GLENN COUNTY BOARD OF EDUCATION
Thursday, April 27, 2023 at 4:00 P.M.
DUE TO A SCHEDULING CONFLICT
THE MEETING WILL BE HELD AT
607 E Tehama Street, Orland (LCN)

AGENDA

1.0 CALL TO ORDER:

2.0 REGULAR BOARD 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. While not required, we would appreciate it if you would identify yourself with your name and address when addressing the Board.

3.0 PLEDGE OF ALLEGIANCE:

4.0 Roll Call:

_____ Judith Holzapfel
_____ Janice Cannon
_____ Chris Redes
_____ Cori Enos
_____ Jesus Palomino

5.0 APPROVAL OF AGENDA:

6.0 LCN Campus Tour: Shane Anderson – Information

The board will tour the construction zone of Little Bridges Preschool, the Digital Media Arts and the Wm. Finch facility.

7.0 APPROVAL OF MINUTES:

Approval of Regular Meeting Minutes of March 23, 2023 - Action

8.0 COMMENTS FROM THE AUDIENCE ON AGENDA ITEMS ONLY:

Any person wishing to address the Board will identify themselves and may speak on the item currently on the floor. The Board may limit comments to no more than three minutes per speaker and fifteen minutes per topic.

9.0 COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA:

Public comment is invited on any matter not included on the printed agenda. Depending on the number of individuals wishing to address the Board, the President may establish specific time limits on presentations.
10.0 NEW BUSINESS:

A. Charter Reports – Information Only

- Wm. Finch
- Walden Academy
- Success One!

B. Success One! LCAP Survey Results: Elena Jones – Information

C. Resolution Supporting AB 906: Superintendent Bentz – Action

The board will consider the approval of resolution No. 2022/2023-12 in support of AB 906.

Roll Call Vote:

_____ Judith Holzapfel
_____ Janice Cannon
_____ Chris Redes
_____ Cori Enos
____ Jesus Palomino

D. Resolution Approving Purchase And Sale Agreement and Escrow Instructions; First Amendment To The Purchase And Sale Agreement and Escrow Instructions; Form of Grant Deed, Promissory Note and Deed of Trust, Certificate of Acceptance and Consent to Recording of Grant Deed, Bill of Sale; for the real property located at 512, 514 South Street, and 1222 Railroad Avenue, Orland, CA with the sellers- Larry A. Toney and C. Teena Toney (aka Chris Teena Toney), Raymond Eugene Toney, George M. Toney and Karen Toney, Trustees of the George & Karen Toney Revocable Trust; and authorizing Superintendent Ryan Bentz and Board President Judith L. Holzapfel to execute all applicable Agreements and related documents and Certificates on behalf of the Glenn County Board of Education: Shane Anderson-Action

The board will consider the approval of resolution No. 2022/2023-13

Roll Call Vote:

_____ Judith Holzapfel
_____ Janice Cannon
_____ Chris Redes
_____ Cori Enos
____ Jesus Palomino

D. Support for SB 354 – Jacki Campos – Action

The board will review Senate Bill 354 and choose whether or not to support the measure.

E. Policy Committee: Janice Cannon – Action

Review/approve updated BP 9000 Roll of the Board and Exhibit E-1

F. Budget Report: Dusty Thompson – Information

G. Williams Uniform Complaints: Ryan Bentz - Information

H. Facilities Update: Shane Anderson - Information

I. Glenn County Educators Hall of Fame: Ryan Bentz – Action

The GCBE will select two inductees to the 2023 Educators’ Hall of Fame.

11.0 CLOSED SESSION:

A. Pursuant to Government Code §54957(a): Threat to Public Services or Facilities.
Consultation with: Greg Felton, Safety Coordinator, Glenn County Office of Education.
In Closed Session: Greg Felton, Safety Coordinator, Shane Anderson, Facilities
Coordinator, Shirley Diaz, Assistant Superintendent Educational Services

12.0 REPORTING FROM CLOSED SESSION:

A. Announcement of Action Taken in Closed Session.

14.0 ADMINISTRATIVE REPORT:

The Superintendent will report on his activities.

14.0 BOARD MEMBER REPORT:

Report on County Office of Education related activities by Board Members.

15.0 COMMUNICATIONS:

1. Virtual event information on Understanding Critical Race Theory – President Holzapfel

2. CSBA Roadshow flyer

16.0 NEXT MEETING: Date/Time/Location

May 25, 2023, at 4:00 PM – 311 S Villa Avenue, Willows

17.0 ADJOURNMENT:
Note: Agendas may be reviewed at the Glenn County Office of Education website at www.glenncoe.org under Glenn County Board of Education - Agendas, or in the Superintendent’s Office after 8:00 a.m. on the Friday prior to the Board meeting.

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 Glenn County Office of Education at 530 934-6575 Ext. 3061. 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)

This institution is an equal opportunity provider and employer.

2022/2023 Apr. 27, 2023 – Agenda
1.0 CALL TO ORDER:

The meeting was called to order at 4:00 P.M.

2.0 REGULAR BOARD 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. While not required, we would appreciate it if you would identify yourself with your name and address when addressing the Board.

3.0 PLEDGE OF ALLEGIANCE:

The pledge was led by board member Jesus Palomino.

4.0 Roll Call:

   __X__ Judith Holzapfel
   __X__ Janice Cannon
   __X__ Chris Redes
   _AB_ Cori Enos
   __X__ Jesus Palomino

5.0 APPROVAL OF AGENDA:

Janice Cannon moved to approve the agenda as presented, Chris Redes seconded.

The agenda was approved as presented by a show of hands and ayes by board members Holzapfel, Cannon, Redes and Palomino. Motion passed 4/0

6.0 APPROVAL OF MINUTES:

Approval of Regular Meeting Minutes of February 23, 2023 - Action

Janice Cannon moved to approve the minutes of February 23, 2023 as presented, Jesus Palomino seconded.

The minutes of February 23, 2023 were approved as presented by a show of hands and ayes by board members Holzapfel, Cannon Redes and Palomino. Motion passed 4/0

7.0 COMMENTS FROM THE AUDIENCE ON AGENDA ITEMS ONLY:

There were no comments from the audience.

8.0 COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA:

There were no comments from the audience.
9.0 NEW BUSINESS:

A. Charter Reports – Information Only

- Walden Academy
  No report was available

- Wm. Finch
  Dan La Bar reported the student enrollment has remained the same, he also mentioned there had been a few inquiries about enrollment in the Fall. He informed the board the school has about 20 high school graduates and about 15 junior high graduates. The school is looking into separating the kids according to grade, (middle school, junior high and high school), this would eliminate the young kids being around the high school kids.

- Success One!
  Elena Jones reported Success One! has 168 registered students with 105 being active. Ms. Jones also reported that eleven students have completed their graduation requirements and the Success Story #5 is now available to view. It was also reported the WASC visit went very well.

B. Success One! Curriculum Adoption Public Hearing - 4:05 P.M. – Elena Jones

The board will receive comments on the adoption of the following proposed curriculum.


President Holzapfel recessed the regular meeting into the Public Hearing at 4:14 pm.

Wm. Finch Principal, Dan La Bar mentioned Wm. Finch is looking at the same curriculum.

There being no other comments, President Holzapfel closed the Public Hearing and reopened the regular meeting at 4:16 pm.

C. Success One! Curriculum Adoption: Elena Jones – Action

Jesus Palomino moved to approve the adoption of the BrightThinker Curriculum, Chris Redes seconded.

The Success One! BrightThinker curriculum was approved by a show of hands and ayes by board members Holzapfel, Cannon, Redes and Palomino. Motion passed 4/0

D. Success One! 2023/2024 School Calendar: Elena Jones – Action

Elena Jones presented the Success One! 2023/2024 school calendar. As the graduation dates for Success One! and Wm. Finch were set on the same day, Ms. Jones changed the graduation date for Success One! to May 23, 2004.
President Holzapfel moved to approve the Success One! 2023/2024 school calendar with the change of the graduation date to May 23, 2024, Janice Cannon seconded.

The Success One! 2023/2024 school calendar was approved as corrected by a show of hands and ayes by board members Holzapfel, Cannon, Redes and Palomino. Motion passed 4/0

E. Wm. Finch 2023/2024 School Calendar: Dan La Bar – Action

Dan La Bar presented the Wm. Finch 2023/2024 school calendar for board approval.

Janice Cannon moved to approve the Wm. Finch 2023/2024 school calendar as presented, Chris Redes seconded.

The Wm. Finch 2023/2024 school calendar was approved as presented by a show of hands and ayes by board members Holzapfel, Cannon, Redes, Enos and Palomino. Motion passed 4/0

F. Transportation Plan: Dusty Thompson – Action

Dusty Thompson presented the transportation plan. Mr. Thompson mentioned the plan was written by Jacki Campos, SELPA Director.

Janice Cannon moved to approve the GCOE Transportation Plan as presented, Jesus Palomino seconded.

The GCOE Transportation Plan was approved as presented by a show of hands and ayes by board members Holzapfel, Cannon, Redes and Palomino. Motion passed 4/0

G. Board Vision and Mission Plan: Janice Cannon – Discussion/Action

The board will review the revised Vision and Mission plan.

The board reviewed the updated Board Vision and Mission plan.

Chris Redes moved to approve the Board Vision and Mission Plan as presented, Jesus Palomino seconded.

