

REGULAR BOARD MEETING AGENDA OF THE GOVERNING BOARD
May 25, 2017

This agenda and all supporting documentation are considered a public record and are available for public inspection at the designated address below per SB 343 (Negrete McLeod) and the Brown Act.

THERMALITO UNION ELEMENTARY SCHOOL DISTRICT

400 Grand Avenue
Oroville, California

VISION

We provide a secure, well-maintained and nurturing environment for all. Students are engaged through interactive learning—emphasizing and integrating communication, creativity, collaboration, critical thinking and curiosity, to confidently meet the diverse challenges of tomorrow.

MISSION

In a safe and respectful environment, we inspire, educate, and challenge our students, empowering them to succeed in an ever-changing world.

1. **Convene Regular Meeting at the District Office:** **5:00 p.m.**

2. **Public Comment:** Any member of the public may address the Board regarding any item listed for discussion during closed session (Government Code 54954.3)

3. **Closed Session:** The Board will convene in closed session on the following items:

Public Employment (Government Code 54957)

Hiring of:

- 2nd Grade Teacher
- 4th/5th Grade Teacher
- 6th Grade P.E. Teacher
- Lead Custodian
- Summer Food Program Staff

Anticipated Litigation (Government Code 54956.9)

Public employee Discipline/Dismissal/Release (Gov. Code 54957)

District Representative with Bargaining Unit, CSEA / TTA

Public Employee Performance Evaluation (Government Code 54957)

Superintendent

4. **Reports from Closed Session** - Announcement of Action taken in Closed Session and Vote, if any: **6:30 p.m.**

5. **Pledge of Allegiance:**

American Disabilities Assistance - Auxiliary aids and services include a wide range of services and devices that promote effective communication for individuals with disabilities. If you require such assistance, please notify the Superintendent or his secretary. We will make every effort to consider expressed preferences, or provide equally effective means of communication to ensure equal access to Thermalito Union School District programs and events.

6. **Change Order of Agenda upon President's Discretion:**

Motion _____ Second _____ Vote _____

Adoption of the Agenda:

Motion _____ Second _____ Vote _____

7. **Public Comments on Agenda Items:** Any member of the public wishing to address an item listed on the agenda may do so. When called upon please announce your name and item to be addressed. Comments will be limited to three (3) minutes per individual.

8. **Reports to the Board:**

- a. Katie Todd, Director of Special Education
- b. Jeff Smith and Sonya Smith, Plumas Avenue

9. **Recognition of Retirees**

10. **Consent Agenda:**

Approval of the Consent Agenda:

Motion _____ Second _____ Vote _____

Board Minutes: 05/11/17

Inter-district Attendance Requests:

2017-2018 (Approve)	In:	(34)	Out: 8 (42)
2017-2018 (Deny)	In:	(0)	

2016-2017 (Approve)	In:	(142)	Out: (131)
2016-2017 (Deny)	In:	(14)	

Conference/Workshops:

- a. Approval for Joyce Dennison and Ed White to attend the Student Transportation News Conference in Reno, Nevada on July 8-12, 2017.

Contracts:

- a. Approval to contract with Playground Borders Direct to add playground borders at Sierra Avenue School and Poplar Avenue School.
- b. Approval to contract with Applied Landscape Materials for new wood chips for playground areas at Sierra Avenue School, Poplar Avenue School and Pioneer Community Day School.

Operations:

- a. Approval to discard obsolete Houghton Mifflin ELA curriculum at Plumas Avenue School.
- b. Approval to adopt/purchase K-3rd grade McGraw-Hill ELA/Literacy Wonders Works Intervention curriculum.

- c. Approval to adopt/purchase 6th -8th grade McGraw-Hill ELA/ELD Study Sync curriculum.
- d. Approval of the District's updated English Learner Master Plan for 2017-2020.
- e. Approval to discard obsolete Houghton Mifflin ELA curriculum at Poplar Avenue School.
- f. Approval to accept donation of coffee brewer and toaster from Colleen Emswiler to the District Office.

Personnel:

- a. Approval to hire Michael Bertrams as a probationary Lead Custodian at Plumas Avenue School, effective July 1, 2017.
- b. Approval to accept transfer of Marnie Smith from Instructional Support Teacher to 4th/5th Grade Teacher at Plumas Avenue School for the 2017-18 academic year.
- c. Approval to hire Emily Green as a Probationary I 2nd Grade Teacher at Poplar Avenue School for the 2017-18 academic year.
- d. Approval to hire Summer Food Program Staff for the 2017 Summer Food Program operated by BCOE.
- e. Approval to hire Troy Adrian Archie as a Probationary I 6th Grade Teacher at Nelson Avenue School.
- f. Approval of classified and certificated substitutes for the 2016-17 academic year.
- g. Approval of the 2017-2018 Classified Work Year Chart.

Resignations/Retirements:

- a. Approval to accept resignation of Caitlin Sanders as a Campus Supervisor at Plumas Avenue School, effective June 8, 2017.
- b. Approval to accept resignation/retirement of Bill Duncan, Teacher at Nelson Avenue School, effective June 9, 2017.

- 11. **Public Comments From Individuals:** Any member of the public wishing to speak on a matter not listed on the board agenda may do so at this time. Comments will be limited to three (3) minutes per individual.
- 12. **Reports to the Board:** This time is for reports limited to topical updates, late-breaking news or reminders and generally *should be no longer than two (2) minutes*. (Written reports may be left the day prior to the meeting).

Classified (CSEA Union Rep):

Certificated (TTA Union Rep):

Management:

Superintendent:

New Business:

- 13. Approval of Resolution 16-17-16 to designate a minimum unrestricted, assigned fund balance of 9%.

Comment:

Motion ____ Second ____ Vote ____

14. Approval of Resolution 16-17-17 reduction of Classified Services for elimination of .375 FTE Child Nutrition Assistant position at Plumas Avenue School.

Comment:

Motion _____ Second _____ Vote _____

15. Board Priorities – Discussion Item Only

Board Discussion Only:

Board Comments:

16. Reconvene to Closed Session

17. Report of Action Taken in Closed Session

Adjournment:

Upcoming 2017 Events:

June 1	English Learner Reclassification Celebration at Sierra Avenue 6:00pm
June 7	Nelson Avenue Promotion Ceremony 7:00pm
June 9	TLC Graduation 9:00am
June 22	Board Meeting
June 29	Board Meeting

THERMALITO UNION SCHOOL DISTRICT

400 Grand Avenue
Oroville, California

REGULAR BOARD MEETING/WORKSHOP

MINUTES OF THE GOVERNING BOARD

May 11, 2017

Convene Regular Meeting at the District Office:	The meeting was called to order at 5:00 p.m.
Members Present:	Mrs. Fultz, Mrs. Ielati, Mrs. Anderson, Mrs. Walker, Mrs. Shields, Mr. Blake
Public Comment Prior to Closed Session:	None.
Closed Session:	The Board convened to closed session at 5:05 p.m.
Public Present:	Ed Gregorio, Robyn Solansky, Rochelle Simmons, Peggy Anderson, Rita Smith, Julie Carr, Karen Williams, Bill Harrington, Sue Russell, Ed White, Rick Meyer.
Reports from Closed Session - Announcement of	The meeting reconvened to open session at 6:40 p.m.
Action taken in Closed Session and Vote, if any:	None.
Pledge of Allegiance:	The pledge of allegiance was led by Mr. Blake.
Change Order of Agenda Upon President's Discretion:	There were no requests to change the order.
Adoption of the Agenda:	The motion to adopt the Board Agenda, pulling consent agenda item Board Policy 3514.1, Campus Security and removing agenda items #15 and #16, was made by Mrs. Ielati and seconded by Mrs. Anderson; votes were five ayes. Motion passed.
Public Comments on Board Agenda Items:	Sue Russell on Contracts, Item C. Ms. Russell commented that the kids are going to be so excited and because they don't know it is coming it is going to be a huge surprise for them. Ms. Russell also commented on Operations Item A, expressing excitement for the the student council to be able to donate towards the sign. Stacie Schuman reported to the board during public comments. Ms. Schuman shared that the Plumas Open House is on May 18 th with the book fair from 5pm-7pm and classrooms open from 5:30 p.m. - 6:30 p.m.. Ms. Schuman commented that she is excited for next year as the staff is joining together for parent outreach, leadership and other activities.

