

**CONTRACT NAME: AGREEMENT BETWEEN CALIFORNIA DEPARTMENT OF
EDUCATION MIGRANT EDUCATION PROGRAM AND THE DAVIS JOINT UNIFIED
SCHOOL DISTRICT**

BRIEF DESCRIPTION OF CONTRACT: This contract documents Legal Assurances and Certifications for Local Education Agencies that DJUSD will adhere to all of the legal assurances contained herein and with all other Federal and State statutory and regulatory requirements for the Migrant Education Program (MEP). The assurances covered by this contract are the following: General Assurances, Drug Free Workplace, Lobbying Certifications and Lobbying Disclosures.



Migrant Education Regional Application 2019-20

Sub grantee Name:
Davis Joint Unified

Total Grant Amount Requested: \$61,412
School Readiness Grant Amount: \$0

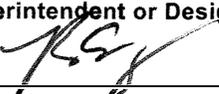
Type of Program: (check one) Centralized District Reimbursement Mixed

Local Educational Agency: CDS: 5772678
Davis Joint Unified
526 B St.
Davis, CA 95616-3811

Contact:
Ricardo Perez
Director of English Learner Services
rperez@djud.net

Phone: (530) 757-5300
Fax:

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge, that the information contained in this application is correct and complete; that the PAC has had active involvement in the planning, development and review of this application, and that the assurances are accepted as the basic conditions in the operation of this project/program for local participation and assistance.

Printed Name of Superintendent or Designee Bruce E. Colby	Telephone Number 530 757 5300
Superintendent or Designee Signature 	Date 5-1-19
Printed Name of Migrant Education Program Director Ricardo Perez	Telephone Number
Migrant Education Program Director or Designee Signature	Date
Printed Name of Parent Advisory Council Representative	Telephone Number
Parent Advisory Council Representative Signature	Date



General Assurances 2018-19

General Assurances and Certifications required for grants supported by state or federal funds in 2018-19

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 114-95 §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians,

district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)

12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846, PL 114-95, §8306(a)(7); 20 USC §6318; PL 114-95, §1116(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320; PL 114-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))
18. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as

defined at 34 CFR Part 84, Sections 84.105 and 84.110.

27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.
28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the [System for Award Management](#) .

Questions: Education Data Office | conappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Friday, June 15, 2018

2019–20 Legal Assurances and Certifications for Local Educational Agencies

California Department of Education Migrant Education Program

The operating agency, by signature of its authorized representative on the **signature** page of this document, hereby assures the California Department of Education (CDE) that the local educational agency (LEA) will adhere to all of the legal assurances contained herein and with all other Federal and State statutory and regulatory requirements for the Migrant Education Program (MEP) referenced in this document.

Required Assurances

General assurances and certifications are required for grant applications submitted to the CDE. The General Assurances and Drug-Free Workplace Certification forms are required for applications for funds. (Note that the signed grant application submitted to the CDE confirms a commitment to comply with the general assurances.)

Applicants must download the certifications and submit the signed forms with their applications as described below:

- General Assurances form:
<https://www.cde.ca.gov/fg/fo/fm/generalassurances2018.asp>
(no signature required)
- Drug Free Workplace form:
<https://www.cde.ca.gov/fg/fo/fm/drug.asp> (signature required)
- Lobbying Certification form:
<https://www.cde.ca.gov/fg/fo/fm/lobby.asp> (signature required)
- Lobbying Disclosure form:
<https://www.cde.ca.gov/fg/fo/fm/sflll.asp> (signature required if applicable)

Migrant Assurances

Use of Funds

1. Funds for MEP will be used only:
 - a. For programs and projects, including the acquisition of equipment in accordance with 20 United States Code (USC) sections 6396(b) and 6394[c][1][A].
 - b. To coordinate such programs and projects within the State and other states, as well as with Federal programs that can benefit migratory children and their families. (20 USC 6394[c][1][B])
2. Programs and projects funded for MEP will be carried out in a manner consistent with the objectives of Section 6314, subsections (b) and (d) of Section 6315 and subsections (b) and (c) of Section 6321 of 20 USC, and Part F of 20 USC, Chapter

Program Purpose

3. Use of MEP funds:
 - a. Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children.
 - b. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
 - c. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
 - d. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
 - e. To help migratory children benefit from State and local systemic reforms.

Authorized Activities

4. MEP funds shall be used, first, to meet the identified needs of migratory children that:
 - a. Result from the effects of their migratory lifestyle, or are needed to permit migratory children to participate effectively in school.
 - b. Are not addressed by services available from other federal or nonfederal programs.
5. Migratory children who are eligible to receive services pursuant to Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311 may receive those services through MEP funds that remain after the agency addresses the identified needs described in 4, above.
6. A school that receives MEP funds shall continue to address the identified needs described in 4, above, notwithstanding its participation in schoolwide programs under 20 USC 6314. (20 USC 6396[b][4])

Program Planning, Operation, and Evaluation

7. The LEA will ensure that:
 - a. In the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils, for programs of at least one school year in duration, and

- b. All such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under 20 USC 6318, and
 - c. Programs and projects are carried out in a format and language understandable to the parents. (20 USC 6394[c][3][B])
 - d. The LEA will make available to the Migrant Education Program all student academic assessment, immunization, and other health information data for the purpose related to student assessment, program services planning, and the transfer of student records. (20 USC Section 6398[b][2])
 - e. The transfer of school records without parental consent is permitted if the local educational agency transfers the records to other school officials within the agency (whom the agency has determined to have legitimate educational interest) or to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. (See 34 Code of Federal Regulations [CFR] 99.31) This exception applies only if the local operating agency notifies parents annually of this policy. (34 CFR 99.34). In addition, the notification of this exception is recorded via parent/guardian signature on the Certificate of Eligibility (COE) form.
 - f. The availability of funds from other federal, state, and local programs must be taken into account. (20 USC 6394(b)[5])
8. In planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. (20 USC 6394[c][4])
 9. The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311 et seq. (20 USC 6394[c][5]).
10. Such programs and projects will provide for:
 - a. Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and their families gain access to, other education, health, nutrition and social services,
 - b. Professional development programs, including mentoring, for teachers and other program personnel,
 - c. Family literacy programs,

- d. The integration of information technology into educational and related programs, and
 - e. Programs that facilitate the transition of secondary school students to postsecondary education or employment. (20 USC 6394[c][7]).
11. It will assist the SEA in identifying, and recruiting eligible children, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and will provide its local Migrant Education Region and the SEA with eligibility and needs assessment information, by which the SEA can complete its reporting and subgranting activities. The LEA will implement a program to monitor the eligibility requirements of children and youths enrolled in the Migrant Education Program. (California *Education Code (EC)* Section 54444.1 [d]). Will establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. (34 CFR 200.89[c])

Priority for Services

12. LEAs shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging academic standards, or have dropped out of school. (20 USC 6394[d])

Continuation of Services

13. Notwithstanding any other provision of Title I, Part C,
- a. A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term,
 - b. A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs, and
 - c. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394[e])

Schoolwide Programs

14. Before the school chooses to consolidate in its Schoolwide program funds received under part C of Title I of the ESEA, the school must:
- a. Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the

comprehensive Statewide needs assessment under 34 CFR 200.83, and

b. Document that these needs have been met. (34 CFR 200.29[c][1])

15. Funds available under Part C of Title 20 may be used in a Schoolwide program subject to the requirements of 34 CFR 200.29[c][1].

