enterprise system data for fiscal years 2003 through 2006, district summary accounting data, ELLS 10A-1 reports as of December 15, 2006, obtained from ADE, and annual base-level information.
District-reported uses of ELL monies	Auditor General staff analysis of ADE's Grants Management Enterprise system data from ADE and analysis of district summary accounting data.
K-3 pilot program	Mesa USD was the only monitored district that received monies for this program.
Desegregation ELL	Of the monitored districts, only Amphitheater USD, Maricopa USD, and Mesa USD received and spent additional monies for ELL-related desegregation programs.

Definitions of commonly used terms and acronyms

ADE	Arizona Department of Education
BLE	BLE, or Bilingual Education, endorsement represents that the teacher has the educational qualifications to provide most or all of the instruction in a child's native language.
CI	CI, or Compensatory Instruction, means programs in addition to normal classroom instruction, such as extended day classes, summer school, or intersession school.
ELL	English Language Learner
ESL	ESL, or English as a Second Language, certification represents that the teacher has the educational qualifications to provide instruction to students who are learning English.
Mainstream	Placing ELL students in regular classrooms along with English-fluent students, generally when there are not enough ELL students to create a separate SEI classroom.
SEI	SEI, or Structured English Immersion, is an English language acquisition process where nearly all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language.
SELP	Stanford English Language Proficiency test

Amphitheater Unified School District

Pima County

District size:	Large
Students attending:	16,291
Number of ELL students:	1,380
Number of certified teachers:	1,007

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 23,605	\$ 520	\$ 52,562	\$ 25,715
Classroom Personnel Bonus	0	63,895	82,232	25,400
Instructional Materials and Supplies	0	0	17,491	14,702
Teacher Training	0	0	0	106,795
HB 2010 Total	\$ 23,605	\$ 64,415	\$ 152,285	\$ 172,612
ELL B-Weight provided (estimated)	\$ 450,250	\$ 469,491	\$ 508,622	\$ 571,959
Title III ELL	93,154	42,623	184,463	100,583
Desegregation ELL	2,478,288	2,400,536	2,559,526	2,814,366

District-Reported Uses of ELL Monies:

Compensatory Instruction—Hired teachers and instructional assistants to provide after school tutoring, intersession, and summer school programs to increase ELL students' skills in reading, writing, and math. Also purchased supplies for after-school and summer school programs.

Classroom Personnel Bonus—Allocation to each site based on the number of ELL students for bonuses to all teachers.

Materials and Supplies—Although the District received monies in fiscal years 2003 and 2004, it did not spend these monies until fiscal year 2005. Purchased teaching materials and supplies for ELL students, such as language development and vocabulary kits, instructional software, and study aids.

Teacher Training—Hired presenters for 15-hour provisional SEI endorsement training and paid substitute teachers for teachers developing the training. Paid 3 staff members to receive ESL endorsement training through the Institute of Higher Learning. ADE reimbursed the District for providing SEI training to 747 teachers and other certified employees.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—In fiscal year 2003, paid 2 ELL teachers and 1 Intervention Team Member. Also purchased materials designed to assess and improve English oral and reading proficiency and assist transition from Spanish to English. In fiscal year 2004, paid an ELL teacher to provide supplemental instruction. Also purchased supplemental reading materials and programs designed to improve English oral, reading, and writing skills. In fiscal years 2005 and 2006, paid an ELL teacher and an instructional assistant to provide supplemental instruction. The assistant's primary role was to supplement ELL students' English acquisition in their regular classrooms. Also paid a translator/interpreter to assist with communications between teachers, ELL students, and parents in both school and home settings.

Desegregation—Paid ELL classroom teachers, program director, support staff, and teacher coaches. Also purchased classroom supplies and paid additional school monitors at school with high ELL attendance.

Beaver Creek Elementary School District

Yavapai County

District size: Small
 Students attending: 323
 Number of ELL students: 26
 Number of certified teachers: 17

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$1,018	\$ 0	\$2,330	\$ 0
Classroom Personnel Bonus	0	1,250	3,008	0
Instructional Materials and Supplies	0	0	233	0
Teacher Training	0	0	0	0
HB 2010 Total	\$1,018	\$1,250	\$5,571	\$0
ELL B-Weight provided (estimated)	\$8,012	\$7,369	\$8,318	\$7,593
Title III ELL	0	0	0	0

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal years 2003 and 2005, paid extra salary to staff working with ELL students on reading, writing, and math. Additional instruction was provided in small groups and one-on-one tutoring before or after school, during intersession, and during summer school. The District did not apply for these monies in fiscal year 2004 even though it reported having 25 ELL students.

Classroom Personnel Bonus—Fiscal year 2003 monies were not received until fiscal year 2004. In fiscal years 2004 and 2005, paid bonuses to classroom personnel who instructed ELL students and helped them achieve English proficiency and exit the program.

Materials and Supplies—In fiscal year 2005, purchased supplemental materials, such as writing software, to be used in the classroom. The District did not apply for these monies in fiscal years 2003 and 2004.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—Since the calculated Title III amounts were less than \$10,000 each year, the District applied for these monies through the Yavapai County Education Service Agency. The Agency allocated the District from \$1,700 to \$2,300 per year and these monies provided supplementary writing and reading materials as well as translation services for parent communication.

Benson Unified School District

Cochise County

District size: Medium
 Students attending: 991
 Number of ELL students: 9
 Number of certified teachers: 65

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 0	\$ 0	\$ 0
Classroom Personnel Bonus	0	0	0	0
Instructional Materials and Supplies	0	309	0	0
Teacher Training	0	0	0	6,625
HB 2010 Total	\$ 0	\$309	\$ 0	\$6,625
ELL B-Weight provided (estimated)	\$9,818	\$ 0	\$3,660	\$3,003
Title III ELL	0	0	0	0

District-Reported Uses of ELL Monies:

Compensatory Instruction—The District did not report having any ELL students in fiscal year 2003, and therefore, did not receive CI monies. While the District reported having 11 ELL students in fiscal year 2004 and 9 in 2005, it did not apply for CI monies in these years.

Classroom Personnel Bonus—The District was not eligible for monies in fiscal years 2003 or 2004 because it did not report reclassifying any ELL students as English proficient in the prior years. Although the District reported 4 reclassified ELL students in fiscal year 2004, it did not apply for these monies in fiscal year 2005.

Materials and Supplies—The District received monies in fiscal year 2003, but did not spend these monies until fiscal year 2004. At that time, purchased supplemental materials and supplies for ELL students. The District did not receive new monies in fiscal year 2004 because it did not report having ELL students in the prior year. While the District reported having ELL students in 2004 and was allocated fiscal year 2005 monies, it did not apply to receive these monies.

Teacher Training—ADE reimbursed the District for providing the required 15 hours of SEI training to 64 teachers and 7 other certified employees, including administrators, principals, and counselors.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—Since the calculated Title III amounts were less than \$10,000 each year, the District applied for monies through the Cochise County School Superintendent’s Office. The Office allocated the District from \$850 to \$2,120 per year and these monies provided professional development training for ELL teachers and SELP testing materials.

Blue Ridge Unified School District

Navajo County

District size: Medium
 Students attending: 2,637
 Number of ELL students: 147
 Number of certified teachers: 165

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 0	\$ 0	\$ 0
Classroom Personnel Bonus	2,654	1,096	0	2,433
Instructional Materials and Supplies	910	871	1,072	429
Teacher Training	0	0	0	16,550
HB 2010 Total	\$ 3,564	\$ 1,967	\$ 1,072	\$19,412
ELL B-Weight provided (estimated)	\$29,041	\$36,357	\$50,007	\$59,463
Title III ELL	0	0	10,155	12,420

District-Reported Uses of ELL Monies:

Compensatory Instruction—Despite reporting between 110 and 170 students each year, the District did not apply for these monies.

Classroom Personnel Bonus—Paid bonuses to instructional staff who helped ELL students gain English proficiency and exit the program.

Materials and Supplies—Purchased supplemental materials and supplies, such as software, recorded material, and dictionaries, for SEI classrooms and programs.

Teacher Training— Reimbursed certified staff for SEI training through the Gila County Education Service Agency. Provided training for an additional 78 district staff members. Purchased supplies for training. ADE reimbursed the District for training a total of 144 teachers and other certified employees.

ELL B-Weight—Paid ELL teachers and instructional aides.

Title III—Since the calculated Title III amounts were less than \$10,000 each year, the District applied for monies through the Navajo County School Superintendent’s Office in fiscal years 2003 and 2004. The Office allocated the District from \$6,200 to \$8,500 per year and these monies provided professional development training for ELL teachers. In fiscal year 2005, contracted an SEI trainer and purchased supplies and materials for 60 hours of SEI or other ELL training. Paid 1 part-time ELL teacher and 2 part-time ELL instructional aides for summer school. Purchased materials, such as LeapPads®, for ELL students to use in family literacy. In fiscal year 2006, purchased 6 computers to expand the ELL mini computer labs, a SMART Board™ to provide interactive SEI instruction, and other supplemental materials and supplies. Paid a portion of salaries and benefits for summer school employees.