Reports to the Board:

Karen Williams, Director of Food Services reported to the Board. Ms. Williams reported that this year compared to last year there was an increase in the number of meals being served with breakfasts up by 4%, lunches up by 2% and suppers up by 42%. The huge increase in suppers is due to providing suppers for additional sites. Ms. Williams shared that some of the challenges the Food Services Program faces include meeting all federal and state guidelines, the rising cost of food, reducing waste and meals that students will like and eat. Ms. Williams reported that in response to parent and staff responses there have been some positive changes which include a reduction in an average of 21 grams of daily sugar intake for breakfasts and an increase in fresh fruit in the breakfast program by cutting back on the use of shelf stable products. Ms. Williams shared that next year will continue to see changes which will provide for a decrease in the use of processed foods. There will be a new menu plan to enhance the lunch program and provide healthier options which will include Themed Garden Bars and home made items. Ms. Williams stated that the School Wellness Policy plays an important role in child nutrition and invited anyone interested to please attend the Wellness Committee Meetings to provide input and help with the program.

Consent Agenda:

The motion to approve the consent agenda was made by Mrs. Walker and seconded by Mrs. Shields

Mrs. Fultz called for a vote which was five ayes. Motion passed.

Public Comments on Items Not Listed on Agenda:

Rita Smith commented on the Food Services Program and asked for Nelson Avenue School to receive the same food programs as the elementary schools do. Ms. Smith asked that the district look into adding more protein to the breakfasts. Ms. Smith commented that we have to show the kids that we care about them by the food that we feed them and hopefully it will duplicate itself in their test results.

(CSEA Union Rep):

Rick Meyer shared that Classified School Employees Week starts on May 20, 2017.

(TTA Union Rep):

Julie Carr shared that the last negotiations for 16-17 was held last Monday and it was Bill Duncan's final negotiations. Mrs. Carr shared that the retirement party for retirees will be held on June 1, 2017 at Gold Country from 4:00 p.m.-6 p.m.

Management:

Ed Gregorio shared that it is busy at Sierra as they started the Smarter Balanced Assessment. Mr. Gregorio shared that the students are handling it well and the teachers are doing a great job motivating the students. Mr. Gregorio shared that it was Teacher Appreciation Week and he is thankful for the teachers and all they do to make Sierra Avenue a great place to be. Sierra students attended to a field trip to the Feather River Cinemas to watch Animals of China.

Rochelle Simmons shared that a successful 6th grade orientation was held at Nelson. Students are also working to start up the garden at Nelson Avenue. Mrs. Simmons shared that the bell schedule has been finalized and there will be 3 lunches on the schedule for 2017-18. The 8th grade field trip was a huge success and went off seamlessly.

Bill Harrington reported that the art show was a great success as well as the open house and family move night with over 100 in attendance to watch The Lorax. During the recent book fair over \$6,000 worth of books were placed in the hands of students. Mr. Harrington shared that he and Robyn Solansky celebrated their staff this week on campus. Testing at Poplar starts next week. Mr. Harrington shared a new tradition that will start at Poplar this year, there will be a staff versus students game during the last day of school.

Robyn Solansky reported that her site celebrated their staff for all that they do to help to make the program a success. Mrs. Solansky acknowledge and appreciated Karen Williams and her staff for accomodating her students with special diets. Mrs. Solansky reported that a field trip to Kirshners, Wild Life Refuge will be coming up soon and also reported that TLC preschool received a score of 4 out of 5 in a recent rating using the Butte County county wide rating system, this was up from the rating last year.

Connie Cavanaugh provided an update on the improvements being made to facilities districtwide. Tonight the board approved the fencing for Plumas and CDS which will be completed by June 30. District is working on getting a deferred maintenance plan, only had one bid come in but District is reaching out to a few more for quotes. The report from School Services of California shared details of the governor's budget, this is the governors revised budget and it looks a little better than it did in January.

Superintendent:

Mr. Blake reported that a group of administrators attended the North State Conference. There were three great sessions and the District's admin team was also able to meet and discuss budget, etc. Mr. Blake shared that he has addressed the challenges we are experience with the intersection at Nelson and 6th with Oroville City Mayor's office and the Mayor has referred him to a different office to help address this challenge. Mr. Blake shared that on Thursday, May 18th he will be receiving his master's degree.

New Business:

Resolution 16-17-15

Connie Cavanaugh shared that there needs to be a positive balance in each fund. Currently the cafeteria fund is in a negative balance, this resolution allows the district to borrow from the general fund to bring it back to a positive balance and once the cafeteria fund is funded then the money will be returned to the general fund.

Temporary borrowing between funds

The motion to approve Resolution 16-17-15 was made by Mrs. Shields and seconded by Mrs. Anderson; votes were five ayes. Motion passed.

Board Policy 3300 – Discussion/Action

The Board discussed board policy 3300, Expenditures and Purchases. The discussion surrounded the authorized spending limit. The board members proposed a new authorized spending limit amount of \$5,000.

The motion to change the spending limit in Board Policy 3300 from \$20,000 to \$5,000 was made by Mrs. Shields and seconded by Mrs. Ielati; votes were five ayes. Motion passed.

Board Priorities – Discussion Item

Mrs. Cavanaugh handed out updated board priorities with estimated fiscal impact. The board discussed these priorities further. The board gave Ms. Cavanaugh direction to bring a resolution back to increase the District's reserve from 3% to 9%.

Board Discussion:

None.

Board Comments:

Gail Shields commented that she was able to attend a few open houses this Spring and had a great time visiting with staff and seeing the technology in action.

Alicia Walker shared that she got to go on a field trip today and personally thanked Colleen Emswiler for her service in the district and welcomed Rachel Young.

Mrs. Walker further shared that she attended Sierra's and Poplar's open houses and thanked the teachers for all they do, she is grateful for the reading intervention program.

Brenda Ielati apologized for not being able to attend the open houses this year due to medical challenges.

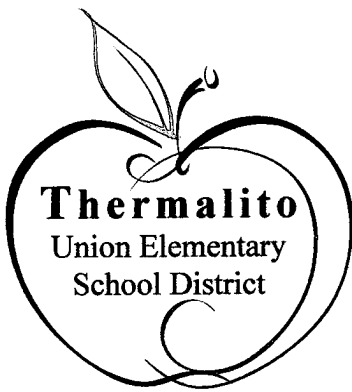
Tori Anderson shared she was able to attend the Poplar Art Show and made it to almost all of the open houses. She enjoyed all of the science fair projects at the middle school and thanked the teachers and classified staff for all that they do.