The Board Vision and Mission Plan was approved by a show of hands and ayes by board members Holzapfel, Cannon, Redes and Palomino. Motion passed 4/0

H. Policy Committee Update: Janice Cannon – Information

Janice Cannon reported the committee had met today and reviewed board policy 9000-9021, those policies will come before the board in April for approval.
I. Second Interim Report: Dusty Thompson – Action

Dusty Thompson presented the Second Interim report. He announced the P-1 revenues had increased as both schools are running with higher number of students as projected. President Holzapfel mentioned the 2 and 3-year projection lines did not include the boards $1,000,000 reserve for Economic Uncertainty. Mr. Thompson will correct. President Holzapfel would also like to see a larger font for the report, as it’s very hard to read.

J. Glenn County Educators Hall of Fame: Ryan Bentz - Information

Superintendent Bentz announced the ceremony date will take place before the fair and he would like to showcase the new inductees at the GCOE fair booth.

10.0 CLOSED SESSION:

A. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Initiation of litigation pursuant to Paragraph (4) of Subdivision (d) of Government Code § 54956.9: Consideration of One (1) Potential Case—Social Media Litigation

B. CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Information – Superintendent Bentz

1. The Board will receive information on the property located at: 512, 514 South Street, and 1222 Railroad Avenue, Orland, CA


President Holzapfel recessed the regular meeting at 4:45 pm.

11.0 REPORTING FROM CLOSED SESSION:

A. Board will reconvene into Open Session, announced that discussion occurred, and the following action was taken:

President Holzapfel reopened the regular meeting at 5:19 pm.

President Holzapfel reported no action was taken.

B. Real Property Negotiators – The board will report the action taken.

President Holzapfel reported the board had received information and had given Superintendent Bentz and the attorney direction.
12.0 ADMINISTRATIVE REPORT:

The Superintendent will report on his activities.

Superintendent Bentz reported the following:
- County board training after the meeting
- Over 22 district board members and superintendents attended the district training
- Shirley Diaz and her team received $1.5 literacy grant
- The STEM expo was a great success, had the most student participation ever
- March 21 was National Down Syndrome Day, Jacki Campos celebrated the day during the SELPA meeting
- Superintendent Bentz will share his goal of every 3rd grader can read at a later day

13.0 BOARD MEMBER REPORT:

Report on County Office of Education related activities by Board Members.

Janice Cannon attended Success One! WASC mid-year meeting and the STEM Expo.

Jesus Palomino attended the Science Fair judging at Walden Academy.

Judith Holzapfel attended the following:
- February Lake school board meeting
- February SELPA meeting
- The Success One! WASC mid-year meeting
- The Princeton board meeting via Zoom and,
- Hamilton board meeting

14.0 COMMUNICATIONS:

Imelda Diaz reminded the board the CCBE annual conference registration is opened. Janice Cannon and Judith Holzapfel asked to be registered.

15.0 NEXT MEETING: Date/Time/Location

April, 27, 2023, at 4:00 PM – 131 E Walker Street, Orland

16.0 ADJOURNMENT:

The meeting was adjourned at 5:35 P.M.

______________________________  ____________________________
Judith Holzapfel, Board President  Ryan Bentz, Superintendent
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2022/2023 Mar. 23, 2023 – Minutes
RESOLUTION OF THE BOARD OF EDUCATION OF
THE GLENN COUNTY OFFICE OF EDUCATION
RESOLUTION NO. 2022/2023-13

RESOLUTION AUTHORIZING GCOE GCBE PURCHASE OF REAL PROPERTY

WHEREAS, Larry A. Toney and C. Teena Toney, aka Chris T, his wife, as Joint Tenants, as to an Undivided 1/3 Interest; Raymond Eugene Toney, an Unmarried Man, as to an Undivided 1/3 Interest; and George M. Toney and Karen N. Toney, Trustees of the George & Karen Toney Revocable Trust (collectively, “Seller”) are the owners in fee of approximately 1.7 acres of land containing two building structures as well as vacant unimproved land, containing three separate adjacent parcels located at 512, 514 South Street and 1222 Railroad Avenue in the City of Orland, County of Glenn, State of California identified in Exhibit A hereto (“Subject Property”);

WHEREAS, the Board of Education of Glenn County Office of Education (“GCOE BOE”) desires to purchase the Subject Property from Seller for the purpose of utilizing the Subject Property as a Bus Parking and Maintenance yard, as well as establishing a trade school for students and adults to teach bus mechanics, and Owner desires to sell the Subject Property to GCOE BOE, on the terms identified in one certain Purchase and Sale Agreement And Escrow Instructions between the parties dated January 27, 2022 and as amended by a First Amendment to the Purchase and Sale Agreement and Escrow Instructions dated as of April __, 2023 (collectively "Purchase Agreement" identified in Exhibit B hereto ("Purchase Agreement").

WHEREAS, California Education Code section 17385 authorizes GCOE BOE to acquire and hold real property.

WHEREAS, the GCOE BOE has authorized the purchase of the Subject Property pursuant to its Board Action dated December 14, 2022.

NOW, THEREFORE, it is found, determined and resolved by the Board of Education of Glenn County Office of Education as follows:

1. That the foregoing recitals are true.

2. That it is in the best interest of the GCOE BOE to purchase the Subject Property from Seller on the terms stated in Exhibit B hereto (“Contract”).

3. That the Contract will provide much needed bus parking and maintenance, as well as adding an educational training component for bus mechanics for both Glenn County students and adults.

4. That the Superintendent of the Glenn County Office of Education or designee, the Chief Business Officer of the Glenn County Office of Education or designee, and the President of the Board of Education of the Glenn County Office of Education or designee are directed to enter into the Contract, subject to minor revisions approved by staff and legal counsel, as well as to take any action which
is necessary to carry out, give effect to, and comply with the terms and intent of this Resolution and consistent with law and Glenn County Office of Education policy.

PASSED AND ADOPTED by the Board of Education of Glenn County Office of Education, this 27th day of April, 2023 by the following vote:

AYS: ______ NOES: ______ ABSTAINED: ______ ABSENT: ______

Signed and approved by me after its passage.

______________________________
Board President

______________________________
Board Clerk
Wm. Finch Charter School Mission
Statement: The mission of Wm. Finch Charter School is to provide a rigorous and supportive learning environment with a highly qualified faculty and staff committed to nurturing and developing the intellectual, physical, emotional and moral capacity of each student through student-parent-teacher-community partnerships.

Enrollment update:

Enrolled: 149
Inquiries: 25
K – 3rd: 22
4th – 6th: 20
Total: 186
Retention: 83%
7th – 8th: 28
9th – 12th: 79

Updates:

1. Planning has begun for 23-24 including the following:
   - Alignment of priorities and plans
     - Charter amendments
     - LCAP goals
     - WASC action plan
   - New approach to elementary literacy
   - Middle School Academy
   - High School Pathways
     - Arts, Media, and Entertainment Pathway
     - Child Development Pathway
   - Revisit the orientation process

2. Student support meetings to date:
   - 22 SST meetings
   - 11 504 meetings
   - 42 IEP meetings

3. State testing concludes April 26th
4. Friday Night Live Club visited Six Flags over Spring Break
5. Middle School students visited Butte College

Upcoming dates:

- 4/26 – Spring Fling
- 5/1 – 5/19 – End of year i-Ready Diagnostic Assessments
- 5/8 – Senior Project Presentations
- 5/19 – Last day of school
- 5/23 – Graduation
- 5/31 – 6/1 – Staff planning days
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<th>Losses</th>
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5 Year average: 83.41%
School Vision:
Success One! will pursue this vision with a philosophy of:
Tailoring education programs to meet each student’s need;
Taking into account individual learning modalities;
Assessing students on an ongoing basis;
Hiring, supporting, and continuously training quality teachers and staff;
Working closely with students and county partners to assure full support for student success;
Establishing staff accountability for producing positive outcome.

School Mission:
Success One! seeks to develop literate, educated thinkers and achievers who:
Respect themselves;
Respect others;
Pursue knowledge;
Apply facts and theories to solve problems;
Participate productively in the economy and their communities;
Become motivated and able to learn for a lifetime;
Are employable in today’s workplace.
Enrollment
2022-2023 School Year

We have an open enrollment policy. The numbers below change frequently.

