



Maricopa Unified School District#20

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Use of Desegregation Funds in 2017-18

The October 2015 Arizona Auditor General's Performance Audit recommended that the Maricopa Unified School District (MUSD) document the use of desegregation funds awarded to the district. The Performance Audit contained three different recommendations: 1. Ensure that the K-12 desegregation program meets the goals of the 1993 Agreement; 2. Ensure that MUSD is spending its desegregation dollars on those costs that directly support the goals of its program; and 3. Develop a method to evaluate the success of its desegregation program. Make modifications to the program as necessary as a result of the evaluation.

MUSD Response to Recommendation One – “Ensure that the K-12 desegregation program meets the goals of the 1993 Agreement” – MUSD is in compliance with Performance Audit Recommendation One since the district has addressed each of the twelve goals from the 1993 “Commitment to Resolve” Document, and shown below

The 1993 “Commitment to Resolve” document (agreement) submitted by MUSD to the U.S. Department of Education, Office for Civil Rights, included twelve goals that the district agreed to accomplish annually to satisfy the agreement. MUSD accomplishes these twelve goals as follows:

1. “Provide its policies and goals for educational services to Limited English Proficient (LEP) students at the elementary and secondary level” MUSD accomplishes this goal as follows:

a. Governing Board Policy IHAA - ENGLISH INSTRUCTION.

This policy states: Subject to the exceptions provided in A.R.S. section [15-753](#), all students in this School District shall be taught English by being taught in English. "Bilingual education/native language instruction" means a language acquisition process for students in which much or all instruction, textbooks, or teaching materials are in the child's native language other than English. "English language classroom" means a classroom in which English is the language of instruction used by the teaching personnel, and in which such teaching personnel possess a good knowledge of the English language. English language classrooms encompass both English language mainstream classrooms and sheltered English immersion classrooms. "English language mainstream classroom" means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. "English learner" or "limited English proficient student" means a child who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English. "Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of "sheltered English" or "structured English" found in educational literature. All students who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one (1) year. Once English learners have acquired a good working knowledge of English and are able to do regular school work in English, they shall no longer be

classified as English learners and shall be transferred to English language mainstream classrooms. The Superintendent shall develop procedures as necessary to implement this policy.

MUSD annually follows each part of this policy.

b. Governing Board Regulation IHAA- ENGLISH INSTRUCTION

This regulation states: Each school shall use an English Language Learner (ELL) program developed from a state task force approved model. All ELLs are to be provided with appropriate daily English language development and instruction. A home language survey form will be completed at the time of enrollment of new or transfer students. The form will explain how students are assessed for English language proficiency. If the primary home language (the language most often spoken in the home or the first acquired language) is a language other than English the student shall be considered to have a primary or home language other than English (PHLOTE). All PHLOTE children shall be administered English language assessments upon initial entry and at the end of the year (after February 1). New and continuing ELLs may be assessed at midpoint of the academic year, but no student may be assessed more than three (3) times per year. The midyear assessment (not a wholesale assessment of all students) will provide those who warrant assessment an opportunity to enter a mainstream classroom as soon as possible. The tests will be administered at the times indicated by trained personnel except when federal grants require different time lines or when an individualized education program (IEP) team for a qualified special education child finds the procedure inappropriate. At least annually, parents shall receive a notice of student proficiency level and program placement. ELLs not progressing as evidenced by failure to improve scores on the Arizona state standards tests or the nationally standardized test of A.R.S. [15-741](#) may be provided compensatory instruction to assist them in achieving those standards. A written individualized compensatory plan that documents the scope and type of instructional services provided to an ELL shall be kept in the student's file. Reassessment of classification may take place following assessment testing but shall be considered at least once a year. If appropriate, parents shall receive a reclassification notice with a copy of the notice to be placed in the student ELL file. When a student is reclassified as a fluent English language (FEL) student, the school shall monitor the student for two (2) years after the reclassification to determine if the student is performing satisfactorily. The two (2) year monitoring form shall be maintained in the student's file.

MUSD annually follows each part of this regulation.

c. The tables below show specifically how MUSD complies with Governing Board Policy and Regulation IHAA - ENGLISH INSTRUCTION:

2017 – 18 Elementary LEP Students Mainstreamed on Individual Language Learning Plans (ILLPS)							
	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	Total
Butterfield	5	1	4	4	4	4	22
Maricopa	13	7	0	3	7	9	39
Santa Rosa	5	3	1	3	2	4	18
Saddleback	0	5	7	1	5	5	23
Santa Cruz	5	2	1	2	1	7	18
Pima Butte	4	2	4	0	0	1	11
Total	32	20	17	13	19	30	131