Darlene Fultz shared she was able to attend the Nelson Open House and was so impressed with the science projects. Mrs. Fultz thanked Karen Williams for coming tonight and reporting. Mrs. Fultz also shared that she is very excited to get a district wide parent coordinator as Tammy Duggan put on a great workshop last night but the turn out was minimal, hopefully the parent coordinator will be able to help with outreach. Mrs. Fultz thanked Tammy for her efforts in putting the presentation together.

Adjournment:

The regular board meeting adjourned at 8:27 p.m.

Date Board Approved: _____
Board President: Darlene Fultz



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Joyce Dennison

MEETING DATE: **May 25, 2017**

TOPIC: Approval for Ed White and I to attend STN Conference (Student Transportation News) in Reno, NV.

DESCRIPTION: STN is a four day conference in July 2017 that covers many layers of Transportation and Maintenance such as: special ed training, pupil management, training practices for Instructors any many other classes in maintenance for buses. They will cover new state and federal laws that pertain to Transportation that we can see coming in the future. Total Cost \$2,127.98

FUNDING: 0105005360-5200



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Joyce Dennison

MEETING DATE: **May 25, 2017**

TOPIC: Approval to contract with Playground Borders Direct to add new borders to playground area at Sierra Avenue and finish Poplar Ave.

DESCRIPTION: Replace wood border at Sierra Ave to new border and finish new border at Poplar to hold new wood chips.

Both sites will need a total of 250 borders.

We solicited quotes from multiple vendors.

FUNDING: \$7,453.34 - LCFF S/C



Playground Borders Direct

409 Tennant Station #123

Morgan Hill, CA 95037

Phone # 408-466-0428

Fax # 408-273-6640

Estimate

Date	Estimate #
5/11/2017	3227

Quoted to:
Thermalito Union Larry Ferguson 400 Grand Avenue Oroville, CA 95965
Phone 530-538-1085 Fax E-mail lferguso@thermalito.org

Ship To:
Thermalito Union Larry Ferguson 400 Grand Avenue Oroville, CA 95965 530-538-1085

Customer Alt. Phone	
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Rep	P.O. No.	Terms		Account #	FOB
		PURCHASE ORDER			
Item	Qty	Rate	Description	Total	
B2000 (2017) GOV	250	23.87	4"x12"x4" Black PREMIUM COMMERCIAL GRADE Poly Border with UV Stabilizer and PREMIUM Galvanized Spike	5,967.50T	
			-- DISCOUNTED PRICING APPLIED --		
FREIGHT	1	1,053.20	8 PALLETS	1,053.20	
			Freight -Commercial (business to business) CUSTOMER MUST UNLOAD -NO LIFTGATE* * Pallet may be opened and items removed individually. Liftgate available for additional fee. Oroville* 7.250 % Butte		

Acceptance Signature _____

Web Site	E-mail
www.playgroundbordersdirect.com	sales@playgroundbordersdirect.com
Quote valid for 30 days. Freight quote subject to change daily. Manufacturer's warranty document available upon request.	

Subtotal \$7,020.70

Sales Tax (7.25%) \$432.64

Total \$7,453.34



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Joyce Dennison

MEETING DATE: **May 25, 2017**

TOPIC: Approval to contract with Applied Landscape Materials for new wood chips for Sierra Ave and Poplar playground.

DESCRIPTION: Replace pea gravel and rubber bark at Sierra Ave with wood chips and fill in at Poplar Ave and Pioneer. All in total we need 400 yards of bark. The vendor will spray the bark in to playground area.

We solicited quotes from multiple vendors.

FUNDING: \$12,035.00 - LCFF S/C



Serving Northern California

800-256-7147

Proposal

Date	Proposal #	P.O. No.
5/11/2017	7049	

Bill To
Thermalito Union Elementary District 400 Grand Ave. Oroville, CA 95965 Attn: Joyce Dennison

Ship To
Multiple Schools Listed Below Oroville, CA 95965

Contact Number	DIR Project ID	Est. Install Date
530-538-2960		6/10/2017

Contractors License # 906546

DIR # 1000011263

Pesticide License QAC # 116443

Description	Quantity	Price Per Cubic Yard	Total
Playground Fiber - NorCal	400	15.00	6,000.00T
Labor to install	400	14.00	5,600.00
Sierra Avenue Elementary - 1050 Sierra Ave, Oroville, CA 95965			
- Square Playground: 103 CY			
- Rectangle Playground: 205 CY			
Poplar Avenue Elementary - 2075 Poplar St, Oroville, CA 95965			
- Primary Box: 62 CY			
- Kindergarten Box: 1 CY			
- Preschool Box: 1 CY			
Pioneer Community Day School - 2060 Sixth Street, Oroville, CA 95965			
- Main Playground: 30 CY			
Butte County Sales Tax		7.25%	435.00
Total			\$12,035.00

Proposal is good for 30 Days, please sign and return to accept and schedule install.

A service charge of 1.5% (18% per year) will be charged on all past due accounts

Site must be accessible for a 65' long by 14' high tractor trailer. Bark installation must be within 275' of truck. Additional charges will apply for distances greater than 275'.

Terms	Net 30
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Corporate Office:
 4500 Pacific St. Suite O
 Rocklin, CA 95677

Customer Signature _____

Fax or Email to ALMQuotes@gmail.com

Phone	800-256-7147	Fax	(916) 246-6015	Website	www.appliedlandscapematerials.com
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BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Stacie Schuman

MEETING DATE: **May 25, 2017**

TOPIC: Discarding obsolete Houghton Mifflin ELA Curriculum,
Plumas Avenue

DESCRIPTION: With the board's approval we would like to discard our obsolete Houghton Mifflin ELA curriculum, as we are adopting new curriculum for 2017-18. All materials will be stamped "DISCARD", and teachers will be given first option to keep what they would like to use. All remaining materials will be given to students to take home or will be donated.

FUNDING: General Fund



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Lisa Cruikshank, Director of Special Projects

MEETING DATE: **May 25, 2017**

TOPIC: K-3rd ELA/Literacy Intervention Curriculum

DESCRIPTION: On behalf of the early literacy reading intervention teachers in Thermalito, I would like to request approval to adopt McGraw-Hill English Language Arts/Literacy Wonders Works Intervention curriculum which is aligned with Wonders core program. This year elementary reading intervention teachers piloted Wonders and Benchmark curriculum. These teachers had the opportunity to evaluate and give input on which program better fits the needs of our struggling readers in primary grades. The ELA/ELD adoptions committee, consisting of intervention teachers and classroom teachers at each grade level, gathered input and reported back to the district. The overwhelming recommendation is McGraw-Hill Wonders Works for an 8 year adoption.