Success One! Charter

Total enrollment: 174
Active Students: 101
HSD (High School Diploma): 39
HSE (High School Equivalency): 62
EL Students: 48.5%
Type C Students: 9
Attendance, Month 9: 78.2%
Success One! Graduates: 8
Success One! Graduates-Enrolled/CTE: 5

Monthly Student Enrollment

Monthly Attendance Percentage

Monthly Drop Out Rate

GAP Enrollment: 277 total, 95 active.
Important Dates and Upcoming Events

Spring Semester
January 3-May 12, 2023

CAASPP Testing Window
February 9-May 17, 2023

Field Trip #7
April 21, 2023
(Sharpsteen Museum, Robert Louis Stevenson Museum)

Glenn County Job Fair
April 26, 2023, 10:00am-1:00pm, Willows Memorial Hall

Success One! Advisory Meetings
April 26, 2023, 12:00pm, Success One! North

CPR
April 28, 8:30am-12:00pm, Orland Campus

Glenn Chorale Concert
May 7, 2023, 3:00pm, Orland Memorial Hall

Self-Publishing Workshop
May 11, 18, 2023, 6:00pm-8:00pm, Orland Campus

Medical Assistant Graduation
May 12, 2023, 6:30pm, Orland Memorial Hall

Success One!/GAP Graduation
May 25, 2023, 6:30pm, Success Square Conference Center
Events and Classes

**COMPUTER LITERACY WORKSHOP**

**CLASSES BEGIN**
4/18/22 in Orland
4/19/22 in Willows
Last Class Until Fall 2023

**FIVE INTRODUCTORY COURSES**
6pm-8pm (Once a week)
One-time fee $20
- Basic Computer Skills
- Email/Internet Communication
- Integrating Multiple Devices
- Google Tools and Applications
- Internet Safety and Security
- Web Tools and Services
- Intro to Microsoft Office

**WORKSHOP IS INTENDED FOR BEGINNER-LEVEL STUDENTS**

451 S. Villa
Willows, CA
530-934-6320

129 E. Walker
Orland, CA
530-936-6890

Please contact David Saechao at 530-591-4340 or email dsaechao@glenncoe.org to sign up

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**The Writers Block SELF-PUBLISHING WORKSHOP**

**LEARN HOW TO SELF-PUBLISH A BOOK/EBOOK ON AMAZON’S KDP**
- Manuscript Formatting
- Creating/Uploading Covers
- Pricing and Royalties
- eBook Covers

**Date & Time:**
May 11th & May 18th
(Two Sessions Available)
6:00pm - 8:00pm

**Instructor:**
David Saechao
daechao@glenncoe.org
530-936-6980 Ext. 4764

**Location:**
Success One/GAP Campus
129 E. Walker St.
Orland, CA 95963

**Computers will be available for use, but students are encouraged to bring their own devices (laptops, tablets, etc.)**

**There is no Fee for this Workshop**
Pre-register to Reserve your Spot!

Success One Charter School – Glenncoe Program is part of the Glenn County Office of Education

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**129 String Jam**
(Orland, CA)

**1ST SATURDAY OF EVERY MONTH**

**FREE ENTRY**

**BEGINNERS WELCOME!**

- Do you play a stringed instrument?
- Want to get more experience playing with other musicians?
- Join us!
- The first Saturday of every month, 10AM-12PM (Feb 4 - May 6)

**HOSTED BY STUDIO 129**
129 E Walker St.
Orland, CA 95963
For more info, email cmullins@glenncoe.org

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**Glenn Chorale SPRING CONCERT**

**SUNDAY, MAY 7, 2023**
3:00 p.m. • Memorial Hall, Orland

Join us for an afternoon of delightful singing, musical guests and treats! Tickets available for purchase at the door or from a Chorale member.

For more information visit facebook.com/Glen-Chorale or email BushPeterson bpetersm@glenncoe.org
FIELD TRIP #7: CALISTOGA

"Final Field Trip for 2022-2023 / el paseo escolar final del año"

Friday, April 21, 2023
7:45 a.m. - 9:00 p.m.

TUESDAY & WEDNESDAY NIGHTS
6:00pm- 7:30pm
FEBRUARY 15-APRIL 8, 2023
129 E. Walker Street, Orland
Instructor: Mr. Frank Serbeniuk

NEED HELP PREPARING FOR THE
HISET OR GED MATH TEST?

Join us for this
FREE MATH WORKSHOP

GLENN COUNTY
JOB FAIR

Look for these Employers!
And more!

April 26, 2023
10 Am - 1 Pm
Willows Memorial Hall
525 W. Sycamore St.

A collaborative event by Glenn County Personnel Department, Glenn County Community Action, and Glenn County Office of Education.
### Monthly Newsletter

#### S1-GAP Newsletter

**Success One! - Glenn Adult Program**

**April 2023**

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### UPCOMING EVENTS

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<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>2023 Graduation Ceremonies</td>
<td>May 12th</td>
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<td>Orland Memorial Hall</td>
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<td>Medical Assisting Program</td>
<td>May 25th</td>
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<td>Success Square Conf. Center</td>
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<td>Glenn Chorale</td>
<td>May 7th</td>
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<td>Orland Memorial Hall</td>
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<tr>
<td>Glenn County Job Fair</td>
<td>April 26th</td>
<td>10 am - 1:00 pm</td>
<td>Willows Memorial Hall</td>
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<td>Families for Literacy</td>
<td>April 19th</td>
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<td>S1 Field Trip #7</td>
<td>April 21st</td>
<td>7:45 am - 9:00 pm</td>
<td>Callistoga/Helena</td>
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<td>Callistoga/Helena</td>
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<td>Computer Workshop</td>
<td>April 18th</td>
<td>6 pm - 8:00 pm (Once a week)</td>
<td>Orland Campus</td>
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<td>Instructor: David Saechao</td>
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<td>Self-Publishing Workshop</td>
<td>May 11th &amp; 18th</td>
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### CHATBOTS IN EDUCATION: The Good, the Bad, and the Ugly

Chatbots like Open AI’s Chat GPT can be an asset to academia. It can provide 24/7 availability to answer questions, offer guidance, and give feedback. Some platforms can adapt to a student’s learning style and preferences providing a personalized experience. They can be used to administer quizzes, tests, or assessments, helping teachers identify areas of additional support or guidance. These and many more resources are available at a fraction of the cost of a human counterpart. Did I mention that most of these functions can be accomplished almost instantaneously?

Many of the downsides seem obvious. Although currently imperfect, the technology already has the ability to write college-level essays for law students. The potential for cheating is being observed in almost every facet of academia and the technology is still in its infancy. The disadvantages of utilizing a chatbot in contrast to the more laborious process of improving attention, memory, language, processing, and writing, to achieve a higher order of thinking, will most likely become clear in the not-too-distant future.

That being said, I remember my mother disseminating her wisdom to me as a young, disenchanted mathematician when she said, “Son, you can’t rely on that calculator, you won’t always have one when you need it.” Although her logic was sound, her inability to foretell the future was eventually revealed.

### SPRING FUN FACTS

- Spring officially begins on the vernal equinox, which falls on March 20th or 21st in the Northern Hemisphere and September 20th or 21st in the Southern Hemisphere.
- The word “spring” comes from the Old English word “springan,” which means “to leap or burst forth.”
- The spring equinox is the day when the amount of daylight and darkness are approximately equal. After the equinox, the days start to become longer and the nights shorter.
- The first day of spring is also known as the “vernal equinox,” which means “equal night” in Latin.
- Many flowers, such as daffodils, tulips, and cherry blossoms, bloom in the springtime.
- Spring is the season of new beginnings and renewal, which is why it’s often associated with cleaning and decluttering.

### CONGRATS CLASS OF 2023

To all S1!/GAP and Medical Assisting Program graduates, it has been a privilege to watch you develop into the outstanding individuals you are today. You have faced challenges with resilience, and you have celebrated your successes with joy. As you move on to the next chapter of your lives, we wish you all the best in your future endeavors. We hope that you will keep in touch and share your successes with us. Congratulations on this incredible achievement, and farewell.

**Current Active Student Count**

- Success One: 101
- Glenn Adult Program: 115
YOU ARE INVITED

Glenn Adult Program
Medical Assistant Graduation

MAY 12, 2023 | 6:30 pm

Orland Memorial Hall
327 Fourth Street
Orland, California 95963

"The best way to find yourself is to lose yourself in the service of others." - Mahatma Gandhi

SAVE THE DATE

Success One! Charter School
Graduation

MAY 25, 2023 6:30 pm

Glenn Success Square Conference Center
131 E. Walker Street
Orland, California 95963
1. I am a:
34 responses

- Student: 18 (52.9%)
- Community Member: 8 (23.5%)
- Staff Member: 9 (26.5%)

2. Success One! provides high quality instruction and curriculum that promotes college and career readiness with academic interventions in place that eliminate barriers to student success.
34 responses

3. Success One! ensures academic success of all students including Foster Youth, English Learners, Economic Disadvantage Students by being culturally ...istically responsive to the needs of all students.
34 responses
4. Success One! ensures that both school sites have a safe, welcoming and inclusive climate for all students and their families.
34 responses

5. Success One! offers an accessible support system (Instructional Aides, Literacy Coaches, Counselor) to ensure the academic success of all students.
34 responses

6. Success One! students have everything they need to learn in class (books, computers, supplies).
34 responses
7. Success One! teachers clearly explain the learning goals and use a variety of activities to support student learning.
34 responses

8. Success One! personnel is respectful, professional, and is a good example of the values the school teaches.
34 responses

9. Success One! teachers and staff are helpful, caring, and are available to provide school, career and personal support to all students.
34 responses
10. Success One! has enough teachers and staff to meet the needs of all students.
34 responses

11. The administration at Success One! is accessible to all students and staff, addresses comments or concerns, and fosters positive relationships with staff members, students and our community.
34 responses

12. School-wide events, such as career fairs, field trips, community college presentations and workshops motivate students to achieve their educational and personal goals.
34 responses
13. The Success One! Academic Counselor is available to all students, and provides adequate support when needed.
34 responses

14. Success One! respects and embraces diversity and offers equal opportunities to all students and staff.
34 responses
LCAP 2023 COMMUNITY SURVEY RESULTS (English)

15. Do you have any comments or recommendations for our school?

30 responses

No

NA

None

no

Great school

Helpful staff welcoming environment.