Coordination of Migrant Activities

16. The LEA will coordinate with the SEA to improve intrastate coordination, including the development or improvement of programs for credit accrual and exchange. (20 USC 6398[a][1])

Unique MEP Functions

17. LEAs are to assist in the conduct of any and all of the following activities as deemed necessary by the State:

- a. Statewide identification and recruitment of eligible migratory children,
- b. Interstate and intrastate coordination of the State MEP and its local projects with other relevant programs local projects in the State and in other States,
- c. Procedures for providing for educational continuity for migratory children through the timely transfer of educational and health records, beyond that required generally by State and local agencies,
- d. Collecting and using information for accurate distribution of subgrant funds,
- e. Development of a statewide needs assessment and a comprehensive State plan for MEP service delivery,
- f. Supervision of instructional and support staff,
- g. Establishment and implementation of a State parent advisory council, and
- h. Conducting an evaluation of the effectiveness of the State MEP. (34 CFR 200.82)

MEP Assessment and Evaluation

18. The LEA shall determine the effectiveness of its program and projects in providing migratory children with the opportunity to meet the same challenging State academic standards. (20 USC 6394 and 34 CFR 200.83[a])

19. Evaluations of program and project effectiveness shall, wherever feasible, use the same approaches and standards that the State establishes for use to assess the performance of students, schools, and local educational agencies under Title I, Part A. (20 USC 6394)

20. In a project where it is not feasible to use the same student assessments that are being used under Title I, Part A, the operating agency must carry out some other reasonable process or processes for examining the effectiveness of the project. (20 USC 6394 generally, and 34 CFR 200.84)
21. Operating agencies shall use the results of the assessments carried out under 34 CFR Section 200.84 to improve the services provided to migratory children. (20 USC 6396 generally)

Migratory Children in Private Schools

22. Operating agencies must conduct Migrant programs and projects in a manner consistent with the basic requirements of section 8501 of the ESSA. (2 CFR 200.87). Operating agencies should note the changes to those requirements enacted through the Every Student Succeeds Act (ESSA).

Audits and Fiscal Procedures/Cash Management

23. Operating agencies agree to maintain fiscal and programmatic records and use fiscal control and operating procedures in accordance with state and federal laws and regulations including those found in Section 435 (b)(2) and (5) of General Education Provisions Act (GEPA) and 2 CFR 200.302, 200.327, 200.328.
24. Operating agencies agree to comply with the audit requirements of 34 CFR 76.910 and the cost principles in Subpart E of 2 CFR Part 200 and the audit requirements in Subpart F of 2 CFR Part 200. As required in 2 CFR 200.305, LEA's must demonstrate the ability to minimize the time elapsing between the receipt and disbursement of migrant funds (Cash Management). LEA's must promptly pay the federal agency any interest greater than \$500 per year that they earned on the cash advances. LEA's must minimize the time between the receipt and disbursement of the federal migrant funds. (2 CFR 200.305[b])
25. Operating agencies agree to repay the California Department of Education any amounts of Title I funds determined to be expended for non-approvable purposes or in violation of federal or state laws and regulations in accordance with GEPA procedures in 20 USC 1231b-2. (2 CFR 200.338)
26. Operating agencies agree to cooperate with the Inspector General and his/her representatives in the conduct of audits authorized by the Inspector General Act of 1978. Cooperation shall include providing access to records and personnel for the purpose of obtaining clarifications, explanations, and other related information. (2 CFR 200.333-337, and 200.344)
27. Operating agencies agree to expend MEP funds solely on the basis of activities and functions described in regional applications and district service agreements approved by the California Department of Education.

28. Operating agencies agree to keep fiscal records and make fiscal accounting reports for the MEP using forms and procedures developed by the California Department of Education.

Comparability

29. LEAs may receive funds under Title I Comparability, 20 USC 6321(c), only if State and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Part A or Migrant Education Program funds. A LEA may determine comparability on a school-by-school basis or on a grade span by grade span basis. The LEA must file with the California Department of Education a written assurance that it has established and implemented:
 - a. An LEA-wide salary schedule,
 - b. A policy to ensure equivalence among schools in teachers, administrators, and other staff, and
 - c. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 U.S.C. 6321[c])
30. The comparability requirements do not apply to an LEA that has only one school for each grade span. (20 U.S.C. 6321[c][4])
32. The LEA has developed procedures for complying with comparability requirements and must maintain records that are updated biennially documenting compliance with those requirements. (20 U.S.C. Section 6321[c][3])
33. The LEA's failure to comply with the requirements may result in the loss of Title I funds and/or Migrant Education funds.

Migrant State Assurances

Operation of Regional Offices

1. The regional offices of the MEP agree to render services and/or reimburse school districts for services approved in district service agreements in accordance with state and federal laws and administrative directives from the U.S. Department of Education and the California Department of Education (EC 54444 and 54444.1).
2. Each regional office is responsible for, but not limited to, the provision of the following services:
 - a. Funding to districts operating under service agreements.
 - b. Technical assistance to districts operating under service agreements.

- c. Interagency coordination to improve services available to eligible migratory children and their families.
- d. Training for the parents and members of district, regional, and school parent advisory councils.
- e. Professional development services for migrant education staff at the school and district levels.
- f. Direct services to migratory children and their families pursuant to district service agreements. (*EC 54444.4[c]*)

Sub Grantee

- 3. It is agreed that "Operating agency" means a local educational agency operating under a sub grant of state migrant education funding pursuant to a special arrangement with the department to directly implement the State's migrant education program or projects (A regional office is a local educational agency to which the State Education Agency [SEA] makes a sub grant under this part.). (*EC 54441[e]* and *20 USC 6399[1]*)
- 4. The operating agency will review and recommend, in coordination with the SEA, the approval of the District Service Agreements. The operating agency's review process will be in accordance with SEA procedures to identify and address the unique needs of migratory children and their families. (*EC sections 54444 [a]* and *54444.1[a][d][e]*)
- 5. The SEA will review and recommend approval of the operating agency Regional (Direct Funded) Application. The operating agency's review process will be in accordance with SEA procedures. (*EC 54444.1[a][d][e]*)

Service Priorities

- 6. LEAs agree to establish service priorities for migratory children as established in state and federal laws, (*EC sections 54444 and 54444.1*), and the MEP State Service Delivery Plan.

