



Print Application

Fund Allocations

ARAC

Prior to beginning the process of completing/inputting budgetary data, current year allocations or estimate allocations have been loaded into the Funding Allocations and ARAC table. This table will allow each applicant the ability to indicate how they wish to manage their funds.

Title I Part A (4010)

Allocation: \$108,119

Options: Accept

District/BOCES:

Prior Year Carryover: \$0

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

Title I Part D Delinquent (7010)

Allocation: \$0

Options:

District/BOCES:

Prior Year Carryover: \$0

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

Title II Part A Teacher Quality (4367)

Allocation: \$12,971

Options: Accept

District/BOCES:

Transfer Amount: \$0

Prior Year Carryover: \$0

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

Title II Part D Technology (4318)

Allocation: \$0

Options:

District/BOCES:

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

Title III Part A ELL (4365)

Allocation: \$1,321

Options: AssignTo

District/BOCES: 9055

Prior Year Carryover: \$0

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

Title III Part A Set Aside Immigrant (7365)

Allocation: \$0

Options:

District/BOCES:

Prior Year Carryover: \$0

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

Title III Immigrant Supplemental (6365)

Allocation: \$0

Prior Year Carryover: \$0

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

Title IV Part A Safe & Drug Free (4186)

Allocation: \$0

Options:

District/BOCES:

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

Title V Part A Innovative Programs (4298)

Allocation: \$0

Options:

District/BOCES:

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

Title VI Part B Rural & Low Income (7358)

Allocation: \$0

Options:

District/BOCES:

Prior Year Carryover: \$0

Funds Signed Over to this Application:

Total Signed Over Funds for this Grant: \$0

In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in the forthcoming application. The Board also certifies that all program and pertinent administrative requirements will be met. This includes the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirements. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act, that no policy of the local educational agency prevents, or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools, that all teachers in language instruction educational programs for limited English proficient children funded under Title III, Part A are fluent in English, and that the principal of each Title I school attests annually in writing as to whether such school is in compliance with the requirements of Section 1119(i)(1).

Further, by agreeing to the assignment of any NCLB Program funds to a BOCES/Consortium, the Board will provide relevant information and/or data as requested by the BOCES/Consortium in order for the BOCES/Consortium to fulfill its responsibilities related to the administration and accountability of these funds.

Contacts

District Contacts

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- Authorized Requestor
- Application Coordinator
- Application Fiscal Manager
- Title I-A
- Title I-A Homeless
- Title I-D
- Title II-A
- Title II-D
- Title III
- Title III-Immigrant SA
- Title IV-A
- Title V
- Title VI-B

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- Title I-D
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- Title I-A Homeless
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- Title II-A
- Title II-D
- Title III
- Title III-Immigrant SA
- Title IV-A
- Title V
- Title VI-B

LEA Profile

Indirect Cost Rate

Applicable Indirect Cost Rate: 7.5 %

0110 - SANGRE DE CRISTO RE-22J

Poverty Measure

Select the one poverty measure that the district will use to identify low income students at all schools.

- Free and Reduced Meal**
- Free and Reduced Meal & CEP**
- Free Lunch**
- TANF**
- Medicaid**
- US Census Data**

Assurance

- The LEA confirms that either no changes have been made to the poverty data, or if the district is using a measure other than the Student October reported free and reduced lunch data to calculate the poverty rate, it has edited the data for every school in the district.

Method for Serving Schools:

The method the district selects in the table below determines which schools are eligible for Title I funds. Select the method accordingly. Hovering over the "information" icon will provide criteria for the method.

If "Grade Span Grouping + District Wide Percentage," "Grade Span Grouping + Group Wide Percentage," or "Grade Span Grouping + 35% Rule" are selected, then select which grade span(s) are to be prioritized.

Error checks will occur later in the process to ensure that the method selected allows for the specific schools to be served with Title I funds.

- Total District Enrollment less than 1,000 ⓘ**
- One School Per Grade Span ⓘ**
- Percentages District Wide ⓘ**
- 35% Rule District Wide ⓘ**
- Grade Span Grouping + District Wide Percentage ⓘ**
 - Elementary** **Middle** **High**
- Grade Span Grouping + Group Wide Percentage ⓘ**
 - Elementary** **Middle** **High**
- Grade Span Grouping + 35% Rule ⓘ**
 - Elementary** **Middle** **High**

Revision Request Details

Provide an explanation of the desired revisions.

School Profiles

List of Schools (prepopulated - listed in order from highest poverty rate to lowest poverty rate.)