The Best of the best.

Great facility, leadership and staff with an attitude of "how can I help?!"

Great charter school. It gives many opportunities to the Glenn county community.

Success One! is an amazing school and is a very valuable part of our community! Everyone who works at this school is knowledgeable and share the common vision and mission of helping students succeed. I hope we continue growing, expanding, and improving as an educational entity and as a team to reach more students and promote education and literacy for all.

I like this school because they don't overwhelm you with a bunch of packets of homework and only give me one packet which I think is very nice. The teachers here are very patient and kind people and I'm very glad I come here for my schoolwork so thank you.

All staff is amazing. Highly recommend.

The environment is very positive with a great sense of teamwork and staff helping each other. Even though it is an independent study school, the students get social interaction at Slices of Success and field trips.

More hands on learning

Yes you give the help we need
LCAP 2023 COMMUNITY SURVEY RESULTS (English)

Yes I love school. the teachers and their staff motivate you to attend

can't think of anything. You guys are doing a great job

Es un exelente lugar para aprender nuev as abilidades

The staff is friendly, patient and extremely accommodating.

I recommend you to join if u need to finish your school and the teachers and staff are really nice people

I would like to have school provide a night class for English

I just really like to say that I'm just great full for them letting me take the classes that I need so that they can become someone better educated and be able to do something that I should have done in 2007 I really appreciate the time the teachers take on us so that we can become someone better thank you for the opportunity.

This school will help get you your success.

I like the environment I feel welcome at school

Great team work!

Success one is a amazing. I really appreciate everything they did for me.

No
1. Yo soy un:
10 responses

2. La escuela Success One! provee instrucción de alta calidad y un programa académico que promueve la preparación para la universidad y profesores que puedan frenar el éxito de los estudiantes.
10 responses

3. La escuela Success One! asegura el éxito académico de todos los estudiantes incluyendo los estudiantes en programas de adopción temporal, aprensible a las necesidades de todos los estudiantes.
10 responses
4. La escuela Success One! asegura que sus dos ubicaciones cuenten con un ambiente seguro, inclusivo y acogedor para todos los estudiantes y sus familias.
10 responses

5. La escuela Success One! ofrece un sistema de apoyo (Asistentes de Maestro Bilingües, Tutores de Alfabetización, Consejeros) para asegurar el éxito académico.
10 responses

6. Los estudiantes de Success One! Cuentan con todos los materiales escolares necesarios para su aprendizaje (libros, computadoras, y artículos escolares)
10 responses
7. Los maestros de Success One explican claramente las metas académicas y utilizan una variedad de actividades que apoyan el aprendizaje de los estudiantes.
10 responses

8. El personal escolar de Success One es respetuoso, profesional, y es un buen ejemplo de los valores que la escuela enseña.
10 responses

9. Los maestros de Success One son serviciales, atentos, y están disponibles para proporcionar clases, información sobre carreras y apoyo personal a todos los estudiantes.
10 responses
10. La escuela Success One! cuenta con suficiente personal para satisfacer las necesidades de todos los estudiantes.

10 responses

11. El personal administrativo de Success One! es accesible con los estudiantes y el personal escolar, responde a los comentarios y preocupación...al escolar, los estudiantes, y nuestra comunidad.

10 responses

12. Los eventos escolares, como ferias de empleo, viajes de campo, presentaciones y talleres sobre colegios comunitarios, motivan a los estudiantes a lograr sus metas académicas y personales.

10 responses
13. El consejero académico de Success One! está disponible para todos los estudiantes y proporciona el apoyo adecuado cuando se requiere.
10 responses

14. La escuela Success One! respeta y apoya la diversidad, y ofrece oportunidades equitativas para todos los estudiantes y el personal escolar:
10 responses

15. Tiene algún comentario o sugerencia para nuestra escuela?
6 responses

Es una oportunidad de gran crecimiento cultural con la ayuda de profesores con una gran actitud para los estudiantes extranjeros para desarrollarnos en un sistema escolar y de empleo y sobre todo académico llevando nuestro aprendizaje en paseos culturales muchad Garcia’s por esta gran oportunidad de aprendizaje

Creo que para mi todo esta bien no veo nada malo en el centro educativo. Que es muy profesional.

Muchas Gracias por todo su apoyo y dedicación para todos nosotros.

Atentamente: Laura Martinez.

Es muy adecuada para estudiar,
todos son muy amables y agradables te brindan buena ayuda. Me gusta la escuela

Gracias es una muy buena escuela todo el personal está capacitado y son excelentes Dios les siga bendiciendo en todo su trabajo.
Summary

AB 906, as introduced, Gipson. Local control funding formula: county offices of education: alternative education grant. Existing law establishes a public school financing system that requires state funding for school districts, county offices of education, and charter schools to be calculated pursuant to a local control funding formula, as specified. Existing law requires the Superintendent of Public Instruction to annually calculate a county local control funding formula for each county superintendent of schools that includes, among other things, an alternative education grant, as specified. Existing law includes, among other things, a base grant based upon average daily attendance as a component of that alternative education grant. This bill would revise the alternative education grant by, among other things, increasing the base grant component of the alternative education grant, revising the calculation of average daily attendance for purposes of the alternative education grant, as specified, and establishing add-ons of $150,000 and $300,000, respectively, for each county office of education that operates a juvenile court school or a county community school, as specified. The bill also would establish a necessary juvenile court school allocation, as provided, as an alternative option to average daily attendance-based funding for juvenile court schools for purposes of the alternative education grant. The bill would make these provisions applicable commencing with the 2023–24 fiscal year.
GLENN COUNTY BOARD OF EDUCATION
RESOLUTION 2022/2023-12

Resolution in Support of Funding for County Office of Education Operated Juvenile Court and Community Schools

WHEREAS, juvenile court and community schools are operated by county offices of education to provide public education for students;

WHEREAS, students enrolled in court and community schools need individualized academic, social-emotional learning, and career technical education courses of study; and

WHEREAS, juvenile court schools provide public education for students who are incarcerated in facilities operated by county probation departments; and

WHEREAS, community schools provide opportunities for students to prepare for post-secondary education, meet graduation requirements, college and career transition support, access quality prenatal and parenting education, and receive health and mental services; and

WHEREAS, students attending a juvenile court or community school have unique needs, including higher rates of trauma requiring mental health support; obstacles to receiving specialized supports in a comprehensive school setting; a need for specialized supports and services; credit deficiency and unfinished learning; and more; and

WHEREAS, the teachers, para-educators, and staff at juvenile court and community schools are highly specialized, able to serve multiple grade levels, multiple subjects, use restorative practices and inclusionary practices; and

WHEREAS, students attending juvenile court and community schools are underserved by the current attendance-based funding model, known as “average daily attendance” (“ADA”); and

WHEREAS, juvenile court and community schools have unpredictable enrollment levels throughout a school year, while their specialized staffing costs remain consistent; and

WHEREAS, the ADA-only funding model does not support core and ongoing staffing needs and does not account for the variable enrollment and attendance of the court and community school model; and

WHEREAS, the ADA-only funding model does not account for the complexity of the realignment of the Department of Juvenile Justice affecting many counties; and

WHEREAS, an ADA-only funding model creates inequitable programs across the 58 counties; and

“Glenn County Office of Education is an Equal Opportunity Provider and Employer”
WHEREAS, Assembly Bill (AB) 906 (Gipson) was introduced on February 14, 2023, to improve the funding model for juvenile court and community schools.

NOW, THEREFORE BE IT RESOLVED, that the County Superintendent of Schools and the Glenn County Office of Education urge the State Legislature and Governor’s Administration to support sustainable fiscal resources for the provision of public education and college and career transition for youth enrolled in juvenile court and community schools by establishing a funding formula that supports the provision of academic, college and career readiness, and social-emotional services.

PASSED AND ADOPTED THIS 27th day of April 2023 by the Glenn County Board of Education by the following vote:

AYES: ______
NOES: ______
ABSENT: ______
ABSTAINED: ______

Ryan Bentz, Superintendent
Glenn County Office of Education

Judith Holzapfel, President
Glenn County Board of Education
Insert Date

The Honorable Josh Newman  
Chair, Senate Education Committee  
1021 O Street, Room 6740  
Sacramento, CA  95814

Re:  SB 354 (Ochoa Bogh)-SUPPORT

On behalf of (insert organization name), I write in strong support of SB 354 (Ochoa Bogh). This bill would promote the inclusion of students with disabilities in general education classrooms by addressing and implementing inclusionary practices through the development of standards and performance expectations for administrators. This bill would also require the Department of Education, in consultation with the Commission on Teacher Credentialing (CTC), to develop and disseminate joint guidance to clarify the ways in which inclusive classrooms and placements may be staffed.

[Add any specific information about your LEA/SELPA; i.e. barriers to supporting inclusive practices, LRE data, litigation for lack of inclusive options, need for administrative support.]

All California students deserve an education worthy of their potential. For too long, this education has been out of reach for many of our students with disabilities. In 2018-19, California had one of the lowest inclusion rates for students with disabilities in the country: 56.9% of students with disabilities spend 80% or more of their day in general education compared to a national average of 66.2%. We must ensure an appropriate educational setting for students with disabilities that accounts for their educational needs while they learn alongside peers without disabilities. This also allows students with disabilities to develop relationships with their school and community. It is critical that outcomes for students with disabilities are improved, which may be impacted by providing the support necessary to implement meaningful, evidence-based inclusive practices in California schools.