Summer School Services

- 7. Operating agencies agree to conduct summer school programs for eligible migratory students according to the provisions contained in this chapter. (*EC 54444.3[a]*)

Articulation and Coordination

- 8. Operating agencies agree to operate programs and services for migratory children and their families, which are articulated and coordinated with existing resources from school districts and other state and federal programs. (*EC 54443.1[c][10]*)
- 9. Operating agencies will solicit and make provisions for the active participation of

the parents and guardians of eligible migratory students, including but not limited to, review and comment on the annual program application by the members of the appropriate advisory councils. (EC 54444.2)

Staff Development and Support

10. Operating agencies agree to provide adequate professional support to staff serving migratory children and their families. Support must include, but is not limited to, training opportunities, materials, counseling, program review, and leadership. (EC 54444.4[b][3])
11. Operating agencies agree to develop and submit to the California Department of Education, professional development plans which address the needs of staff that serve migratory children and their families. (EC 54444.1[e])

Parent Advisory Councils (PACs)

12. Operating agencies agree to establish and operate parent advisory councils in accordance with federal and state laws and regulations, such that:
 - a. The membership of each regional parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant children.
 - b. Membership shall be elected by the parents of migrant children currently enrolled in the operating agencies programs.
 - c. The composition of the council shall be determined by the migrant parents at a general meeting to which all parents of migrant children currently enrolled in the program shall be invited.
 - d. Parents shall be informed, in a language they understand, that the parents have the sole authority to decide on the composition of the council.
 - e. All parent candidates for the council shall be nominated by migrant parents.
 - f. All community candidates shall be nominated by the migrant parents.
 - g. All non-parent candidates shall be nominated by the groups they represent (i.e., teachers by teachers, administrators by administrators, other school personnel by other school personnel, and pupils by pupils.
 - h. Each parent advisory council shall hold meetings on a regular basis during the operation of the regular program, but not less than six times during the year.
 - i. At least two-thirds of the members of each parent advisory council shall be the parents of migrant children. (EC 54444.1[d] and 54444.2)
 - j. All requirements be met for the State Parent Advisory Council (Title 5 of the California *Code of Regulations* (5 CCR) sections 12030–12040).

13. All other responsibilities required under other state and federal laws and regulations. (EC 54444.1 and 54444.4) 20 USC 6394[c][3])

Direct Funded Districts

14. A biennial vote (every other year) by the parent advisory council (PAC) of a directly funded district, to approve the participation of that district in the directly funded program, including the approval of a majority of the members who are the parents of migrant children. (EC 54444.1[c])
15. Operating agencies agree to provide each member of an appropriate advisory council, upon request, with a copy of all applicable state and federal laws, regulations, guidelines, audit reports, monitoring reports, and evaluation reports. (EC 54444.2[a][3])
16. Operating agencies agree to offer training programs to members of appropriate advisory councils to enable them to carry out their responsibilities. Training programs shall be developed in consultation with the members and include as appropriate, materials and sessions in a language understandable to each member. (EC 54444.2[a][4] and 54444.4[c][4])
17. Operating agencies agree to provide information regarding the MEP to parents and guardians of migrant children. (EC 5444.4 [b][2])

Evaluation Reports

18. Operating agencies agree to submit evaluation reports, including information on pupil progress, overall program effectiveness, and quality control as required by state and federal laws and U.S. Department of Education directives. (EC 54443.1[g])

Fiscal Procedures

19. Operating agencies agree to adhere to fiscal procedures and submit fiscal reports as required by the California Department of Education. (EC 54444.1[A][5])

Name of Applicant: Davis Joint Unified School District

Region/District: Davis Joint Unified School District

Printed Name of Authorized Representative: Bruce E. Colby, Chief Business Officer

Signature:  _____

Date: 4-25-19

Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR) Part 84, Subpart F*, for grantees, as defined at 34 *CFR Part 84, Sections 84.105 and 84.110*

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law

enforcement, or other appropriate agency

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Grantee must ensure all such site(s) are identified.

Place of Performance (street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

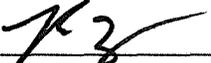
- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Davis Joint Unified School District

Name of Program: Migrant Ed.- Summer Scholar Program

Printed Name and Title of Authorized Representative: Bruce E. Colby, Chief Business Officer

Signature:  Date: 4/24/15

CDE-100DF (May-2007) - California Department of Education

Questions: **Funding Master Plan** | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Wednesday, October 17, 2018



Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 Code of Federal Regulations (CFR) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Lobbying Activities" (DOC), in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Davis Joint Unified School District

Name of Program: Migrant Ed. - Summer Scholar Program

Printed Name and Title of Authorized Representative: Bruce E. Colby, Chief Business Officer

Signature:  Date: 4/24/19



Disclosure of Lobbying Activities Instructions

Instructions and standard form required for lobbying activities related to federal grants.

Form

[Standard Form LLL \(DOC\)](#)

Standard form for disclosure ed80-013..

Instructions

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action. (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Printed Name and Title of Authorized Representative: Bruce E. Colby- Chief Business Officer

Signature:  Date: 4/19/2019

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Monday, April 23, 2018

Migrant Education Plan

Davis JUSD MEP 2019-20

July 1, 2019 - June 30, 2020

SECTION 1. GENERAL INFORMATION

Short Description: Davis JUSD MEP 2019-20
Subgrantee Type: District with a MOU
Region: 2 - Butte County Office of Education
County: Yolo
District: Davis Joint Unified
Performance Period Allocation (85%): \$ 60,425
Carryover: \$ 0
Student Leadership: \$ 0
School Readiness Amount: \$ 0
Family Biliteracy Grant Extension: \$ 0
Speech and Debate: \$ 0
Regional Parent Conference: \$ 0
Other: \$ 0
Total Amount Allocated: \$ 60,425

Who is the subgrantee contact?
Name: Ricardo Perez
Title: Director of Engli
Phone: (530) 757-5300
Fax:
Email: rperez@djUSD.net

SECTION 2. ALLOCATION & STUDENT PROFILE

District	Type	Allocation	Student	
			PFS	Non-PF
Davis Joint Unified	MOU	\$60,425	47	
		0-2yrs	0	
		3-5yrs	0	
		K	5	
		1	2	
		2	9	
		3	3	
		4	5	
		5	2	
		6	3	
		7	3	
		8	8	
		9	1	
10	1			
11	0			
12	0			

District	Type	Allocation	Student	
			PFS	Non-PF
		Out of School Youth	5	
		Ungraded	0	
		Parent/Guardian	0	

Section 9. Regular School Year

1. Migrant Summer Scholar Program

Provide an overview description of your service/allowable activity.