0110 - SANGRE DE CRISTO RE-22J

School	Student Data	Title I Designation	Additional Information	Options
0110 - 7630 - SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL EMH: M Grade Span: 6 - 8	Student Count: 70 Low Income Count: 41 Poverty Rate: 58.57 %	2015-2016: SW 2016-2017: SW Consolidated SW: No	SPF Plan Type: Performance Plan Providing SES: No Providing Choice: No	
0110 - 7626 - SANGRE DE CRISTO ELEMENTARY SCHOOL EMH: E Grade Span: K - 5	Student Count: 133 Low Income Count: 74 Poverty Rate: 55.64 %	2015-2016: SW 2016-2017: SW Consolidated SW: No	SPF Plan Type: Performance Plan Providing SES: No Providing Choice: No	
0110 - 7630 - SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL EMH: H Grade Span: 9 - 12	Student Count: 88 Low Income Count: 48 Poverty Rate: 54.55 %	2015-2016: SW 2016-2017: SW Consolidated SW: No	SPF Plan Type: Performance Plan Providing SES: No Providing Choice: No	

Revision Request Details

Provide an explanation of the desired revisions.

Assurances

GEPA Statement

Overview

Section 427 of the United States Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing and describing the activities that are occurring to meet this requirement. GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, LEAs should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity.

Describe and Accept

In the area provided below, describe the steps the LEA is taking to identify and overcome barriers that exist within the LEA related to gender, race, national origin, color, disability, or age. Please provide a clear and succinct description of how the LEA plans to address those barriers that are **applicable to the LEA's circumstances**. The description(s) provided should relate to the LEA's proposed program activities within the consolidated application.

In compliance with the US Department of Education's requirement for grant awards (P.L. 103-382), Sangre de Cristo RE 22J is providing this statement in reference to requirements for application of federal funds. It is the intent of Sangre de Cristo RE 22J to take steps to ensure equitable access to and participation in consolidated federal programs. The district is mindful of six types of barriers that can impede equitable access or participation: gender, race, national origin, disability, religion, or age.

Specifically, the district will take the following steps to ensure equity and participation, where applicable:

- The district will meet ADA requirements for access to classrooms and media centers supported through federal funding.
- The district will take steps to review the core academic materials to make sure they contain stories and illustrations that depict diversity in families, including race and national origin.
- The literacy coaches and literacy teams will reflect diversity in age, race, and gender.
- The literacy coaches and literacy teams will encourage participation by a broad spectrum of the community in literacy activities both in and out of school.
- The district will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.
- The district will provide brochures and other print media in Spanish to meet the needs of families.
- The district will provide IDEA-approved or recommended hardware, software, and assistive technology to support literacy among disabled students.
- The district will not use materials or strategies that promote or show disrespect to any religious group.

*Note: You **must** indicate that the LEA is taking steps to ensure equity and participation in federally funded programs by describing the steps the LEA is taking to remove existing barriers and accepting the terms of the statement below in order to complete the application.*

The LEA agrees to take these steps to ensure equitable access to and participation in consolidated federal programs.

Non-public Schools

Participating Non-public Schools

In order to ensure compliance regarding participation of non-public schools in federal programs, each LEA must maintain a record and report to the SEA written affirmation, signed by an official of each non-public school, that the consultation required to determine eligibility has occurred.

List all non-public schools in the district and indicate their level of participation using the key below. Use the "Add Non-public school" button to enter the name(s) of each non-public school in the LEA.

If a non-public school will participate in Title IA activities, additional information will be required. The LEA will need to select the Title I home school from the drop down box provided. Enter the number of low income students who attend the non-public school, but otherwise would have been enrolled in the Title I school. Finally, enter the number of non-public school students that will be served.

Non-public School	Non-public School Participating?	Date of Consultation	Title I-A Participation	Title II-A Participation	Title III Participation	Title VI-B Participation	2015-2016 ELL Participants	Options
No Non-public Schools Listed								

The LEA affirms that it has engaged in meaningful consultation and discussion with each of the nonpublic schools and institutions listed as required by section 9501(c) "Uniform Provisions" of P.L. 107-110 or does not have nonpublic schools within its boundaries.

Charter Schools

Verification of Consultation

It is the LEA's responsibility to ensure that "timely and meaningful information" is shared with charter schools so the charter school can make an informed decision about whether to apply to participate with the district in Federal Programs. This section is to ensure that information is disseminated in a timely and meaningful way. 34CFR 76.789(a)

Charter School	Timely and meaningful information was shared for the following programs:	Date of Consultation	Options
No Charter Schools Listed			

The LEA agrees to take these steps to ensure equitable access to and participation in consolidated federal programs.

Neglected Facilities

Verification of Consultation

It is the LEA's responsibility to ensure that "timely and meaningful information" is shared with Neglected Facilities so the Neglected Facility can make an informed decision about whether to apply to participate with the district in Federal Programs. This section is to ensure that information is disseminated in a timely and meaningful way. Section 1421 - 1425

The table below has been pre-populated with all the Neglected Facilities for which the department has record.

For neglected facilities that accept NCLB funds, the district will include each school's plan for use of funds within the appropriate budget line items under Title IA (Neglected set-aside). Districts will not be submitting individual neglected facility plans to CDE for 2016-2017. The electronic budget must reflect the activities for neglected facilities for 2016-2017.

Facility	# of hours being served per week in an education program	# of students being served per week as reported in October	2015-2016 Total Allocation	Facility being served	Options
No Neglected Facilities Listed					

The LEA agrees to take these steps to ensure equitable access to and participation in consolidated federal programs.