Casa Grande Elementary School District

Pinal County

District size: Large
 Students attending: 6,202
 Number of ELL students: 647
 Number of certified teachers: 327

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 15,805	\$ 15,394	\$ 33,368	\$ 543
Classroom Personnel Bonus	0	0	31,127	7,106
Instructional Materials and Supplies	4,619	11,198	7,953	0
Teacher Training	0	0	0	0
HB 2010 Total	\$ 20,424	\$ 26,592	\$ 72,448	\$ 7,649
ELL B-Weight provided (estimated)	\$ 259,281	\$ 273,423	\$ 258,753	\$230,985
Title III ELL	6,331	26,978	135,001	101,984

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid ELL students' summer school registration fees. In fiscal year 2004, paid summer school fees and provided supplemental tutoring for ELL students. In fiscal year 2005, paid teachers \$20 an hour and instructional aides their regular hourly rates, and provided student transportation for after school, Saturday, evening, and summer programs. In fiscal year 2006, paid teacher stipends for summer school and after-school tutoring for ELL students.

Classroom Personnel Bonus—The fiscal year 2003 monies were not received until fiscal year 2004. However, the District did not spend its 2003 or additional fiscal year 2004 monies until fiscal year 2005 when it paid bonuses to ELL students' teachers. The District did not apply for fiscal year 2005 monies even though it reported reclassifying 59 ELL students in the prior year. In fiscal year 2006, paid bonuses to instructors of ELL students who attained English proficiency and exited the program.

Materials and Supplies—In fiscal year 2003, purchased ELL math materials. In fiscal year 2004, purchased ELL supplemental materials and books in reading, math, and other core academic subjects. In fiscal year 2005, purchased supplemental materials for monolingual ELL students such as letter and number sets, skills booster series, and dictionaries.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—Paid ELL teachers and district-level program administrators. Also hired teachers to reduce class size in kindergarten to 3rd grade classes, which included ELL students.

Title III—In fiscal year 2003, paid outside presenters for professional development. In fiscal year 2004, hired supplemental employees for ELL student testing and data entry. In fiscal year 2005, purchased supplemental materials for ELL students, such as grade-level reading texts, translation dictionaries, and computerized assessments. Paid ELL students' summer school fees and also purchased SELP testing materials. Purchased supplies and materials for staff training and parent outreach programs. In fiscal year 2006, purchased supplemental English acquisition and SELP testing materials. Paid registration fees and teacher stipends for summer school for monolingual ELL students.

Chino Valley Unified School District

Yavapai County

District size: Medium
 Students attending: 2,665
 Number of ELL students: 201
 Number of certified teachers: 155

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 3,600	\$ 2,169	\$ 425
Classroom Personnel Bonus	11,473	4,002	0	4,238
Instructional Materials and Supplies	919	2,376	2,138	0
Teacher Training	0	0	0	2,760
HB 2010 Total	\$12,392	\$ 9,978	\$ 4,307	\$ 7,423
ELL B-Weight provided (estimated)	\$40,759	\$65,475	\$76,525	\$77,409
Title III ELL	0	6,695	32,752	10,974

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2004, paid a portion of a teacher's salary for SEI classes and the compensatory instruction program. Also purchased supplemental educational materials for ELL programs, including compensatory instruction. In fiscal year 2005, paid \$26 an hour for ELL tutors/teachers to help small groups of students who were not making adequate academic progress. The District did not apply for these monies in fiscal year 2003 even though it reported having about 200 ELL students.

Classroom Personnel Bonus—In fiscal year 2003, provided bonuses to classroom personnel directly involved in the instruction of ELL students. In fiscal year 2004, paid bonuses to classroom instructors who helped ELL students attain fluent English proficient status and exit the ELL program. In fiscal year 2006, used these monies to pay teachers and instructional assistants who taught ELL students and helped them attain proficiency.

Materials and Supplies—Purchased supplemental instructional materials and books to support ELL students and programs.

Teacher Training—Paid Yavapai College tuition for 15-hour SEI training. ADE reimbursed the District for training 130 teachers and administrators.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—Since the calculated Title III amount was less than \$10,000, the District applied for monies through the Yavapai County Education Service Agency in fiscal year 2003. The Agency allocated the District \$8,800 and these monies provided professional development for ELL teachers and supplemental software and instructional materials for ELL students. In fiscal year 2004, paid for a portion of an ELL teacher's salary for English immersion classes and the compensatory instruction program. In fiscal year 2005, paid salaries and benefits for a teacher to provide ELL services during intersession and summer school. In fiscal year 2006, paid a portion of an ELL teacher's salary.

Clarkdale-Jerome Elementary School District

Yavapai County

District size: Small
 Students attending: 374
 Number of ELL students: 34
 Number of certified teachers: 22

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 610	\$2,273	\$ 1,435	\$ 0
Classroom Personnel Bonus	0	0	0	0
Instructional Materials and Supplies	288	233	394	0
Teacher Training	0	0	0	0
HB 2010 Total	\$ 898	\$2,506	\$ 1,829	\$ 0
ELL B-Weight provided (estimated)	\$9,184	\$7,564	\$14,074	\$14,495
Title III ELL	0	0	0	0

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid a teacher to work with small ELL groups on reading strategies for a total of 34 hours. In fiscal year 2004, paid an instructional aide to work with ELL students in the summer for remediation of English language skills. Also purchased supplies for the summer program, including workbooks and software. In fiscal year 2005, paid teacher's salary and supplies for compensatory education summer program.

Classroom Personnel Bonus—The District did not apply for these monies in fiscal year 2003 although it reported reclassifying ELL students as English proficient in the prior year. The District was not eligible for fiscal years 2004 or 2005 monies as it did not report any reclassified ELL students in fiscal years 2003 or 2004.

Materials and Supplies—In fiscal years 2003 and 2005, purchased materials and supplies to supplement the general education curriculum for ELL students. These supplies, including workbooks and study aids, assisted ELL students to achieve the Arizona state standards. In fiscal year 2004, purchased supplies, including workbooks and software, for the summer learning program.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—Since the calculated Title III amounts were less than \$10,000 each year, the District applied for monies through the Yavapai County Education Service Agency. The Agency allocated the District from \$1,900 to \$4,100 per year and these monies provided professional development for ELL teachers and supplemental software and instructional materials for ELL students.

Cottonwood-Oak Creek Elementary School District

Yavapai County

District size: Medium
 Students attending: 2,590
 Number of ELL students: 482
 Number of certified teachers: 146

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 12,264	\$ 11,066	\$ 25,432	\$ 4,231
Classroom Personnel Bonus	4,744	0	7,759	0
Instructional Materials and Supplies	2,860	2,867	1,451	3,496
Teacher Training	0	0	0	0
HB 2010 Total	\$ 19,868	\$ 13,933	\$ 34,642	\$ 7,727
ELL B-Weight provided (estimated)	\$103,465	\$109,817	\$144,066	\$159,202
Title III ELL	20,181	16,067	34,651	67,361

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid a teacher to tutor ELL students after school and during intersession. In fiscal year 2004, paid salaries for intersession employees and paid a portion of a supplemental teacher's salary. In fiscal year 2005, provided extra duty pay and purchased supplies for before- and after-school or summer school programs. Also purchased tape recorders, a digital camcorder, a digital camera with a printer dock, and a listening station for student use. In fiscal year 2006, paid a teacher to tutor ELL students before and after school.

Classroom Personnel Bonus—In fiscal year 2003, paid stipends to classroom teachers who had 5 or more ELL students for the majority of the school year. In addition, paid stipends to 4 ELL teachers and 3 ELL instructional aides. The District used fiscal year 2004 monies in fiscal year 2005 to pay bonuses to classroom personnel who instructed a high percentage of ELL students during the previous school year. Although the District reported 5 reclassified ELL students, it did not apply for monies in fiscal year 2005.

Materials and Supplies—In fiscal year 2003, purchased instructional supplies, including supplemental texts and reading programs, for ELL students. In fiscal year 2004, upgraded ELL curriculum and purchased related materials. Implemented after-school, intersession, and summer reading and math programs for ELL students. Provided backpacks containing books on tape/CD and workbooks for ELL students to use at home. In fiscal year 2005, purchased supplies for before- and after- school programs. In fiscal year 2006, purchased ELL instructional aids and books.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—In fiscal year 2003, paid part of an instructional aide's salary and extra duty pay for an employee to translate for parents and for students in after school tutoring. Purchased supplies for ELL students. In fiscal year 2004, paid part of and instructional aide's salary. In fiscal year 2005, paid substitutes' salaries enabling teachers to attend ELL trainings. Also paid for training supplies and SELP tests. In fiscal year 2006, paid a certified teacher and instructional aides to provide ELL summer school. Also purchased an audio translation system with an earpiece and microphone.

