



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The majority of the Budget Act of 2021 funds were part of the Local Control Accountability Plan (LCAP) development, and engagement with community partners occurred during the LCAP development process. American Rescue Plan funds and Elementary and Secondary School Emergency Relief funds have been allocated according to the LCAP and the spending plan approved by the Woodland Joint Unified School District's trustees (May 27, 2021). The Woodland Joint Unified School District's State and Federal Programs department, in collaboration with fiscal services, monitors all approved actions to ensure allowability and alignment with the plan. Additional funds received, referenced below, have been budgeted according to the identified priorities in the board approved spending plan.. District staff reviews the plan frequently and makes recommendations for adjustments based on the needs of students and staff, after reviewing the effectiveness of the strategies selected. The plan is formally reviewed every six months to ensure implementation is consistent with the needs of the district and community, and then brought before the board of trustees, in public meeting, for updates and public comment.

Community partners engaged through the LCAP collaborative, District English Learner's Advisory Committee (DELAC), and parent and community advisory committees in Spring of 2022 in the development of the annual LCAP update. Feedback from community partners will continue to impact revisions to our spending priorities, with a focus on Governor's Emergency Education Relief Fund (GEER II), Elementary and Secondary School Emergency Relief (ESSER) II, ESSER III: Expanded Learning, as those funds were not accounted for in the LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Concentration grant add on funding will be directed to the school sites that have enrollment of students who are low-income, English learners, and foster youth that is greater than 55%, including: Beamer Elementary School, Dingle Elementary School, Freeman Elementary School, Gibson Elementary, Maxwell Elementary School, Woodland Prairie Elementary School, Tafoya Elementary School, Whitehead Elementary School, Douglass Middle School, Lee Middle School, Pioneer High School, Woodland High School, and Cache Creek High School. This additional funding will be used to provide additional staffing support to increase direct services to students, including intervention support, counseling, attendance support staff, and family engagement specialists.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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 and Accountability Plan) Collaborative Committee, staff, and students.

Throughout March and April 2021, 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 groups met with our superintendent and provided union feedback in April. 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 Committee, 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 on 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 was sent out to all American Indian families and responses focused on concerns surrounding student social emotional and mental health needs. Families also expressed concerns about students who are struggling academically and provided suggestions for additional academic supports.

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 dual immersion 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 Dehe Wintun Nation 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 LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

American Rescue Plan funds and Elementary and Secondary School Emergency Relief (ESSER) funds have been allocated according to the LCAP and the spending plan approved by the Woodland Joint Unified School District's trustees on May 27, 2021. The Woodland Joint Unified School District's State and Federal Programs department, in collaboration with fiscal services, monitors all approved actions to ensure allowability and alignment with the plan. District staff review the current plan and make recommendations for adjustments based on the needs of students and staff, after reviewing the effectiveness of the strategies selected. The plan is reviewed every six months to ensure implementation is consistent with the needs of the district and community, and then brought before the board of trustees, in public meeting, for updates and public comment. During the current review of the plan, the most significant challenge impacting implementation has been hiring and retaining staff.

A success related to the implementation of these plans is an increase in the counseling services provided to students. Despite staffing challenges, the district has been able to increase counseling staff from 19 full time equivalent (FTE) in 2020-21 to 22.4 FTE in 2021-22. This

increase has resulted in several school sites with a full time counselor. Related to counseling services, the district has also implemented social-emotional learning curriculum at all grade levels, and counselors have increased the amount of small group counseling sessions that they provide.

A challenge related to the implementation is the district's ability to recruit and hire qualified staff. The spending plan approved by the board included additional positions to support areas in the plan such as early literacy, youth engagement, social emotional supports, and COVID contact tracing. In the area of early literacy, the district has been able to hire 23 paraprofessionals out of 38 available positions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The district's Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan are aligned with and in support of the district's Local Control and Accountability Plan goals. Throughout the process of developing the applicable plans in communication with its educational partners, the district has intentionally identified the areas of alignment so as to ensure that the plans work together in meeting students' academic, social, emotional, and mental health needs.

The additional funds received under the American Rescue Plan complement the existing LCAP in the following ways:

- Increasing Health Staff (LCAP Goal 2.4)
- Implementing a Virtual Academy (LCAP Goal 1.2)
- Update Air Filtration Systems (LCAP Goal 2.1)
- Expansion of Summer Learning Programs (LCAP Goal 1.2)
- Increasing Paraprofessional Support (LCAP Goal 2.6)
- Expanding Library Media Techs (LCAP Goal 2.6)
- Adding a School Psychologist (LCAP Goal 2.4)
- Expansion of Mental Health Services (LCAP Goal 2.4)
- Food Services Support (LCAP Goal 2.1)

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*



If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
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