Delinquent Facilities (Title I-D, Subpart 2)

Participating Delinquent Facilities

List all delinquent facilities in the district that are participating in the use of Title I, Part D funds as demonstrated by the submission of the Annual Count of Children. Use the "Add Delinquent Facility" button to enter the name(s) of each participating delinquent facility.

For delinquent facilities that accept Title I, Part D, NCLB funds, the district will include each facility's plan for use of funds within the appropriate budget line items for Title ID, Delinquent. Districts will not be submitting individual facility plans to CDE for 2016-2017. The electronic budget must reflect the activities for delinquent facilities for 2016-2017.

Facility	# of hours being served per week in an education program	# of students being served per week as reported in October	2015-2016 Total Allocation	Facility being served	Options
No Delinquent Facilities Listed					

Read the following assurance and check the box to indicate the LEA's understanding of and intent to comply with all program requirements.

In order for Title I, Part D to operate effectively, the LEA and facility must establish lines of communication and a working relationship to gather required programmatic information and data for reporting and evaluation purposes. Specifically, the facility will be required to submit data for the August CSPR collection and the October Annual Neglected and Delinquent Count. It is the responsibility of the LEA to put mechanisms in place with the facility(s) to gather and report this data, as well as compliance with all other programmatic requirements.

By clicking this assurance LEAs acknowledge the requirements associated with these funds or that the LEA is not eligible for the funds.

Title I Part A - Homeless And Migrant Statements

The McKinney-Vento program (Title X-C) is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, the State must ensure that each homeless student has equal access to the same free, appropriate public education as other children and youth. Homeless students should have access to educational and other services needed to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and LEA's are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

An LEA receiving Title I, Part A funds must include in its local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to homeless children.

The Migrant Education Program, Title 1, Part C of the ESEA supports high quality and comprehensive educational programs and services for migratory children, who often face academic and social challenges due to the disruption of frequent mobility. The Migrant Education Program's purpose is to ensure that migratory children receive equitable and appropriate educational and support services that address their individual needs in a coordinated and efficient manner. In order to achieve its purpose, the State oversees, provides training and services, and funds five regional Migrant Education Programs. These regional programs work with school districts and the community to identify and serve migratory students. The coordination of goals, training, collaboration and effort between the state and regions provides the continuity and efficiency that furthers the goal of post-secondary and workforce readiness for migrant students. § 1112(b)(1)(E)(ii).

Check each box below to demonstrate LEA's compliance with the requirements for the districts Homeless and Migrant population.

The LEA has a process to identify students who may be experiencing homelessness. [Title X, Section 722(g)(6)(C)]

The LEA has a plan to provide educational and other services to homeless children who do not attend Title I schools. [Title I, Section 1112(1)(C); 1112(b)(3)(A)]

The LEA has a plan that ensures flexibility and access to preschool, after school and other related services for homeless and highly mobile students. [Title X, Section 722(f)(1)]

The LEA has trained administrators on the definition of homelessness and their responsibilities under [Title X, Sec. 722(g)(6)(B)].

The LEA has a plan that ensures that migratory and formerly migratory children are identified to receive services on the same basis as other children. [Title I, Section 1112(b)(1)(J)]

Use of Title IA Funds

Title IA General Information

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments and close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers. § 1001, 115 Stat. at 1439-40.

Title IA funds can be used for the following activities:

- Schoolwide program activities
- Targeted Assistance programs activities
- Supplemental Educational Services (SES)
- Public School Choice
- Priority Performance Challenge (PPC) Set Aside
 - Only for districts accredited with a Priority Improvement or Turnaround Plan
- Direct administration costs
- Parent Involvement Set Aside
 - Only for districts with a Title I, Part A allocation of \$500,000 or greater
- Homeless set aside
 - All districts must budget at least \$50 for this set-aside
- Non-public participation
- Preschool
- Family Literacy
- District Managed Activity
- Neglected Facilities
- Highly Qualified

Set-Asides

Districts may be required to allocate funds for specific activities based on district or school accreditation plan types and/or allocation amount.

(All neglected facilities served by the LEA should be budgeted under Title IA)

Title IA Budget Items

Use the table below to budget activities paid with any ESEA funds in support of the Title I program.