Due to their migratory nature of migrant students moving in and out of the district for a large part of the academic school year, there is a need to provide additional academic opportunities in order to address significant academic gaps. Our migrant students start their academic year in the beginning of April and continue until the end of October. The Davis Migrant Center is located approximately 10 miles outside the city limit of Davis and students require daily transportation. Transportation and safety is crucial and a bus Attendant is contracted in order to supervise students and insure safety and communication as the bus driver is not always bilingual. Academic gaps most present themselves in the area of language arts and math, To address these gaps targeted instruction in reading, math and English Language Development are the focus areas of the Migrant Summer Scholar Program. Music instruction and robotics are added components of the program structure in order to increase student engagement and provide enrichment opportunities. Migrant Summer Scholar Program staff will provide an intensive six-week summer program at Marguerite Montgomery Elementary focused on language arts, math and integrated English Language Development through science and a robotics program K-6th grade. The level of instruction will be at students' identified instructional level based on pre-assessments administered by the Assessment Teacher. The Assessment Teacher will also coach staff on analyzing assessment data in order to modify instruction and regroup students based on needs. Furthermore, the Assessment Teacher will administer post-assessments to measure and record student growth. The administrator and staff analyze this data, measure student growth and program effectiveness in order to evaluate instruction and program effectiveness. In order to connect the learning in the classroom to real-life examples, students will attend two academic excursions. Since Life Sciences will be the focus of ELD/Science units all students will have two culminating academic excursion activities that include the CA Railroad Museum and the Academy of Science in San Francisco.

All lessons of study within the program will be of cultural relevance to migrant students and responsive to their needs. The materials and literature will be reflective and inclusive of their cultures and experiences. This spring, staff attended the California Association for Bilingual Educators (CABE) conference in search of reading materials and pedagogical approaches to better target the needs of English Learners. The music program is also critical

curricular component in building cultural awareness and pride. Appreciation of music and interest in joining music and band during the regular school-year especially 4th-6th graders who learn to play violin and are able to join our Mariachi Puente Youth Group.

At the conclusion of Migrant Scholar Program at the end of July, all Migrant students Kinder-6th grade will participate in culminating music performance put on by staff and students in order to share with parents what they learned.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

- SSDP Focus Area: English Language Arts
- SSDP Focus Area: Mathematics
- SSDP Focus Area: English Language Development
- SSDP Focus Area: High School Graduation/Dropout
- SSDP Focus Area: Out of School Youth
- SSDP Focus Area: Parent and Family Engagement

CSD Focus Area: Student Engagement

Other
Robotics

When will the service/allowable activity be provided?

After School
 Before School

Saturday
 Other:
Summer

Where would the service/allowable activity be provided?

Home-based
 Site/Center-based

District-wide
 Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Marguerite Montgomery Elementary

What is the need for this service/allowable activity based on the data?

An average of 18% of Migrant students in Davis Joint Unified School District (DJUSD) in grades 3rd-12th scored standards met on the California Assessment of Student Performance and Progress (CAASPP) in English language arts. In math, an average of 18% of Migrant students scored standards met on CAASPP. The overall achievement gap between migratory and non migratory students is 51% in both ELA and Math. Through the

creation of innovative programs that focus on academic, social, and emotional learning the EOCED staff will close this opportunity and achievement gap.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The key skills that the students will learn are the higher order thinking skills that are part of the Graduate Profile. Every student in Davis Joint Unified School District will be developing the following competencies :

- Critical Thinking and Problem Solving
- Adaptability and Resilience
- Collaboration
- Communication
- Civic and Cultural Awareness
- Creativity and Innovation

These skills and competencies will be developed and integrated into core curriculum lessons and activities as well as through enrichment activities such as music and robotics.

Student/teacher ratio:

A total of four combination classes clustered kinder-1st, 2nd -3rd, 4th-5th and 6th will support all migrant students. Student to teacher ratio on average will be 15 to 1. A total of four teachers will provide direct and group instruction in the clustered classes in the area of English Language arts, Math, Integrated Science and ELD.

Instructional strategies:

Instructional strategies will include supplementary English language arts support and direct instruction in reading and writing. The goal is to target students scoring below or near standard in order to gain proficiency in grade level standards (Principle Strategy 1.0). During reading block students will read a variety of non-fiction texts that build content learning and help develop reading comprehension. Students will also receive instruction on how to ask and answer questions to demonstrate understanding of a text.

Student grouping method:

Small group instruction and rotations will take place across K-6th grade. Blocks of instruction will be small-group rotations to target reading, writing, phonics and spelling using balanced literacy strategies in the SONDAY reading and writing program. Imagine Learning and MobyMax computer based programs will be utilized in order to allow for small group rotations and differentiation to happen.

How instruction will be differentiated:

Instruction will be differentiated through small group instruction in order to ensure that students receive reading, math and English language development support at their specific and instructional level. Computer based programs such as Imagine Learning and MobyMax will also be used to support students gain extra practice at their instructional level.

Other strategies besides the SSDP strategies identified for the focus areas:

Integrating science and English language development is another instructional area of focus in order to support language development as well as exposure to Next Generation Science Standards (NGSS). Physical science units using the Lawrence Hall of Science's Curriculum will focus on exposure to Sound and Light in grades 2-3rd,

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- ☑ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for students with targeted intervention for students who are scoring Below or Near Standard.
- ☑ **Strategy 1.1** - Provide migratory students with opportunities to read various types of expository texts (description, comparison, cause and effect, problem and solution).
- ☑ **Strategy 1.2** - Provide migratory students with opportunities to write within various contexts. Integrate instruction for one writing genre unit for program services as appropriate. For example, supplementary technology engineering and mathematics services should have a strong writing component focusing on writing.
- ☑ **Strategy 1.2a** - Provide students with a rubric that outlines the elements required by the genre to write an example and identifies what is needed for different levels of writing proficiency.
- ☑ **Strategy 1.3** - Provide training in writing instruction during staff development workshops to ensure that teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- ☑ **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures, problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or 2.
- ☑ **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- ☑ **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and communicating and reasoning in mathematics.

English Language Development

Strategies will be finalized once ELFAO initial and summative assessments become operational and data is available in 2018-19.

