

**AGENDA**  
**Princeton Joint Unified School District**  
**Special Board Meeting**

Location: Princeton Junior-Senior High School Career Center, 473 State Street, Princeton, CA 95970

1. <https://us02web.zoom.us/j/87552330270?pwd=OE5MYkhDS1VvREpBcUNDbitLRUZkUT09>
2. Zoom.us Meeting ID: 875 5233 0270 Passcode: School
3. One tap mobile +16699009128,,87552330270#,,,,,0#,,645651# US
4. Dial +1 669 900 9128 Meeting ID: 875 5233 0270, Passcode: 645651

Date: December 6, 2021

Time: 8:30 am

*The District Board Packet is available for public viewing at The Princeton Joint Unified School District's Administrative Building located at 473 State Street, Princeton, California on the date and at the time the agenda is posted. (SB 343 - Chapter 298/2007 effective July 1, 2009).*

**I. CALL TO ORDER**

**II. ROLL CALL**

\_\_\_\_ Lance Glassgow  
\_\_\_\_ Troy Hansen  
\_\_\_\_ Victoria Reamer  
\_\_\_\_ Debbie Wills  
\_\_\_\_ Cathy Withrow

**SPECIAL BOARD MEETING**

We welcome you to this meeting. Members of the public may be heard on any business item on the Board's Agenda. A person addressing the Board will be limited to five (5) minutes unless the Chairperson of the Board grants a longer period of time. Comments by members of the public on an item that appears on the Agenda will only be allowed during consideration of the item by the Board. While not required, we would appreciate it if you would identify yourself with your name and address when addressing the Board. If visitors have a complaint about a specific employee of the District, they will be advised to fill out a complaint form in accordance with Board Policy.

**III. PLEDGE OF ALLEGIANCE**

**IV. PUBLIC COMMENT:** An opportunity for any member of the public to address the Governing Board on any matter not on the Agenda but which is within the jurisdiction of the Board.

**V. ADJOURNMENT TO CLOSED SESSION:**

1. Conference with District Labor Negotiator, Korey Williams, Superintendent/Principal, regarding Unrepresented Employees (Government Code § 54957.6)

**VI. RETURN TO OPEN SESSION:**

1. CLOSED SESSION REPORT, ACTION AND VOTES TAKEN:

**VII. DISCUSSION AND OTHER INFORMATIONAL ITEMS:**

1. Long-Term Plan for Princeton Joint Unified School District Business Services Department

**VIII. PUBLIC HEARING:**

1. 2021 Educator Effectiveness Block Grant Plan

**IX. ACTION ITEMS:**

1. Consider Extra Duty Contracts – Independent Study/Fiscal Department Transition

**X. ADJOURNMENT**

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Princeton Joint Unified School District at 530-439-2261 and ask for Diana Baca. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the Board meeting. (Government Code § 54954.2)

Posted December 2, 2021 at 4:00 pm

Posted at: Princeton Elementary School, Princeton Jr./Sr. High School, Princeton JUSD Website

# DISCUSSION / INFORMATION

## PRINCETON JOINT UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

**DATE:** December 6, 2021  
**TO:** Board of Trustees  
**FROM:** Korey Williams, Superintendent/Principal  
Secretary to the Board

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**ITEM:**

Long-Term Plan for Princeton Joint Unified School District Business Services Department

**RATIONALE:**

Collaborative planning for anticipated changes and cost savings over the next several years, while assuring continuity of service through the transition to Escape Technology financial software.

**FINANCIAL IMPACT:** None  
**FUNDING SOURCE:** None  
**CONTACT PERSON:** Korey Williams, Superintendent/Principal

# PUBLIC HEARING

## PRINCETON JOINT UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

**DATE:** December 6, 2021  
**TO:** Board of Trustees  
**FROM:** Korey Williams, Superintendent/Principal  
Secretary to the Board

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**ITEM:**

2021 Educator Effectiveness Block Grant Plan

**RATIONALE:**

Educator Effectiveness is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Basic Educational Data System (CBEDS) for the 2020–21 fiscal year.

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education (CDE).

**FINANCIAL IMPACT:** None  
**FUNDING SOURCE:** None  
**CONTACT PERSON:** Korey Williams, Superintendent/Principal



## Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Princeton Joint Unified School District	Korey Williams Superintendent / Principal	kwilliams@PJUSD.org 530.439.2261

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in [Assembly Bill 130](#), [Chapter 44](#), [Section 22](#) and [Assembly Bill 167](#), [Chapter 252](#), [Section 9](#) and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

## Expenditure Plan

<b>Total Educator Effectiveness Block Grant funds awarded to the LEA</b>
60,731

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>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.</p>	<p>1. Induction program for new teachers for the duration of the grant 2. Paraprofessional staff development within the grant timeline</p>	44,000
<p>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.</p>	Classroom staff and teacher professional development within the grant timeline	12,000
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	Enhance existing counseling programs with the addition of a career day or K-12 career focus days. Expenses to be incurred over the course of the grant timeline.	4,731
<p>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.</p>		
<p>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 school'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.</p>		

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
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.		
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.		
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
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.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
<b>Subtotal</b>		<b>60,731.00</b>

# Educator Effectiveness Block Grant Plan Instructions

## Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

## Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
  - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models of effective practice**, provide **coaching** and **expert support**, offer **feedback and reflection**, and be of **sustained duration**.
  - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

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



- (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 school'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.
- (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.
- (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.
- (8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - see *slide 12 for subdivision (c)*.
- (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.
- (10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

## **Instructions to complete the template:**

### **Total Educator Effectiveness Block Grant funds awarded to the LEA**

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

### **Allowable Use of Funds Table**

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

#### **(1) Allowable Use of Funds**

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

#### **(2) Planned Use of Funds (Actions)**

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

**(3) Planned Expenditures**

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

**Fiscal Requirements**

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, report detailed expenditure information to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

# ACTION

## PRINCETON JOINT UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

**DATE:** December 6, 2021  
**TO:** Board of Trustees  
**FROM:** Korey Williams, Superintendent/Principal  
Secretary to the Board

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### ITEM:

Consider Extra Duty Contracts – Independent Study/Fiscal Department Transition

### RATIONALE:

#### 2021-22 Extra Duty Stipend

##### Independent Study:

1. Short-Term Independent Study (Fewer Than 15 Days): Coordinate the 2021-22 Princeton Joint Unified School District short-term independent study program for students who must be home for short periods for a quarantine or illness associated with the COVID-19 pandemic.
2. Long-Term Independent Study (15 Days or More): Coordinate the 2021-22 Princeton Joint Unified School District long-term independent study program, as required by Assembly Bill (AB) 130 and Amendments in AB 167.

##### Fiscal Department Transition:

1. Glenn County Office of Education is planning to transition from the current accounting software (Quintessential School Systems) to new accounting software (Escape Technology). The district is expected to attend county trainings and provide training to district users, in addition to monitoring the transition of information, including data entry.
2. Begin job shadowing current CBO/HR Director.

#### 2022-23 Extra Duty Stipend

##### Fiscal Department Transition:

1. Continue Escape Technology transition and implementation.
2. Continue job shadowing current CBO/HR Director.

**FINANCIAL IMPACT:** \$10,000.00  
**FUNDING SOURCE:** General Fund/COVID Fund  
**CONTACT PERSON:** Korey Williams, Superintendent/Principal