ID Ref	Strategy	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source	Amount	Options
5595	Strategy 1	Interventionists will provide research-based reading supports using a flooding model, differentiation, and individual and small-group instruction at the elementary level.	0110 - 7626 - SANGRE DE CRISTO ELEMENTARY SCHOOL	Instructional Program (0010-2000)	0100 Salary	206 Interventionist, English Language Arts	1.35	Title I-A - (4010)	\$41,025.00	
<p>↑ Revision Request: Needs of elementary higher than previously realized</p>										
5596	Strategy 1	Interventionists will provide research-based reading supports using a flooding model, differentiation, and individual and small-group instruction at the elementary level.	0110 - 7626 - SANGRE DE CRISTO ELEMENTARY SCHOOL	Instructional Program (0010-2000)	0200 Benefits	206 Interventionist, English Language Arts		Title I-A - (4010)	\$14,036.00	
<p>↑ Revision Request: Elementary students required more intervention time than previously realized</p>										
5606	Strategy 1	Interventionists will provide research-based reading supports using a flooding model, differentiation, and individual and small-group instruction at the middle school level.	0110 - 7630 - SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL	Instructional Program (0010-2000)	0100 Salary	206 Interventionist, English Language Arts	0.60	Title I-A - (4010)	\$30,102.00	
<p>↑ Revision Request: More intervention time required at middle school level than previously realized</p>										
5607	Strategy 1	Interventionists will provide research-based reading supports using a flooding model, differentiation, and individual and small-group instruction at the middle school level.	0110 - 7630 - SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL	Instructional Program (0010-2000)	0200 Benefits	206 Interventionist, English Language Arts		Title I-A - (4010)	\$9,830.00	
<p>↑ Revision Request: Increased due to additional intervention time required at middle school level</p>										
5609	Strategy 1	Interventionists will provide research-based reading supports using a flooding model, differentiation, and individual and small-group instruction at the high school level.	0110 - 7630 - SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL	Instructional Program (0010-2000)	0200 Benefits	206 Interventionist, English Language Arts		Title I-A - (4010)	\$820.00	

<p>↑ Revision Request: Due to decrease in intervention time allowed for high school level, cost of benefits is lower</p>									
5612	Strategy 1	Interventionists will provide research-based math supports using differentiation and individual and small-group instruction at the elementary level.	0110 - 7626 - SANGRE DE CRISTO ELEMENTARY SCHOOL	Instructional Program (0010-2000)	0100 Salary	206 Interventionist,Math	0.10	Title I-A - (4010)	\$918.00
<p>↑ Revision Request: Time given to Math interventions are less than previously planned</p>									
5613	Strategy 1	Interventionists will provide research-based math supports using differentiation and individual and small-group instruction at the elementary level.	0110 - 7626 - SANGRE DE CRISTO ELEMENTARY SCHOOL	Instructional Program (0010-2000)	0200 Benefits	206 Interventionist,Math		Title I-A - (4010)	\$354.00
<p>↑ Revision Request: Due to decrease in interventionist time, benefit cost is decreased</p>									
5624	Strategy 8	Counselor will work with cooperation of teachers to identify homeless students and provide these students with supplies necessary to access their education.	0110 - 0110 - District Level - SANGRE DE CRISTO RE-22J	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Title I-A Eligible Homeless Children Set Aside - (9202)	\$50.00
5660	Strategy 3	Parents will continue to be encouraged to participate in their child(ren)'s education through opportunities to volunteer during the school day and at after-school activities, as well as learning about educational/intervention strategies through parent education evenings, parent/teacher conferences, RtI meetings, and math and literacy activities. In addition, parents are encouraged to join the District Accountability Committee, the Parent/Teacher Organization, and attend regional parent educational institutes.	0110 - 0110 - District Level - SANGRE DE CRISTO RE-22J	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0800 Other			Title I-A Parental Activities District Set Aside - (9212)	\$1,081.00
5663	Strategy 1	Educational supplies will be utilized for staff to assist with instruction in the form of leveled readers, math recovery materials, software, online subscriptions, post-it notes, index cards, dry-erase markers and boards, timers, paper, printing and copy supplies, graphic organizers, and teacher supplies.	0110 - 0110 - District Level - SANGRE DE CRISTO RE-22J	Instructional Program (0010-2000)	0600 Supplies			Title I-A - (4010)	\$195.00
<p>↑ Revision Request: Decrease in allocation of funds requires decrease in supplies expense</p>									
10661	Strategy 1	Interventionists will provide research-based reading supports using a flooding model, differentiation, and individual and small-group instruction at the high school level.	0110 - 7630 - SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL	Instructional Program (0010-2000)	0100 Salary	206 Interventionist, English Language Arts	0.05	Title I-A - (4010)	\$2,508.00
<p>↑ Revision Request: A decrease in required interventionist time at high school level. Previous interventionist salary was shown in Title II-A, but is now being used from Title I-A</p>									
								Total:	\$100,919.00

PreSchool Allocations

Title I-A Allocations to Preschool(s) from the PS Set-Aside

If the LEA is taking a Preschool Set Aside (PS). The following table must be completed to indicate which preschools are receiving funding. For any preschool on this list that is not receiving funding, input 0 for the number to be served.

School Code	School Name	Number of Students to be Served	Type of Title I program
0110 - 7626	SANGRE DE CRISTO ELEMENTARY SCHOOL		

Title IA Assurances

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements.

During the development of the LEA's plan, the LEA will consider research-based strategies based on best practices used in successful programs for the educationally disadvantaged, as well as the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive Title I funds. § 1112(c)(1)(F), 115 Stat. at 1465.

In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. § 1112(c)(1)(G), 115 Stat. at 1465.

The LEA will inform eligible schools of the LEA's authority to obtain waivers on the schools behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999. § 1112(c)(1)(J), 115 Stat. at 1465.

The LEA will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. § 1112 (c)(1)(L), 115 Stat. at 1466.