2017 – 2018 Elementary LEP Students in a Structure English Immersion (SEI) Classroom							
	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	Total
Butterfield	0	7	0	0	0	0	7
Maricopa El	0	0	11	0	0	0	11
Saddleback	11	0	0	0	0	0	11
Total	11	7	11	0	0	0	29

2017-18 – Secondary LEP Students Mainstreamed on Individual Language Learning Plan (ILLP)								
	6 th Gr	7 th Gr	8 th Gr	9 th Gr	10 th Gr	11 th Gr	12 th Gr	Total
Maricopa High School	x	x	x	0	1	0	0	1
Total	0	0	0	0	0	0	0	1

2017-18 – Secondary LEP Students in a Structured English Immersion (SEI) Classroom								
	6 th Gr	7 th Gr	8 th Gr	9 th Gr	10 th Gr	11 th Gr	12 th Gr	Total
Desert Wind Middle	10	7	5	x	x	x	x	22
Maricopa Wells	5	11	11	x	x	x	x	27
Maricopa High School	0	0	0	13	4	7	3	27
Total	15	18	16	13	4	7	3	76

2) “Identify procedures for assessing the English language proficiency of all primary and secondary level students in the district who, according to a Home Language Survey (HLS) have a primary or home language other than English” - MUSD accomplishes this goal as follows:

The following two things are considered in identifying students to be assessed.

- a. The primary or home language of all students shall be identified by the students’ parent or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency.
- b. A student shall be considered as a Primary Home Language Other Than English (PHLOTE) student if the home language survey or enrollment form indicates that one or more of the following are true:
 - i. The primary language used in the home is a language other than English.
 - ii. The language most often spoken by the student is a language other than English.
 - iii. The student’s first acquired language is a language other than English.

3) “Explain the alternative language program (ALP) and the methods that will be used to provide LEP students with equal educational opportunities. These procedures will delineate the extent and type of educational services to be provided to LEP students, based on their proficiency level and educational need” - MUSD accomplishes this goal as follows:

The following two things describe the methods of the ALP:

- a. Structured English Immersion Instruction (SEI)

If results of the AZELLA indicate that the student is not proficient in English, then he or she qualifies for placement in an SEI classroom. The SEI classroom is designed to teach English to students who are not proficient in the English language. The class consists of:

- i. English as the language of instruction
 - ii. Students receive four hours of English language development daily in reading, writing, listening and speaking, grammar and vocabulary.
 - iii. Students are grouped by language proficiency level
 - iv. Students are taught by highly qualified teachers.
- b. Mainstream Model – Individual Language Learner Plan (ILLP)

Many of our schools have fewer than 20 English language learners in a three grade level span and provide the four hour SEI instruction in the mainstream classroom through an ILLP. Mainstream teachers servicing ELL

students develop an ILLP to meet the English language development needs of each student. The document's Attachment A is developed within the first two weeks of each quarter to ensure that appropriate English language proficiency standards are being selected to meet the specific needs of each child. Teachers review data and document that information quarterly on Attachment B.

- i. Quarter one document is developed in August and is communicated with parents.
- ii. The subsequent quarters are developed within two weeks of the beginning of each quarter to ensure that specific objectives are selected to meet the individual needs of each student. (Attachment A).
- iii. Student data is reviewed quarterly and Attachment B is updated at the end of each quarter.
- iv. The ELL Coach reviews the ILLP documents quarterly.

4) "Ensure that the district has appropriate staffing to implement its program for LEP students" - MUSD accomplishes this goal as follows:

All teachers, at all schools are required to have their SEI endorsement. All ELL students are educated within a mainstream classroom and placed on Individual Language Learner Plans (ILLP) based on their proficiency level and goals. In 2017-18 MUSD has 132 students with Individual Language Learner plans and 105 in a Structured English Immersion Classroom.

Once the ELL student population of 20 or more in a three grade level span is reached MUSD creates an SEI classroom with a four hour block of English Language Development in the areas of Reading, Writing, Listening & Speaking, Vocabulary and Grammar. As a result, in 2017-18 MUSD has 3 elementary teachers, two middle school teachers and one high school teacher who teach students in an SEI classroom.

In 2017-18 MUSD used Maintenance and Operations funds to provide an SEI coach who worked teachers serving ELL students (\$62,000 salary and benefits paid by M&O, \$18,000 by Title III). The SEI coach was supported by one administrative assistant (\$34,000 salary and benefits), and one testing paraprofessional (\$26,000 salary and benefits).

5) "Ensure that instructional materials used in the ALP are adequate in quantity and quality to effectively implement the program. These materials will be of no lesser quality or quantity than educational materials used in classes for non-LEP students, and will be grade appropriate" - MUSD accomplishes this goal as follows:

All students have access to curriculum, resources and materials. In addition, LEP students are supported with resources, curriculum and materials through the Title III SEI budget with supplemental curriculum, programs, resources and materials to aide in the English language development and proficiency.