Student Engagement

- ✔ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component
- ✔ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ✔ **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

California Common Core State Standards are the foundation of teaching and learning and will be the focus of instruction. These standards will be supported through the use of the following programs to build lessons and supports:

- Benchmark Advance (district adopted)
- SONDAY System
- Lawrence Hall of Science's Curriculum

Service/ Allowable Activity Staff Development

What are the specific staff development activities?

Professional development on SONDAY System reading and writing program in order to effectively use program components and assessments to measure student progress over time.

California Association for Bilingual Education Conference March 20th -23rd 2019- Summer school teachers will attend this conference.

Professional development in the area of math to support standards-based lessons to improve math achievement

Professional Development on English Language Development standards and performance levels on new English Language Proficiency Assessments for California (ELPAC).

What dates approximately will the staff development take place?

Date

06/2019

Service/ Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

Students will increase in reading and writing proficiency in order to meet grade level Common Core State Standards in language arts and in math in order to close the achievement gap. Students will move from standards not met to standards met or exceeded on California Assessment of Student Performance and Progress (CAASPP).

Local Quantitative Measures and Performance Targets

Local Quantitative Measure **Local Performance Target**

Pre and Post Assessment

Pre and Post Assessments for Kinder-2nd grade on the SONDAY SYSTEM to measure Literacy/Phonemic Awareness foundational skills.

Pre and Post Assessments using Benchmark Advance Reading level of grades 3-6th measure reading fluency and comprehension skills.

Local Quantitative Measure**Local Performance Target**

Pre and Post Assessments using Math Moby Max in grades K-6th.

Local Qualitative Measures and Performance Targets**Local Qualitative Measure****Local Performance Target****Service/ Allowable Activity Migrant Students Served**

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	5	2	7
1	2	1	3
2	9	4	13
3	3	2	5
4	5	3	8
5	2	2	4
6	3	5	8
7	0	0	0
8	0	0	0
9	0	0	0

Grade	PFS	Non-PFS	Total
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	29	19	48

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes per Session
K - 6	48	07/01/2019 - 07/19/2019	13	
K - 6	48	06/22/2020 - 06/30/2020	7	

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Staff
Teacher	Certificated	
Assessments Teacher	Certificated	

Title	Classification	
		Staff
Music Teacher	Certificated	

Support Service Staffing: Identify the staff positions needed to provide support for the service above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	
		Staff
Bus Attendant	Classified	

Service/ Allowable Activity Budget Detail

Object Code	Description & Itemization of costs
1100 Teachers	ASSESSMENT TEACHER JULY 2019 (13 days of summer school x 5 hours day= 65 hours) + (5 Hours Training) = 70 Hours x \$45 per hour = \$3150
1100 Teachers	Assessment TEACHER JUNE 2020 (7 days of summer school x 5 hours per day= 35 hours) + (5 Hours Training) =40 Hours x \$45 per hour = \$1800
1100 Teachers	MUSIC TEACHER JULY 2019 (13 days of summer school x 5 hours per day hours) + (5 Hours Training) = 70 Hours x \$45 per hour = \$3150
1100 Teachers	MUSIC TEACHER JUNE 2020 (7 days of summer school x 5 hours per day= hours) + (5 Hours Training) =40 Hours x \$45 per hour = \$1800
1100 Teachers	PROFESSIONAL DEVELOPMENT for Teachers and Assessment Teacher 5 Teachers x 9 Hours total= 45 hours @ \$45.00 = 2025.00;
1100 Teachers	TEACHERS JULY 2019 (13 days of summer school x 6 hours per day = 78

Object Code	Description & Itemization of costs
	Hours) + (5 hours extra training) = 83 hours x \$45 per hour= \$3735 per tea \$3735 x 4 teachers= \$14940
1100 Teachers	TEACHERS JUNE 2020 (7 days of summer school x 6 hours per day = 42 Hours) + (5 hours extra training) = 47 hours x \$45 per hour= \$2115 per tea \$2115 x 4 teachers= \$8460;
2900 Other Classified Salaries	July 2019- Bus Attendant: 13 days x 5.5 Hours = 71.50 hours x \$16.24 = \$1161.00
2900 Other Classified Salaries	June 2020 Bus Attendant 7 days x 5.5 Hours =38.50 hours x \$16.24 = \$625.00
3000 Employee Benefits	JULY 2019 TEACHERS \$3735 @ 18.92% = \$706.65; 4 Teachers x \$706.65 = \$2826.60 MUSIC TEACHER \$3050 @ 18.92% = \$595.57 ASSESSMENT TEACHER \$3050 @ 18.92% = \$595.57 BUS ATTENDANT \$1161 @ 26.9% = \$310.30
3000 Employee Benefits	JUNE 2020 TEACHERS \$2115 @ 19.74% = \$417.50; 4 Teachers x \$417.50 = \$1670 MUSIC TEACHER \$1800 @ 19.74% = \$355.31 ASSESSMENT TEACHER \$1800 @ 19.74% = \$355.31 PROF.DEVELOPMENT All Teacher \$2025 @ 19.74% = \$399.72 BUS ATTENDANT \$625 @ 29.54% = \$184.6
4300 Materials & Supplies	4 Classroom teacher \$500 each= \$2,000 Assessment Teacher \$650.00 Bus Attendant \$31.00
5800 Prof/Cons/Serv & Operating Exp.	JULY 2019 Bus Transportation (July 1-19); 13 Days x \$625 = \$7,140.00
5800 Prof/Cons/Serv & Operating Exp.	JULY 2019- Educational Excursions to California Academy of Sciences in San Francisco (July 19, 2019) at \$1200. Total cost for transportation= \$1200
5800 Prof/Cons/Serv & Operating Exp.	JUNE 2020 Bus Transportation (June 22-30); 07 days x \$625 = \$4375
5800 Prof/Cons/Serv & Operating Exp.	JUNE 2020 Educational Excursions to Sacramento Railroad Museum (June 19, 2019) \$625.00

Object Code

Description & Itemization of costs

T

SECTION 7. SCHOOL READINESS REGULAR SCHOOL YEAR

SECTION 9. Other Education, Health, Nutrition, and Social Services

Section 10. Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the year.

Eligible migrant students will be identified and recruited in a proper and timely manner.

To qualify for the Migrant Education Program, a child is considered "migratory" if his or her parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries or the child is actually a migratory youth (OSY) who works in agricultural, dairy, lumber, or fishing industries. In addition, the youth or family must have made a qualifying move during the past three years. A qualifying move can range from moving across school districts or from one state to another for the purpose of finding temporary or seasonal employment. The eligibility for the MEP is three years from the date of the last move, and eligibility is established through an interview conducted by a migrant education recruiter who visits the home, employment, or other community locations.