FUNDING: Title I funds \$23,500

**QUOTE PREPARED FOR:**

Plumas Avenue Elem School
440 PLUMAS AVE
OROVILLE, CA 95965
ACCOUNT NUMBER: 1693803

SUBSCRIPTION/DIGITAL CONTACT:**CONTACT:****SALES REP INFORMATION:**

Virginia Reese
virginia.reese@mheducation.com
530-209-5406

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Reading WonderWorks	\$5,387.16	(\$630.18)	\$4,756.98
PRODUCT TOTAL*	\$5,387.16	(\$630.18)	\$4,756.98
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$344.89
GRAND TOTAL*			\$5,101.87

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**SEND ORDER TO:**

McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 03/31/2017
QUOTE NUMBER: SBENN-03312017-003

ACCOUNT NAME: Plumas Avenue Elem School
ACCOUNT #: 1693803

EXPIRATION DATE: 05/15/2017
PAGE #: 1



Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reading WonderWorks					
Grade 1					
WONDERWORKS KIT 8 YEAR SUSBSRIPTION BUNDLE GRADE 1	978-0-07-896605-7	1	\$1,037.16	\$0.00	\$1,037.16
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 1	978-0-02-142840-3	2	\$105.03	\$210.06	*Free Materials
Grade 1 Subtotal:				\$210.06	\$1,037.16
Grade 2					
WONDERWORKS KIT 8 YEAR SUSBSRIPTION BUNDLE GRADE 2	978-0-07-896606-4	1	\$1,746.99	\$0.00	\$1,746.99
READING WONDERWORKS INTERACTIVE WORKTEXT GRADE 2	978-0-02-129794-8	12	\$9.41	\$0.00	\$112.92
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 2	978-0-02-142842-7	2	\$105.03	\$210.06	*Free Materials
Grade 2 Subtotal:				\$210.06	\$1,859.91
Grade 3					
READING WONDERWORKS COMPREHENSIVE 8 YEAR SUBSCRIPTION BUNDLE GRADE 3	978-0-07-899624-5	1	\$1,746.99	\$0.00	\$1,746.99
READING WONDERWORKS INTERACTIVE WORKTEXT GRADE 3	978-0-02-129795-5	12	\$9.41	\$0.00	\$112.92
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 3	978-0-02-142843-4	2	\$105.03	\$210.06	*Free Materials
Grade 3 Subtotal:				\$210.06	\$1,859.91
Reading WonderWorks Subtotal:				\$630.18	\$4,756.98

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 03/31/2017
QUOTE NUMBER: SBENN-03312017-003

ACCOUNT NAME: Plumas Avenue Elem School
ACCOUNT #: 1693803

EXPIRATION DATE: 05/15/2017
PAGE #: 2

**QUOTE PREPARED FOR:**

Plumas Avenue Elem School
440 PLUMAS AVE
OROVILLE, CA 95965
ACCOUNT NUMBER: 1693803

CONTACT:

VALUE OF ALL MATERIALS	\$5,387.16
FREE MATERIALS	(\$630.18)
PRODUCT TOTAL*	\$4,756.98
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$344.89
GRAND TOTAL	\$5,101.87

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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Terms of Service:

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ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)_____
Signature of School Official**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER****SEND ORDER TO:**

McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 03/31/2017

ACCOUNT NAME: Plumas Avenue Elem School

EXPIRATION DATE: 05/15/2017

QUOTE NUMBER: SBENN-03312017-003

ACCOUNT #: 1693803

PAGE #: 3

**QUOTE PREPARED FOR:**

Poplar Avenue Elem School
2075 POPLAR AVENUE
OROVILLE, CA 95965
ACCOUNT NUMBER: 174201

SUBSCRIPTION/DIGITAL CONTACT:**CONTACT:****SALES REP INFORMATION:**

Virginia Reese
virginia.reese@mheducation.com
530-209-5406

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Reading WonderWorks	\$5,177.10	(\$420.12)	\$4,756.98
PRODUCT TOTAL*	\$5,177.10	(\$420.12)	\$4,756.98
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QUOTE DATE: 03/31/2017

ACCOUNT NAME: Poplar Avenue Elem School

EXPIRATION DATE: 05/15/2017

QUOTE NUMBER: SBENN-03312017-002

ACCOUNT #: 174201

PAGE #: 1



Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reading WonderWorks					
<u>Grade 1</u>					
WONDERWORKS KIT 8 YEAR SUSBSRIPTION BUNDLE GRADE 1	978-0-07-896605-7	1	\$1,037.16	\$0.00	\$1,037.16
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 1	978-0-02-142840-3	2	\$105.03	\$210.06	*Free Materials
Grade 1 Subtotal:				\$210.06	\$1,037.16
<u>Grade 2</u>					
WONDERWORKS KIT 8 YEAR SUSBSRIPTION BUNDLE GRADE 2	978-0-07-896606-4	1	\$1,746.99	\$0.00	\$1,746.99
READING WONDERWORKS INTERACTIVE WORKTEXT GRADE 2	978-0-02-129794-8	12	\$9.41	\$0.00	\$112.92
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 2	978-0-02-142842-7	2	\$105.03	\$210.06	*Free Materials
Grade 2 Subtotal:				\$210.06	\$1,859.91
<u>Grade 3</u>					
READING WONDERWORKS COMPREHENSIVE 8 YEAR SUBSCRIPTION BUNDLE GRADE 3	978-0-07-899624-5	1	\$1,746.99	\$0.00	\$1,746.99
READING WONDERWORKS INTERACTIVE WORKTEXT GRADE 3	978-0-02-129795-5	12	\$9.41	\$0.00	\$112.92
Grade 3 Subtotal:				\$0.00	\$1,859.91
Reading WonderWorks Subtotal:				\$420.12	\$4,756.98

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QUOTE DATE: 03/31/2017
QUOTE NUMBER: SBENN-03312017-002

ACCOUNT NAME: Poplar Avenue Elem School
ACCOUNT #: 174201

EXPIRATION DATE: 05/15/2017
PAGE #: 2

**QUOTE PREPARED FOR:**

Poplar Avenue Elem School
2075 POPLAR AVENUE
OROVILLE, CA 95965
ACCOUNT NUMBER: 174201

CONTACT:

VALUE OF ALL MATERIALS	\$5,177.10
FREE MATERIALS	(\$420.12)
PRODUCT TOTAL*	\$4,756.98
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$344.89
GRAND TOTAL	\$5,101.87

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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School Purchase Order Number: _____

Name of School Official (Please Print)_____
Signature of School Official**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER****SEND ORDER TO:**

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QUOTE DATE: 03/31/2017

ACCOUNT NAME: Poplar Avenue Elem School

EXPIRATION DATE: 05/15/2017

QUOTE NUMBER: SBENN-03312017-002

ACCOUNT #: 174201

PAGE #: 3

**QUOTE PREPARED FOR:**

Sierra Avenue Elem School
1050 SIERRA AVENUE
OROVILLE, CA 95965
ACCOUNT NUMBER: 195950

SUBSCRIPTION/DIGITAL CONTACT:**CONTACT:****SALES REP INFORMATION:**

Virginia Reese
virginia.reese@mheducation.com
530-209-5406

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Reading WonderWorks	\$13,583.88	(\$1,276.14)	\$12,307.74
PRODUCT TOTAL*	\$13,583.88	(\$1,276.14)	\$12,307.74
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$892.30
GRAND TOTAL*			\$13,200.04

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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Comments:

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QUOTE DATE: 03/31/2017

ACCOUNT NAME: Sierra Avenue Elem School

EXPIRATION DATE: 05/15/2017

QUOTE NUMBER: SBENN-03312017-001

ACCOUNT #: 195950

PAGE #: 1



Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reading WonderWorks					
Grade 1					
WONDERWORKS KIT 8 YEAR SUSBSRIPTION BUNDLE GRADE 1	978-0-07-896605-7	2	\$1,037.16	\$0.00	\$2,074.32
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 1	978-0-02-142840-3	2	\$105.03	\$210.06	*Free Materials
Grade 1 Subtotal:				\$210.06	\$2,074.32
Grade 2					
WONDERWORKS KIT 8 YEAR SUSBSRIPTION BUNDLE GRADE 2	978-0-07-896606-4	2	\$1,746.99	\$0.00	\$3,493.98
READING WONDERWORKS INTERACTIVE WORKTEXT GRADE 2	978-0-02-129794-8	24	\$9.41	\$0.00	\$225.84
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 2	978-0-02-142842-7	2	\$105.03	\$210.06	*Free Materials
Grade 2 Subtotal:				\$210.06	\$3,719.82
Grade 3					
READING WONDERWORKS COMPREHENSIVE 8 YEAR SUBSCRIPTION BUNDLE GRADE 3	978-0-07-899624-5	2	\$1,746.99	\$0.00	\$3,493.98
READING WONDERWORKS INTERACTIVE WORKTEXT GRADE 3	978-0-02-129795-5	24	\$9.41	\$225.84	*Free Materials
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 3	978-0-02-142843-4	2	\$105.03	\$210.06	*Free Materials
Grade 3 Subtotal:				\$435.90	\$3,493.98
Grade 4					
READING WONDERWORKS COMPREHENSIVE 8 YEAR SUBSCRIPTION BUNDLE GRADE 4	978-0-07-899628-3	1	\$1,396.89	\$0.00	\$1,396.89
READING WONDERWORKS INTERACTIVE WORKTEXT GRADE 4	978-0-02-126882-5	12	\$9.41	\$0.00	\$112.92
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 4	978-0-02-142844-1	2	\$105.03	\$210.06	*Free Materials
Grade 4 Subtotal:				\$210.06	\$1,509.81
Grade 5					
READING WONDERWORKS COMPREHENSIVE 8 YEAR SUBSCRIPTION BUNDLE GRADE 5	978-0-07-899629-0	1	\$1,396.89	\$0.00	\$1,396.89
READING WONDERWORKS INTERACTIVE WORKTEXT GRADE 5	978-0-02-129796-2	12	\$9.41	\$0.00	\$112.92
READING WONDERWORKS STUDENT WORKSPACE 8 YEAR SUBSCRIPTION GRADE 5	978-0-02-145787-8	2	\$105.03	\$210.06	*Free Materials
Grade 5 Subtotal:				\$210.06	\$1,509.81
Reading WonderWorks Subtotal:				\$1,276.14	\$12,307.74

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QUOTE DATE: 03/31/2017
QUOTE NUMBER: SBENN-03312017-001

ACCOUNT NAME: Sierra Avenue Elem School
ACCOUNT #: 195950

EXPIRATION DATE: 05/15/2017
PAGE #: 2

**QUOTE PREPARED FOR:**

Sierra Avenue Elem School
1050 SIERRA AVENUE
OROVILLE, CA 95965
ACCOUNT NUMBER: 195950

CONTACT:

VALUE OF ALL MATERIALS	\$13,583.88
FREE MATERIALS	(\$1,276.14)
PRODUCT TOTAL*	\$12,307.74
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$892.30
GRAND TOTAL	\$13,200.04

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

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School Purchase Order Number: _____

Name of School Official (Please Print)_____
Signature of School Official**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER****SEND ORDER TO:**

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QUOTE DATE: 03/31/2017

ACCOUNT NAME: Sierra Avenue Elem School

EXPIRATION DATE: 05/15/2017

QUOTE NUMBER: SBENN-03312017-001

ACCOUNT #: 195950

PAGE #: 3



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Lisa Cruikshank, Director of Special Projects

MEETING DATE: **May 25, 2017**

TOPIC: 6-8 ELA/ELD Adoptions

DESCRIPTION: On behalf of 6-8 grade ELA/ELD teachers in Thermalito, I would like to request approval to adopt McGraw-Hill English Language Arts/ English Language Development Study Sync curriculum. This year, 6-8 grade teachers previewed all the state recommended ELA/ELD programs and piloted Study Sync curriculum. All these teachers had the opportunity to evaluate and give input on which program better fits the rigor of our new state standards. The 6-8 ELA/ELD adoptions committee, consisting of teachers at each grade level, gathered input and reported back to the district. The overwhelming recommendation is McGraw-Hill Study Sync, an online and printed curriculum for an 8 year adoption.

FUNDING: One-Time Discretionary Funds \$100,050

**QUOTE PREPARED FOR:**

Nelson Avenue Middle School
2255 6TH ST
OROVILLE, CA 95965
ACCOUNT NUMBER: 193387

SUBSCRIPTION/DIGITAL CONTACT:

Lisa Cruikshank
lcruikshank@thermalito.org
(530) 538-8833

CONTACT:**SALES REP INFORMATION:**

Virginia Reese
virginia.reese@mheducation.com
530-209-5406

Section Summary	Value of All Materials	Free Materials	Product Subtotal
StudySync Silver Package B 8 year digital/8 year print only (Unitized)	\$0.00	\$0.00	\$0.00
Grade 6	\$35,275.28	(\$806.30)	\$34,468.98
Grade 7	\$30,017.30	(\$806.30)	\$29,211.00
Grade 8	\$30,406.78	(\$806.30)	\$29,600.48
FOR DISTRICT OFFICE	\$0.00	\$0.00	\$0.00
Grade 6	\$445.91	(\$445.91)	\$0.00
Grade 7	\$445.91	(\$445.91)	\$0.00
Grade 8	\$445.91	(\$445.91)	\$0.00
PRODUCT TOTAL*	\$97,037.09	(\$3,756.63)	\$93,280.46
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$6,762.83
GRAND TOTAL*			\$100,043.29

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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Comments:

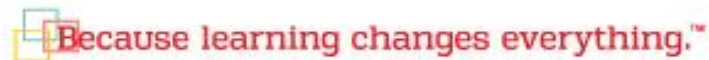
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QUOTE DATE: 05/05/2017
QUOTE NUMBER: SBENN-05052017-002