SB 354 is necessary to support improved outcomes for students with disabilities. I strongly urge your “aye” vote on SB 354 (Ochoa-Bogh) in the Senate Education Committee.

Sincerely,

[include signature]

c: Members, Senate Education Committee
Ian Johnson, Senate Education Committee
March 27, 2023

The Honorable Al Muratsuchi
Chair, Assembly Committee on Education
1020 N Street, Room 159
Sacramento CA, 95814

Re: Support for AB 1517 (Gallagher): Special Education Local Plan Areas-Governance, Accountability and Transparency.

Dear Assemblymember Muratsuchi:

On behalf of [insert name], I am writing to urge your support on AB 1517 (Gallagher). The California Department of Education (CDE) requires SELPAs to provide monitoring and technical assistance to member LEAs. To date, there is no statutory requirement that SELPAs provide technical assistance to member LEAs in the Statewide System of Support. AB 1517 seeks to include language in statute to ensure students with disabilities’ (SWD) interests are sufficiently represented by specifically requiring SELPAs to be a part of the technical assistance team supporting their member LEAs in Differentiated Assistance and program improvement.

[include organization information here; you might want to share the professional development, technical assistance, monitoring support you already provide and how important it is to codify this; you may want to speak to your collaboration with COE in DA or the need to be included in DA]

The Annual Assurances Support Plan will require SELPAs and participating agencies to demonstrate how they are coordinating for purposes of assuring effective outcomes for SWDs, while also increasing transparency and accountability. While originally added to statute in 2019, this requirement has been delayed until July 1, 2027. AB 1517 would implement this important update by July 1, 2025.

We support codifying the technical assistance SELPAs provide LEAs, and the prompt implementation of the Annual Assurances Support Plan. For these reasons, we strongly urge your “Aye” vote on AB 1517.

Sincerely,

[include signature]

cc: Members, Assembly Education Committee
Tanya Lieberman, Assembly Education Committee Consultant
Bob Becker, Assembly Republican Caucus
The Honorable James Gallagher
AMENDED IN SENATE MARCH 16, 2023

SENATE BILL  
No. 354

Introduced by Senator Ochoa Bogh

February 8, 2023

An act relating to special education—An act to add Article 8 (commencing with Section 56194.5) to Chapter 2 of Part 30 of Division 4 of Title 2 of the Education Code, relating to special education.

LEGISLATIVE COUNSEL'S DIGEST


Existing law finds and declares that all individuals with exceptional needs have a right to participate in free appropriate public education and special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs. Existing law provides that it is the intent of the Legislature that education programs are provided under an approved local plan for special education, as provided. Existing law further provides that it is the intent of the Legislature that appropriate qualified staff are employed, consistent with credential requirements, to fulfill the responsibilities of the local plan. Existing law establishes in state government the Commission on Teacher Credentialing and requires it to adopt standards for the issuance of teaching credentials, as provided.

This bill would require the commission, on or before January 1, 2025, to revise its administrative services credential standards and performance expectations to include and strengthen preparation for inclusion, with a focus on, among other things, universal design for
learning (UDL), as defined. The bill would require administrator preparation programs to ensure faculty are prepared in, among other things, UDL and inclusive practices, as defined.

Contingent upon an appropriation, the bill would require the State Department of Education, in consultation with the commission, on or before March 31, 2025, to develop and disseminate joint guidance clarifying the ways in which inclusive classrooms and placements may be staffed under current law, as provided. The bill would require the department, in consultation with the commission, on or before March 31, 2025, to submit a report to the Legislature on recommendations for statutory or regulatory changes necessary to eliminate barriers to the staffing of inclusive placements.

This bill would require, for children who are deaf, hard of hearing, blind, visually impaired, or deaf-blind, inclusive practices and strategies to improve pupil outcomes to mean placement in settings that provide full access to language, as provided. The bill would require any discussion of deaf, hard of hearing, blind, visually impaired, or deaf-blind pupils in the local educational agency setting to ensure the input and participation of the deaf, hard of hearing, blind, visually impaired, or deaf-blind communities, as provided. To the extent that this bill would require a new duty of a local educational agency, the bill would impose a state-mandated program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Existing law sets forth a method for providing special education and related services to pupils who are individuals with exceptional needs, as defined.

This bill would declare the intent of the Legislature to enact subsequent legislation to address inclusion in special education and improve outcomes for pupils with disabilities by providing support necessary to implement meaningful evidence-based, inclusive practices in California schools.

The people of the State of California do enact as follows:

SECTION 1. It is the intent of this act that all of the following are achieved:
(a) Improve outcomes for pupils with disabilities by providing support necessary to implement meaningful, evidence-based, inclusive practices in California schools.
(b) Require appropriate teacher and administrator preparation be designed for all learners, address barriers that make inclusion difficult to implement, and promote the development of instructional materials that promote inclusive practices.
(c) Establish a definition for universal design for learning and inclusive practices.
(d) Seek to establish supports necessary to achieve schools in which all pupils' potential is fully realized, including, but not limited to, effects of mindsets, culture, and the promotion of environments free from ableism.

SEC. 2. Article 8 (commencing with Section 56194.5) is added to Chapter 2 of Part 30 of Division 4 of Title 2 of the Education Code, to read:

Article 8. Inclusive Education and Universal Design for Learning

56194.5. For purposes of this article, the following definitions apply:
(a) "Commission" means the Commission on Teacher Credentialing.
(b) "Inclusive practices" means evidence-based approaches to education based on a proactive design of learning environments, social-emotional supports, and instruction to address learner variability and identified barriers. Inclusive practices includes the structural, professional development and leadership drivers that recognize and value the diversity of all pupils, and equip support staff, teachers, and administrators with the knowledge and resources to provide effective instruction to diverse learners. Inclusive practices ensure the active engagement of all pupils in their school community in every aspect of pupil life.
(c) "Universal design for learning" or "UDL" means a coherent system of education that provides instruction, services, and
supports to pupils as they are needed, as well as professional learning for educator training. UDL also means a set of principles for designing learning opportunities that provide all pupils equal opportunities to learn. These principles include all of the following:

(1) Multiple means of representation, using a variety of methods to present information, providing a range of means to support pupils.

(2) Multiple means of action and expression to provide learners with alternative ways to act skillfully and demonstrate what they know.

(3) Multiple means of engagement to tap into learners' interests by offering choices of content and tools; motivating learners by offering adjustable levels of challenge, including varied and flexible ways to present or access information, concepts, and ideas, plan and execute learning tasks, and learning engagement.

(a) On or before January 1, 2025, the commission shall revise its administrative services credential standards and performance expectations to include and strengthen preparation for inclusion with a focus on inclusive learning environments, UDL, multitiered system of supports strategies (MTSS), effects of mindsets, culture, and the promotion of equitable environments that includes, but is not limited to, an overview of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101, et seq.), as amended, and its implementing regulations; Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 701 et seq.), as amended, and its implementing regulations; the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), as amended, and its implementing regulations; individualized education programs; child find requirements under applicable law; and effective general education inclusive classroom practices.

(b) Administrator preparation programs shall ensure faculty are prepared in inclusive practices, UDL, MTSS, coteaching, the history of disability and justice, and other evidence-based and high-leverage practices. The faculty in these programs shall be encouraged to work directly with local educational agencies implementing model inclusion practices to link instruction to practice within general education classrooms.

(a) The department, upon an appropriation made by the Legislature for these purposes, and in consultation with the commission, shall on or before March 31, 2025, develop and
disseminate joint guidance clarifying the ways in which inclusive classrooms and placements may be staffed under current law. The joint guidance shall include all of the following:

(1) Guidance on staffing of inclusive classrooms, including those in which co-teaching is used for instruction.

(2) Guidance on staffing of case management of pupils with disabilities, including ways of reducing the administrative burden on special education teachers so that they may focus more on instruction of pupils and collaboration with general education teachers.

(3) Guidance for teacher, early childhood educator, and administrator preparation programs emphasizing general and special educator competencies for collaboratively delivering instruction and assessment to all pupils, including pupils with disabilities.

(4) Guidance on providing related services in the general education setting.

(5) Recommendations relating to state laws and regulations that produce obstacles to inclusion and whether those laws should be amended or repealed.

(b) (1) On or before March 31, 2025, the department, in consultation with the commission, shall submit a report to the appropriate fiscal and policy committees of the Legislature on recommendations for statutory or regulatory changes necessary to eliminate barriers to the staffing of inclusive placements.

(2) Pursuant to Section 10231.5 of the Government Code, this subdivision shall become inoperative on March 31, 2029.

