



Farmersville

Unified School District

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE MEETING

Monday, November 1, 2021 @ 5:00- 6:00

Join Zoom Meeting

<https://us02web.zoom.us/j/88095907093?pwd=SBFZUVFRCTYMGg1SU9JaGpJTTRUUT09>

Meeting ID: 880 9590 7093

Passcode: u8JNJB

2021-2022 DELAC AGENDA

A. Call to Order and Introduction of Guests – Cari Eastham , EL Coordinator.

Llamado al pedido e introducción de invitados: Cari Eastham, Coordinadora de EL

- Approval of Agenda/ / Aprobación de la Agenda - **ACTION ITEM / PUNTO DE ACCIÓN**

B. What is DELAC?/ ¿Qué es DELAC?

- Purpose of DELAC/ Propósito de DELAC

C. Information and Discussion Items/ Información y temas de discusión

- Principal Parent Forums/ Foros de directores y padres
- Fresno State Parent Univeristy classes/ Clases de la Universidad de Padres del Estado de Fresno
- ESSRS Plan

D. New Business

- Title III Budget for English Learners/ Presupuesto del Título III para estudiantes de inglés
- Distribute Uniform Compliant Procedure/ Distribuir un formulario que cumpla con el uniforme
- Election of Officers/ Elección de oficiales

E. Items for the Next Agenda/ Artículos para la próxima agenda

F. Next meeting date/ Fecha de la próxima reunión:

- Monday, Januaury 31, 20201/ Lunes 31 de enero de 20201@ 5:00 Zoom

G. Adjourn/ Levantamiento - ACTION ITEM/ ARTICULO DE ACCION

Contact Mrs. Eastham, EL Coordinator, 592-2010 ext. 1118 if you have questions.



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Farmersville Unified School District



DELAC

District English Learner Advisory Council

November 1, 2021



Farmersville

District English Learner Advisory Council

The Purpose of DELAC is to advise and assist the district in the following:

- Development of a District Plan for English learner education
- Conduct district-wide English learners education needs assessment
- Establish district goals and objectives for English learners
- Administer annual language census
- Review and comment on the following:
 - a. Written notification to parents on initial enrollment
 - b. District identification and re-designation criteria
 - c. District recruiting, hiring and training of bilingual education
 - d. Sign-off on waiver request related to English learner education
- Development of a training plan that will assist members in carrying out their responsibilities

El proposito de DELAC es asesorar y ayudar al distrito en los siguientes:

- Desarrollo de un Plan del distrito para la educación de los aprendices del inglés
- Establecer metas y objetivos del distrito para estudiantes de inglés
- Administrar el censo anual de idiomas.
- Revisa y comenta lo siguiente:
 - a) Notificación por escrito a los padres en la inscripción inicial
 - b) Criterios de identificación y re-designación del distrito
 - c) Reclutamiento distrital, contratación y capacitación de educación bilingüe
 - d) Aprobación de la solicitud de exención relacionada con la educación de estudiantes de inglés
- Desarrollo de un plan de capacitación que ayudará a los miembros a cumplir con sus responsabilidades.



Farmersville

District English Learner Advisory Council

Agendas

- Officers or general membership must assist in developing the agendas
 - Each meeting's agenda must be developed from three sources:
 1. ELAC members' selected items
 2. School staff and district selected items
 3. State required items:
 - Budgets used for English Learners
 - ELD services and curriculum
 - ELL academic progress
 - Copies of agendas must be kept on file at school and sent to Mrs. Eastham English Language Coordinator
-
- Los oficiales o la membresía general deben ayudar a desarrollar las agendas
 - La agenda de cada reunión debe desarrollarse a partir de tres fuentes:
 1. Artículos seleccionados de los miembros de ELAC
 2. Personal escolar y artículos seleccionados del distrito
 3. Estado requerido artículos:
 - Presupuestos utilizados para los estudiantes de inglés
 - Servicios y currículo de ELD
 - Progreso académico de ELL
 - Las copias de las agendas deben mantenerse archivadas en la escuela y enviarse a la Sra. Eastham Coordinadora del idioma inglés