The LEA will ensure that the results from the annual State academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. § 1112(c)(1)(N), 115 Stat. at 1466.

The LEA will assist each Title I school served by the agency in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D). § 1112(c)(1)(O), 115 Stat. at 1466.

The LEA affirms that Schools with higher poverty rates have equal or greater per-pupil allocations than schools with lower poverty rates OR/ The LEA has selected District Less than 1,000 as the Method of Serving Schools. 34 CFR § 200.78(c)(2009).

The LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994. § 1112(b)(1)(F), 115 Stat. at 1463.

For SCHOOLWIDE: The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan and in consultation with the LEA and its school support team or other technical assistance provider. § 1117, 115 Stat. 1498-1501.

For TARGETED ASSISTANCE: The LEA will provide program resources, in accordance with the eight components of a Targeted Assistance School Program, to assist schools in meeting their responsibility to provide the most at-risk eligible children the opportunity to meet the State's academic standards.

The LEA is using Title I, Part A funds to accelerate the learning of the most at-risk students, including historically underserved populations, at the schools with the greatest needs. The LEA assures that, at the school level, Title I programs are developed in collaboration with families of eligible students and provide timely assistance to students most at-risk of not meeting state academic standards.

The LEA, in collaboration with families of Title I eligible students, has developed and annually evaluates a district level parent engagement policy.

The programs and activities reflected in the Strategy-based budget are in alignment with the above assurances.

A local educational agency may receive funds under this part only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part. If the local educational agency is serving all of such agency's schools under this part, such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school. The local educational agency may meet the requirements on a grade-span by grade-span or a school-by-school basis. § 1120A(c)(1), 115 Stat. at 1511.

Title ID

Title ID General Information

The purpose of Title I – Part D is to improve educational services for children and youth in local, tribal, and State institutions for neglected and delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children are expected to meet; provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment, prevent at-risk youth from dropping out of school, and to provide dropouts, an children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities. § 1401, 115 Stat. at 1580.

Title ID Budget Items

Use the table below to budget activities paid with Title I Part D funds.

Budgeted items should reflect the activities at delinquent facilities only.

ID Ref	Strategy	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source	Amount	Options
No Budget Items Available										
								Total:	\$0.00	

Title ID Assurances

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements.

- When serving youth in adult correctional institutions, priority will be given to those likely to complete incarceration within 2 years. § 1414(c)(2), 115 Stat. at 1583.
- Teachers and staff are trained to work with children and youth who have special needs, including those with disabilities or unique needs § 1414(c)(17), 115 Stat. at 1584.

Use of Title IIA Funds

Title IIA General Information

The purpose of Title II is to provide grants to State educational agencies and subgrants to local educational agencies (LEA) to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. § 2101, 115 Stat. at 1620.

All activities supported with Title II, Part A funds shall be in accordance with the purpose of this Title and address the learning needs of all students including children with disabilities, English learners, and gifted and talented students.

If any low-income and/or minority children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, § 1111(g)(1)(B), the LEA must prioritize Title II, Part A funds to improve the equitable access to effective, qualified, and experienced teachers for these students. CDE provides data to assist LEAs in identifying where they may be out of compliance with this section.

Title IIA funds can be used for the following activities:

- High quality professional development
- Recruitment and retention of effective teachers or leaders
- Class-size reduction
- Teacher advancement initiatives
- Meeting the human capital needs of low performing schools
- Any other activities that are in accordance with the purpose of this Title

Title IIA Budget Items

Use the table below to budget activities paid with ESEA funds in support of the Title II program.

ID Ref	Strategy	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source	Amount	Options
5458	Strategy 1	Interventionist will provide research-based reading supports using a flooding model, differentiation, and individual and small-group instruction at the elementary school level.	0110 - 7630 - SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL	Instructional Program (0010-2000)	0100 Salary	206 Interventionist, English Language Arts	0.25	Title II-A REAP for use in Title I-A	\$12,971.00	
<p>↑ Revision Request: Using Title II-A funds for elementary ELA interventions instead of high school, as high school did not require as much time. Decreased amount due to final allocations decrease</p>										
Total:									\$12,971.00	

Title IIA Assurances

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements.

The LEA will comply with section 9501, which requires that —Educational services and other benefits provided under this section for non-public school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner. § 2122(b)(11), 115 Stat. at 1630.

The LEA will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. § 2122(b)(4), 115 Stat. at 1629.

The district has engaged in a comprehensive, data-driven needs assessment, which included the involvement of teachers, to identify the areas of greatest need in terms of educator effectiveness across the district and is using its ESEA funds to develop capacity in these areas, particularly with those educators who work with the most at-risk students in the district.

Use of Title III Funds

Title III General Information

The purpose of Title III is to help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; assist ELs to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet; assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs (LIEPs) designed to assist in teaching ELs; assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; and, promote parental, family, and community participation in LIEPs for the parents, families, and communities of ELs. § 3102, 115 Stat. at 1690-91.