I & R Program Overview

Provide an overview of your organizational structure, including the activities and personnel that are administered by you and the activities and personnel that are administered by subgrantees through a DSA or MOU if applicable.

I & R Quality Control Plan

Provide a copy of the Region's I & R Quality Control Plan as a separate document to the application. *The Region's Plan is modeled after the States Quality Control Plan; however, the States Plan may not be substituted in lieu of the Region's Plan.*

Title	File Name
-------	-----------

DISTRICT STAFF ROLES IN THE I&R Quality Control Process

What are the roles and responsibilities of your I&R staff members within the region's or district's quality co

Describe how you will utilize I&R staff to identify and recruit eligible migrant students; include the commun school-based activities.

Local Community

What are the characteristics of the community in your local recruiting area?

Migration Pattern Adjustment

What strategies will your I&R staff employ to look for families outside the traditional locales? In some com migration patterns are well established and recruiters know where migrant families and youths live; howev employment, and housing patterns change over time.

Regional I & R Coordination

How will your I&R staff coordinate recruitment activities with local districts to create effective recruitment p do you ensure that recruitment efforts are robust without being duplicative?

Recruitment Activities

Provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations equivalent to that they spend performing I&R activities, and how and where the recruiting is carried out.

Type	Recruiters	FTE	Description
------	------------	-----	-------------

I & R Staff

Please provide the number of staff in each I&R supervisory and control staff position, the full-time equivalent spend performing I&R activities, and the specific tasks carried out in each position. (Note: the budget for I part of the Administration section of this application.)

Title	Number of		Description
	Staff	FTE	

I & R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs
-------------	------------------------------------

SECTION 11. PARENT ADVISORY COUNCIL

Explain how parents and community members are recruited and selected for membership in the PAC. Provide timelines to ensure PAC compliance with State regulations.

Describe the PAC involvement in the review of the Needs Assessment, planning, and development of the reapplication, implementation of services provided to students, and program evaluation.

What are the specific staff development activities planned based on local data? What are the expected outcomes?

What are the specific PAC member development activities to meet the need? Include dates, vendors, or projects applicable.

Topics for PAC and Staff Development Activities

- Review key provisions of Title I Part, C ESSA (New)

Identifying local needs of migratory students and parents: data analysis and assessment needs.

Meeting engagement, management and facilitation (applicable, such as Greene Act)

Instructional strategies for use with parent groups

Leadership workshops

Other

PAC Members

Include a list of PAC member's names.

District/ School	First Name	Last Name	Mig
Davis Joint Unified School District	Veronica	Sanchez	
Davis Joint Unified School District	Eloisa	Lara	
Davis Joint Unified School District	Esther	Chavez	

PAC Staffing

What migrant funded training will support PAC activities.

Title	Classification
-------	----------------

PAC Budget

What is the specific budget for PAC activities? (Costs related to SPAC conference are not included in this section)

Object Code	Description & Itemization of costs
-------------	------------------------------------

--	--

SECTION 13. Administration. Staffing Plan

Indirect Cost Charges

Approved Indirect Rate 0.00 %

Place a checkmark next to services rendered by indirect cost charges

- | | |
|--|--|
| <input checked="" type="checkbox"/> Accounting and budgeting | <input type="checkbox"/> Communications |
| <input checked="" type="checkbox"/> Payroll preparation | <input checked="" type="checkbox"/> Technology support |
| <input checked="" type="checkbox"/> Personnel management | <input type="checkbox"/> Other: (List Below) |
| <input checked="" type="checkbox"/> Purchasing | |
| <input checked="" type="checkbox"/> Data Processing | |
| <input type="checkbox"/> Warehousing | |
| <input type="checkbox"/> Facilities | |
| <input checked="" type="checkbox"/> Maintenance | |

I certify that the business office was consulted to determine indirect cost charged items.

Administration Staffing Plan

Personnel Needed to Administer ALL Services Described in the Application

Identify personnel needed to administer all services. A MEP administrator is a professional staff member, c

teacher or counselor. A MEP administrator may have administrative duties, such as a project director or PE. Generally, if the personnel are MEP funded professional staff, not paraprofessionals, and they perform MEP duties, then the LEA may consider them as MEP administrators in their job classifications. (See fiscal handbook)

Title	Type(s)	Classification	State
-------	---------	----------------	-------

Administration Budget Detail

Please identify all costs related to administration of all services of the MEP for the Regular School Year, Surplus. For each line item, refer to and use the object codes provided in the instructions.

SECTION 14. Legal Assurances & Certifications

<https://www.cde.ca.gov/fg/fo/r28/documents/legalassurance1920.docx>

Upload signed Legal Assurances

Title	File Name	La
General Assurance Form	General_Assurances_2018-19_-_Funding_Tools_&_Materials_(CA_Dept_of_Education).pdf	04

Migrant Education Program Inventory list

Title	File Name	La
Device Inventory	Device_Inventory.pdf	04

Official Job duty statements from the local Human Resources office for all MEP staff

Title	File Name	La
Assessment Teacher	Assessment_Teacher_.pdf	04
Bus Attendant	Bus_Attendant_.pdf	04
Classroom Teacher	classroom_teacher.pdf	04
Music Teacher	Music_teacher.pdf	04

Per the Migrant Data Security Guidance Letter released on May 12, 2016, the California Department of Education (CDE) Office (MEO) is requesting from the Migrant Education Program (MEP) subgrantees the current Data Device Inventory info devices purchased with migrant funds.

The migrant program will upload the migrant data device inventory, updated for the current fiscal year, if applicable.

If migrant fund was used to purchase data devices that are used to access, store, and/or process student personally ident

inventory in the template provided by the state Migrant Education Office via the link in orange color. This inventory must contain data devices, including those from the DSAs and MOUs.

For a DSA/MOU district, the migrant program must upload the latest migrant device inventory in the template provided by the Migrant Education Office via the link in orange color. This district level migrant data device inventory may be filed by the regional office or the district office. The district may consult with the regional office for inventory completion guidance.

Inventory Template

Migrant Data Device Inventory

Title	File Name
-------	-----------

Organizational Chart of Migrant Education

Title	File Name	Last Modified
Organizational Chart 2019-20	Organizational_Chart.pdf	04/11/2019 10:04:00 AM

Migrant Education Program Summer Waiver Request Form

Summer Waivers

Title	File Name
-------	-----------

Cover Page

The cover page is created when the plan is approved.

Once it is created, the plan creator uploads the cover page signed by the Superintendent or Designee and Parent Council Representative.

Finally, the Migrant Education Program Director or Designee signs the cover page and this final version is uploaded.

Download current cover page.

Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin
1000-1999 Certificated Personnel Salaries			
1100	Teachers	\$35,325	\$0
1200	Pupil Support Services	\$0	\$0
1300	Supervisor/Administrators	\$0	\$0
1900	Other Certificated Salaries	\$0	\$0
	Subtotal 1000-1999	\$35,325	\$0
2000-2999 Classified Salaries			
2100	Instructional Aides	\$0	\$0
2200	Support Services Salaries	\$0	\$0
2300	Supervisor/Administrators	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$0
2900	Other Classified Salaries	\$1,786	\$0
	Subtotal 2000-2999	\$1,786	\$0
3000-3999 Benefits			
3000	Employee Benefits	\$7,293	\$0
3100	Other Benefits	\$0	\$0

Object Code	Description	Amount Service & Activity	Amount Admin
3200	Other Classified Benefits	\$0	\$0
3300	Other Benefits	\$0	\$0
3400	Other Benefits	\$0	\$0
3500	Other Benefits	\$0	\$0
3600	Other Benefits	\$0	\$0
3700	Other Benefits	\$0	\$0
3800	Other Benefits	\$0	\$0
3900	Other Benefits	\$0	\$0
	Subtotal 3000-3999	\$7,293	\$0
4000-4999 Books and Supplies			
4100	Textbooks Curricula Materials	\$0	\$0
4200	Books & Reference Materials	\$0	\$0
4300	Materials & Supplies	\$2,681	\$0
4400	Noncapitalized Equipment	\$0	\$0
4700	Food	\$0	\$0
	Subtotal 4000-4999	\$2,681	\$0
5000-5999 Services and Other Operating Expenditures			
5100	Subagreements for Services	\$0	\$0

Object Code	Description	Amount Service & Activity	Amount Admin
5200	Travel & Conferences	\$0	\$0
5300	Dues & Memberships	\$0	\$0
5400	Insurance	\$0	\$0
5500	Operations & Housekeeping Services	\$0	\$0
5600	Rentals, Leases, Repairs & Noncap Imp	\$0	\$0
5700	Transfers of Direct Costs	\$0	\$0
5800	Prof/Cons/Serv & Operating Exp.	\$13,340	\$0
5900	Communications	\$0	\$0
	Subtotal 5000-5999	\$13,340	\$0
6000-6999 Capital Outlay			
6000	Capital Outlay	\$0	\$0
6100	Other Capital Outlay	\$0	\$0
6200	Other Capital Outlay	\$0	\$0
6300	Other Capital Outlay	\$0	\$0
6400	Other Capital Outlay	\$0	\$0
6500	Other Capital Outlay	\$0	\$0
6600	Other Capital Outlay	\$0	\$0
6700	Other Capital Outlay	\$0	\$0

Object Code	Description	Amount Service & Activity	Amount Admin
6800	Other Capital Outlay	\$0	\$0
6900	Other Capital Outlay	\$0	\$0
Subtotal 6000-6999		\$0	\$0
SUB-TOTAL		\$60,425	\$0
7000 Indirect Cost			
7000	Indirect Cost	\$0	\$0
7300	Indirect on District Subagreements	\$0	\$0
TOTAL		\$60,425	\$0

Section 14: Legal Assurances & Certifications

Legal Assurances

General Assurance Form



General Assurances 2018-19

General Assurances and Certifications required for grants supported by state or federal funds in 2018-19

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 114-95 §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians,

district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)

12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846, PL 114-95, §8306(a)(7); 20 USC §6318; PL 114-95, §1116(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320; PL 114-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))
18. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as

defined at 34 CFR Part 84, Sections 84.105 and 84.110.

27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.
28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management .

Questions: Education Data Office | conappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Friday, June 15, 2018

Section 14: Legal Assurances & Certifications

Inventory List

Device Inventory



DJUSD

DAVIS JOINT UNIFIED
SCHOOL DISTRICT

John A. Bowes, Ed. D.
Superintendent

526 B Street ♦ Davis, CA 95616 ♦ (530) 757-5300 ♦ FAX: (530) 757-5323 ♦ www.djUSD.net

Wednesday, April 17, 2019

To whom it may concern:

This letter is to inform you that Davis Joint Unified School District has not and will not purchase data devices that are used to access, store, and/or process student personally identifiable information in the amount of \$500 or more.

Yours truly,

A handwritten signature in black ink, appearing to read 'Ricardo Perez', is written above the typed name.

Ricardo Perez, Director
English Learner, Immersion,
& World Language Programs
(530) 757-5300 ext. 190

Section 14: Legal Assurances & Certifications

Job Duty Statements

Assessment Teacher

DAVIS JOINT UNIFIED SCHOOL DISTRICT
ASSESSMENT TEACHER

DEFINITION

Under direction, to plan, carry out and evaluate instructional activities, as appropriate, for students in a subject, group of subjects, or grade.

DUTIES AND RESPONSIBILITIES

1. Administers pre and post assessments to students and provides coaching for teachers on how to analyze data in order to adjust instruction and group students based on needed intervention.
2. Assumes responsibility for the care, discipline and instruction of pupils and for all pupils of the school outside of class hours as assigned.
3. Teaches in accordance with the abilities and achievements of the pupils assigned in his or her classes, and in conformance with the district philosophy, goals and objectives as expressed in the Board's adopted courses of study.
4. Enforces all rules governing the conduct of pupils, which may be prescribed by law, by the Board, the superintendent, or the principal.
5. Maintains hygienic conditions and practices in the classroom as they may affect the health of the pupils and shall report promptly to the principal any accident or illness.
6. Uses the grading system or other means of reporting pupil progress and evaluating pupil achievement that has been prescribed or approved, reports to the parents, either by personal interview or written form, as directed.
7. Participates in the preparation and execution of the teacher evaluation agreement as adopted by the Board.
8. Acts and speaks with the highest ethical standards of the profession in her relationships with parents, pupils and colleagues.
9. Endeavors to grow professionally through knowing pupils, parents, and community.
10. Cooperates in in-service education committee work, and utilizes supervisory and auxiliary services provided by the school district and the community.
11. Endeavors to keep informed concerning new developments in the field of education and particularly in her specific field.

12. Requisitions, cares for, and protects school property and uses efficiently school supplies and equipment.
13. Keeps the principal informed concerning matters affecting school policies and the educational program.
14. Attends regularly meetings called or authorized by the principal or superintendent.
15. Keeps all records requested for educational inventory, and business accounting, and follows established attendance procedures regarding pupil absences.

