

2025-2026 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 57-72710-0000000 **LEA Name:** Woodland Joint Unified School District **Fiscal Year:** 2025-2026

LEP = \$236,957.00 **Immigrant = \$26,691.00**

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.			
How the LEA will:		Persons Involved/Timeline (Optional)	Budget: \$236,957.00
Required Content	Provide effective professional development. Woodland Joint Unified School District (WJUSD) is committed to supporting the expansion of best English Learner (EL) instructional practices by providing professional learning opportunities, supplemental learning loss materials, and collaboration around the needs of all English Learners in all of the current program options (SEI and DI). In addition, the district will continue to offer professional development (PD) in the area of English Learner (EL) Best First Instruction in an effort to train our teachers and administrators to better target specific language needs of students by using multiple points of data. All of our programs ensure the development of high academic language. WJUSD will continue to fund 14.2 FTE English Learner (EL) specialist positions (LCAP) to serve all TK-12 district schools to engage in the following professional learning opportunities:	English Learner (EL) Serv. Coordinator, English Learner (EL) TOSA, English Learner (EL) Specialist Monthly Meetings, Secondary & Elementary ELD Action Team Meetings -TK-12 Teachers	

	• Train English Learner (EL) specialists to support classroom teachers in the implementation of ELD CCSS standards across all content areas through professional learning opportunities utilizing modeling/demonstration of lessons, teaching strategies and coaching. • Provide on-site coaching and/or modeling for teachers in the area of best English Learner (EL) teaching strategies, ELD CCSS, Interim ELPAC assessment administration and integrated/designated ELD. • Provide opportunities for teachers/ English Learner (EL) specialists to collaborate in developing lessons, create site-specific professional development, engage in PLCs and participate in the cycle of improvement: plan, teach, reflect etc. • TK-12 Teachers will have an opportunity to attend professional development with an emphasis on integrated and designated ELD as well as EL data analysis. • GLAD Summer Training • CABA Annual Conference • SPED Case Managers and ELS will attend professional development centered on the reclassification process for dually identified students and on development of Language Goals for IEPs • Collaborate with YCOE to provide subs for teachers to attend Key ELD CCSS Professional development for teachers • Attend All Titles Conference ○ Registration and related costs	-English Learner (EL) Services staff - SPED staff -Sec. dELD Teacher -Elem. dELD Teachers - English Learner (EL) Services staff - SPED staff -TK-12 Gen Ed Teachers - English Learner (EL) Services staff -TK-12 Gen Ed Teachers -SPED staff -English Learner (EL) Services staff	\$8,500.00 Title III LEP \$11,787.71 Title III LEP \$3,500.00 Title III LEP
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	Implement effective programs and activities. WJUSD offers high-quality language instructional programs such as Dual Immersion and Structured English Immersion programs with designated and integration ELD aligned to the CA CCSS standards and the ELD/ELA Framework. One English Learner (EL) TOSA at 0.8 FTE to support by modeling, coaching, and overseeing professional learning committees (PLCs) that support professional development aligned to the ELD CCSS standards, ELA/ELD Framework and training for English Learner (EL) parents. Foster collaboration based on the formative assessment to adjust instruction and development of differentiated interventions for English Learners (ELs). Provide ELD language academies/additional interventions outside of the regular school day for students who are at risk of becoming LTELs at the elementary level, and for LTELs at the secondary level. These activities will provide language acceleration opportunities, including but not limited to: • Extra duty hours and learning loss supplemental curriculum/ materials/supplies	-English Learner (EL) Services TOSA	\$110,921.65 Title III LEP (0.8 FTE) \$ 16,000.00 Title III LEP
	Ensure English proficiency and academic achievement. WJUSD has 1 Director, 1 English Learner (EL) Services Coordinator and 1 English Learner (EL)TOSA that oversee the TK-12 English Learner (EL) program establishing and overseeing structures and processes that communicate, model, assess, and develop instructional priorities/plans to ensure English proficiency and academic achievement of English Learners.		

	EL Services Coordinator and TOSA work in conjunction with site English Learner (EL) specialists and administrators to ensure that all Title III requirements are fully implemented across the district in accordance with our district English Multilingual Services Plan. • Site English Learner specialists (ELS) will provide English Learner (EL) specific modeling and coaching support to ensure the implementation of best instructional practices and integrated ELD which target the language and academic needs of all English Learners across all content areas. • Grouping English Learners (ELs) by proficiency level to target the language needs of students and provide direct designated ELD instruction at elementary school sites. Provide on-site support via direct ELD instruction, modeling lessons, and coaching site teachers which will focus on structuring lessons and tasks that engage students in high quality academic interactions, provide best first instruction, enrichment and interventions; i.e. GLAD, Quality Teaching for English Learners (QTEL), Kinsella, English Learner (EL) Shadowing, Kagan, EL RISE, PROMESA, etc. English Learner (EL) specialist will continue to provide support to sites with data analysis/PLCs to monitor English Learner (EL) progress and determine appropriate instructional practices, interventions, case management, data chats and targeted integrated and designated ELD instruction in order to prevent Long Term English Learners (LTELs). • Hecho a Mano Summer Program for LTELs	-Ellevation Data Platform - English Learner (EL) Services staff -TK-12 Gen Ed Teachers	\$25,543.75 Title III LEP \$7,000.00 Title III LEP
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	Promote parent, family, and community engagement in the education of English Learners. Finally, WJUSD remains committed to delivering a high-quality parental involvement program through our partnership with the Districts Community and Family Engagement Program. • The district has a full-time Community and Family Engagement Manager who coordinates workshops in Spanish/English that target English Learner (EL) parents. • WJUSD will provide a series of parent classes through PROJECT 2 INSPIRE, Latino Family Literacy Project, PROMESA and the CAFE Office. • LCAP development and needs assessment is a standing agenda item at DELAC meetings. In addition, a DELAC representative attends the District LCAP collaborative meetings to ensure English Learner (EL) parent input and participation.		
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LEAs receiving or planning to receive Title III EL funding may include authorized activities.		Persons Involved/Timeline (Optional)	Budget
Other Authorized Activities	Describe all authorized activities chosen by the LEA relating to: Supplementary services as part of the language instruction program for English Learner students. Supplementary services as part of the language instruction program for LEP students: • Secondary English Learner (EL) paraprofessionals for newcomers • Provide Secondary EL Paras with ongoing EL specific professional development WJUSD will continue to promote parental involvement: • Daycare for English Learner (EL) parent meetings Improve the instruction of LEP children by providing for: • The acquisition of supplemental instructional materials • Indirect Cost (6.4%)		\$38,950.84 Title III LEP \$500.00 Title III LEP \$14,253.05 Title III LEP Total \$236,957.00

Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline (Optional)	Budget \$26,691.00
Authorized Activities	Describe all authorized activities chosen by the LEA relating to: Enhanced instructional opportunities for immigrant children and youth. Secondary immigrant newcomer ELD classes will each receive a paraprofessional to assist classroom teachers with the instruction of immigrant students who will provide: • Tutorials, mentoring, and academic or career counseling for immigrant children and youth. • Additional learning supplies • Enrichment activities that provide real-world communication opportunities where students can practice language in meaningful contexts, and expose them to new vocabulary and cultural nuances • Provide professional development for parents of immigrant students • Provide professional development for English Learner Paraprofessionals • Indirect Cost (6.4%)	-English Learner Paraprofessionals -English Learner Services Staff	\$25,085.53 Title III IMM \$1,605.47 Title III IMM
			Total \$26,691.00