



Educator Effectiveness Block Grant 2021

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 and the 2020-2021 school year during the development of the LCAP (Local Control Accountability Plan). Formal needs assessments were conducted with multiple community partners at Woodland Joint Unified School District, including DELAC (District English Learner Advisory Committee), LCAP collaborative, staff, and students.

Throughout March and April, staff, students, and the board of trustees provided input into spending priorities through virtual meetings and utilizing Jamboard to collect priorities. Administrators made recommendations for spending priorities on April 1, 2021 and May 12, 2021. Labor unions 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 funding: academic intervention and professional development, 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. 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, DELAC, and the LCAP collaborative echoed the academic needs of students, and this additional academic support and professional development were incorporated into the Expanded Learning Opportunity Grant plan and Local Control Accountability Plan by providing a professional development administrator and teachers on special assignment, which we are recommending be incorporated into this plan. These staff will collaborate with the educational services staff to develop a professional development plan, focused on improving literacy and math instruction in our schools. This plan will include an implementation plan, incorporating all funding sources to maximize impact.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodland Joint Unified School District	Elodia Ortega-Lampkin Superintendent	elodia.lampkin@wjusd.org 530-406-3202

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$2,188,593	12/9/2021	12/16/2021 revised 12/6/22

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall**

coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Development of comprehensive professional development plan with a focus on early literacy and numeracy. Employment of Professional Development Administrator to support implementation of early literacy, math, and social emotional learning initiatives through presentation of professional development, mentoring, and coaching.	\$126,000	\$151,641	\$155,000	\$158,000	\$162,000	\$752,641.00
Literacy coaches and teachers on special assignment to provide professional development and instructional coaching to support implementation of early literacy, numeracy, and social emotional learning initiatives, as written in professional development plan.	\$304,886	\$192,129	\$304,886	\$304,886	\$304,886	1,411,673.00
Subtotal	430,886.00	343,770.00	459,886.00	462,886.00	466,886.00	2,164,314.00

- (2) **Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Contracts, extra duty, materials and supplies, for professional development to improve accelerated learning for students.		\$15,000	\$5,000	\$4,279	\$0	24,279.00
Subtotal	0.00	\$15,000.00	\$5,000.00	\$4,279		24,279.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite’s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	430,886.00	430,886.00	430,886.00	430,886.00	430,886.00	2,154,430.00
Subtotal Section (2)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (3)	0.00	0.00	0.00	17,081.50	17,081.50	34,163.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	430,886.00	358,770.00	464,886.00	467,165	466,886	2,188,593.00

Total planned expenditures by the LEA:
2,188,593.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.