ACCOUNT NAME: Nelson Avenue Middle School
ACCOUNT #: 193387

EXPIRATION DATE: 06/19/2017
PAGE #: 1



Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
StudySync Silver Package B 8 year digital/8 year print only (Unitized)					
StudySync Silver Package B 8 year digital/8 year print only (Unitized) Subtotal:				\$0.00	\$0.00
Grade 6					
<u>Student Resources</u>					
STUDYSYNC GRADE 6 CALIFORNIA SE W/DESIGNATED ELD UNITS COMPANION 8Y SUB BNDL	978-0-07-673309-5	177	\$194.74	\$0.00	\$34,468.98
Student Resources Subtotal:				\$0.00	\$34,468.98
<u>Teacher Resources</u>					
STUDYSYNC GRADE 6 CALIFORNIA, ELD TEACHER RESOURCE COMPANION	978-1-94-276491-5	2	\$96.30	\$192.60	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 1 GRADE 6	978-1-94-328648-5	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 2 GRADE 6	978-1-94-328649-2	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 3 GRADE 6	978-1-94-328650-8	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 4 GRADE 6	978-1-94-328651-5	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 8 YEAR SUBSCRIPTION	978-0-02-138001-5	2	\$216.85	\$433.70	*Free Materials
Teacher Resources Subtotal:				\$806.30	\$0.00
Grade 6 Subtotal:				\$806.30	\$34,468.98
Grade 7					
<u>Student Resources</u>					
STUDYSYNC GRADE 7 CALIFORNIA SE W/DESIGNATED ELD UNITS COMPANION 8Y SUB BNDL	978-0-07-673367-5	150	\$194.74	\$0.00	\$29,211.00
Student Resources Subtotal:				\$0.00	\$29,211.00
<u>Teacher Resources</u>					
STUDYSYNC GRADE 7 CALIFORNIA, ELD TEACHER RESOURCE COMPANION	978-1-94-276492-2	2	\$96.30	\$192.60	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 1 GRADE 7	978-1-94-328652-2	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 2 GRADE 7	978-1-94-328653-9	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 3 GRADE 7	978-1-94-328654-6	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 4 GRADE 7	978-1-94-328655-3	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 8 YEAR SUBSCRIPTION	978-0-02-138001-5	2	\$216.85	\$433.70	*Free Materials
Teacher Resources Subtotal:				\$806.30	\$0.00
Grade 7 Subtotal:				\$806.30	\$29,211.00
Grade 8					
<u>Student Resources</u>					
STUDYSYNC GRADE 8 CALIFORNIA SE W/DESIGNATED ELD UNITS COMPANION 8Y SUB BNDL	978-0-07-673384-2	152	\$194.74	\$0.00	\$29,600.48
Student Resources Subtotal:				\$0.00	\$29,600.48
<u>Teacher Resources</u>					

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QUOTE DATE: 05/05/2017
QUOTE NUMBER: SBENN-05052017-002

ACCOUNT NAME: Nelson Avenue Middle School
ACCOUNT #: 193387

EXPIRATION DATE: 06/19/2017
PAGE #: 2



Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
STUDYSYNC GRADE 8 CALIFORNIA, ELD TEACHER RESOURCE COMPANION	978-1-94-276493-9	2	\$96.30	\$192.60	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 1 GRADE 8	978-1-94-328656-0	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 2 GRADE 8	978-1-94-328657-7	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 3 GRADE 8	978-1-94-328658-4	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 4 GRADE 8	978-1-94-328659-1	2	\$22.50	\$45.00	*Free Materials
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 8 YEAR SUBSCRIPTION	978-0-02-138001-5	2	\$216.85	\$433.70	*Free Materials

Teacher Resources Subtotal: \$806.30 \$0.00

Grade 8 Subtotal: \$806.30 \$29,600.48

FOR DISTRICT OFFICE

FOR DISTRICT OFFICE Subtotal: \$0.00 \$0.00

Grade 6					
Student Resources					
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 1	978-1-94-328610-2	1	\$10.69	\$10.69	*Free Materials
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 2	978-1-94-328611-9	1	\$10.69	\$10.69	*Free Materials
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 3	978-1-94-328612-6	1	\$10.69	\$10.69	*Free Materials
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 4	978-1-94-328613-3	1	\$10.69	\$10.69	*Free Materials
Student Resources Subtotal:				\$42.76	\$0.00

Teacher Resources					
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 1 GRADE 6	978-1-94-328648-5	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 2 GRADE 6	978-1-94-328649-2	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 3 GRADE 6	978-1-94-328650-8	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 4 GRADE 6	978-1-94-328651-5	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC GRADE 6 CALIFORNIA, ELD TEACHER RESOURCE COMPANION	978-1-94-276491-5	1	\$96.30	\$96.30	*Free Materials
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 8 YEAR SUBSCRIPTION	978-0-02-138001-5	1	\$216.85	\$216.85	*Free Materials
Teacher Resources Subtotal:				\$403.15	\$0.00
Grade 6 Subtotal:				\$445.91	\$0.00

Grade 7					
Student Resources					
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 1	978-1-94-328614-0	1	\$10.69	\$10.69	*Free Materials

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QUOTE DATE: 05/05/2017
QUOTE NUMBER: SBENN-05052017-002

ACCOUNT NAME: Nelson Avenue Middle School
ACCOUNT #: 193387

EXPIRATION DATE: 06/19/2017
PAGE #: 3



Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 2	978-1-94-328615-7	1	\$10.69	\$10.69	*Free Materials
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 3	978-1-94-328616-4	1	\$10.69	\$10.69	*Free Materials
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 4	978-1-94-328617-1	1	\$10.69	\$10.69	*Free Materials

Student Resources Subtotal: \$42.76 \$0.00

Teacher Resources					
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 1 GRADE 7	978-1-94-328652-2	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 2 GRADE 7	978-1-94-328653-9	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 3 GRADE 7	978-1-94-328654-6	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 4 GRADE 7	978-1-94-328655-3	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC GRADE 7 CALIFORNIA, ELD TEACHER RESOURCE COMPANION	978-1-94-276492-2	1	\$96.30	\$96.30	*Free Materials
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 8 YEAR SUBSCRIPTION	978-0-02-138001-5	1	\$216.85	\$216.85	*Free Materials

Teacher Resources Subtotal: \$403.15 \$0.00

Grade 7 Subtotal: \$445.91 \$0.00

Grade 8					
Student Resources					
STUDYSYNC GRADE 8 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 1	978-1-94-328618-8	1	\$10.69	\$10.69	*Free Materials
STUDYSYNC GRADE 8 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 2	978-1-94-328619-5	1	\$10.69	\$10.69	*Free Materials
STUDYSYNC GRADE 8 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 3	978-1-94-328620-1	1	\$10.69	\$10.69	*Free Materials
STUDYSYNC GRADE 8 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 4	978-1-94-328621-8	1	\$10.69	\$10.69	*Free Materials

Student Resources Subtotal: \$42.76 \$0.00

Teacher Resources					
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 1 GRADE 8	978-1-94-328656-0	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 2 GRADE 8	978-1-94-328657-7	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 3 GRADE 8	978-1-94-328658-4	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC CALIFORNIA TEACHER EDITION UNIT 4 GRADE 8	978-1-94-328659-1	1	\$22.50	\$22.50	*Free Materials
STUDYSYNC GRADE 8 CALIFORNIA, ELD TEACHER RESOURCE COMPANION	978-1-94-276493-9	1	\$96.30	\$96.30	*Free Materials
STUDYSYNC CALIFORNIA ONLINE TEACHER WITH DESIGNATED ELD 8 YEAR SUBSCRIPTION	978-0-02-138001-5	1	\$216.85	\$216.85	*Free Materials

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ACCOUNT NAME: Nelson Avenue Middle School
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EXPIRATION DATE: 06/19/2017
PAGE #: 4

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OROVILLE, CA 95965
ACCOUNT NUMBER: 193387

CONTACT:

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Lisa Cruikshank
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BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Lisa Cruikshank, Director of Special Projects

MEETING DATE: **May 25, 2017**

TOPIC: Update of TUESD's English Learner Master Plan

DESCRIPTION: Attached for Board approval is TUESD's updated English Learner Master Plan for 2017-2020. The EL Task Force, which consists of teacher representatives from each school site, as well as our District English Learner Advisory Committee, which consists of English Learner parents from each school site, provided guidance and input in developing this plan. It contains district policy, forms, and procedures for the educational services provided to our English Language Learners. This plan is a working document and may be updated with slight changes annually.

