

# Kashia School District

31510 Skaggs Spring Road  
P.O. Box 129 Stewarts Point, CA 95480  
707-785-9682 phone 707-785-2802 fax

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Special Agenda –  
Governing School Board  
Monday, December 13, 2021 4:00 p.m.  
Kashia School District

1. Call to Order Board and Staff/Establishment of Quorum

Glenda Antone

Charlene Pinola

\_\_\_\_\_

Frances Johnson

Patti Pomplin

\_\_\_\_\_

2. Approval of Agenda

3. Public Comment on Non Agenda Items (Limit 5 Minutes)

4. Items Scheduled for Discussion and Action

4.1 Trustee Appointment

4.2 Approve Educator Effectiveness Block Grant

5. Adjournment

Next Regular Meeting  
Wednesday, January 12, 2022

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(To be issued by School District and sent to County Superintendent of Schools)

## Notice of Appointment of Governing Board Member

Stewarts Point, California (place)

(date)

To: Sonoma County Superintendent of Schools

From: Kashia School District

THIS IS TO CERTIFY that in accordance with the provisions of the Education Code of California, the Governing Board of

The Kashia School District of Sonoma County, California at a (x regular ☐ special) meeting held on (date)

That (name) of (address) was provisionally appointed to the Governing

Board to hold office until the next regularly scheduled election for district governing board members. A copy of the Oath of Office is attached.

\_\_\_\_\_  
Clerk or Secretary of the Governing Board

For County Office Use:

Registration check \_\_\_\_\_  
(date and initials)

Appointment entered in record: \_\_\_\_\_  
(date and initials)

(To be sent by appointee to County Superintendent of Schools)

### Oath of Office

(E.C. §200, California Constitution, Article XX, §3)

I, \_\_\_\_\_, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

Signed \_\_\_\_\_

Mailing Address  
County of Sonoma

State of California

Subscribed and sworn (or affirmed) before me this (date)

By \_\_\_\_\_  
Signature of Person Administering Oath

All code section references are to the California Elections Code unless stated otherwise.

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

Date Initial Filing Received  
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Kashia School District

Division, Board, Department, District, if applicable

Board Trustee

Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

**2. Jurisdiction of Office (Check at least one box)**

☐ State

☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)

☐ Multi-County

☐ County of

☐ City of

☒ Other School District

**3. Type of Statement (Check at least one box)**

☐ Annual: The period covered is January 1, 2020, through  
December 31, 2020.

☐ Leaving Office: Date Left / /  
(Check one circle.)

-or-

The period covered is / / , through  
December 31, 2020.

☐ The period covered is January 1, 2020, through the date of  
leaving office.

-or-

☐ The period covered is / / , through  
the date of leaving office.

☒ Assuming Office: Date assumed . / . / 2021

☐ Candidate: Date of Election and office sought, if different than Part 1:

**4. Schedule Summary (must complete) ► Total number of pages including this cover page:**

**Schedules attached**

☐ Schedule A-1 - Investments - schedule attached

☐ Schedule C - Income, Loans, & Business Positions - schedule attached

☐ Schedule A-2 - Investments - schedule attached

☐ Schedule D - Income - Gifts - schedule attached

☐ Schedule B - Real Property - schedule attached

☐ Schedule E - Income - Gifts - Travel Payments - schedule attached

-or- ☐ None - No reportable interests on any schedule

**5. Verification**

MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER EMAIL ADDRESS  
( )

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed  
(month, day, year)

Signature  
(File the originally signed paper statement with your filing official.)

Print

Clear

# Educator Effectiveness Block Grant 2021

| Local Educational Agency (LEA) Name | Contact Name and Title                      | Email and Phone                     |
|-------------------------------------|---------------------------------------------|-------------------------------------|
| Kashia Elementary School District   | Frances Johnson<br>Superintendent/Principal | fjohnson@scoe.org<br>(707) 785-9682 |

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

| Total Educator Effectiveness Block Grant funds awarded to the LEA |
|-------------------------------------------------------------------|
| \$4,832                                                           |

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 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------|
| 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 | In house address the need to retain teachers that can serve all pupils. | 0                    |

| Allowable Use of Funds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Planned Use of Funds (Actions)                                                                                              | Planned Expenditures |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------|
| 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.                                                                                                                                                                                                                                                                                                             | Lexia reading and EdClub typing, vocabulary and spelling.                                                                   | \$1,152              |
| 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. | Collaboration with Tribal members concerning positive school climate, restorative justice and positive behavioral supports. | 0                    |
| 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.                                                                                                                                                                                                                                                                                                                         | Project based learning to provide and develop individual education and learning programs to meet all student needs.         | \$2,000              |
| 7. Instruction and education to support implementing effective language acquisition programs for English                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                      |

| Allowable Use of Funds                                                                                                                                                                      | Planned Use of Funds (Actions)                                                                                                    | Planned Expenditures   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p>learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.</p> |                                                                                                                                   |                        |
| <p>8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).</p>        |                                                                                                                                   |                        |
| <p>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.</p>          | <p>Cultural studies including native language, basket weaving and other appropriate studies in line with approved curriculum.</p> | <p>\$1,680</p>         |
| <p>10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.</p>                                         |                                                                                                                                   |                        |
|                                                                                                                                                                                             | <p><b>Subtotal</b></p>                                                                                                            | <p><b>4,832.00</b></p> |

- 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.

# 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).