Title III – Part A

Activities funded under Title III must include activities in support of high quality LIEP/ELD programs, as well as provision of high quality professional development. Activities may include:

- Upgrading ELD program objectives
- Improving ELD programs
- Providing community participation programs, family literacy services, and parent outreach and training activities
- Providing tutoring and intensified instruction
- Improving instruction for EL students by providing educational technology or instructional materials

Title III Immigrant Set-Aside

Activities funded under the Title III Immigrant Set-Aside program may include

- Providing family literacy and parent outreach
- Support for personnel specifically trained to serve immigrant children
- Tutoring, mentoring, and academic or career counseling
- Identification and acquisition of supplemental curricular materials and educational software and technologies
- Basic instruction services directly attributable to immigrant student enrollment
- Other instruction services to assist immigrant students

Title III Budget Items

Use the table below to budget activities paid with ESEA funds supporting Title III programs.

Budgeted activities should also reflect the Title III Immigrant Set-Aside activities.

ID Ref	Strategy	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source	Amount	Options
No Budget Items Available										
Total:								\$0.00		

Title III Assurances

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements.

The LEA will ensure that all parent notification requirements are sent within timelines specified in section 3302, including initial EL identification notification. § 3302, 115 Stat. at 1732-33.

The LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3126 and 3127. §§ 3126-3127, 115 Stat. at 1705.

The LEA has consulted with teachers, researchers, school administrators, and parents and family members, community members, public or non-public entities, and institutions of higher education, in developing the Title III plan. § 3116(b)(5), 115 Stat. at 1700.

The LEA certifies that all teachers in any language instruction educational program (LIEP) for English learners that is, or will be, funded by Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. § 3116(c), 115 Stat. at 1701.

The LEA will annually assess the English proficiency of all English learners participating in programs supported with Title III funds. § 3116(d)(2), 115 Stat. at 1701.

The LEA has based its proposed plan on scientifically based research on teaching limited English proficient children. § 3116(d)(3), 115 Stat. at 1701.

The LEA will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards. § 3116(d)(4), 115 Stat. at 1701.

The activities proposed by the LEA are supplemental to core programming for English learners (LIEP/ELD and content). § 3115(g), 115 Stat. at 1700.

The LEA implements a professional development program or plan for increasing the capacity of principals and other school leaders, administrators, and instructional staff working with English learners (both LIEP/ELD and content areas) to meet the needs of English learners. This plan may be supported by funds other than Title III. § 3115(c)(2), 115 Stat. at 1698.

The LEA promotes parent, family, and community engagement activities in the education of English learners. These activities may be supported by funds other than Title III. § 3116(b)(4), 115 Stat. at 1700.

The LEA conducts annual evaluations to determine the effectiveness of activities funded under Title III. § 3121, 115 Stat. at 1701-02.

Title III Set-Aside Assurance

When completing assurance below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements.

The Title III Immigrant Set-Aside funds are intended to support activities that provide enhanced instructional opportunities for immigrant children and youth. By accepting these funds, the LEA agrees to comply with all associated program requirements. § 3115(e), 115 Stat. at 1699.

Title III Data Tables

Types of Language Instructional Education Programs used by Subgrantees

Check the box next to each type of program that the LEA offered in the 2015-2016 school year.

Note: Type of programs described in LEA local plan that is closest to these descriptions (PDF).

Check all that apply.

- Dual language
- Two way immersion
- Transitional Bilingual
- Developmental Bilingual
- Heritage Language
- Sheltered English Instruction
- Structured English Immersion
- Specially designed academic instruction delivered in English (SDAIE)
- Content-based ESLPd
- Pull-Out ESLPd
- Other - Please Explain

Subgrantee Activities for Immigrant Youth and Children

Check the box next to each activity the LEA has conducted with the use of Title III Immigrant Set-Aside funding in 2015-2016

- Did not receive Immigrant Set-Aside Funding in 2015-2016.

Check all that apply.

- Family literacy, parent outreach, and training
- Support for personnel, including teacher aides, to provide services for immigrant children and youth
- Provision for tutorials, mentoring, and academic career counseling
- Identification and acquisition of curricular materials, software, and technologies
- Basic instructional services
- Other instructional services, such as programs of introduction to the educational system and civics education
- Activities coordinated with community based organizations, institutions of higher education, non-public sector entities, or other entities to assist parents by offering comprehensive community services

Methods of Determining Teacher English Language Fluency

Check the box next to ANY method the LEA used in 2015-2016 to identify Teachers' English Language fluency.

Check all that apply.

- Any State required English fluency exam for oral and written skills (CELA)
- Any State required exam for fluency in another language for oral and written skills
- State certification/recertification licensing requirement
- LEA required English fluency exam for oral and written communication skills
- LEA required fluency exam for another language for oral and written skills
- LEA testing/interview during hiring
- LEA endorsed, based on professional development and other training
- LEA determined, of other evidence of language fluency
- Other - Please Explain

Also provide the following information regarding Teachers and Paraprofessionals working in Title III Language Instructional Education Programs in 2015-2016.

Note: Lines 3, 4 and 5 should represent the number of teachers identified in lines 1 and 2.