6) "Describe the criteria that the district will use to determine when a LEP student has obtained sufficient proficiency in English to reduce the amount of time spent in an alternative language program or to exit the program altogether" - MUSD accomplishes this goal as follows:

MUSD reassesses all ELL students for English Language proficiency in the spring of each school year. A district wide calendar is developed for the AZELLA reassessment and communicated to all school staff. Students are assessed in group settings at their school site. Assessment is administered by a trained administrator. Assessment results and reclassification letters are sent home with official results for the next year placement.

Students who have a composite score of proficient on the AZELLA English language proficiency assessment are reclassified as Fluent English Proficient (FEP) and are assigned to a mainstream classroom. Students who have been reclassified and placed in a mainstream classroom are removed from ELL status.

7) "Ensure that LEP students at the high school are scheduled with appropriate bilingual mentors and translators to assist the mentors, so they may have access to the same mentoring program that is comparable to other students in the district. LEP and monolingual students will be paired appropriately with a staff member who understands the students' cultural background" - MUSD accomplishes this goal as follows:

Maricopa High School implemented the Link Crew. This is a student mentoring club led by a certified teacher at the high school. Students are paired with a mentor once they register at Maricopa High School. This is a transition program that provides structure for students to receive support and guidance from Link Crew leaders. Students receive information on how to be successful in high school. Link Leaders support academic success and character development through structured classroom visits. Link Leaders and students connect outside the classroom at social events to increase student engagement and promote a positive school climate. Maricopa High school has bilingual Link Crew Leaders to support LEP students.

8) “Describe the district’s procedures and measures for evaluating at least once every two years the program’s accomplishments and its effectiveness for LEP students through grade comparison with non-LEP students, standardization test score comparison with non-LEP students, dropout rates, and retention rates” - MUSD accomplishes this goal as follows:

MUSD evaluates the English Language Program’s accomplishments and effectiveness for LEP students at the elementary, middle and high school level annually. LEP students’ test scores are disaggregated and compared with non LEP students. Dropout rates and retention rates are analyzed and configured into the program’s effectiveness. The ELL program is required to make annual progress and meet reclassification rates of ELL students. When progress and reclassification rates are not met MUSD develops a strategic plan and makes programmatic changes for the following school year.

9) “Describe the district’s procedures for monitoring the performance of former LEP students enrolled in the district for at least one year after being exited from an ALP, including review of grades at each nine week grading period” - MUSD accomplishes this goal as follows:

A two year monitoring form is completed annually for each ELL who has reclassified as proficient. The district uses Galileo benchmark assessments, DIBELS, and AIMS to monitor each student’s academic progress. Monitoring documentation is placed in the student’s purple folder located in the cumulative file. At any time, the teacher can request a student be assessed with the AZELLA to determine if placement back into the ELL program may be academically beneficial.

10) “Describe the district’s procedures for improving and/or modifying its programs for LEP students based on its program evaluations” - MUSD accomplishes this goal as follows:

MUSD annually evaluates the English Language Program for academic progress of students, and for reclassification to a higher level of language attainment. If annual measurable achievement objectives are not met MUSD creates a plan for improvement. The procedures include the following:

- Identifying factors contributing to the failure to meet Annual Measurable Achievement Objectives through Local Education Agency (LEA) data analysis
- Developing a plan for progress monitoring of LEP students
- Creating a plan for professional development for teachers of LEP students
- Creating an additional intervention plan for LEP students

11) “Describe appropriate criteria adopted by the district, with notice to teachers and staff that all students, including LEP students, may participate in gifted and talented programs offered by the district, and will not be excluded solely upon their English language proficiency” - MUSD accomplishes this goal as follows:

All ELL gifted students have the opportunity to participate in the District’s Gifted Program.

MUSD Governing Board policy IHBB - GIFTED AND TALENTED EDUCATION states: The Board requires that expanded academic course offerings, programs and supplemental services be provided as an integral part of the regular school day to gifted pupils identified in accord with relevant statutes. A program scope and sequence for gifted education including those requirements found in A.R.S. [15-779.02](#) shall be prepared and submitted in a form required by the Department of Education for approval by July 1 if any changes were made the previous year and by the same date at least every five (5) years if no changes were made.

Transfer students previously identified as gifted by another district or charter school shall, within a reasonable and timely period, have determined whether they are to receive gifted education in this District and if so have the program provided without unreasonable delay.