Creighton Elementary School District

Maricopa County

District size:	Large
Students attending:	8,189
Number of ELL students:	3,717
Number of certified teachers:	496

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 187,809	\$ 251,942	\$ 352,654	\$ 240,366
Classroom Personnel Bonus	0	201,500	0	50,617
Instructional Materials and Supplies	38,717	30,172	54,009	27,994
Teacher Training	0	0	0	0
HB 2010 Total	\$ 226,526	\$ 483,614	\$ 406,663	\$ 318,977
ELL B-Weight provided (estimated)	\$1,622,763	\$1,694,815	\$1,716,114	\$1,633,050
Title III ELL	181,819	484,196	547,657	546,672

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid teachers for providing ELL compensatory instruction. In fiscal years 2004 and 2005, provided intersession, and summer school programs, and teacher training. In fiscal year 2006, paid salaries for intersession, summer school, and after-school tutoring for ELL students not meeting state reading or math standards, or not making sufficient progress gaining English proficiency.

Classroom Personnel Bonus—The fiscal year 2003 monies were not received until fiscal year 2004. Paid stipends to teachers assisting ELL students with gaining English proficiency. In fiscal year 2006, paid stipends to teachers directly involved with ELL students who had attained English proficiency and exited the program.

Materials and Supplies—In fiscal year 2003, purchased ELL instructional materials and supplies related to meeting state standards. Purchased ELL books and high interest/low reading level materials. In fiscal years 2004 through 2006, purchased supplementary materials for ELL students, such as models, visual aids, audio materials, posters, and books.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—Paid 1 ELL teacher and instructional aides at each school, and supported after-school and intersession ELL programs.

Title III—In fiscal year 2003, paid consultants for teacher and parent training. Paid for college coursework for teachers to obtain BLE/ESL endorsements. In fiscal year 2004, paid outside presenters for staff development and conference registrations for ELL teachers. Also paid for supplemental services, such as staff development, parent training, and a part-time parent coordinator. In fiscal year 2005, paid extra duty pay for teachers to develop ELL materials and curriculum. Paid a teacher and a part-time community liaison for parent programs, and 2.5 mentor teachers to assist teachers with ELL strategies. Paid for parent training and outside presenters and tuition for staff development. In fiscal year 2006, paid 3 teachers for language acquisition/instructional coaching, a part-time teacher for adult classes, and a part-time parent coordinator. Also paid for parent training and college tuition, and outside presenters for staff development.

Deer Valley Unified School District

Maricopa County

District size: Very Large
 Students attending: 33,460
 Number of ELL students: 1,303
 Number of certified teachers: 1,770

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 10,042	\$ 32,398	\$ 37,714	\$ 175
Classroom Personnel Bonus	0	66,294	85,050	17,990
Instructional Materials and Supplies	0	12,315	14,202	1,347
Teacher Training	0	0	0	46,048
HB 2010 Total	\$ 10,042	\$111,007	\$136,966	\$ 65,560
ELL B-Weight provided (estimated)	\$385,327	\$407,392	\$542,426	\$564,021
Title III ELL	61,777	0	148,997	225,907

District-Reported Uses of ELL Monies:

Compensatory Instruction—Paid for salaries and supplies for before- and after-school tutoring and summer school programs. Also provided student transportation for ELL students for summer school.

Classroom Personnel Bonus—The 2003 monies were not received until fiscal year 2004. In fiscal years 2004 through 2006, provided bonus pay to teachers working with ELL students who attained English proficiency and exited the program.

Materials and Supplies—The District did not apply for these monies in fiscal year 2003 even though it reported having 1,217 ELL students the prior year. In fiscal years 2004, 2005, and 2006, purchased classroom instructional aids, such as books, visual and audio materials, and software for ELL students.

Teacher Training—Paid extra duty salaries to certified staff to teach SEI courses. Reimbursed employees who completed coursework through another institution. Hired a consultant to provide ELL professional development and training for the SEI endorsement. ADE reimbursed the District for training a total of 921 teachers and other certified employees.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—In fiscal year 2003, purchased supplemental texts, reading instructional materials, and assessment materials. The District received monies in fiscal year 2004, but did not spend these monies until the next year. In fiscal years 2005 and 2006, purchased classroom instructional aids such as books, visual and audio materials, and software. Also in 2006, paid extra duty pay for ELL trainers and summer curriculum committee work. Additionally, paid for a part-time clerk to gather, collate, and provide reports to assist teachers in data-driven decision making to enhance the existing ELL program.

Ganado Unified School District

Apache County

District size: Medium
 Students attending: 1,953
 Number of ELL students: 726
 Number of certified teachers: 126

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$140,722	\$109,109	\$ 0	\$ 0
Classroom Personnel Bonus	190,464	148,641	0	0
Instructional Materials and Supplies	0	15,440	11,405	4,224
Teacher Training	0	0	0	0
HB 2010 Total	<u>\$331,186</u>	<u>\$273,190</u>	<u>\$ 11,405</u>	<u>\$ 4,224</u>
ELL B-Weight provided (estimated)	\$630,135	\$501,206	\$554,970	\$347,876
Title III ELL	102,611	169,220	71,805	85,966

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid 8 part-time tutors for after school programs for ELL students. Purchased journals, dictionaries, and thesaurus for language acquisition. In fiscal year 2004, paid tutors and also paid teacher stipends for curriculum development and reading endorsements and purchased ELL materials and supplies. The District did not apply for monies in fiscal year 2005 even though it reported having 1,008 ELL students.

Classroom Personnel Bonus—In fiscal years 2003 and 2004, paid bonuses to teachers directly responsible for ELL students who became English proficient and exited the program. The District did not apply for 2005 monies even though it reported reclassifying 423 ELL students as English proficient the previous year.

Materials and Supplies—The District did not apply for these monies in fiscal year 2003 even though it reported having 1,990 ELL students the previous year. In fiscal years 2004, 2005, and 2006, purchased instructional supplies, materials, and books for ELL classes.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—In fiscal year 2003, purchased ELL books and materials and paid teacher stipends for after-school tutoring for ELL students as well as for obtaining reading and ELL endorsements. In fiscal year 2004, paid teacher stipends for curriculum development and reading endorsements. Paid for college courses for teachers and instructional aides. Purchased supplies and materials for ELL classes. In fiscal year 2005, paid teachers \$30 an hour for after-school and summer school tutoring of ELL students. Paid for SEI and ESL classes for teachers' professional development. Purchased testing materials, books, and computers for ELL classes. In fiscal year 2006, purchased books, materials, and computers for ELL classes and paid instructional aides \$9 an hour for after-school tutoring for ELL students. Paid for SEI and ESL classes for teachers' professional development.

Glendale Elementary School District

Maricopa County

District size: Large
 Students attending: 13,287
 Number of ELL students: 3,615
 Number of certified teachers: 694

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 32,612	\$ 160,205	\$ 272,293	\$ 51,199
Classroom Personnel Bonus	6,750	26,750	0	13,473
Instructional Materials and Supplies	28,377	55,660	40,681	2,876
Teacher Training	0	0	0	80,500
HB 2010 Total	\$ 67,739	\$ 242,615	\$ 312,974	\$ 148,048
ELL B-Weight provided (estimated)	\$1,416,276	\$1,283,755	\$1,468,840	\$1,695,446
Title III ELL	258,611	279,185	238,703	496,639

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid for ELL students' summer school tuition and additional progress assessments. In fiscal year 2004, paid for after-school and summer school instruction and supplementary materials to support language acquisition. In fiscal year 2005, paid teachers and instructional aides providing compensatory instruction. Purchased supplementary materials such as a literacy program, maps, cassette tapes, headphones, and posters. Provided student transportation for before- /after-school, intersession, and summer school programs. Spent remaining monies in fiscal year 2006 for teachers and instructional aides, and student transportation for before- /after-school, intersession, and summer school programs.

Classroom Personnel Bonus—Provided bonuses to staff working with ELL students who gained English proficiency and exited the program.

Materials and Supplies—In fiscal years 2003 and 2004, purchased ELL instructional materials and supplies to support language acquisition. In fiscal year 2005, purchased a literacy program for ELL students in the before- /after-school program. Remaining monies were spent in fiscal year 2006 for instructional materials such as picture dictionaries, thesaurus, posters, and pictures for academic subject areas.

Teacher Training—Hired trainers and consultants to provide SEI training. Reimbursed teachers who attended SEI training through ASU-West. ADE reimbursed the District for training a total of 700 teachers and other certified employees.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—Paid for additional positions such as a staff development leader for language acquisition, teacher trainers, a parent trainer, and a program manager for immigrant services. For teachers, purchased training supplies on instructional strategies and computer software for ELL students. Bought SELP testing materials. Paid conference registrations and travel expenses. Purchased supplies for the after-school, summer school, and intersession programs.