Farmersville

District English Learner Advisory Council

Officers

- Committee consists of a Chairperson, Vice Chairperson and Secretary.
- Elections of officers will be held annually
- Vacancies will be filled by a special election

President

- ✓ attend all meetings
- ✓ assist in development of meetings
- ✓ Perform other duties pertaining to the office

Vice-President

- ✓ Assist the Chairperson
- ✓ Perform the duties of Chairperson in their absence

Secretary

- ✓ Keep correct record of all meetings
- ✓ Perform such duties as delegated



Farmersville District English Learner Advisory Council

Election

- ❖ Elections may be by ballots or during a meeting (if all parents of English Learners are notified that elections will take place).
- ❖ All parents of English Learners must be given an opportunity to participate in elections.
- ❖ Parents of English Learners elect the parent members of the ELAC.
After all this information we can vote on our officers tonight or we can have a ballot vote at the next meeting.
- ❖ Las elecciones pueden realizarse mediante boletas o durante una reunión (si se notifica a todos los padres de los Estudiantes de inglés que se llevarán a cabo las elecciones).
- ❖ Todos los padres de los Estudiantes de inglés deben tener la oportunidad de participar en las elecciones. Los padres de los aprendices de inglés eligen a los padres miembros del ELAC.
- ❖ Después de toda esta información, podemos votar por nuestros oficiales esta noche o podemos tener una votación en la próxima reunión.



Farmersville District English Learner Advisory Council

Questions?
Preguntas?

Agenda items for next meeting
January 31, 2022

Temas de agenda para la próxima reunión
31 de enero @5:00

Cari Eastham
EL Coordinator
ceastham@farmersville.k12.ca.us



BIENESTAR SOCIAL Y EMOCIONAL

Curso virtual Gratis de 4 semanas

FECHA DE INICIO:

Noviembre: 3 del 2021

DIAS:

Lunes y Miércoles

HORARIO:

6:30pm a 8:30pm

PARA REGISTRARSE

LLAME: 1-844-465-4832

Usted aprenderá:

- Como crear un ambiente de confianza, respeto, y apoyo en casa.
- Como crear un clima que apoye un aprendizaje social y emocional – adentro y afuera del aula de clase.
- Fomentar un comportamiento emocionalmente inteligente en sus hijos.
- Nutrir la autoestima de sus hijos.
- Respetar diferencias, incluyendo cultura y lingüística
- Accesar servicios de apoyo disponibles a las familias.



Aprenda las habilidades necesarias para ayudar a sus hijos a obtener éxito en la escuela.



Escanear para Registrarse



Fresno State Parent University Classes

- Social Emotional Wellbeing Parent Classes will begin on Wednesday
- The are from 6:30-8:00 every Monday and Wednesday. No classes will be held the week of Thanksgiving and resume November 29th
- To register you can scan the QR code or call the number listed on the flyer
- This class will cover:
 - How to create an environment of trust, respect and support at home
 - How to create a climate that supports social and emotional learning - inside and outside the classroom
 - Encourage emotionally intelligent behavior in your children
 - Nurture your children's self-esteem Respect differences, including culture and language
- Access support services available to families

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Farmerville Unified School District	Dr. Paul Sevillano Superintendent	psevillano@fusd.k12.ca.us (559) 592-2010

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
FUSD COVID-19 Safety Plan for In-Person Instruction	https://www.farmersville.k12.ca.us/
Expanded Learning Opportunities Grant Plan	https://www.farmersville.k12.ca.us/
COVID-19 Prevention Plan	https://www.farmersville.k12.ca.us/
2021-2024 Local Control Accountability Plan	https://www.farmersville.k12.ca.us/
ESSER III Safe Return to In-Person Instruction	https://www.farmersville.k12.ca.us/

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

stakeholders. The superintendent provided LCAP presentations at Virtual Open House Forums at each school and solicited ESSER III expenditure plan feedback from stakeholders at 21 separate meetings with various stakeholder groups.