MINIMUM QUALIFICATIONS

1. Credential: Valid California Teaching Credential authorizing service for the assigned subject(s) and/or class.
2. Education: Bachelor's degree, including all courses needed to meet the credential requirements.
3. Experience: Practice teaching and/or necessary teaching experience to meet credential requirements.
4. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

Section 14: Legal Assurances & Certifications

Job Duty Statements

Bus Attendant

DAVIS JOINT UNIFIED SCHOOL DISTRICT
BUS ATTENDANT

DEFINITION

Under direction, to supervise students on the bus en route to school or from school.

DUTIES AND RESPONSIBILITIES

1. Uses bus attendance sheets as a means of reporting pupils on board the bus that has been prescribed or approved and reports to administration, as directed.
2. Assumes responsibility for the care and safety of pupils on the bus, and reports to administration discipline issues of pupils
3. Enforces all bus rules and regulations governing the conduct of pupils, which may be prescribed by law, by the Board, the superintendent, or the principal.
4. Maintains hygienic conditions and practices in the bus as they may affect the health of the pupils and shall report promptly to administration any accident or illness.
5. Acts and speaks with the highest ethical standards of the profession in her relationships with parents, pupils and colleagues.
6. Endeavors to grow professionally through knowing pupils, parents, and community.
7. Requisitions, cares for, and protects school property and uses efficiently school supplies and equipment.
8. Attends regularly meetings called or authorized by the administration or superintendent.

MINIMUM QUALIFICATIONS

1. Knowledge of: Bus rules and regulations and how to build positive rapport with students
2. Experience: Practice supervising students and follow through on reinforcing rules and regulations
3. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from previous supervisors or other professionals who have observed the personal characteristics, and supervision performance of the bus attendant.

Section 14: Legal Assurances & Certifications

Job Duty Statements

Classroom Teacher

DAVIS JOINT UNIFIED SCHOOL DISTRICT
CLASSROOM TEACHER

DEFINITION

Under direction, to plan, carry out and evaluate instructional activities, as appropriate, for students in a subject, group of subjects, or grade.

DUTIES AND RESPONSIBILITIES

1. Assumes responsibility for the care, discipline and instruction of pupils and for all pupils of the school outside of class hours as assigned.
2. Teaches in accordance with the abilities and achievements of the pupils assigned in his or her classes, and in conformance with the district philosophy, goals and objectives as expressed in the Board's adopted courses of study.
3. Enforces all rules governing the conduct of pupils, which may be prescribed by law, by the Board, the superintendent, or the principal.
4. Maintains hygienic conditions and practices in the classroom as they may affect the health of the pupils and shall report promptly to the principal any accident or illness.
5. Uses the grading system or other means of reporting pupil progress and evaluating pupil achievement that has been prescribed or approved, reports to the parents, either by personal interview or written form, as directed.
6. Participates in the preparation and execution of the teacher evaluation agreement as adopted by the Board.
7. Acts and speaks with the highest ethical standards of the profession in her relationships with parents, pupils and colleagues.
8. Endeavors to grow professionally through knowing pupils, parents, and community.
9. Cooperates in in-service education committee work, and utilizes supervisory and auxiliary services provided by the school district and the community.
10. Endeavors to keep informed concerning new developments in the field of education and particularly in her specific field.
11. Requisitions, cares for, and protects school property and uses efficiently school supplies and equipment.

12. Keeps the principal informed concerning matters affecting school policies and the educational program.
13. Attends regularly meetings called or authorized by the principal or superintendent.
14. Keeps all records requested for educational inventory, and business accounting, and follows established attendance procedures regarding pupil absences.

MINIMUM QUALIFICATIONS

1. Credential: Valid California Teaching Credential authorizing service for the assigned subject(s) and/or class.
2. Education: Bachelor's degree, including all courses needed to meet the credential requirements.
3. Experience: Practice teaching and/or necessary teaching experience to meet credential requirements.
4. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

Section 14: Legal Assurances & Certifications

Job Duty Statements

Music Teacher

DAVIS JOINT UNIFIED SCHOOL DISTRICT
MUSIC TEACHER

DEFINITION

Under direction, to plan, carry out and evaluate instructional activities, as appropriate, for students in a subject, group of subjects, or grade.

DUTIES AND RESPONSIBILITIES

1. Assumes responsibility for the care, discipline and instruction of pupils and for all pupils of the school outside of class hours as assigned.
2. Teaches in accordance with the abilities and achievements of the pupils assigned in his or her classes, and in conformance with the district philosophy, goals and objectives as expressed in the Board's adopted courses of study.
3. Enforces all rules governing the conduct of pupils, which may be prescribed by law, by the Board, the superintendent, or the principal.
4. Maintains hygienic conditions and practices in the classroom as they may affect the health of the pupils and shall report promptly to the principal any accident or illness.
5. Uses the grading system or other means of reporting pupil progress and evaluating pupil achievement that has been prescribed or approved, reports to the parents, either by personal interview or written form, as directed.
6. Participates in the preparation and execution of the teacher evaluation agreement as adopted by the Board.
7. Acts and speaks with the highest ethical standards of the profession in her relationships with parents, pupils and colleagues.
8. Endeavors to grow professionally through knowing pupils, parents, and community.
9. Cooperates in in-service education committee work, and utilizes supervisory and auxiliary services provided by the school district and the community.
10. Endeavors to keep informed concerning new developments in the field of education and particularly in her specific field.
11. Requisitions, cares for, and protects school property and uses efficiently school supplies and equipment.

12. Keeps the principal informed concerning matters affecting school policies and the educational program.
13. Attends regularly meetings called or authorized by the principal or superintendent.
14. Keeps all records requested for educational inventory, and business accounting, and follows established attendance procedures regarding pupil absences.

MINIMUM QUALIFICATIONS

1. Credential: Valid California Teaching Credential authorizing service for the assigned subject(s) and/or class.
2. Education: Bachelor's degree, including all courses needed to meet the credential requirements.
3. Experience: Practice teaching and/or necessary teaching experience to meet credential requirements.
4. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

Section 14: Legal Assurances & Certifications
Organizational Chart

Organizational Chart 2019-20

MIGRANT ED. SUMMER SCHOLAR PROGRAM
Organizational Chart

Title	Name	Contact Information
Director of English Learner, Immersion & World Language Programs	Ricardo Perez	(530) 908-1381
Summer School Principal in charge	Amanda Zimmerman	(916) 300-5673
Teachers	Rocio Almanza	(530) 759-2100
	Jeff Nelson	(530) 759-2100
	Maria Cecilia Ortega	(530) 759-2100
	Maria Ayon	(530) 759-2100
Music Teacher	Xochitl Tafoya	(530) 759-2100
Assessment Teacher	Cristina Sandoval	(530) 759-2100
Bus Attendant	Edmy Aliaga-Figueroa	(209) 747-5021