



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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
WJUSD 21-24 Local Control Accountability Plan	https://www.wjUSD.org/Departments/Teaching--Learning/Local-Control-Accountability-Plan-LCAP/index.html
WJUSD ELOG plan	https://www.wjUSD.org/Departments/Teaching--Learning/Local-Control-Accountability-Plan-LCAP/index.html

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

\$17,970,116

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$4,021,390.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$4,557,660.00
Use of Any Remaining Funds	\$9,391,066.00

Total ESSER III funds included in this plan

\$17,970,116

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In

developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Woodland Joint Unified School District (WJUSD) conducted extensive community outreach when determining how to allocate funds to support the needs of students and the community during the COVID 19 pandemic. Formal needs assessments were conducted with multiple community partner groups at Woodland Joint Unified School District , including DELAC (District English Learner Advisory Committee), LCAP (Local Control Accountability Plan) collaborative, staff, and students.

Throughout March and April, teachers/educators, classified staff, students, and the board of trustees provided input into COVID spending priorities through virtual meetings and utilizing Jamboard to collect priorities. Administrators, including special education administrators made recommendations for COVID spending priorities on April 1, 2021 and May 12, 2021. Labor unions met with our superintendent and provided union feedback in April on April 9th, 16th, and 23rd. Jamboards for these groups led to emerging themes that focused the district's work when planning for the use of COVID funding: academic intervention, enrichment, youth engagement, mental health, summer learning, curriculum and instruction, health and safety needs, and student support.

DELAC (May 3rd) and the LCAP (April 26th) collaborative , which includes classified and certificated staff, as well as special education staff, provided additional input during meetings in late April and early May, and raised concerns about academic progress, student mental health needs, and COVID safety preparedness. These concerns were implemented throughout the plan by incorporating additional counseling services, mental health curriculum, increased intervention supports in the early grades and ensuring heating and air conditioning systems are upgraded to improve ventilation. Additional academic support was also incorporated into the Expanded Learning Opportunity Grant plan and Local Control Accountability Plan through providing additional intervention funds for each school site and expanded summer school offerings.

Each school site conducted needs assessments, with input through surveys and focus groups in the Spring of 2021, with a focus on identifying the needs of students. These focus groups provided feedback to site principals regarding the greatest needs of WJUSD students. Student advisory groups at each site provided additional feedback on the needs of students. Each advisory group was intentionally created with a balanced representation of student groups. Student advisory groups continued to echo the need for COVID health and safety measures, student intervention, and connectedness to schools.

The board reviewed all community suggestions and approved a comprehensive COVID spending plan May 13, 2021, which included \$17,000,000 in anticipated ESSER III funds.

In late summer and early fall of 2021, the district conducted outreach with a variety of community organizations to the extent that they are present in the community to ensure that all students' needs are met.

The district consulted with the African American Parent Advisory Committee on September 30, 2021, reviewed the board approved COVID spending plan, and discussed further recommendations from group. The parent committee raised concerns regarding student achievement and enrichment, student mental health, COVID safety and staffing, and family wrap around supports . The district has incorporated enrichment opportunities, interventions and academic supports, social emotional learning supports, and wrap around services in the LCAP, ELOG (Expanded Learning Opportunity Grant) plan, and within this ESSER III plan.

The district reached out to The Mexican American Concilio of Yolo County, and met with a representative on September 13, 2021. The Concilio raised concerns regarding student mental health and academic progress, and agreed that mental health and academic programs proposed by the district are comprehensive, well thought out, and substantive.

The district reached out to the American Indian Parent Advisory Committee, who requested a survey be sent out to all American Indian families. A survey has been sent out on October 4th, and concerns and suggestions will be incorporated into reports and possible future revision recommendations.

The district conducted outreach to California Association of Bilingual Educators (CABE) on September 10, 2021, and followed up with a request to meet on September 28, 2021. The district held a meeting with CABE on October 6, 2021, who raised concerns regarding student mental health and academic progress, particularly the needs of English learners and special education students. CABE recommended providing additional supports for these student groups, and these supports, including paraprofessionals, additional professional development and planning time, and expanded summer learning are represented in the LCAP, ELOG (Expanded Learning Opportunity Grant) plan, and within this ESSER III plan. CABE agreed that mental health and academic programs proposed by the district are comprehensive, well thought out, and substantive.

