

2013–14 Economic Impact Aid Funding  
Pursuant to Senate Bill 754 (Chapter 573, Statutes of 2012)

	2011–12	2012–13
Amount of EIA funds allocated in the fiscal year	\$750,802 including FY 10/11 carryover of \$335,580	\$899,966 including FY 11/12 carryover of \$532,774
Amount of EIA funds used for administrative costs for the fiscal year	\$6,350	\$8,933
Amount of EIA funds spent on Limited English Proficient (LEP) students (SACS Resource 7091)  District Total - Juvenile Court Schools	\$211,678	\$297,764
Amount of EIA funds spent on Compensatory Education (SACS Resource 7090)	-0-	-0-
Unexpended balance of EIA funds	\$532,774	\$593,269

Explanation of why all of the funds have not been expended.

FY 11/12:

To effectively utilize EIA funds, time was initially devoted to meeting with teachers and administrators, conducting surveys, and examining assessment data to ascertain the greatest academic needs of the students. The decision was made to develop a tutoring program to enhance the language skills of English Learner students. However, given that the EIA funds were to be spent for services conducted at the school located inside Juvenile Hall, during the first half of the 2011-2012 school year, the Probation Department was involved with designing a tutoring program that met their safety and security guidelines. In addition, teachers and instructional support staff were trained to effectively implement the program. By the end of the 2011-2012 school year, the English Language Development Program was operational with the first group of English Language Development Assistants providing service in the classrooms.

FY 12/13:

The program provided with Economic Impact Aid funds continues to grow with a majority of the funds being designated for direct instructional support and service to English Learner students. We are in the process of expanding the program to allow us the opportunity to increase the number of English Language Development Assistants to support students at 5 additional Juvenile Court School sites.