56194.8. (a) For children who are deaf, hard of hearing, blind, visually impaired, or deaf-blind, inclusive practices and strategies to improve pupil outcomes shall mean placement in settings that provide full access to language. Placement settings that provide full access to language for deaf, hard of hearing, blind, visually impaired, or deaf-blind children shall be considered by the team implementing the individualized educational plan to serve as the least restrictive environment for the child. For purposes of this section, the least restrictive environment may include, but not necessarily be limited to, the California Schools for the Deaf, the California School for the Blind, or nonprofit organizations, including, but not limited to, nonpublic, nonsectarian schools or agencies certified pursuant to Section 56366.1 and who specialize
in serving deaf, hard of hearing, blind, visually impaired, or
deaf-blind infants and children.
(b) In implementing this section, any discussion of deaf, hard
of hearing, blind, visually impaired, or deaf-blind pupils in the
local educational agency setting, including for generalization
trainings or universal design for learning, shall ensure the input
and participation of the deaf, hard of hearing, blind, visually
impaired, or deaf-blind communities through the community
advisory committees, established pursuant to Article 7
(commencing with Section 56190).
(c) Nothing in this section shall be construed as modifying or
otherwise affecting the right of pupils with disabilities, including
pupils who are deaf, hard of hearing, blind, visually impaired, or
deaf-blind, to a free and appropriate public education pursuant
to the federal Individuals with Disabilities Education Act (20
U.S.C. Sec. 1400 et seq.), the development of an individualized
education program or the individualized education program team’s
determination of placement pursuant to Sections 300.320 to
300.328, inclusive, of Title 34 of the Code of Federal Regulations,
and Section 56345, aids to ensure effective communication
pursuant to Section 35.160 of Title 28 of the Code of Federal
Regulations, or the continuum of program options that shall be
made available as required by Sections 56000.5, 56360, and 56361.
SEC. 3. If the Commission on State Mandates determines that
this act contains costs mandated by the state, reimbursement to
local agencies and school districts for those costs shall be made
pursuant to Part 7 (commencing with Section 17500) of Division
4 of Title 2 of the Government Code.
SECTION 1. It is the intent of the Legislature to enact
subsequent legislation to address inclusion in special education
and improve outcomes for pupils with disabilities by providing
support necessary to implement meaningful evidence-based,
inclusive practices in California schools:
SELPA Governance Bill Language

Assembly Bill 1517 Assembly Member Gallagher
Special Education: Special Education Local Plan Area Governance, Accountability, and Transparency

Existing law requires that each special education local plan area, commencing July 1, 2027, include an annual assurances support plan (EDC 56122(c)) within its local plan. This bill would instead require the annual assurances support plan to be provided commencing July 1, 2024 and include a description of the monitoring activities and professional development provided by the special education local plan area to support improved outcomes for students with disabilities.

Existing law requires each special education local plan area to submit a local plan meeting State requirements (EDC 56205). This bill would add local plan requirements that include documentation of the special education local plan area responsibilities related to technical assistance and monitoring activities related to improved outcomes for students with disabilities.

Existing law requires that the superintendent of the school district consults with the special education local plan area administrator to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the LCAP, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs (EDC 52062(a)(5)). This bill would add requirements that the superintendent consults with the SELPA administrator to determine specific actions needed for individuals with exceptional needs, as required, for differentiated assistance based on California Dashboard performance for students with disabilities.

Existing law requires that for any school district for which one or more pupil subgroups identified pursuant to Section 52052 meets the criteria established pursuant to subdivision (g) of Section 52064.5, the county superintendent of schools shall provide technical assistance focused on building the school district’s capacity to develop and implement actions and services responsive to pupil and community needs (EDC 52071(c)). This bill would require the county superintendent of schools to include special education local plan area administrators as part of the technical assistance support it provides for students with disabilities identified as a pupil subgroup pursuant to Section 52052.

Intent Language:
SECTION 1. The Legislature finds and declares all of the following:
(a) special education local plan areas provide technical assistance, professional development, direct services, and monitoring activities to its member local educational agencies (LEAs) as directed by the governing body of the special education local plan area and the Department
(b) special education local plan areas provide participating LEAs support for improved outcomes for students with disabilities in alignment with the statewide system of support
(c) special education local plan areas are integral to the Statewide System of Support and, in collaboration with the Department and the California Collaborative for Educational Excellence (CCEE), they are focused on improving outcomes for students with disabilities and addressing student needs in various specialized areas by strengthening SELPA support to LEAs while ensuring compliance with state and federal regulations.

SECTION 2. Section 56122(c) of the Education Code is amended to read:
(c) Commencing July 1, 2023, each local plan shall include an annual assurances support plan. The purpose of the annual assurances support plan is to demonstrate how the special education local plan area and its participating agencies are coordinating for purposes of assuring effective outcomes for pupils with disabilities. The department shall develop and publish a template for the annual assurances support plan by July 1, 2023. The annual assurances support plan shall include all of the following elements:

(1) A description of how the governing board of the special education local plan area has determined that the special education local plan area will support participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans.

(2) A description of how the governing board of the special education local plan area has determined that the special education local plan area will connect its participating agencies in need of technical assistance to the statewide system of support, including technical assistance offered through the Special Education Resource Leads.

(3) A brief description of the services, technical assistance, and support the governing board of the special education local plan area has determined that it will provide in meeting the requirements under paragraphs (1) to (21), inclusive, of subdivision (a) of Section 56205.

(4) A description of how the governing board of the special education local plan area has determined the technical assistance, direct services, monitoring activities and professional development the special education local plan area will provide its participating agencies to support improved outcomes for students with disabilities in alignment with the statewide system of support.

(5) A description of how the governing board of the special education local plan area has determined it will recruit, maintain and support an active Community Advisory Committee, including involvement in an advisory manner of the development of all sections of the local plan and participation in the local control accountability plans of their respective member agencies.

SECTION 3. Section 56205 of the Education Code is amended to read:
(e) Each special education local plan area submitting a local plan to the Superintendent for this part shall ensure that it provides technical assistance to its member LEAs to support monitoring activities as directed by the Department. Technical assistance will include, but not limited to:
1. Conduct professional development, as directed by the governing board of the special education local plan area, addressing identified areas for improvement by the Department.

2. Participate, in collaboration with county offices of education in differentiated assistance activities for students with disabilities.

3. Participate in activities designed to improve LEA performance on the California Dashboard for students with disabilities.

4. Under the direction of the Department, provide leadership and coordination of compliance and improvement monitoring activities for LEAs in need of universal, targeted, and intensive supports.

5. Coordinate, review, provide feedback, and certify IEP Implementation Monitoring, as required by the Department.

6. Coordinate, review, provide feedback, and certify CALPADS special education data, as required by the Department.

SECTION 4. Section 52062 of the Education Code is amended to read:
(a)(6) The superintendent of each school district shall consult with its special education local plan area administrator or administrators to determine which specific actions are needed to support outcomes on the California Dashboard when the school district is determined to be in need of differentiated assistance for performance of students with disabilities.

SECTION 5. Section 52071(c) of the Education Code is amended to read:
(c) For any school district for which one or more pupil subgroups identified pursuant to Section 52052 meets the criteria established pursuant to subdivision (g) of Section 52064.5, the county superintendent of schools shall provide technical assistance focused on building the school district’s capacity to develop and implement actions and services responsive to pupil and community needs, including, but not limited to, any of the following:

(1) Assisting the school district to identify its strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52060. This shall include working collaboratively with the school district to review performance data on the state and local indicators included in the California School Dashboard authorized by subdivision (f) of Section 52064.5 and other relevant local data, and to identify effective, evidence-based programs or practices that address any areas of weakness.

(2) Working collaboratively with the school district to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the school district. The county superintendent of schools, in consultation with the school district, may solicit another service provider, which may include, but is not limited to, a school district, county office of education, or charter school, to act as a partner to the school district in need of technical assistance.

(3) Obtaining from the school district timely documentation demonstrating that it has completed the activities described in paragraphs (1) and (2), or substantially similar activities,
or has selected another service provider pursuant to subdivision (f) to work with the school district to complete the activities described in paragraphs (1) and (2), or substantially similar activities, and ongoing communication with the school district to assess the school district's progress in improving pupil outcomes.

(4) Requesting that the California Collaborative for Educational Excellence provide advice and assistance to the school district, pursuant to subdivision (g) of Section 52074.

(5) The county superintendent of schools shall consult with and include its special education local plan area administrator or designee as part of the expert technical assistance team when students with disabilities have been identified as a pupil subgroup pursuant to Section 52052.
ROLL OF THE BOARD

The County Board of Education shall consist of five (5) trustee areas with boundaries established, and from time to time adjusted, in accordance with the California Education Code section 1002, or any successor statute thereto, and other applicable federal and state law, as determined by the county committee on school district organization. The Glenn County Board of Education shall serve as the county committee on school district organization, and constituted as follows:

One (1) member shall represent Trustee Area A
One (1) member shall represent Trustee Area B
One (1) member shall represent Trustee Area C
One (1) member shall represent Trustee Area D
One (1) member shall represent Trustee Area E

Any registered voter who is a resident of a Glenn County Board of Education Trustee Area is eligible to be elected by the electors of their resident trustee area, and to serve as a member of the Glenn County Board of Education to represent their trustee area excepting the Glenn County Superintendent of Schools, any member of his/her staff, or any employee of a school district served by the Glenn County Superintendent of Schools.

The Glenn County Board of Education provides leadership and citizen oversight for educational programs and services operated by the county office of education (COE), including services provided to school districts and the community. The primary objectives of the County Board of Education are to work with the County Superintendent of Schools to establish direction and priorities for the COE and to provide leadership necessary for the success of public education.