The district also reached out to the Yolo County SELPA (Special Education Local Planning Area) regarding the needs of special education students, and met with a representative of their Community Advisory Committee (CAC) on September 21, 2021, with follow-up via email through September 28, 2021. The SELPA representative raised issues of special needs students, including students' lack of socialization during in person instruction. The SELPA CAC representative provided suggestions to partner special education students with inclusion buddies for a variety of engaging enrichment opportunities, as well as sensory strategies to help with students readjustment to school and moderating anxiety. Suggestions for enrichment, sensory strategies, and inclusion have been incorporated into other COVID funding sources as well as individual school plans. The representative also had concerns about student mental health, and agreed that the district's plan was comprehensive.

The district conducted outreach to the Yocha Deche on September 1, 2021, and followed up with a request to meet to discuss funds on September 7th and 28th, and this organization did not respond to our invitation. The district staff considered civil rights organizations, and determined that those organizations are not present and engaged with the district at this time.

A description of how the development of the plan was influenced by community input.

The ESSER III plan takes each of the recommendations into account, and provides a safe return to in person instruction and a learning recovery program for all students, with a focus on students in the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by staff.

Community input indicated that the following items were critical to student safety, and have been incorporated into the ESSER III spending plan:

- improving HVAC (Heating, Ventilation, and Conditioning) systems to improve air quality in classrooms and schools
- providing additional health staff on campus for the purpose of responding to COVID
- virtual academy to ensure continued education and safety for students (medically fragile, at high risk, or with family members identified as such)

Additional areas of note for health safety, addressed in the LCAP and using other COVID funding sources include:

- Contact tracing and COVID testing
- Vaccination
- Increased nursing supplies
- Purchase of air purifiers for classrooms
- Providing improved ventilation in school transportation services
- Providing water bottle filling stations so students have access to clean water
- Additional custodial service to improve sanitation and cleaning
- Funding for additional staffing and extra duty to respond to COVID

Community input indicated that the following items were critical to learning recovery, and have been incorporated into the spending plan:

- mental health curriculum
- additional counselors
- mental health service providers and staffing
- school psychologist
- paraprofessionals to support small group instruction
- improved professional development: PD (Professional Development) administrator and literacy TOSA (Teacher on Special Assignment), literacy coaches, library media services
- increased summer school offerings
- offering a virtual academy option
- additional technology support through personnel, devices, and hotspots
- one time payment to staff

Additional areas funded, as prioritized by community, to provide for the health, safety and academic progress of students, through other COVID funding and added to the LCAP include:

- homeless student interventions and supports
- site based supplemental enrichment programs
- expanded intervention and tutoring
- a comprehensive and expanded credit recovery program
- youth engagement program development
- continuation of COVID online programs offered such as zoom educational software
- textbook replacement coverage, due to COVID
- parent and family engagement and literacy training
- community and family engagement specialists throughout the district
- food services support
- data dashboard to be used to track effectiveness of program offerings
- grant monitoring

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

\$4,021,390.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.2, 2.4	Health staff	Health staff to ensure students attending school are healthy, and to respond to COVID 19 needs	\$391,000
LCAP 1.2	Implementation of Virtual Academy	Virtual Academy- in response to COVID, open a virtual/independent study program so that students who are medically fragile or are unable to attend school in person are able to continue their education, while all other students are able to return to school for in person instruction.	\$1,736,000
LCAP 2.1	Air filtration systems	Update air filtration systems across the district to improve ventilation and air quality in classrooms, reducing the spread of COVID 19.	\$1,894,390

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$4,557,660

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG plan strategy 1a (2021-2022), LCAP 2.6	Paraprofessional Support	Providing paraprofessionals (2023-2024) to improve access to instruction and improve differentiation for language learners, students in combination classrooms, migrant students, and kindergarten through third grade classrooms.	\$2,478,060
LCAP 2.6	Library Media Technicians	Increase the hours of our library media technicians to provide full time library media technicians at each school and restructuring job duties to include literacy instructional support through exposure to text and text structure.	\$972,000
ELOG plan strategy 1a (2021-2022), LCAP 1.2	Summer Learning	Expansion of summer learning programs, with increase in days offered and increase in programming to address learning loss and accelerate learning for students.	\$1,009,600

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 2.4	Additional School Psychologist	Adding a school psychologist to address the additional needs of student learning loss and special education students during COVID 19 recovery.	\$98,000