12) “Ensure effective communication with parents of Primary Home Language Other Than English (PHLOTE) students who do not understand, or who do not read or write in English by having written communication translated when possible and or having a translator available when necessary” - MUSD accomplishes this goal as follows:

MUSD provides translation for parents of PHLOTE students on major district information documents and communications. Translation services are also available for student conferences.

MUSD Response to Recommendation Two – “Ensure that MUSD is spending its desegregation dollars on those costs that directly support the goals of its program” - MUSD is in compliance with Performance Audit Recommendation Two since the district spends desegregation dollars on costs that directly support the goals of the program as shown below.

- a. Below is the list of teachers that teach and support LEP students and are funded through desegregation funds. Elementary schools, middle schools and the high school are represented as well as grade levels and core content areas.

MUSD Teachers Funded Thru DESEG		
School/Grade	Teacher	ELL Students
1. Butterfield - Kindergarten	Rice, Cindy	5
2. Butterfield – 1 st Grade	Ramirez, Inez	7
3. Butterfield - 3rd Grade	Lee, Kathy	4
4. Butterfield - 4th Grade	Zimmer, Heidi	3
5. Butterfield – 5 th Grade	Felix, Ellen	4
6. Maricopa Elementary - Kindergarten	Maestas, Yvonne	8
7. Maricopa Elementary - 1 st Grade	Carpenter, Elizabeth	7
8. Maricopa Elementary - 2nd Grade	Kohls, Deb	13
9. Maricopa Elementary – 3rd Grade	Garcia, Karell	3
10. Maricopa Elementary – 4th Grade	Busch, Jennifer	7
11. Maricopa Elementary - 5th Grade	Gallegos, Lindsay	7
12. Pima Butte - Kindergarten	Dyer, Tammi	2
13. Pima Butte – 1 st Grade	Basilone, Dawn	2
14. Saddleback - Kindergarten	Richter, Angela	12
15. Saddleback - 1st Grade	Bowlin, Josh	2
16. Saddleback – 2nd Grade	Stout, Marjorie	4
17. Saddleback – 4th Grade	Jump, Janine	2
18. Saddleback - 5th Grade	Sorenson, Christine	3
19. Santa Cruz - Kindergarten	Bailey, Deb	2
20. Santa Cruz – 1 st Grade	Strom, Megan	2
21. Santa Cruz - 3rd Grade	Swanson, Lena	3
22. Santa Cruz – 5th Grade	Weatherspoon, Antoinette	3
23. Santa Rosa – Kindergarten	Fee, Teri	3

24. Santa Rosa – 1st Grade	Dillard, Kourtney	3
25. Santa Rosa – 3rd Grade	Drury, Rebecca	2
26. Santa Rosa - 5th Grade	Hunt, Amy	2
27. Desert Wind MS - ELA	Binder, Teresa	23
28. Desert Wind MS - Math	Lee, Larry	4
29. Desert Wind MS - Science	Brunner, Daniel	5
30. Maricopa Wells MS - Math	Cutler, Andrew	5
31. Maricopa Wells MS – Social Studies	Rostas, Shelby	6
32. Maricopa High School - Math	McDonald, Chris	6
33. Maricopa High School – Social Studies	Brumley, Ryan	4
34. Maricopa High School – Social Studies	Hochhalter, Zack	2
Total		170

- b. The average class size with desegregation funding is shown in the table below as well as the average class size if desegregation funding was not provided. The additional teachers provided by desegregation funds allow MUSD teachers to give much more individual attention to the ELL students assigned to them as a result of lower class size as shown in the table below.

Grade Span/School/ Subject	DESEG Funded Teachers	Avg Class Size With DESEG Funds	Avg Class Size w/o DESEG Funds
K-5	26	22.9	28.7
Desert Wind MS English	1	28.2	42.3
Desert Wind MS Math	1	21.3	26.4
Desert Wind MS Science	1	24.6	32.3
Maricopa Wells MS Math	1	19.5	22
Maricopa Wells MS Social Studies	1	21.6	24.3
Maricopa High School Math	1	27.6	29.9
MHS Social Studies	2	29.8	39.7

MUSD Response to Recommendation Three – “Develop a method to evaluate the success of its desegregation program. Make modifications to the program as necessary as a result of the evaluation” – MUSD is in compliance with Performance Audit Recommendation Three since the district annually evaluates the success of its program as shown below.

MUSD evaluates the English Language Learner/Desegregation Program annually. A monitoring notebook with documentation of the English Language Program goals is kept and updated to ensure success of the program. District LEP student data is disaggregated, analyzed and compared by school, grade band, grade level and proficiency level. Highly qualified teachers with SEI endorsements are selected and targeted annually at each school within each grade level and/or content area for LEP student placement. If LEP student progress, LEP student reclassification and AYP for ELL subgroup is not met MUSD develops a strategic plan and makes program changes.