FUNDING: N/A

Thermalito Union Elementary School District

DRAFT -- English Learner Master Plan



July 1, 2017 – June 30, 2020

Thermalito Union Elementary School District
400 Grand Ave.
Oroville, Ca. 95965-4007
Phone (530) 538-2900
CDS: 04 – 61549

EL Task Force Committee

Updates Approved: April 27, 2017

TUESD Board

Updates Tentatively Approved: May 25, 2017

Thermalito Schools.....Moving Forward

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Introduction

District Mission Statement

We will provide an environment, which allows for the development of attitudes that promote healthful physical, social, and mental habits. This will be accomplished by encouraging *pride* in self achievement, *respect* and *responsibility* toward self and others, *recognition* of students and staff, and *positive relationships* with young people. We are dedicated to maximizing the professional skills and human potential of every staff member because we recognize that an exemplary staff, working as partners with parents and the community, is the key to student development.

Program Goals

Benchmarks have been established to help monitor the rate of English Learners' progress: CA English Learner Progress Indicator Annual. Each non-and limited-English speaking English Learner is expected to gain at least one level per year on the California English Language Development Test (CELDT) and/or English Learner Proficiency Assessments for California (ELPAC) as defined by Title III.

English Learner Goals

The goals developed for English Learners correlate with existing Thermalito Union Elementary School District Board-adopted goals for all students. A successful program for English Learners is organized to provide equitable access to the thinking, meaning-centered core curriculum for all students.

A relevant curriculum not only addresses the development of English communication, but also higher-level thinking skills and academic proficiency. Relevance is achieved by focusing on key concepts from the core curriculum that are delivered through a variety of meaningfully connected experiences for students.

The major goal for English Learners is to develop fluency in English as rapidly and effectively as possible in an established English language classroom through Structured English Immersion or an alternate course of study with curriculum designed for such students. English Learners are reclassified to fluent English proficient after meeting District criteria established to ensure that these students can demonstrate English language proficiency comparable to that of the school district's average native English language speakers and have attained grade-level standards throughout the academic curriculum.

Research indicates that English Learners should achieve full English language proficiency after five to seven years.

Long Term English Learner (LTEL):

Definition: An English Learner in grades 4-8, who has continuously been in United States schools for 5 plus years, without yet meeting the criteria for reclassification will be considered a Long Term English Learner (LTEL). Refer to the adopted TUESD reclassification criteria in the EL Master Plan.

Identification/Monitoring/Service:

Catch-up plans are used to identify and monitor Long Term English Learners. Various assessments and services are documented in the catch-up plan which is located in the EL students' blue data folder.

English Learners in Thermalito Union Elementary School District

The Thermalito Union Elementary School District Board of Trustees affirms that, because the state educational goals of this District are the same for all students enrolled, no student shall be excluded from any program. English Learners must have an equal opportunity to attain the stated goals of the District and not be limited by reason of having a primary language other than English. TUESD, therefore, supports the comprehensive quality program for the English Learners described in the Thermalito Union Elementary School District English Learner Master Plan as a means to achieve these goals.

According to the 2016 Census report, there are 237 English Learners in TUESD who are non-English speakers. This represents almost 17% of the District enrollment. One language (Hmong -82 %) comprises the majority of our EL population. We have 12% Spanish speakers, 4% Mien, and 2% other languages which include Tagalog, Romanian, Lao, and Punjabi.

All three K-5 elementary schools have an equitable distribution of English Learners.

Compliance regulations in the state of California mandate specialized services to all groups of English Learners. This Master Plan for English Learners in TUESD addresses the requirements of the state of California in relation to the needs of its language minority students.

This Master Plan for English Learners was developed by the District's English Learner's Task Force which includes English Learner support teachers and a district administrator. This plan has been presented for review and input to the District English Language Advisory Committee DELAC.



Identification of English Learners and Parent Notification

The California Department of Education's State Program for English Learners mandates that:

The Thermalito Union Elementary School District properly identifies,
assesses, and reports all students who have a primary language
other than English.

Home Language Survey

A completed Home Language Survey (HLS) is used to determine the primary language of each student at the time of enrollment in U.S. schools. This form must be signed, dated, and each question answered. The District provides these forms in English, Hmong, and Spanish.

Any response other than English to any questions on the survey requires that the student be assessed for English proficiency. The parent/guardian is notified on this same form that their child will be assessed for English language proficiency. The EL support teachers are promptly notified in order to assess students to determine program placement.

California English Language Development Test/ English Learner Proficiency Assessments for California (CELDT/ELPAC)

Within 30 school days of initial enrollment, students will be assessed for English proficiency using the CELDT. Testing is administered by District-trained, credentialed personnel who are highly proficient in English. The CELDT results are sent to parents and are recorded in the student's English Learner Folder (Blue Folder) and District Database, and sent to the State of California. Students in grades TK-1 scoring Early Advanced or Advanced may be considered English Learners regardless of final CELDT scores based on the professional judgments of the EL Support Teacher and the student's classroom teacher. Starting in the Fall, 2018, the ELPAC will replace the CELDT.

Primary Language Testing

Designated English Learners, whose primary language is Hmong or Spanish, are tested in their primary language within 90 calendar days of enrollment using the Primary Language Interview Data Form, Primary Language Assessment Structured Interview (Spanish) or the Hmong Primary Language Test. For languages other than Hmong or Spanish a parent or relative may be interviewed to determine primary language proficiency. If deemed necessary the Primary Language Assessment may be re-administered. Results of primary language assessment are recorded and filed in the blue EL student folder.

Parent Notification

Parents are notified of CELDT/ELPAC assessment results.

Placement in Instructional Programs

The California Department of Education's State Program for English Learners mandates that:

Each former English Learner who has been reclassified to Fluent English Proficient demonstrates English language proficiency comparable to that of the average native speaker and can participate equally with average native speakers in the school's regular instructional program.

Introduction

The requirements of Proposition 58, as of July 2017, have been put into place for English Learners in the Thermalito Union Elementary School District. As a result, English Learners are placed in a Structured English Immersion program or an English Language Mainstream program. These classes are taught by teachers who have had specialized training to work with English Learners. These teachers hold a CLAD, BCLAD, LDS, SB 1969, SB 395, or BCC certification. Instruction is done overwhelmingly in English (90-100%); however, primary language support may be provided as necessary and/or as available by either the classroom teacher or by a bilingual paraprofessional.

Structured English Immersion (SEI) Program

Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught English Language Development (ELD) and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Integrated and Designated ELD instruction is based on ELD and grade-level content standards.

English Language Mainstream (ELM) Program

Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Integrated and Designated ELD instruction is based on ELD and grade-level content standards. Students continue to receive additional and appropriate instruction (SDAIE) and English Language Development in order to meet the requirements to be Reclassified as Fluent English Proficient (RFEP).