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

\$9,391,066

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOG plan strategy 3 (2021-2022) LCAP 2.1	Mental Health Curriculum	Providing mental health curriculum to address mental health needs as a result of COVID 19.	\$67,000
ELOG plan strategy 3 (2021-2022) LCAP 2.4	Expansion of Mental Health Services	Providing CARE solace, an wrap around referral service, expanding counseling services for students, and providing mental health counseling via outside contract to meet the mental health needs of students and staff as a result of COVID 19.	\$865,000
ELOG plan strategy 1a (2021-2022) LCAP 1.2	Providing access to expanded learning opportunities	Expand access to accelerated learning and enrichment through accelerated summer program focused on integrating math and science, as well as providing textbooks for students concurrently enrolled in community college	\$90,000
LCAP 1.2, 2.1	Increased Technology Support	Continued expansion of internet hot spot access to continue to provide access to school during covid exposures and quarantine, as well as tech support for families and students.	\$2,032,000
LCAP 2.6, 2.2	Literacy Support	Adding an administrator of professional development and 4 teachers on special assignment, with a focus on coaching and improving instruction, which will improve differentiation	\$1,629,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		in the classroom, and address learning loss as a result of COVID 19.	
LCAP 2.1	Food services support	Food service support for students in response to covid programs: virtual academy, snacks and meals for students participating in summer and afterschool programs.	\$300,000
	Extra Duty and Increased Staffing	Due to Covid 19, the district is unable to fully staff a variety of positions. Provide extra duty to complete added tasks to improve student safety and health, contact tracing (subs, extra duty, additional staffing to provide covid support)	\$1,041,066
LCAP 2.1	Additional Funding for Staff	One time payment to staff as a result of additional work load during distance learning, COVID school closures and reopenings, and health support.	\$2,500,000
	Indirect Costs	As allowable by grant, indirect costs	\$867,000

Ensuring Interventions are Addressing Student Needs

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. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Health Staff	COVID data dashboard will be used to reflect on the frequency of infections at sites.	Weekly monitoring, with quarterly reporting
Implementation of Virtual Academy	Enrollment numbers Performance level on the English Language Arts (ELA) and Math Academic Indicator Performance level on the English Learner Progress Indicator	Enrollment: annually Performance on state measures: annually District common assessments: quarterly monitoring, annual reporting

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>Percent of students in both the Meets and Exceeds Standards level on (Smarter Balanced Assessment Consortium) SBAC English Language Arts and Math</p> <p>Performance level on district common assessments in English Language Arts and Math</p>	
Air Filtration Systems	<p>Reports on implementation status: complete, in progress, or incomplete to be shared at board meetings</p>	<p>Quarterly monitoring, annual reporting</p>
Paraprofessional Support	<p>Performance level on the ELA and Math Academic Indicator</p> <p>Performance level on the English Learner Progress Indicator</p> <p>Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math</p> <p>Performance level on district common assessments in English Language Arts and Math</p>	<p>Performance on state measures: annually</p> <p>District common assessments: quarterly monitoring, annual reporting</p>
Library Media Technicians	<p>Performance level on the ELA and Math Academic Indicator</p> <p>Performance level on the English Learner Progress Indicator</p> <p>Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math</p> <p>Performance level on district common assessments in English Language Arts and Math</p>	<p>Performance on state measures: annually</p> <p>District common assessments: quarterly monitoring, annual reporting</p>
Summer Learning	<p>Performance level on the ELA and Math Academic Indicator</p>	<p>Performance on state measures: annually</p> <p>District common assessments: quarterly monitoring, annual reporting</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Performance level on the English Learner Progress Indicator Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math Performance level on district common assessments in English Language Arts and Math	
Mental Health Curriculum	Social Emotional Learning Screening California Healthy Kids Survey	Quarterly monitoring, annual reporting
Expansion of Mental Health Services	Social Emotional Learning Screening California Healthy Kids Survey Service logs showing number of students served	Quarterly monitoring, annual reporting
Providing Access to Expanded Learning Opportunities	Student, staff, and community surveys	Quarterly monitoring, annual reporting
Increased Technology Support	Usage reports to Educational Services	Quarterly monitoring, annual reporting
Literacy Support	Implementation Update Performance level on the ELA and Math Academic Indicator Performance level on the English Learner Progress Indicator Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts and Math Performance level on district common assessments in English Language Arts and Math	Quarterly monitoring, annual reporting
Food Services Support	Implementation Update	Quarterly monitoring, annual reporting

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Extra Duty and Increased Staffing	Implementation updates to include hours of extra duty provided in response to contact tracing, COVID quarantines, and substitute shortages	Quarterly monitoring, annual reporting
Additional Funding for Staff	Completion status update	Quarterly monitoring, annual reporting
Indirect Costs	Completion status update	Annually in October (unaudited actuals)