Humboldt Unified School District

Yavapai County

District size:	Large
Students attending:	6,144
Number of ELL students:	451
Number of certified teachers:	314

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 33,332	\$ 28,961	\$ 1,523
Classroom Personnel Bonus	0	10,300	112	5,240
Instructional Materials and Supplies	0	5,050	1,885	1,221
Teacher Training	0	0	0	12,255
HB 2010 Total	\$0	\$ 48,682	\$ 30,958	\$ 20,239
ELL B-Weight provided (estimated)	\$57,544	\$105,273	\$109,463	\$151,160
Title III ELL	8,303	23,897	34,847	31,586

District-Reported Uses of ELL Monies:

Compensatory Instruction—The District did not apply for these monies in fiscal year 2003 even though it reported having 324 ELL students. In fiscal years 2004 and 2005, ELL-trained staff provided ELL Summer Academy and before- and after-school programs. Instructional aides were hired to assist certified teachers. Purchased software, workbooks, and supplies for these programs. Spent remaining monies were spent in fiscal year 2006 for books, supplies, and instructional aids, such as software, for ELL compensatory education.

Classroom Personnel Bonus—The 2003 monies were not received until fiscal year 2004. Paid stipends to ELL specialists and teachers working with ELL students who demonstrated progress toward English proficiency. The District did not request 2004 monies even though it reported reclassifying 8 students the previous year. The District did not request 2005 monies until fiscal year 2006. Paid classroom personnel who were directly involved in the instruction of ELL students who attained English proficiency and exited the program.

Materials and Supplies—The District did not spend its 2003 monies until fiscal year 2004. In fiscal years 2004, 2005, and 2006, purchased textbooks, supplies, and instructional aids, including software, for ELL students.

Teacher Training—Paid for 9 SEI training modules. ADE reimbursed the District for training a total of 154 teachers and other certified employees.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—In fiscal year 2003, purchased supplemental testing and classroom supplies. In fiscal year 2004, purchased supplemental software and books for ELL students. Paid ELL trained staff to teach ELL Summer Academy and tutor ELL students before or after school. Hired instructional aides to provide intensified instruction for ELL students and help with parental communication to encourage involvement in their child's education. In fiscal years 2005 and 2006, assisted instructional staff with ELL curriculum development to meet state standards. Conducted parent meetings. Hired instructional aides to help classroom teachers. Purchased SELP tests and materials for SEI training. Purchased ELL textbooks, supplies, and instructional aids, including software.

Laveen Elementary School District

Maricopa County

District size: Medium
 Students attending: 2,839
 Number of ELL students: 569
 Number of certified teachers: 151

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 13,140	\$ 51,726	\$ 30,492	\$ 18,066
Classroom Personnel Bonus	0	2,250	0	0
Instructional Materials and Supplies	4,749	1,208	4,879	1,892
Teacher Training	0	0	0	5,650
HB 2010 Total	\$ 17,889	\$ 55,184	\$ 35,371	\$ 25,608
ELL B-Weight provided (estimated)	\$151,477	\$188,374	\$199,629	\$191,780
Title III ELL	32,799	33,665	72,969	57,321

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal years 2003, 2004, and 2005, paid instructional aides and purchased supplies for compensatory instruction for ELL students. Spent remaining monies in fiscal year 2006 for teacher salaries at \$20 an hour, and technology for summer school.

Classroom Personnel Bonus—The District's 2003 application was not approved until fiscal year 2004. These monies were spent in fiscal year 2004 to provide bonuses to teachers of ELL students who gained English proficiency and exited the program. The District was not eligible for fiscal year 2004 or 2005 monies because it did not report reclassifying any ELL students as English proficient.

Materials and Supplies—In fiscal years 2003 and 2004, purchased classroom materials and books for ELL students. In fiscal year 2005, purchased supplemental materials, software, and office supplies such as folders, markers, paper, and a 3-hole punch, for teachers and aides. Spent remaining monies in fiscal year 2006 for instructional supplies such as flashcards, videos, and translation dictionaries.

Teacher Training—Paid 2 trainers to provide SEI training including supplies. ADE reimbursed the District for training a total of 70 teachers and other certified employees.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III— In fiscal years 2003 through 2006, provided an ELL Secretary/Clerk to supplement services to ELL students. In fiscal year 2003, provided extra pay to instructional aides for maintaining the school database. Paid for professional development classes for ESL or other endorsements. In fiscal years 2004 and 2005, paid an instructional aide to provide ELL testing and translation services. In fiscal year 2005, purchased computers and software for student use, and a copy machine for use by ELL aides and SEI professional development staff. In fiscal year 2006, paid a mentor teacher to provide professional development and model instruction techniques. Purchased office supplies, microphones, headphones, software, and SELP tests.

Marana Unified School District

Pima County

District size: Large
 Students attending: 12,731
 Number of ELL students: 381
 Number of certified teachers: 691

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 10,848	\$ 14,415	\$ 4,257	\$ 399
Classroom Personnel Bonus	0	20,500	23,500	4,525
Instructional Materials and Supplies	0	3,619	2,837	872
Teacher Training	0	0	0	66,240
HB 2010 Total	\$ 10,848	\$ 38,534	\$ 30,594	\$72,036
ELL B-Weight provided (estimated)	\$136,180	\$125,529	\$123,537	\$98,703
Title III ELL	25,821	0	60,566	45,553

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid for after-school tutors. Purchased supplemental books, workbooks and literacy and other materials. The District did not apply for these monies in fiscal year 2004, but spent remaining 2003 monies to pay summer school teachers and instructional aides for compensatory instruction. Paid tuition for eligible ELL students to participate in the District's regular summer school. In fiscal year 2005, paid for compensatory instruction summer school teachers and instructional aides. In fiscal year 2006, paid a summer school teacher.

Classroom Personnel Bonus—The 2003 monies were not received until the next year. In fiscal year 2004, paid bonuses to classroom personnel who were involved in the instruction of ELL students who gained English proficiency and exited the ELL program. The District applied for 2004 and 2005 monies late and therefore spent these monies in the subsequent fiscal years for the same type of bonuses.

Materials and Supplies—The District did not apply for these monies in fiscal year 2003 even though it reported having 430 ELL students the previous year. In fiscal years 2004 and 2005, purchased supplemental materials and supplies for ELL students, such as books and language kits. Remaining monies were spent in fiscal year 2006.

Teacher Training—Purchased training materials and supplies, paid stipends for teacher trainers, and paid outside consultants to conduct SEI training. ADE reimbursed the District for training a total of 576 teachers and other certified employees.

ELL B-Weight—Paid 4 ELL teachers and 6 instructional aides. In fiscal year 2005, hired an ELL Facilitator.

Title III—In fiscal year 2003, purchased supplemental materials and supplies. Paid for staff professional development and after school tutors. The District applied late in 2004 and therefore spent the monies in fiscal year 2005. Purchased supplemental materials and supplies for ELL students. Paid summer school teachers and instructional aides to offer reading, writing, and math assistance to designated ELL students. In fiscal year 2006, paid for summer school teachers and instructional aides, instructional materials and supplies, and SELP testing materials.

Maricopa Unified School District

Pinal County

District size: Medium
 Students attending: 2,532
 Number of ELL students: 324
 Number of certified teachers: 122

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$10,842	\$ 5,736	\$11,908	\$ 0
Classroom Personnel Bonus	10,250	5,527	0	0
Instructional Materials and Supplies	0	4,126	2,332	0
Teacher Training	0	0	0	16,900
HB 2010 Total	<u>\$21,092</u>	<u>\$15,389</u>	<u>\$14,240</u>	<u>\$16,900</u>
ELL B-Weight provided (estimated)	\$87,504	\$77,356	\$83,179	\$84,795
Title III ELL	18,948	9,474	23,647	24,090
Desegregation ELL	328,577	336,636	291,680	416,391

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid teachers and instructional aides during summer school and intersession to assist ELL students. The District did not apply for 2004 monies, but spent remaining 2003 monies for an ESL teacher during summer school and intersession. In fiscal year 2005, paid stipends for teachers and instructional aides to tutor ELL students during before- /after-school, intersession, and summer school programs.

Classroom Personnel Bonus—In fiscal year 2003, paid bonuses to classroom teachers who were involved in instructing ELL students. In fiscal year 2004, paid bonuses to teachers with ESL/BLE endorsements who helped ELL students achieve English proficiency and exit the program. The District did not apply for 2005 monies even though it reported reclassifying 19 students as English proficient in the prior year.

Materials and Supplies—The District applied late and therefore did not spend fiscal year 2003 monies until 2004. Purchased dictionaries and thesauruses for students, books for classrooms, and batteries for cassette players used by ELL students. In fiscal year 2005, purchased dictionaries, various books and supplies, and assessment materials.

Teacher Training—Paid stipends to teachers attending ELL training, paid outside consultants to conduct SEI training, and purchased supplies. ADE reimbursed the District for training a total of 147 teachers and other certified employees.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—In fiscal year 2003, purchased classroom computers and curriculum materials for ELL students. In fiscal year 2004, paid an instructional aide to supplement ELL reading and math instruction in mainstream classrooms. In fiscal year 2005, paid an ESL teacher during intersession and summer school to work with ELL students. In fiscal year 2006, paid teachers and instructional aides during intersession and purchased testing and classroom materials. Also provided SEI training.

Desegregation—Primarily spent monies to hire ESL/BLE endorsed teachers. Also paid extra salaries to a teacher and a principal for coordinating the ELL program.