In fulfilling its objectives, it is the role of the County Board to:

1. Adopt and update policies for its own governance and for programs under the statutory authority of the County Board

2. Ensure accountability for student learning in schools and programs under the statutory authority of the County Board

3. Fulfill responsibilities related to the local control funding formula (LCFF), including adopting the COE local control and accountability plan or update and the LCFF budget overview for parents/guardians

4. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels

5. Collaborate with the County Superintendent to ensure implementation of the shared vision, goals, and policies of the COE

6. Collaborate with the County Superintendent to ensure the provision of a safe and appropriate educational environment for all COE students

7. Adopt the annual budget and review interim reports of the County Superintendent

8. Fix the salary of the County Superintendent in accordance with law
ROLL OF THE BOARD - continued

9. Adopt rules and regulations governing the administration of the office of the County Superintendent

10. Acquire, lease, lease-purchase, hold, and convey real property for the purpose of housing the offices and the services of the COE

11. Maintain a cooperative and supportive working relationship with local school districts, their school boards, and the community

12. Conduct appeals on the following actions by district governing boards: student expulsions; inter-district transfer requests; denials, non-renewals, or revocations of charter school petitions; and other matters when required by law

13. Conduct public hearings when appropriate

14. Consider petitions and provide oversight for charter schools approved by the County Board and fulfill other statutory responsibilities in connection with charter schools

The County Board is authorized to establish, carry on, and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law and does not conflict with the purposes for which the County Board is established. (Education Code 35160-35160.

APPROVED: 02/24/12

REVISED: 04/27/2023

_________________________________________  ________________________________________
Board President                           Ryan Bentz, Superintendent

Policy Relates to:

___ All Programs
___ K-12
___ Senior Nutrition
___ Child and Family Services
___ ROP/Adult Education
___ Charter School
___ GCBE Board
### Management Resources References

- CSBA Publication
  - Website
  - Website

### State References

- Ed. Code 12400-12405
- Ed. Code 17565-17592
- Ed. Code 33319.5
- Ed. Code 35000
- Ed. Code 35010
- Ed. Code 35020-35046
- Ed. Code 35100-35351
- Ed. Code 35160-35185
- Ed. Code 35291
- Ed. Code 5304

### Cross References

- 0430
- 0430
- 3100
- 3517
- 3517-E(1)
- 4141.6
- 4141.6
- 4241.6
- 4241.6

### Description

- Professional Governance Standards, November
- The Key Work of School Boards, 2000
- National School Boards Association - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- CSBA - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- Authority to participate in federal programs
  - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- Board duties re property maintenance and control
- Implementation of authority of local agencies
- District name
- Control of district; prescription and enforcement of rules
- Officers and agents
- Governing boards
- Powers and duties
- Rules (power of governing board)
- Duties of governing board (re school district elections)

### Additional References

- Comprehensive Local Plan for Special Ed. - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- Budget Adoption and Revision - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- Facilities Inspection - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- Concerted Action/Work Stoppage - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
ROLE OF THE BOARD

LEGAL RESPONSIBILITIES OF THE COUNTY BOARD OF EDUCATION

The roles and responsibilities of the County Board of Education as stated in the California Constitution, the California Education Code, Title 5 of the California Code of Regulations, and other statutes include, but are not necessarily limited to, the following required and optional responsibilities.

Governance

The County Board is required to do the following:

1. Adopt rules and regulations consistent with laws of the state for its own governance (Education Code 1040)

2. Hold a regular meeting at least once a month (Education Code 1011)

3. Keep a record of County Board proceedings including all votes of the County Board (Education Code 1040, 1015)

4. Conduct the biennial election of the County Board (Education Code 1007, 5000)

The County Board has the discretion to do the following:

5. Conduct an advisory election on substantive issues or ballot proposals (Elections Code 9603)

Operations

The County Board is required to do the following:

6. Adopt and update a conflict of interest code for County Board members and designated consultants (Government Code 87300)

7. Act as the county committee on school district organization when ordered to do so by the State Board of Education (SBE) (Education Code 4020)

The County Board has the discretion to do the following:

8. Initiate and carry on any program or activity, or otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which the county office of education (COE) is established (Education Code 35160)

9. Adopt rules and regulations governing the administration of the office of the County Superintendent of Schools (Education Code 1042)

10. Accept on behalf of the COE any gifts, donations, devices, and bequests made to the COE or for the benefit of any school or program maintained by the COE (Education Code 41032)

11. Contract with and employ persons to furnish the County Board with special services and advice in financial, economic, accounting, engineering, legal, or administrative matters if these persons are specially trained and experienced and competent to perform the special services required (Education Code 1042)
ROLE OF THE BOARD

LEGAL RESPONSIBILITIES OF THE COUNTY BOARD OF EDUCATION – Continued

12. Take action on any claim for damages presented in accordance with the provisions governing claims filed against public entities (Government Code 911.6)

13. Acquire, lease, lease-purchase, and hold and convey real property for the purpose of housing the offices and the services of the COE (Education Code 1042)

County Programs, Schools, and Services

The County Board is required to do the following:

14. Adopt a course of study for county community schools (Education Code 1983)

15. Ensure that services and programs designed to address the language needs of English learners in county community schools are provided (Education Code 1983)

16. Ensure that assessments are administered in all areas of suspected disability and appropriate services and programs, as specified in a student's individualized education program, are provided (Education Code 1983)

17. Biennially review the career technical courses and/or program offered by an ROP (Education Code 52302.3)

18. Consider for approval any plans for the construction of any juvenile court classrooms and facilities (Education Code 48645.6)

19. Provide for the administration and operation of juvenile court schools (Education Code 48645.2)

20. Adopt a course of study for juvenile court schools as recommended by the County Superintendent (Education Code 48645.3)

21. Evaluate the educational program established for juvenile court schools (Education Code 48645.3)

22. Adopt an annual school calendar for juvenile court schools as recommended by the County Superintendent (Education Code 48645.3)

23. Annually select state-approved textbooks and instructional materials for grades K-8 for specific career and technical education courses in juvenile court and community school programs (Education Code 60200)

24. As recommended by the County Superintendent, adopt textbooks and instructional materials for high schools under the control of the COE (Education Code 60400)

25. If the COE receives funds for instructional materials for county-operated educational programs from any state source, annually hold a public hearing to make a determination as to whether students in COE programs have sufficient textbooks and/or instructional materials that are aligned to state content standards (Education Code 60119)
ROLE OF THE BOARD

LEGAL RESPONSIBILITIES OF THE COUNTY BOARD OF EDUCATION - *Continued*

The County Board has the discretion to do the following:

26. Consider establishing and maintaining one or more county community schools (Education Code 1980)

27. Consider approving any County Superintendent proposal for the establishment of a child development program or center before submission to the Superintendent of Public Instruction (SPI) for approval (Education Code 8321)

28. Fill by appointment any vacancy that may occur during the term of the County Superintendent (Education Code 1042)

29. Fill by appointment any vacancy that may occur during the term of a County Board member (Education Code 1008, 5091)

Finance

The County Board is required to do the following:

30. Fix the salary and fringe benefits of the County Superintendent in accordance with law (California Constitution, Art. 9, Sec. 3.1; Education Code 1209)

31. Adopt regulations to pay the actual and necessary travel expenses of the County Superintendent and COE staff (Education Code 1081, 1200; 5 CCR 17433)

32. Approve the annual budget of the County Superintendent.

33. Review any recommendation by the County Superintendent to provide a bonus or salary increase of $10,000 or more for any employee (Education Code 1302)

34. Adopt an annual budget for the budget year and file it with the SPI.

35. Review the report of the annual audit provided by the County Superintendent at a regularly scheduled public meeting (Education Code 1040)

36. Review the interim budget reports presented by the County Superintendent (Education Code 1240)

37. Approve or suggest revisions, reductions, or additions to the annual itemized estimates of anticipated revenue and expenditures prepared by the County Superintendent (Education Code 1042, 1080)

38. Annually adopt a resolution identifying the estimated appropriations limit for the current fiscal year and the actual appropriation limit for the prior fiscal year (Education Code 1629)

39. Consider for approval the disposal of the COE's personal property worth over $25,000, as submitted by the County Superintendent (Education Code 1279)
ROLE OF THE BOARD

LEGAL RESPONSIBILITIES OF THE COUNTY BOARD OF EDUCATION - Continued

The County Board has the discretion to do the following:

40. Consider for approval any budget revision in excess of $25,000. Such budget revisions shall be incorporated in the next interim financial report or board report submitted to the County Board for discussion and approval at a regularly scheduled meeting. (Education Code 1280)

41. Consider for approval any consultant contract that constitutes a budget revision and is in excess of $25,000. Such budget revisions shall be incorporated into the next interim financial report or board report submitted to the County Board for discussion and approval at a regularly scheduled meeting. (Education Code 1281)

42. Include in the budget a general reserve to meet the cash requirements of the following fiscal year until adequate proceeds of the taxes levied or of the apportionment of state funds are available (Education Code 1621)

43. Include in the budget a designated fund balance, available for appropriation by a majority vote of the County Board, for any specific purpose (Education Code 1621)

44. Consider for approval any recommendation by the County Superintendent to increase the retirement benefits for an employee (Education Code 1302)

45. Subscribe for membership in any state or local organization which has as its primary purpose the promotion and advancement of public education (Education Code 1095)

46. Approve the County Superintendent's subscription for membership in any society, association, or organization which has the purpose of the promotion and advancement of public education (Education Code 1260)