All teachers that are certified working in the LIEP program

1

Total number of non-certified/non-licensed teachers CURRENTLY working in language instruction educational programs in the LEA

0

How many teachers from row 1 are endorsed in Linguistically Diverse Educations only?

1

How many teachers from row 1 are endorsed in LDE Specialist: Bilingual only?

0

How many teachers from row 1 are endorsed in BOTH LDE and LDE specialist: Bilingual?

0

Subgrantee Professional Development Activities

Professional Development Information

Check the box next to all professional development activities that the LEA conducted in 2015-2016.

Check all that apply.

- Instructional Strategies for EL Students
- Understanding and implementation of assessment of EL Students
- Understanding and implementation of CELP Standards and CAS for EL students
- Alignment of the curriculum in language instruction educational programs to CELP standards
- Subject matter knowledge for teachers
- Other - Please Explain Cognitive Coaching strategy

Participant Information

Check all that apply. Please note "Total Number of Participants" must be calculated.

<input checked="" type="checkbox"/> PD provided to content classroom teachers	Total Number of Participants: 10
<input type="checkbox"/> PD provided to ESLPd/Bilingual ED. classroom teacher	Total Number of Participants:
<input checked="" type="checkbox"/> PD provided to principals	Total Number of Participants: 1
<input checked="" type="checkbox"/> PD provided to administrators/other than principals	Total Number of Participants: 1
<input type="checkbox"/> PD provided to other school personnel/non-administrative	Total Number of Participants:
<input type="checkbox"/> PD provided to community based organizational personnel	Total Number of Participants:

Use of Title VIB Funds

Title VIB General Information

The purpose of Title VI – Part B is to address the needs of rural school district that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants, and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. § 6202, 115 Stat. at 1891.

Eligible LEAs may use Title VI – Part B funds to carry out local activities authorized under Title A – Part I, Title II – Parts A or D, Title III, Title IV – Parts A or B, and Title V – Part A. § 6211(a)(1), 115 Stat. at 1891.

Title VIB funds can be used for the following activities:

- Recruitment and retention of teachers including the use of signing bonuses and other incentives
- Professional development for teachers includes programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs
- Educational technology, including software and hardware, as described in Title IID
- Parental involvement activities
- Activities authorized under Safe and Drug-Free Schools Programs under Title IVA
- Activities authorized under Title IA, Improving Basic Programs Operated by Local Educational Agencies
- Activities authorized under Title III Language Instruction for Limited English Proficient and Immigrant Youth
- Activities to support schools identified as priority or focus receiving Title IA funds

Title VIB Budget Items

Use the table below to budget activities paid with Title VI Part B funds.

ID Ref	Strategy	Description of Activity	Location	Program Code	Object Code	Salary Position	FTE	Funding Source	Amount	Options
No Budget Items Available										
Total:									\$0.00	

Title VIB Assurances

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements.

- The LEA understands and intends to comply with all program requirements: Recognizing that unique needs of rural school districts and that the formula grant allocations are often too small to be effective in meeting their intended purposes, the Rural Education Achievement Program may generally be used to support the intent and activities authorized under the NCLB Title programs.

Budget Summary Page

NCLB Interfund Budget - FY 2016-17

	4010 - Title I Part A	7010 - Title I Part D Delinquent	4367 - Title II Part A Teacher Quality	4318 - Title II Part D Technology	4365 - Title III Part A ELL	7365 - Title III Part A Set Aside Immigrant	6365 - Title III Immigrant Supplemental	4186 - Title IV Part A Safe & Drug Free	7298 - Title V Part A Innovative Programs	7358 - Title VI Part B Rural & Low Income	Total
Current Year Allocation	\$108,119	\$0	\$12,971		\$0	\$0				\$0	\$121,090
Transfer IN (source code 53xx)	\$0										\$0
Transfer Activity OUT (source code 53xx)			\$0								\$0
REAP (Alternative Program Use)	\$12,971			\$0	\$0	\$0		\$0	\$0		\$12,971
REAP (Original Program)			\$12,971								\$12,971
Prior Year Carryover	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
Signed Over Funds	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
Total Funds Available	\$108,119	\$0	\$12,971		\$0	\$0	\$0			\$0	\$121,090
Instructional Program (0010-2000)											
0100 Salary	\$74,553	\$0	\$12,971		\$0	\$0	\$0			\$0	\$87,524
0200 Benefits	\$25,040	\$0	\$0		\$0	\$0	\$0			\$0	\$25,040
0300 Purchased Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0400 Purchased Property Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0500 Other Purchased Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0580 Travel Training Registration	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0600 Supplies	\$195	\$0	\$0		\$0	\$0	\$0			\$0	\$195
0640 Books and Periodicals	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0730 Capitalized Equipment	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0735 Non-Cap Equipment	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0800 Other	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
Subtotal Instructional Program	\$99,788	\$0	\$12,971		\$0	\$0	\$0			\$0	\$112,759
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)											
0100 Salary	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0200 Benefits	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0300 Purchased Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0400 Purchased Property Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0500 Other Purchased Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0580 Travel Training Registration	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0