Mesa Unified School District

Maricopa County

District size: Very Large
 Students attending: 69,912
 Number of ELL students: 8,489
 Number of certified teachers: 3,800

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 97,463	\$ 100,103	\$ 186,012
Classroom Personnel Bonus	119,839	289,570	35,131	92,159
Instructional Materials and Supplies	45,898	66,213	0	69,835
K-3 Pilot Program	109,691	144,289	244,621	0
Teacher Training	0	0	0	233,335
HB 2010 Total	\$ 275,428	\$ 597,535	\$ 379,855	\$ 581,341
ELL B-Weight provided (estimated)	\$1,632,042	\$1,978,432	\$2,475,738	\$2,717,781
Title III ELL	341,693	374,103	500,531	480,099
Desegregation ELL	6,892,715	6,459,814	6,828,042	7,035,517

District-Reported Uses of ELL Monies:

Compensatory Instruction—Its fiscal year 2003 application was approved late so the District did not spend monies until fiscal year 2004. In fiscal years 2004 and 2005, paid teachers and provided materials for tutoring and summer school. Paid tuition and provided transportation for evening courses, summer school, and Saturday school for ELL students. Paid bilingual aides and purchased ELL supplies. Spent the remaining monies in fiscal year 2006.

Classroom Personnel Bonus—Paid bonuses to teachers and instructional aides who worked with ELL students during the previous school year and helped them achieve English proficiency and exit the program.

Materials and Supplies—In fiscal years 2003, 2004, and 2006, provided ELL students with workbooks and other supplementary materials for instruction, assessment, and support. Spent fiscal year 2005 monies in 2006.

K-3 Pilot Program—Purchased instructional materials, teacher resource materials, and teacher training. Paid teachers and instructional aides for after school tutoring and summer school programs. Paid consultant fees.

Teacher Training—ADE reimbursed the District for training a total of 2,029 teachers and other certified employees.

ELL B-Weight—In fiscal year 2006, paid bonuses for SEI endorsements, hired bilingual instructional aides, paid for teacher training, and purchased ELL classroom supplies. These monies were not separately accounted for in prior years.

Title III—Paid 6 teachers and 10 instructional aides for ELL classrooms. Paid teacher stipends for tutoring, attending training, and the ELL summer school program. Purchased ELL materials and supplies. Paid tuition and provided transportation for evening, summer, and Saturday school for ELL students. Paid consultants and interpreters to work with parents, teachers, and school staff.

Desegregation—Hired ELL instructional aides, testing clerks, and office clerks. Paid stipends and salaries of BLE/ESL endorsed teachers. Paid a portion of bilingual counselors and health aides' salaries at schools with high numbers of ELL students. Paid mentor teachers and a translator.

Miami Unified School District

Gila County

District size: Medium
 Students attending: 1,046
 Number of ELL students: 21
 Number of certified teachers: 69

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 825	\$ 0	\$ 5,008	\$ 0
Classroom Personnel Bonus	0	6,022	8,729	0
Instructional Materials and Supplies	0	453	281	0
Teacher Training	0	0	0	3,650
HB 2010 Total	\$ 825	\$ 6,475	\$14,018	\$3,650
ELL B-Weight provided (estimated)	\$13,206	\$12,238	\$ 9,882	\$8,179
Title III ELL	3,423	0	0	0

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, purchased books at various grade levels to use during after school tutoring programs to assist ELL students in acquiring English and reading skills. The District did not spend any monies in fiscal year 2004. In fiscal year 2005, paid stipends to teachers in the SEI program instructing ELL students to increase academic achievement and English proficiency.

Classroom Personnel Bonus—The fiscal year 2003 monies were not received until fiscal year 2004. In fiscal year 2004, purchased supplemental materials for ELL students in after-school tutoring programs. Paid bonuses to teachers who coordinated ELL programs and instructed ELL students who achieved English proficiency and exited the ELL program. The District applied for the 2004 monies late and therefore spent these monies in fiscal year 2005. Paid bonuses to ELL teachers who coordinated ELL programs and instructed ELL students who achieved English proficiency and exited the ELL program. The District did not apply for 2005 monies.

Materials and Supplies—The District did not apply for these monies in fiscal year 2003 even though it reported having 42 ELL students the previous year. In fiscal years 2004 and 2005, purchased ELL instruction supplies.

Teacher Training—Paid for the mandated 15-hour provisional SEI endorsement through Gila County Education Service Agency. ADE reimbursed the District for training a total of 38 teachers and other certified employees.

ELL B-Weight—Purchased books and testing materials for ELL students. Paid a portion of Director of Student Services salary.

Title III—In fiscal year 2003, paid a portion of ELL coordinators' salaries and purchased classroom supplies. Since the calculated Title III amounts for fiscal years 2004, 2005, and 2006 were less than \$10,000, the District had to belong to a consortium to receive the monies. However, the District indicated that its county did not have a Title III consortium.

Nadaburg Elementary School District

Maricopa County

District size: Medium
 Students attending: 694
 Number of ELL students: 56
 Number of certified teachers: 41

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 1,078	\$ 0	\$ 1,925	\$ 0
Classroom Personnel Bonus	0	2,250	0	0
Instructional Materials and Supplies	0	0	543	0
Teacher Training	0	0	0	0
HB 2010 Total	\$ 1,078	\$ 2,250	\$ 2,468	\$ 0
ELL B-Weight provided (estimated)	\$18,907	\$12,660	\$19,397	\$22,674
Title III ELL	0	0	0	0

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid a portion of a teacher's salary for a 4-week summer school program. The District did not apply for 2004 monies even though it reported having 58 ELL students. In fiscal year 2005, paid a portion of an ELL teacher's salary to provide compensatory services to ELL students who were not making adequate academic progress.

Classroom Personnel Bonus—The District did not report reclassifying students as English proficient in the prior year and therefore was not eligible for 2003 monies. In fiscal year 2004, paid bonuses to teachers of ELL students who gained English proficiency and exited the ELL program. The District reported reclassifying 1 student in fiscal year 2004, but did not apply for 2005 monies.

Materials and Supplies—The District did not apply for fiscal year 2003 or 2004 monies even though it reported having ELL students in the previous years. In fiscal year 2005, purchased supplemental instructional materials and supplies to aid ELL students in making adequate academic progress.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—Paid salaries and benefits of 1 ELL instructional aide.

Title III—Since the calculated Title III amounts were less than \$10,000 each year, the District applied for the monies through the Maricopa County Educational Service Agency. The Agency allocated the District from \$3,400 to \$6,600 per year and these monies provided professional development for teachers and purchased supplemental instructional materials for ELL students.

Parker Unified School District

La Paz County

District size: Medium
 Students attending: 2,014
 Number of ELL students: 153
 Number of certified teachers: 125

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 0	\$ 0	\$ 0
Classroom Personnel Bonus	6,323	7,500	0	7,091
Instructional Materials and Supplies	0	0	4,106	0
Teacher Training	0	0	0	0
HB 2010 Total	\$ 6,323	\$ 7,500	\$ 4,106	\$7,091
ELL B-Weight provided (estimated)	\$65,462	\$66,449	\$73,530	\$64,882
Title III ELL	0	1,361	9,264	22,573

District-Reported Uses of ELL Monies:

Compensatory Instruction—The District did not apply for these monies although it reported having about 150 to 200 ELL students each year.

Classroom Personnel Bonus—In fiscal years 2003, 2004, and 2006, paid bonuses to ELL teachers and instructional aides of students who gained English proficiency and exited the ELL program.

Materials and Supplies—The District did not apply for fiscal year 2003 monies and did not spend fiscal year 2004 monies until the next year. In fiscal year 2005, purchased reading software, supplemental reading programs, and other supplies to supplement the curriculum. Also purchased books, workbooks, and Spanish and English dictionaries on CD-ROM.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—Paid salaries and benefits for several ELL teachers and instructional aides.

Title III—The District did not spend any of its Title III monies in fiscal year 2003 and only spent a small portion of monies in fiscal years 2004 and 2005. In fiscal year 2006, paid for SEI-trained personnel to hold SEI classes for all administrators and faculty members on the Fridays when students were released early from school. Provided after-school tutoring and purchased classroom instructional materials such as dictionaries, workbooks, cassettes, CDs, and reading programs.

Peoria Unified School District

Maricopa County

District size: Very Large
 Students attending: 36,398
 Number of ELL students: 1,600
 Number of certified teachers: 2,001

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 31,832	\$ 21,598	\$ 11,446	\$ 26,408
Classroom Personnel Bonus	0	118,321	0	28,888
Instructional Materials and Supplies	13,635	13,844	3,366	10,313
Teacher Training	0	0	0	39,064
HB 2010 Total	\$ 45,467	\$153,763	\$ 14,812	\$104,673
ELL B-Weight provided (estimated)	\$434,922	\$450,339	\$508,290	\$618,101
Title III ELL	60,253	80,816	106,892	164,229

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid teachers to provide after-school tutoring and purchased instructional materials. In fiscal years 2003 and 2004, paid 3 teachers to provide a summer school program for high school ELL students. Provided student transportation and instructional materials for summer school. The District did not spend its 2005 monies until fiscal year 2006. Paid 8 teachers to provide a summer school program for ELL students, purchased instructional materials, and provided student transportation.