The LCAP Advisory committee developed LCAP and ESSER III surveys that were sent out to all K-12 parents, students, staff, and community members to provide feedback on COVID-19 and learning loss needs. The parent surveys allowed parents to provide feedback on both the academic and social emotional needs of students. In addition to the LCAP and ESSER II surveys, the district provided parent forums to consult with parents during virtual open house events. The feedback garnered from both parent, student and staff survey results and the virtual open house events were reviewed by the LCAP Advisory Committee and School Reopening Task Force to develop and finalize district priorities, actions, and services contained within LCAP and ESSER III expenditure documents.

Farmersville Unified School District utilized a series of meaningful consolation activities to engage parent, students, staff, and bargaining unit members, and community members. The district hosted 21 meetings to discuss district priorities and met with over 300 parents and staff since the release of LCAP and received 161 ESSER III funding surveys.

Stakeholder Meetings:

LCAP Advisory Committee include representatives from each school: parents, classified staff, certificated staff, and district and school administrators.

LCAP Advisory Committee Meeting dates - 3/4/21, 3/17/21, 4/21/21, 4/28/21, 5/12/21, 5/19/21, 5/26/21, 9/16/21, 10/13/21

School Reopening Task Force Meetings include representatives from each school: parents, classified staff, certificated staff, district and school administrators.

School Reopening Task Force Meetings - 8/19/21, 9/2/21, 9/23/21, 10/7/21, 10/21/21

ESSER III Feedback Meetings include: Health Techs / LVN Meetings 8/23/21 & 9/27/21, Attendance Clerk Meetings 7/28/21 & 9/13/21, Secretary Meeting 9/23/21, Community Liaison Meeting 9/24/21, Curriculum Council 10/4/21, Principal Meeting 10/7/21

District English Learner Advisory Committee Meetings:

DELAC Meeting dates to review and acquire LCAP feedback: 2/22/21, 4/19/21, 5/24/21, 10/12/21

Virtual Open House Public Forums:

- Invitation to attend open house forums sent to all teachers, staff, parents, administration and community members.
- Superintendent provided presentations at all Open House Forums and received feedback
- Freedom Open House 4/18/21
- Hester Open House 4/15/21
- Snowden Open House 4/22/21
- Deep Creek Academy Open House 4/26/21
- Farmersville High School Open House 1/27/21
- Farmersville Junior High School Open House 4/28/21

Bargaining Group Consultation: California School Employee Association - May 24, 2021 and Farmersville Teachers Association June 2, 2021.
District Special Education Meetings LCAP Agenda Items Discussion - January 11, 2021, March 8, 2021.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