0600 Supplies	\$50	\$0	\$0		\$0	\$0	\$0			\$0	\$50
0640 Books and Periodicals	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0730 Capitalized Equipment	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0735 Non-Cap Equipment	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0800 Other	\$1,081	\$0	\$0		\$0	\$0	\$0			\$0	\$1,081
Subtotal Support Program	\$1,131	\$0	\$0		\$0	\$0	\$0			\$0	\$1,131

Improvement of Instructional Services (2210)

0100 Salary	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0200 Benefits	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0300 Purchased Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0400 Purchased Property Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0500 Other Purchased Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0580 Travel Training Registration	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0600 Supplies	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0640 Books and Periodicals	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0730 Capitalized Equipment	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0735 Non-Cap Equipment	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0800 Other	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
Subtotal Improvement of Instructional Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0

Administration (2300, 2400, and 2500)

0100 Salary	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0200 Benefits	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0300 Purchased Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0400 Purchased Property Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0500 Other Purchased Services	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0580 Travel Training Registration	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0600 Supplies	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0640 Books and Periodicals	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0730 Capitalized Equipment	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0735 Non-Cap Equipment	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
0800 Other	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0
Subtotal Administration	\$0	\$0	\$0		\$0	\$0	\$0			\$0	\$0

Consolidated Schoolwide Programs	\$0		\$0						\$0	\$0
Subtotal Program Costs	\$100,919	\$0	\$12,971		\$0	\$0	\$0		\$0	\$113,890
(LESS) 0730 Capitalized Equipment	\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0
Subtotal Direct Costs	\$100,919	\$0	\$12,971		\$0	\$0	\$0		\$0	\$113,890
Applicable Indirect Cost Rate (%)	7.5%	7.5%	7.5%		7.5%	7.5%	7.5%		7.5%	
Indirect Cost Rate Calculation	\$7,569	\$0	\$973		\$0	\$0	\$0		\$0	\$8,542
Indirect Cost Amount Override	\$7,200	-	\$0		-	-	-		-	
Total Budget	\$108,119	\$0	\$12,971		\$0	\$0	\$0		\$0	\$121,090

Funds Remaining	\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0

Set Aside Summary Page

Title I Part A

Total Title I-A Amount: \$108,119

Choice (CH) and Supplemental Educational Services (SES) - for schools on PI/T

Description	Dollars	% Minimum	Actual Budget %	% Maximum
CH/SES Total	\$0			
State and Local CH/SES Contribution	\$0			
Total CH/SES	\$0	0%	0.00%	15%

Priority Performance Challenge (PPC) - permitted for PI/T Districts

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Priority Performance Challenge PPC	\$0	0%	0.00%	10%

Parental Activities (PA-S/ PA-D)

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Input Unused Amount from prior year (PA-S)	\$0			
Input Unused Amount from prior year (PA-D)	\$0			
Requirement for current year (PA-S + PA-D) (1% of Allocation)	\$1,081			
Parental Activities District-wide (PA-D) (Optional: 5% of 1%)	\$54			
Parental Activities School Level (PA-S) (Minimum 95% of 1%)	\$1,027			
Parental Activities District-wide (PA-D)	\$1,081			
Parental Activities School Level (PA-S)	\$0			
Amount to be budgeted (PA)	\$1,081			
Parental Activities (PA-S + PA-D)	\$1,081	1%	1.00%	1%

Eligible Homeless Children

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Eligible Homeless Children	\$50	\$50.00	0.05%	25%

Neglected Institutions (NG)

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Neglected Institutions (if applicable) (NG)	\$0	NG Allocation		
Input Unused Amount from prior year (NG)	\$0			
Total NG	\$0			

Non-Public Schools (NPS)

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Non-Public Schools (if applicable) (NPS)	\$0	NPS Allocation		

Highly Qualified under Sec 1119 (HQ)

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Highly Qualified under Sec 1119 (HQ)	\$0	0%	0.00%	10%

District Managed Activities (DMA)

Description	Dollars	% Minimum	Actual Budget %	% Maximum
District Managed Activities (if applicable) (DMA)	\$0	0%	0.00%	20%

Preschool (PS)

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Preschool (if applicable) (PS)	\$0	0%	0.00%	30%

Family Literacy (FL)

Description	Dollars	% Minimum	Actual Budget %	% Maximum
Family Literacy (if applicable) (FL)	\$0	0%	0.00%	30%

Location Totals

Location	Title I-A	Title I-D	Title II-A	Title III-A	Title III-SAI	Title III-IS	Title VI-B	FTE	Total Funding
7626 - SANGRE DE CRISTO ELEMENTARY SCHOOL - E	\$56,333.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	1.45	\$56,333.00
7630 - SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL - H	\$3,328.00	\$0.00	\$12,971.00	\$0.00	\$0.00	\$0.00	\$0.00	0.30	\$16,299.00
7630 - SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL - M	\$39,932.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.60	\$39,932.00
District Level - 110	\$1,326.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$1,326.00

Technical Assistance: Submit questions or requests for technical assistance to consolidatedapplications@cde.state.co.us (mailto:consolidatedapplications@cde.state.co.us)