Classroom Personnel Bonus—The fiscal year 2003 monies were not received until fiscal year 2004. In fiscal years 2004 and 2006, paid bonuses to classroom personnel who were directly involved in the instruction of ELL students who became English proficient and exited the ELL program.

Materials and Supplies—Purchased supplemental supplies and instructional and testing materials for language acquisition programs. Remaining monies continued to be spent in fiscal year 2006.

Teacher Training—ADE reimbursed the District for providing SEI training to a total of 402 teachers and other certified employees.

ELL B-Weight—Paid ELL teachers and instructional aides and purchased translation services and classroom supplies.

Title III—In fiscal year 2003, purchased supplemental materials and provided extended-day kindergarten, tutoring, summer school, and summer school transportation for ELL students. In fiscal year 2004, paid substitutes for teachers attending SEI training. In fiscal years 2004 through 2006, provided after school tutoring and a facilitator, teachers, and student transportation for summer school for ELL students. Paid an SEI trainer and support staff to track staff development and assist with summer school. In fiscal years 2005 and 2006, also provided food services for summer school and purchased instructional materials.

Picacho Elementary School District

Pinal County

District size: Small
 Students attending: 223
 Number of ELL students: 20
 Number of certified teachers: 12

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 0	\$ 0	\$ 0
Classroom Personnel Bonus	0	2,005	0	0
Instructional Materials and Supplies	490	0	0	0
Teacher Training	0	0	0	1,380
HB 2010 Total	\$ 490	\$ 2,005	\$ 0	\$1,380
ELL B-Weight provided (estimated)	\$15,613	\$11,362	\$11,545	\$12,183
Title III ELL	0	0	0	0

District-Reported Uses of ELL Monies:

Compensatory Instruction—The District did not apply for these monies even though it reported having 20-40 ELL students each year.

Classroom Personnel Bonus—The fiscal year 2003 monies were not received until fiscal year 2004. Paid a bonus to the ELL teacher for the students who achieved English proficiency and exited the ELL program. The District did not apply for fiscal year 2004 or 2005 monies.

Materials and Supplies—In fiscal year 2003, purchased English-immersion software to support the ELL classroom. The District did not apply for these monies in fiscal years 2004 and 2005.

Teacher Training—Paid for teachers to obtain the mandated 15-hour provisional SEI endorsement through the Pinal County office. ADE reimbursed the District for training a total of 12 teachers and other certified employees.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—Since the calculated Title III amounts were less than \$10,000 each year, the District applied for these monies through the Pinal County School Superintendent’s consortium. The Consortium allocated the District from \$1,600 to \$3,400 per year and these monies provided professional development for ELL teachers, supplemental software and instructional materials for ELL students, and SELP testing materials.

Sahuarita Unified School District

Pima County

District size: Medium
 Students attending: 3,645
 Number of ELL students: 209
 Number of certified teachers: 186

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 0	\$ 0	\$ 0
Classroom Personnel Bonus	0	30,500	0	0
Instructional Materials and Supplies	0	2,183	0	0
Teacher Training	0	0	0	7,843
HB 2010 Total	\$ 0	\$32,683	\$ 0	\$ 7,843
ELL B-Weight provided (estimated)	\$78,953	\$70,863	\$80,850	\$75,477
Title III ELL	6,856	29,383	0	7,022

District-Reported Uses of ELL Monies:

Compensatory Instruction—The District did not apply for these monies even though it reported having 200 to 250 ELL students each year.

Classroom Personnel Bonus—The fiscal year 2003 monies were not received until fiscal year 2004; therefore, the District spent both 2003 and 2004 monies in fiscal year 2004. Paid stipends to teachers of ELL students who gained English proficiency and exited the ELL program. The District did not apply for the fiscal year 2005 monies even though it reported reclassifying 37 students as English proficient in the previous year.

Materials and Supplies—In fiscal year 2004, purchased instructional supplies and materials for ELL students at each school site. The District did not apply for the 2003 or 2005 monies.

Teacher Training—Reimbursed certified staff for 15-hour SEI training taken through consultants, ADE, and universities. ADE reimbursed the District for training a total of 119 teachers and other certified employees.

ELL B-Weight—Paid ELL teachers and purchased materials and supplies for ELL classrooms.

Title III—In fiscal year 2003, paid stipends for staff members to attend a training session on best instructional practices for ELL students. In fiscal year 2004, paid registration costs and travel expenses for an SEI workshop. The District did not apply for these monies in fiscal year 2005. In fiscal year 2006, purchased supplemental supplies and materials for ELL programs. Materials included dictionaries, software, and reading/language resources, such as vocabulary building materials and books.

Sedona-Oak Creek Joint Unified School District

Yavapai County

District size: Medium
 Students attending: 1,512
 Number of ELL students: 246
 Number of certified teachers: 92

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 8,164	\$13,767	\$23,526	\$ 0
Classroom Personnel Bonus	0	750	0	4,349
Instructional Materials and Supplies	252	363	2,255	923
Teacher Training	0	0	0	3,500
HB 2010 Total	\$ 8,416	\$14,880	\$25,781	\$ 8,772
ELL B-Weight provided (estimated)	\$39,587	\$46,972	\$64,214	\$85,589
Title III ELL	0	0	30,610	31,089

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal year 2003, paid tuition and provided transportation for students to attend an ELL summer school program. Paid stipends for ELL instructors for summer school. In fiscal year 2004, provided small group compensatory instruction and an instructional aide to help with compensatory instruction. In fiscal year 2005, provided 1.5 FTE English language tutors and student transportation for an after-school ELL student program.

Classroom Personnel Bonus—The District did not apply for the fiscal year 2003 monies until fiscal year 2004. In fiscal years 2004 and 2006, paid teachers a bonus for ELL students who became English proficient and exited the ELL program.

Materials and Supplies—Purchased materials and supplies to supplement ELL classrooms. Remaining monies continued to be spent in fiscal year 2006.

Teacher Training—Paid a trainer to provide the mandated 15-hour provisional SEI endorsement classes. ADE reimbursed the District for training a total of 36 teachers and other certified employees.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—Since the calculated Title III amount was less than \$10,000 in fiscal year 2003, the District applied for monies through the Yavapai County Education Service Agency. The Agency allocated the District \$8,571 and these monies provided professional development for ELL teachers and supplemental software and instructional materials for ELL students. The District received, but did not spend monies in fiscal year 2004. In fiscal year 2005, paid instructional aides to provide an after-school ELL program. Purchased supplemental ELL teaching and language assessment materials and supplies. Paid a full-time translator to assist with parent/teacher communications and contracted for language assessment evaluations. Paid professional development workshop fees. In fiscal year 2006, paid teachers \$20 an hour for after school tutoring. Purchased SELP testing materials and instructional materials to teach reading and language development skills. Paid professional development conference fees.

Snowflake Unified School District

Navajo County

District size:	Medium
Students attending:	2,413
Number of ELL students:	133
Number of certified teachers:	131

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 0	\$ 5,297	\$ 3,002
Classroom Personnel Bonus	0	1,000	0	0
Instructional Materials and Supplies	0	0	784	299
Teacher Training	0	0	0	5,350
HB 2010 Total	\$ 0	\$ 1,000	\$ 6,081	\$ 8,651
ELL B-Weight provided (estimated)	\$28,598	\$27,268	\$38,595	\$43,726
Title III ELL	0	0	0	0

District-Reported Uses of ELL Monies:

Compensatory Instruction—The District did not apply for monies in fiscal years 2003 or 2004 even though it reported 84 and 116 ELL students for those respective years. In fiscal year 2005, paid salaries for 3 teachers and 3 instructional assistants for the 4-week summer school program. Purchased materials and supplies for the ELL program. Remaining monies continued to be spent in fiscal year 2006.

Classroom Personnel Bonus—The fiscal year 2003 monies were not received until fiscal year 2004. Paid instructional staff bonuses for ELL students who became English proficient and exited the program. The District was not eligible for 2004 monies because it did not report reclassifying any students as English proficient the previous year. It reported reclassifying one student in 2004, but did not apply for 2005 monies.

Materials and Supplies—The District did not apply for fiscal years 2003 or 2004 monies. In fiscal year 2005, purchased supplies and materials to supplement ELL classroom programs. Remaining monies were spent in fiscal year 2006.

Teacher Training—Paid a consultant to train staff for the mandated 15-hour SEI endorsement. ADE reimbursed the District for training a total of 86 teachers and other certified employees.

ELL B-Weight—Paid ELL teachers and an instructional aide. Purchased supplemental supplies and ELL testing materials.