3,447,016

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
COVID-19 Safety Plan, Goal 6, Action 6.1	Identification and Tracing Contacts	District Nurse, LVN, Health Techs will serve as co-leads at each school as the point of contact for staff and families for all COVID-19 positive cases and quarantine, adhering to all contact tracing protocols. Expanded hours for Health Techs (5) and additional staffing to hire (1) additional Health Tech and (1) additional LVN is needed to implement COVID-19 testing and quarantine protocols as per the guidance outlined by the California Department of Public Health. ESSER III Criteria - developing strategies and implementing public health protocols and policies in line with the CDC for the operation of school to effectively maintain the health and safety of students and staff.	575,000
LCAP, Goal #2, Action # 1	Computer Technicians	Funding for Computer Technicians to be available to provide classroom technology and infrastructure support for all students. Expansion of student online learning, short-term and long-term Independent Study programs, increased technology devices, and expansion of internet access for families has led to an increase in technology support services. The district will hire (2) additional Computer Technicians. ESSER III Criteria - activities that are	528,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		offices, eating areas and playground areas. COVID-19 sanitation has led to a need to increase staffing for (2) custodial staff, add weekend hours for cleaning, and purchase supplies to deep clean and disinfect classrooms. ESSER III Criteria - developing strategies and implementing public health protocols and policies in line with the CDC for the operation of school to effectively maintain the health and safety of students and staff.	
COVID-19 Safety Plan, Goal 9-10, Action 9.1-2, 10.1-2	Testing of Students and Staff	Symptomatic and surveillance COVID-19 free testing will be provided to students and staff. COVID-19 staff and student testing has led to a need to increase clerical support for testing and add (1) clerical support staff and purchase additional safety supplies needed to implement COVID-19 testing. ESSER III Criteria - developing strategies and implementing public health protocols and policies in line with the CDC for the operation of school to effectively maintain the health and safety of students and staff.	100,000
COVID 19 Safety Plan, Goal #5, Action 5.4	Healthy Hygiene Practices / Air Ventilation	Air ionizers have been installed in all air-conditioning units districtwide. Ionizers are anti-virus devices that breakdown viruses and circulate purified air. Air ionizers need to be purchased and replaced yearly to ensure breakdown of viruses and circulation of purified air in all district facilities. ESSER III Criteria - developing strategies and implementing public health protocols and policies in line with the CDC for the operation of school to effectively maintain the health and safety of students and staff.	240,000
COVID-19 Safety Plan, Goal 7, Action 7.5	Student Lunches	Student lunches will be provided and will include prepackaged breakfast and lunch options for students. Due to pre-packaged food costs, food supply shortages, and increased staff hours needed to assemble student lunches. The district will need to purchase additional local food items and intermittently increase (6) food service employee hours to prepare and deliver student meals both at school and in the community. ESSER III - other activities that are necessary to maintain the operation and continuity of services in LEA's and continuing to employ existing staff.	100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		classified staff. ESSER III Criteria (Tier 3) Evidence-based Interventions - There is promising evidence to support the effectiveness of providing daily live instruction concurrently for Independent Study students virtually, with their in-person classroom peers, will result in increased engagement and achievement.	
Expanded Learning Opportunities Grant, Action #1	Extended Summer School / Winter Session	The district will extend instructional time by increasing summer school to six-weeks and add an additional two-week winter session. Both summer and winter sessions will include a Hybrid instruction model that includes both in-person and virtual student options for providing standards based instruction, STEM, and credit-recovery opportunities. Funding will be used for teacher and support staff salaries, materials, and administrative oversight costs. ESSER III Criteria Planning and Implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students.	150,000
Expanded Learning Opportunities Grant, Action #3	Classroom Instructional Aides	The district has hired (9) classroom instructional aides to provide direct classroom support for English Learners and to close student learning gaps in the areas English / Literacy and math. Instructional aides will be trained to provide classroom assistance to teachers with implementation of student Multi-tiered Systems of Support (MTSS) small group learning interventions. ESSER III (Tier I) Evidenced-Based Interventions - There is strong evidence to support the effectiveness of providing small group extended learning time and standards based instruction will result in increased student achievement.	786,000
SELPA Plan, Goal #1 Policy #1006	Special Education Academic Coach	The district will hire one (1) Academic Coach for Special Education to support teachers with pedagogical teaching practices to provide classroom support for Students with Disabilities. The Special Education Academic Coach will support teacher classroom instruction for Students with Disabilities in English language arts and math in all schools.	399,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		implementation of evidence-based full-service community schools.	
LCAP Goal #1, Action #12	MTSS Director	The district provided LCAP funding to implement Multi-Tiered Systems of Support (MTSS) student interventions at all schools. MTSS student interventions will target English Learners, Low Income, and foster youth students to close academic achievements gaps as measured by CAASSP. The district will hire (1) District MTSS Director to monitor and assess MTSS student interventions and student academic progress districtwide. ESSER III (Tier I) Evidenced-Based Interventions - There is strong evidence to support the effectiveness of providing accountability for evidenced based MTSS student interventions and standards based instruction will result in increased student achievement.	423,000
LCAP Goal #2, Action #16	Professional Development to Support English Learners	The district will provide professional development for certificated staff and classroom instructional aides to support English Learners. Professional Development costs will include English Language Development (ELD) strategies including Structured English immersion for core content areas, teacher curriculum and assessment planning time, ELD student materials, and substitute costs. ESSER III Criteria -	150,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