Use of County School Service Fund

47. Consider short and long term borrowing based on projected tax revenue or estimated state apportionment as recommended by the County Superintendent (Government Code 53822)

48. Consider for approval the issuance of revenue bonds or agreements for financing pursuant to the California School Finance Authority Act (Education Code 17150)

49. Consider for approval any use of the county school service fund to allow the County Superintendent to employ supervisors to supervise instruction in the elementary school districts under the County Superintendent's jurisdiction (Education Code 1730)

50. Consider for approval any use of the county school service fund to allow the County Superintendent to employ personnel to supervise the attendance of students in elementary, high school, and unified school districts under the County Superintendent's jurisdiction (Education Code 1740)

51. Consider for approval any use of the county school service fund to allow the County Superintendent to employ personnel to provide necessary guidance services to students in elementary, high school, and unified school districts under the County Superintendent's jurisdiction (Education Code 1760)
ROLE OF THE BOARD

LEGAL RESPONSIBILITIES OF THE COUNTY BOARD OF EDUCATION – Continued

52. Consider for approval any use of the county school service fund to allow the County Superintendent to prepare, with the cooperation of school and community college districts, courses of study and the development of curriculum and instructional materials to be used in the elementary and secondary schools (Education Code 1720)

53. Consider for approval any use of the county school service fund to allow the County Superintendent to establish and maintain emergency elementary schools, provide emergency teachers, and/or provide transportation to elementary schools for students residing in the county when funds are not available from other sources (Education Code 1920)

54. Consider for approval any use of the county school service fund to provide classes to serve prisoners in county jail facilities as recommended by the County Superintendent and approved by the County Board of Supervisors (Education Code 1900)

55. Consider for approval any use of the county school service fund to provide classes to serve prisoners in state correctional facilities pursuant to a contract with the Director of Corrections as recommended by the County Superintendent (Education Code 1259)

Local Control and Accountability Plan

The County Board is required to do the following:

56. For County Board run schools and programs, hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan (LCAP) and annual updates (Education Code 52068)

57. Adopt the LCAP and annual updates, and the accompanying local control funding formula budget overview for parents/guardians (Education Code 52064.1, 52067, 52068)

58. Adopt revisions to the LCAP during the period the plan is in effect (Education Code 52068)

Charter School Petitions and Oversight

The County Board is required to do the following:

59. Provide technical assistance to County Board authorized charter schools consistent with state law (Education Code 47607.3)

60. Provide oversight by ensuring that all reports required of County Board authorized charter schools, including updates to the LCAP, are filed in a timely manner and by monitoring the fiscal condition of each County Board authorized charter school (Education Code 47604.32, 47606.5)

61. Review and adopt updates presented by the County Superintendent for any LCAP adopted by County Board authorized charter schools (Education Code 47604.33, 52067-52068)
ROLE OF THE BOARD

LEGAL RESPONSIBILITIES OF THE COUNTY BOARD OF EDUCATION - Continued

The County Board has the discretion to do the following:

62. Consider for approval any petition to establish a charter school that will serve students for whom the COE would otherwise be responsible for providing direct education and related services (Education Code 47605.5)

63. Consider for approval any petition to establish a countywide charter school for the purpose of providing instructional services that are not generally provided by COE if the students who will benefit from those services cannot be served as well by a charter school that operates in a single school district within the county (Education Code 47605.6)

64. Consider for approval requests to materially revise a charter authorized by the County Board, including revisions that propose additional locations for the charter school (Education Code 47605, 47605.6, 47607)

65. Consider for approval requests to renew the petition of a charter school authorized by the County Board (Education Code 47607)

66. When necessary, and in accordance with proper procedures and appropriate findings, revoke a County Board approved charter for any of the reasons allowed by law (Education Code 47607)

67. Perform the supervisorial and oversight duties of a charter school that was approved on appeal by the SBE and is located within the county (Education Code 47605)

Charter, Expulsion, and Interdistrict Transfer Appeals

The County Board is required to do the following:

68. Upon request of a charter school petitioner, act as the appeals board when the petition has been denied by a district within the county (Education Code 47605)

69. Act as the appeals board for the nonrenewal of a charter school petition authorized by a district governing board (Education Code 47607)

70. Act as the appeals board for the revocation of a charter school petition by a district governing board (Education Code 47607)

71. Act as the appeals board for an inter-district transfer attendance request denied by a district governing board (Education Code 46601)

72. Act as the appeals board for a student expulsion ordered by a district governing board (Education Code 48919)
### Management Resources References

### State References
- Ed. Code 12400-12405
- Ed. Code 17565-17592
- Ed. Code 33319.5
- Ed. Code 35000
- Ed. Code 35010
- Ed. Code 35020-35046
- Ed. Code 35100-35351
- Ed. Code 35160-35185
- Ed. Code 35291
- Ed. Code 5304

### Cross References
- 0430
- 3100
- 3517
- 3517-E(1)
- 4141.6
- 4241.6

### Description
- National School Boards Association - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- CSBA - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- Authority to participate in federal programs - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
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- Implementation of authority of local agencies
- District name
- Control of district; prescription and enforcement of rules
- Officers and agents
- Governing boards
- Powers and duties
- Rules (power of governing board)
- Duties of governing board (re school district elections)

### Additional References
- Comprehensive Local Plan For Special Education - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- Budget Adoption and Revision - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- Facilities Inspection - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
- Concerted Action/Work Stoppage - [https://simbli.eboardsolutions.com](https://simbli.eboardsolutions.com)
## Fund Balance Summary (SACS)

### Fund 01 - GENERAL FUND

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<tr>
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<th>Budget</th>
<th>Actual</th>
<th>Encumbrance</th>
<th>Balance</th>
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<td><strong>REVENUES</strong></td>
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<tr>
<td>LCFF Revenue Sources</td>
<td>(8010-8099)</td>
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<td>Federal Revenue</td>
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<tr>
<td>Other State Revenue</td>
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<td>Other Local Revenue</td>
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<td><strong>Total Revenues</strong></td>
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<td>9,710,526.73</td>
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### EXPENDITURES

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<td>Certificated Salaries</td>
<td>(1000-1999)</td>
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<td>3,636,227.49</td>
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<td>Classified Salaries</td>
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<td>Employee Benefits</td>
<td>(3000-3999)</td>
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<td>Books and Supplies</td>
<td>(4000-4999)</td>
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<td>Services &amp; Operating Expenses</td>
<td>(5000-5999)</td>
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<td>Capital Outlay</td>
<td>(6000-6999)</td>
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<td>Other Outgo (7100-7299, 7400-7499)</td>
<td>493,614.00</td>
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<td>Transfer of Indirect Costs (7300-7399)</td>
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<td><strong>Total Expenditures</strong></td>
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<tr>
<td>Operating Surplus/(Deficit)</td>
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<td>(1,516,732.00)</td>
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### OTHER FINANCING SOURCES/USES

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<tr>
<td>Interfund Transfers Out (7600-7629)</td>
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<td><strong>Total Other Financing Sources/Uses</strong></td>
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<td>Net Surplus/(Deficit)</td>
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<td>Net Ending Fund Balance</td>
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### Components of Ending Fund Balance

<table>
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<tr>
<th>Component</th>
<th>Budget</th>
<th>Actual</th>
<th>Encumbrance</th>
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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Balance</td>
<td>15,754,721.44</td>
<td>19,674,944.00</td>
<td>20,117,662.00</td>
<td>15,754,721.44</td>
<td>19,674,944.00</td>
<td>20,117,662.00</td>
<td>15,754,721.44</td>
</tr>
</tbody>
</table>

**Description**

**Object**

**NATURAL**

- **Other Financing Sources**
  - Federal Revenue
  - Federal Revenue
  - Federal Revenue

**Revenues and Other Financing**

- Federal Revenue
- Federal Revenue
- Federal Revenue

**Total for Revenue Accounts**

- Federal Revenue
- Federal Revenue
- Federal Revenue

**Fund 01 - General**

- Federal Revenue
- Federal Revenue
- Federal Revenue

**Fiscal Year 2022-23**

- Federal Revenue
- Federal Revenue
- Federal Revenue

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**Account Object Summary - Account**

- Federal Revenue
- Federal Revenue
- Federal Revenue
Quarterly Report on *Williams* Uniform Complaints  
[Education Code § 35186(d)]

District: Glenn County Office of Education

Person completing this form: **Ryan Bentz** Title: **Superintendent**

Quarterly Report Submission Date:  
- [x] April 2023 (for Jan – Mar 2023)  
- [ ] July 2023 (for Apr. – June 2023)  
- [ ] October 2023 (for Jul – Sept. 2023)  
- [ ] January 2024 (for Oct – Dec 2023)

Date for information to be reported publicly at governing board meeting: 4/27/2023

Please check the box that applies:

- [x] No complaints were filed with any school during the quarter indicated above.
- [ ] Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

<table>
<thead>
<tr>
<th>General Subject Area</th>
<th>Total # of Complaints</th>
<th># Resolved</th>
<th># Unresolved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and Instructional Materials</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Vacancy or Mis-assignment</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Conditions</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAHSEE Intensive Instruction and Services</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

April 19, 2023  
Date  
[Signature]

Superintendent Signature  
Ryan Bentz  
Printed Name