Title III—Since the calculated Title III amounts were less than \$10,000 in fiscal years 2003 and 2004, the District applied for these monies through the Navajo County Superintendent’s Office. The Office allocated the District from \$6,100 to \$6,800 per year and these monies provided ELL teachers’ professional development. Beginning in fiscal year 2005, the District formed a consortium with 2 other districts. Although allocated \$10,972 in fiscal year 2005, the District did not spend these monies until the next year. In fiscal year 2006, the District received another \$12,511. Purchased instructional materials, such as reading programs and translation software. Paid teachers and instructional aides for the summer program and paid registrations for staff development.

St. Johns Unified School District

Apache County

District size: Medium
 Students attending: 940
 Number of ELL students: 11
 Number of certified teachers: 65

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 0	\$ 0	\$0	\$ 0
Classroom Personnel Bonus	0	2,000	0	0
Instructional Materials and Supplies	0	0	0	0
Teacher Training	0	0	0	0
HB 2010 Total	\$ 0	\$2,000	\$0	\$ 0
ELL B-Weight provided (estimated)	\$11,940	\$ 0	\$0	\$15,530
Title III ELL	2,744	0	0	0

District-Reported Uses of ELL Monies:

Compensatory Instruction—The District did not report having any ELL students in fiscal years 2003 or 2004. While the District reported having 45 ELL students in fiscal year 2005, it did not apply for these monies.

Classroom Personnel Bonus—The fiscal year 2003 monies were not received until fiscal year 2004. Paid instructional staff bonuses for ELL students who became English proficient and exited the ELL program. Because the District did not report having any ELL students in fiscal years 2003 or 2004, it was not eligible to receive monies in fiscal years 2004 or 2005.

Materials and Supplies—Although the District reported having 38 ELL students in 2002, it did not apply to receive fiscal year 2003 monies. The District was not eligible to receive monies in fiscal years 2004 and 2005 because it did not have ELL students in the prior years.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—The District reported that it did not account for the uses of these monies.

Title III—The District was not eligible to receive monies in fiscal years 2004 and 2005 because it did not have ELL students in the prior years. Since the calculated Title III amounts for fiscal years 2003 and 2006 were less than \$10,000, the District would have had to join a consortium to receive the monies, but did not.

Yuma Elementary School District

Yuma County

District size: Large
 Students attending: 10,206
 Number of ELL students: 2,662
 Number of certified teachers: 571

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 236,508	\$148,605	\$ 192,806	\$ 137,472
Classroom Personnel Bonus	0	0	0	0
Instructional Materials and Supplies	33,743	29,910	33,329	1,648
Teacher Training	0	0	0	0
HB 2010 Total	\$ 270,251	\$178,515	\$ 226,135	\$ 139,120
ELL B-Weight provided (estimated)	\$1,076,363	\$970,924	\$1,248,449	\$1,216,772
Title III ELL	194,561	257,755	293,087	213,392

District-Reported Uses of ELL Monies:

Compensatory Instruction—In fiscal years 2003 and 2004, paid staff and provided transportation for ELL summer school and after school programs. Purchased instructional materials geared toward literacy and language acquisition. In fiscal year 2005, paid teachers, purchased supplemental materials and supplies, and provided transportation for ELL summer school and after-school programs. In fiscal year 2006, purchased SELP testing materials and supplemental texts.

Classroom Personnel Bonus—The District did not report having reclassified ELL students and was not eligible for 2003 or 2004 monies. Although the District reported 42 reclassified students, it did not apply for 2005 monies.

Materials and Supplies—Each year, purchased instructional materials to assist ELL students with language acquisition and state academic standards. Purchases included items such as CDs, videos, language kits, dictionaries, and books.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—Hired additional teachers for class-size reduction. Hired intervention specialists and purchased supplemental ELL materials and supplies.

Title III—In fiscal year 2003, paid a portion of an ELL teacher's salary and teacher stipends for BLE/ESL endorsements. Paid stipends, travel expenses, and consultant fees for professional development. Provided 2 site coordinators, 4 support staff, 22 teachers and instructional aides, and transportation for a 16-week family academy. In fiscal year 2004, paid ELL training costs for 75 teachers and 45 instructional aides. Paid literacy coordinators and a portion of the grants manager's salary. Paid teacher stipends for summer school and BLE/ESL endorsements. In fiscal year 2005, purchased supplemental texts and materials for before-, after-, and summer school programs. Paid a portion of migrant and literacy coordinators' salaries. In fiscal year 2006, purchased SELP testing materials and supplemental texts. Paid a research technician to analyze ELL student data, an ELL intervention specialist to provide student support, teachers to provide a family academy and train other staff, and migrant advocates to conduct parent meetings.

Yuma Union High School District

Yuma County

District size: Large
 Students attending: 9,819
 Number of ELL students: 762
 Number of certified teachers: 468

ELL Expenditures by Program and Fiscal Year

Program	2003	2004	2005	2006
Compensatory Instruction	\$ 18,062	\$119,604	\$ 40,139	\$ 0
Classroom Personnel Bonus	0	0	0	0
Instructional Materials and Supplies	9,691	0	4,564	235
Teacher Training	0	0	0	0
HB 2010 Total	\$ 27,753	\$119,604	\$ 44,703	\$ 235
ELL B-Weight provided (estimated)	\$312,898	\$284,785	\$310,191	\$294,280
Title III ELL	38,524	28,027	120,219	53,538

District-Reported Uses of ELL Monies:

Compensatory Instruction—Paid summer school tuition and book fees and provided student transportation for eligible ELL students who needed summer school for SEI remediation and retention of skills.

Classroom Personnel Bonus—The fiscal year 2003 monies were not received until fiscal year 2004. The District did not spend these monies and returned the \$35,750 plus accumulated interest to ADE in January 2007. The District did not apply for 2004 or 2005 monies, but reported reclassifying students as English proficient in this 2-year period.

Materials and Supplies—In fiscal year 2003, purchased instructional supplies for ELL students, including software. The District did not spend any monies in fiscal year 2004. In fiscal year 2005, purchased ELL classroom supplies, including books and instructional aides, to enhance students' English-acquisition skills.

Teacher Training—The District did not apply for these monies.

ELL B-Weight—The District paid stipends to teachers with full ESL endorsements.

Title III—In fiscal year 2003, paid for compensatory instruction and supplemental classroom supplies for ELL students. In fiscal year 2004, paid for instructional classroom supplies and to update a computer system for students to use in the classroom. In fiscal years 2005 and 2006, purchased ELL classroom supplies, such as reading materials and language acquisition materials, and purchased SELP testing materials. Paid for staff development and SEI training.

APPENDIX

Table 11: Attending Students, Number and Percentage of ELL Students, and Number and Percentage of Reclassified ELL Students, by District
Fiscal Year 2006
(Unaudited)

District Name	Attending Students	Number of ELL Students	Percentage of ELL Students	Number of Reclassified ELL Students	Percentage of Reclassified ELL Students
Agua Fria UHSD	4,763	173	3.6%	26	15.0%
Ajo USD	496	57	11.5	1	1.8
Alhambra ESD	15,529	6,754	43.5	1,012	15.0
Altar Valley ESD	709	92	13.0	27	29.3
Amphitheater USD	16,291	1,380	8.5	270	19.6
Antelope UHSD	349	36	10.3	12	33.3
Apache Junction USD	5,695	205	3.6	48	23.4
Arlington ESD	226	57	25.2	15	26.3
Ash Fork Joint USD	203	35	17.2	-	0.0
Avondale ESD	5,630	852	15.1	15	1.8
Bagdad USD	336	6	1.8	-	0.0
Balsz ESD	3,607	1,431	39.7	207	14.5
Beaver Creek ESD	323	26	8.0	4	15.4
Benson USD	991	9	0.9	-	0.0
Bicentennial UHSD	132	21	15.9	1	4.8
Bisbee USD	973	90	9.2	33	36.7
Blue Ridge USD	2,637	147	5.6	29	19.7
Bonita ESD	91	2	2.2	2	100.0
Buckeye ESD	2,700	270	10.0	33	12.2
Buckeye UHSD	2,194	53	2.4	-	0.0
Bullhead City ESD	3,844	582	15.1	132	22.7
Camp Verde USD	1,453	99	6.8	1	1.0
Canon ESD	174	2	1.1	-	0.0
Cartwright ESD	20,229	8,688	42.9	1,107	12.7
Casa Grande ESD	6,202	647	10.4	127	19.6
Casa Grande UHSD	3,005	183	6.1	50	27.3
Catalina Foothills USD	4,839	85	1.8	28	32.9
Cave Creek USD	5,732	52	0.9	-	0.0

Table 11 (Cont'd)