758,000

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>results in ELA and math will be examined in teacher PLC meetings and used to identify low scoring students. Identified students will be provided additional ELA and math support utilizing pull out student interventions and skills instruction by classroom intervention teachers (Tier 2). Post intervention, students will be reassessed in ELA and math interim benchmark assessments to determine if additional academic interventions are needed. Additional academic interventions (Tier 3) will include but not limited to after-school tutoring, assignment of online curriculum learning platform, SST referral, and additional wrap around academic services.</p>	
School Counselors / Social Workers	<p>FUSD teachers, school counselors, and social workers will continue to implement social emotional learning (SEL) curriculum to support Multi-Tiered Systems of Support (MTSS) behavioral interventions for all students (Tier I). School counselors will administer (SEL) surveys to assess the mental health needs of students to reduce negative student behaviors and increase student wellness. SEL survey data will be utilized to implement SEL classroom lessons and activities (Tier 2). Students identified as needing additional (Tier 3) mental health support will be referred to Social Workers grades K-6 and School Counselors grades 7-12 for providing additional mental health supports for identified students and their families.</p>	<p>School Counselors and Social Workers will meet monthly to review SEL curriculum implementation and SEL survey data results to assess the mental health needs of students which includes a reduction in negative student behaviors and increased student wellness. Students identified as needing additional mental health support will be referred to weekly school Student Study Team process to determine if additional student and family mental health supports are needed.</p>

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at**
<https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

"Meaningful consultation" with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement "underserved students" include:
 - Students who are low-income;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Procedimiento Uniforme de Quejas (UCP) Aviso Anual del 2021-2022

- Esta notificación será en Ingles, y cuando sea necesario, en el idioma principal, conforme con la sección de Educación (EC) 48985.
- El distrito (LEA) puede usar el término 'alumno' o 'estudiante' para significar una persona que está estudiando en una escuela.

Distrito Escolar Unificado de Farmersville

Para los estudiantes, empleados, padres o tutores, miembros de los comités asesores de escuelas y distritos, funcionarios de escuelas privadas y otras partes interesadas

El Distrito Escolar Unificado de Farmersville notifica anualmente a sus estudiantes, empleados, padres o tutores de sus estudiantes, comité asesor del distrito, comités asesores de las escuelas, funcionarios de escuelas privadas pertinentes y otras partes interesadas de los Procedimientos Uniformes para Quejas (Uniform Complaint Procedures, UCP).

El Distrito Escolar Unificado de Farmersville tiene la responsabilidad principal de acatar las leyes y normas estatales y federales, incluyendo las relacionadas con la discriminación, acoso, intimidación y hostigamiento en contra de cualquier grupo protegido, así como todos los programas y actividades que están sujetos a los UCP en:

Educación para adultos	Ayuda de impacto económico
Educación y seguridad extraescolares	Educación de alumnos bajo cuidado adoptivo temporal, alumnos sin hogar y alumnos que estuvieron en escuelas de un tribunal juvenil y que actualmente están inscritos en un distrito escolar
Educación vocacional agrícola	Programas de inglés como segundo idioma
Centros de educación de indígenas americanos y evaluaciones de los programas de educación preescolar	Ley Cada Estudiante Triunfa / Ley Que Ningún Niño Se quede Atrás (Títulos I-VII)
Educación bilingüe	Planes de Rendición de Cuentas de Control Local (LCAP)
Programas de asistencia y evaluación entre pares de California para maestros	Educación para inmigrantes
Educación y capacitación para carrera técnica o vocacional; educación técnica; capacitación técnica	Minutos de enseñanza de educación física (de primero al sexto grado)
Educación técnica o vocacional	Cuotas de estudiantes
Cuidado y desarrollo infantil	Adaptaciones razonables para alumnas lactantes
Nutrición infantil	Centros y programas ocupacionales regionales
Educación compensatoria	Planes de seguridad escolar
Programas consolidados para la ayuda por categorías	Educación especial
Cursos sin contenido educativo (para el noveno y duodécimo grado)	Educación preescolar estatal
	Educación para la prevención del uso del tabaco



Forma del Procedimiento Uniforme de Quejas

Apellido _____ Nombre _____

Nombre del Estudiante (si aplica) _____ Grado ____ Fecha de Nacimiento _____

Domicilio _____ # de Apto _____

Ciudad _____ Estado ____ Zona Postal _____

Teléfono de Casa _____ Teléfono Celular _____ Teléfono de Trabajo _____

Fecha de la Supuesta Violación _____ Escuela/Oficina de la Supuesta Violación _____

Para queja(s) de inconformidad, favor de marcar el programa o actividad referente a su queja, si aplica::

- | | | |
|---|---|---|
| <input type="checkbox"/> Requisito Plan de Seguridad | <input type="checkbox"/> Programas Consolidados Categóricos | <input type="checkbox"/> Educación Migrantes |
| <input type="checkbox"/> Carreras/Educación Técnica | <input type="checkbox"/> Cuidado y Desarrollo Infantil | <input type="checkbox"/> Servicios Nutritivos |
| <input type="checkbox"/> Educación Especial | <input type="checkbox"/> Cuotas de Actividades Extra-Curriculares | |
| <input type="checkbox"/> Plan de Responsabilidad de Control Local | | |

Para quejas de discriminación, acoso discriminatorio, intimidación y acoso escolar (adulto-a-estudiante, estudiante-a-estudiante, y una tercer persona a estudiante) favor de marcar las clases protegidas (reales o percibidas) de la siguiente lista, sobre las cuales está fundamentada la supuesta conducta:

- | | | |
|---|---|---|
| <input type="checkbox"/> Sexo Real o Percibido | <input type="checkbox"/> Orientación Sexual | <input type="checkbox"/> Género |
| <input type="checkbox"/> Identidad de Género | <input type="checkbox"/> Expresión de Género | <input type="checkbox"/> Ascendencia |
| <input type="checkbox"/> Identificación de Grupo Étnico | <input type="checkbox"/> Raza o Etnia | <input type="checkbox"/> Religión |
| <input type="checkbox"/> Nacionalidad | <input type="checkbox"/> Origen Nacional | <input type="checkbox"/> Edad |
| <input type="checkbox"/> Color | <input type="checkbox"/> Discapacidad Mental o Física | <input type="checkbox"/> Información Genética |
| <input type="checkbox"/> El Estado Civil o Paternal | | |
| <input type="checkbox"/> En base a la asociación con una persona o grupo con una o más de estas características reales o percibidas | | |

Para quejas de acoso escolar que no se basen en las clases protegidas o características arriba mencionadas u otras quejas no mencionadas en esta forma, favor de comunicarse con el Director de la escuela o el Departamento de Recursos Humanos.

Uniform Complaint Procedures (UCP) Annual Notice for 2021—2022

- This notice shall be in English, and when necessary, in the primary language, pursuant to EC section 48985.
- The LEA may use the term 'pupil' or 'student' to mean a person who is studying at a school.