District Name	Attending Students	Number of ELL Students	Percentage of ELL Students	Number of Reclassified ELL Students	Percentage of Reclassified ELL Students
Chandler USD	31,631	2,497	7.9%	480	19.2%
Chinle USD	3,611	1,339	37.1	286	21.4
Chino Valley USD	2,665	201	7.5	46	22.9
Clarkdale-Jerome ESD	374	34	9.1	10	29.4
Colorado River UHSD	2,346	70	3.0	28	40.0
Congress ESD	118	12	10.1	-	0.0
Continental ESD	305	24	7.9	3	12.5
Coolidge USD	3,847	349	9.1	25	7.2
Cottonwood-Oak Creek ESD	2,590	482	18.6	91	18.9
Crane ESD	5,941	1,978	33.3	440	22.2
Creighton ESD	8,189	3,717	45.4	556	15.0
Deer Valley USD	33,460	1,303	3.9	277	21.3
Double Adobe ESD	50	2	4.0	-	0.0
Douglas USD	4,127	1,259	30.5	198	15.7
Duncan USD	438	5	1.1	-	0.0
Dysart USD	17,548	1,678	9.6	167	10.0
Elfrida ESD	182	22	12.1	10	45.5
Eloy ESD	1,209	286	23.7	82	28.7
Flagstaff USD	10,828	1,296	12.0	261	20.1
Florence USD	4,806	382	7.9	7	1.8
Flowing Wells USD	6,028	557	9.2	108	19.4
Fountain Hills USD	2,336	6	0.3	-	0.0
Fowler ESD	4,195	1,263	30.1	204	16.2
Ft. Huachuca ASD	1,119	27	2.4	-	0.0
Gadsden ESD	4,661	3,166	67.9	416	13.1
Ganado USD	1,953	726	37.2	167	23.0
Gila Bend USD	487	142	29.2	19	13.4
Gilbert USD	35,682	920	2.6	188	20.4
Glendale ESD	13,287	3,615	27.2	1,235	34.2
Glendale UHSD	14,863	1,193	8.0	213	17.9
Globe USD	1,963	51	2.6	15	29.4
Grand Canyon USD	302	45	14.9	7	15.6
Hayden-Winkelman USD	399	2	0.5	-	0.0
Heber-Overgaard USD	578	5	0.9	-	0.0
Higley USD	6,695	133	2.0	18	13.5
Holbrook USD	2,034	278	13.7	59	21.2
Humboldt USD	6,144	451	7.3	93	20.6
Hyder ESD	159	45	28.3	5	11.1
Indian Oasis-Baboquivari USD	1,152	50	4.3	23	46.0
Isaac ESD	8,583	4,121	48.0	771	18.7
J. O. Combs ESD	1,786	120	6.7	28	23.3
Joseph City USD	462	3	0.6	-	0.0

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Table 11 (Cont'd)

District Name	Attending Students	Number of ELL Students	Percentage of ELL Students	Number of Reclassified ELL Students	Percentage of Reclassified ELL Students
Kayenta USD	2,375	688	29.0%	171	24.9%
Kingman USD	7,607	119	1.6	8	6.7
Kyrene ESD	17,462	373	2.1	59	15.8
Lake Havasu USD	6,236	368	5.9	120	32.6
Laveen ESD	2,839	569	20.0	68	12.0
Liberty ESD	2,805	148	5.3	119	80.4
Litchfield ESD	7,381	619	8.4	138	22.3
Littlefield USD	510	131	25.7	7	5.3
Littleton ESD	3,783	817	21.6	189	23.1
Madison ESD	5,103	451	8.8	87	19.3
Mammoth-San Manuel USD	1,230	79	6.4	22	27.8
Marana USD	12,731	381	3.0	80	21.0
Maricopa County RSD	1,687	118	7.0	-	0.0
Maricopa USD	2,532	324	12.8	53	16.4
Mary C. O'Brien ASD	213	30	14.1	-	0.0
Mayer USD	564	5	0.9	-	0.0
McNary ESD	169	37	21.9	-	0.0
McNeal ESD	37	3	8.1	-	0.0
Mesa USD	69,912	8,489	12.1	1,594	18.8
Miami USD	1,046	21	2.0	-	0.0
Mingus UHSD	1,245	59	4.7	-	0.0
Mohave Valley ESD	1,834	77	4.2	-	0.0
Mohawk Valley ESD	231	64	27.7	1	1.6
Murphy ESD	2,675	1,465	54.8	334	22.8
Naco ESD	254	109	42.9	42	38.5
Nadaburg ESD	694	56	8.1	11	19.6
Nogales USD	6,106	2,474	40.5	1,039	42.0
Oracle ESD	363	15	4.1	-	0.0
Osborn ESD	3,688	993	26.9	94	9.5
Page USD	2,903	444	15.3	135	30.4
Palo Verde ESD	379	66	17.4	13	19.7
Palominas ESD	1,053	37	3.5	9	24.3
Paradise Valley USD	33,396	2,672	8.0	433	16.2
Parker USD	2,014	153	7.6	44	28.8
Patagonia ESD	80	11	13.8	-	0.0
Patagonia UHSD	86	2	2.3	1	50.0
Payson USD	2,718	82	3.0	16	19.5
Pendergast ESD	9,944	1,951	19.6	368	18.9
Peoria USD	36,398	1,600	4.4	296	18.5
Phoenix ESD	7,876	2,793	35.5	428	15.3
Phoenix UHSD	23,555	3,841	16.3	906	23.6
Picacho ESD	223	20	9.0	-	0.0

Table 11 (Cont'd)

District Name	Attending Students	Number of ELL Students	Percentage of ELL Students	Number of Reclassified ELL Students	Percentage of Reclassified ELL Students
Pima USD	652	6	0.9%	1	16.7%
Pine Strawberry ESD	110	4	3.6	-	0.0
Pinon USD	1,363	533	39.1	106	19.9
Prescott USD	5,274	151	2.9	23	15.2
Quartzsite ESD	279	53	19.0	4	7.5
Queen Creek USD	3,694	108	2.9	9	8.3
Ray USD	599	4	0.7	-	0.0
Red Rock ESD	94	3	3.2	-	0.0
Riverside ESD	798	277	34.7	-	0.0
Roosevelt ESD	12,470	3,819	30.6	577	15.1
Sacaton ESD	455	53	11.7	-	0.0
Saddle Mountain USD	955	66	6.9	5	7.6
Safford USD	2,784	8	0.3	-	0.0
Sahuarita USD	3,645	209	5.7	48	23.0
Salome Consolidated ESD	105	14	13.3	-	0.0
San Fernando ESD	15	1	6.8	-	0.0
San Simon USD	123	5	4.1	-	0.0
Sanders USD	1,082	337	31.1	51	15.1
Santa Cruz County RSD	37	11	29.7	-	0.0
Santa Cruz ESD	153	19	12.5	7	36.8
Santa Cruz Valley USD	3,472	1,437	41.4	215	15.0
Santa Cruz Valley UHSD	498	11	2.2	1	9.1
Scottsdale USD	26,485	1,568	5.9	191	12.2
Sedona-Oak Creek JUSD	1,512	246	16.3	82	33.3
Seligman USD	152	5	3.3	-	0.0
Show Low USD	2,440	69	2.8	21	30.4
Sierra Vista USD	6,845	215	3.1	23	10.7
Snowflake USD	2,413	133	5.5	18	13.5
Somerton ESD	2,564	1,757	68.5	261	14.9
St. David USD	495	4	0.8	-	0.0
St. Johns USD	940	11	1.2	-	0.0
Stanfield ESD	735	201	27.3	1	0.5
Sunnyside USD	16,537	5,152	31.2	1,218	23.6
Tempe ESD	13,640	2,778	20.4	209	7.5
Tempe UHSD	13,323	326	2.4	60	18.4
Thatcher USD	1,180	4	0.3	3	75.0
Tolleson ESD	2,643	383	14.5	58	15.1
Tolleson UHSD	7,365	281	3.8	1	0.4
Toltec ESD	1,156	95	8.2	15	15.8
Tombstone USD	869	23	2.6	-	0.0
Tuba City USD	2,238	682	30.5	135	19.8
Tucson USD	58,114	8,127	14.0	1,418	17.4

Table 11 (Concl'd)

District Name	Attending Students	Number of ELL Students	Percentage of ELL Students	Number of Reclassified ELL Students	Percentage of Reclassified ELL Students
Union ESD	1,062	253	23.8%	-	0.0%
Vail USD	7,052	75	1.1	-	0.0
Vernon ESD	72	1	1.4	-	0.0
Washington ESD	24,450	5,107	20.9	937	18.3
Wellton ESD	380	105	27.7	2	1.9
Wenden ESD	92	16	17.4	2	12.5
Whiteriver USD	2,275	1,019	44.8	150	14.7
Wickenburg USD	1,452	98	6.7	24	24.5
Willcox USD	1,332	281	21.1	50	17.8
Williams USD	710	61	8.6	16	26.2
Wilson ESD	1,300	273	21.0	106	38.8
Window Rock USD	2,698	172	6.4	37	21.5
Winslow USD	2,358	145	6.1	17	11.7
Yuma ESD	10,206	2,662	26.1	402	15.1
Yuma UHSD	9,819	762	7.8	94	12.3
Grand Total	907,984 ¹	128,862 ²	14.2%	23,199	18.0%

1 The total number of attending students differs from the school districts' total shown in the report due to excluding districts reporting no ELL students.

2 The total number of ELL students differs slightly from the school districts' total shown in the report due to rounding.

Source: Auditor General staff analysis of the ELLS 10A-1 and SDELL 71 reports as of December 15, 2006, obtained from the Arizona Department of Education.