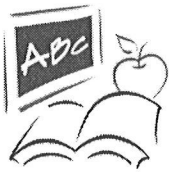
Farmersville Unified School District

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties

The Farmersville Unified School District annually notifies our/its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The Farmersville Unified School District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP in:

Adult Education	Economic Impact Aid
After School Education and Safety	Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district
Agricultural Vocational Education	English Learner Programs
American Indian Education Centers and Early Childhood Education Program Assessments	Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
Bilingual Education	Local Control and Accountability Plans (LCAP)
California Peer Assistance and Review Programs for Teachers	Migrant Education
Career Technical and Technical Education; Career Technical; Technical Training	Physical Education Instructional Minutes (for grades one through six)
Career Technical Education	Pupil Fees
Child Care and Development	Reasonable Accommodations to a Lactating Pupil
Child Nutrition	Regional Occupational Centers and Programs
Compensatory Education	School Safety Plans
Consolidated Categorical Aid	Special Education
Course Periods without Educational Content (for grades nine through twelve)	State Preschool
	Tobacco-Use Prevention Education



Farmersville
Unified School District

Uniform Complaint Procedure Form

Last Name _____ First Name _____

Student Name (if applicable) _____ Grade ____ Date of Birth _____

Address _____ Apt # _____

City _____ State _____ Zip _____

Home Phone _____ Cell Phone _____ Work Phone _____

Date of Alleged Violation _____ School/Office of Alleged Violation _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|--|---|
| <input type="checkbox"/> Safety Planning Requirement | <input type="checkbox"/> Consolidated Categorical Aide | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Child Care & Development | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Pupil Fees for Education Activities | |
| <input type="checkbox"/> Local Control Accountability Plan | | |

For complaints of discrimination, discriminatory harassment, intimidation and/or bullying (employee-to student, student-to-student, and third party to student), please check the protected classes (actual or perceived), upon which the alleged conduct was based, listed below:

- | | | |
|---|--|--|
| <input type="checkbox"/> Sex | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Gender Identity | <input type="checkbox"/> Gender Expression | <input type="checkbox"/> Ancestry |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Race Ethnicity | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Nationality | <input type="checkbox"/> National Origin | <input type="checkbox"/> Age |
| <input type="checkbox"/> Color | <input type="checkbox"/> Mental or Physical Disability | <input type="checkbox"/> Genetic Information |
| <input type="checkbox"/> Marital or Parental Status | | |
| <input type="checkbox"/> Association with a person or group with one or more of the actual or perceived categories listed above | | |

For complaints of bullying that are not based on the above listed protected classes, and other complaints not listed on this form, please contact the School Site Principal or Human Resource Department.

- A Uniform Complaint Procedures, UCP is a written and signed complaint alleging violations of federal or state laws or regulations. Some of these complaints may include allegations for unlawful discrimination, harassment, intimidation or bullying.
- A signature may be handwritten, typed, emailed, or electronically generated.
- Complaint may be filled out anonymously
- A complaint filed on behalf of a student may be filed by the student or by an authorized representative.
- Due to conditions such as a disability or illiteracy, the local agency will assist the complainant in filing the complaint.
- UCP forms are located at each site office and in every classroom.
- UCP complaints are filed with District Superintendent or designee.

• Un Procedimiento Uniforme de Quejas, UCP es una queja escrita y firmada que alega violaciones de leyes o regulaciones federales o estatales. Algunas de estas quejas pueden incluir acusaciones de discriminación ilegal, acoso, intimidación o acoso.

• Una firma puede ser escrita a mano, mecanografiada, enviada por correo electrónico o generada electrónicamente.

• La queja se puede completar de forma anónima

• Una queja presentada en nombre de un estudiante puede ser presentada por el estudiante o por un representante autorizado.

• Debido a condiciones tales como discapacidad o analfabetismo, la agencia local ayudará al denunciante a presentar la denuncia.

• Un formulario UCP se encuentra en la oficina de cada sitio y en cada salón de clases.