Reasonable fluency is determined by the following CELDT criteria: (ELPAC data TBD)

English Language Proficiency Levels -Overall		Program Placement
Advanced (5)	Reasonable fluency	English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver
Early Advanced (4)		
Intermediate (3+)		
Intermediate (3-)	Less than reasonable fluency	Structured English Immersion or English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver
Early Intermediate (2)		
Beginning (1)		

Reclassification of English Learners

The California Department of Education's State Program for English Learners mandates that:

Each former English Learner who has been Reclassified to Fluent English Proficient demonstrates English language proficiency comparable to that of the average native speaker and can participate equally with average native speakers in the school's regular instructional program.

English Learners (ELs) in Thermalito Union Elementary School District are recommended for Reclassification to Fluent English Proficient (RFEP) status once they have demonstrated English language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular program.

Reclassification Criteria

(This criteria will change with the ELPAC, and that criteria is TBD)

In determining a student's readiness for Reclassification from EL to RFEP, the following criteria will be applied:

1. Objective assessment of the student's English comprehension and speaking proficiency, indicated by:
 - California Assessment of Student Performance and Progress (CAASPP) Standard nearly met – level 2 (or as evaluated by the EL Task Force)
 - and 4 or better on the CELDT overall score
 - and at least a 3 or better in each subcategory (Reading, Writing, Listening, Speaking)
2. iReady Diagnostic - Reading at grade level (or as evaluated by the EL Task Force)
3. Parental consultation during a Reclassification Interview
4. Core ELA Teacher's recommendation.
5. Objective assessment of the student's writing skills
6. Objective data on the student's academic performance (formative/summative assessments and grades)

Parents are notified of the recommendation when all criteria are met. The Reclassification form is approved by the classroom teacher, the principal, and the EL Support Teacher. Parental approval is obtained in person, by phone, or by returned letter.

Reclassified students are awarded a Certificate of Achievement to acknowledge their academic progress and efforts.

Reclassification Follow-up

The progress of the reclassified student is monitored on a timely basis until he/she has attained an average score, comparable to the average score of their peers, for three years (consecutive or nonconsecutive) on the CAASPP ELA/Literacy assessment and iReady Reading Diagnostic.

The California Department of Education's State Program for English Learners mandates that:

The District ensures that all teaching personnel is qualified to provide the instructional services to English Learners.

Teaching and Support Personnel

To ensure access to English Language Development (ELD) and Equal Educational Opportunity, all English Learners in the Thermalito Union Elementary School District are assigned to qualified, credentialed teachers who have ELD authorization.

- All teachers in the Thermalito Union Elementary School District who provide services to EL students are authorized under one of the following certifications: California Teachers of English Learners (CTEL), Cross-cultural, Language and Academic Development (CLAD), Bilingual Crosscultural, Language and Academic Development (BCLAD), Language Development Specialist (LDS), Bilingual Certificate of Competency (BCC), Senate Bill 1969 (SB 1969), or Senate Bill 395 (SB 395) Certificate.
- All authorized teachers can provide: Integrated and Designated ELD instruction and Specially Designed Academic Instruction in English (SDAIE).
- EL Support Teachers/Facilitators identify, assess, support, reclassify, and monitor progress of all English Learners. They also assist with the school site English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) meetings to ensure all mandated procedures/guidelines listed in the District's English Learner Master Plan are in compliance.
- Credentialing information is available to the public via the school's School Accountability Report Card (SARC) which can be found on the district web site or in school offices.
- Teacher credentialing continues to be regulated by the California Commission on Teacher (CCTC)

English Learner Paraeducator Support

- Bilingual paraprofessionals provide primary language support in Hmong and other languages, as needed. The support from the bilingual paraprofessionals ensures that English Learners have access to grade level academic content while acquiring English.
- Bilingual paraprofessionals are supervised by classroom teachers and EL Support Teachers.

English Learner Coordinator

The District EL Coordinator is the lead person in all aspects of EL services and budget, with input from the EL Task Force and administration. The coordinator oversees federal and state regulations related to EL curriculum and program compliance issues.

Professional Development

The California Department of Education's State Program for English Learners mandates that:

The District provides an adequate in-service training program, which results in qualifying existing and future personnel to provide instructional services to English Learners.

Thermalito Union Elementary School District provides professional development opportunities for teachers and paraprofessionals to prepare them to provide services to English Learners. Support Teachers conduct site based in-services as requested. The District English Language Coordinator oversees and authorizes professional development.

On-going professional development opportunities include, but not limited to:

Teachers

- ELD instruction and/or SDAIE training
- Guided Language Acquisition Design (G.L.A.D.)
- Annual CELDT/ELPAC training
- County based EL networking/collaboration
- Differentiated Instruction training in Integrated and Designated ELD
- County based training/workshops
- Site and district based Professional Learning Communities (PLC's)
- California Association of Bilingual Education (C.A.B.E.)
- California League of Middle Schools (C.L.M.S.)
- Thinking Maps
- Curriculum implementation

Paraprofessionals

- C.A.B.E.
- Read Naturally-In-service training
- Instructional support
- County based training/workshops

Administrators

- Background in Integrated and Designated ELD and SDAIE
- Intervention Program Alternatives for ELs
- Instructional Walks
- G.L.A.D.
- English Learners Conferences
- Title III Accountability Conference

Program Evaluation

The California Department of Education's State Program for English Learners mandates that:

The District establishes a process and criteria to determine the effectiveness of the program(s) provided to English Learners.

The district has established a process for determining the effectiveness of its program for English Learners. Assessment data used to determine the progress of English Learners include: California Assessment of Student Performance and Progress (CAASPP), California English Language Development Test (CELDT) and/or English Language Proficiency Assessments for California (ELPAC), and iReady.

Academic and oral language proficiency scores are evaluated and analyzed annually by the EL Task Force and by each site to determine program effectiveness.

Individual school sites review the school plans, evaluate each component, make modifications and adjustments, and develop new approaches to ensure overall program effectiveness and high academic standards for all students.

All English Learners are evaluated by District-adopted criteria to monitor progress and growth at each stage of language acquisition. Based on the data, English Learners who have met the criteria are reclassified as Fluent English Proficient (RFEP).

Benchmarks have been established to help monitor the rate of English Learners progress. Each non- and limited-English speaking English Learner is expected to progress on the California English Learner Progress Indicator (ELPI) annually.

Individual and group data is available to demonstrate students' achievement in acquiring English-language proficiency.

Instructional Services

The California Department of Education's State Program for English Learners mandates that:

The District provides services to English Learners to ensure that they are acquiring English language proficiency and meeting academic standards in the core curriculum areas.

The District provides a variety of services to English Learners (EL) that are aligned with their language levels to ensure they are acquiring English language proficiency and meeting academic standards in all core areas.

Core English Language Development (ELD)

In order to develop proficiency in English as quickly as possible, all English Learners receive daily Integrated and Designated ELD instruction by core classroom teachers at their CELDT and/or ELPAC level.

All EL students will receive Integrated and Designated ELD instruction by the classroom teacher(s).

In addition to integrated and designated ELD instruction in their core classrooms, teachers support EL students in other content areas using Specially Designed Academic Instruction in English (SDAIE) strategies/instruction. All teachers have specialized training in teaching core curriculum to English Learners using SDAIE Strategies.

EL Supplemental Services

At the school sites, an EL Support Teacher may provide additional supplemental services to those students not meeting the reclassification criteria.

It is important to note that the EL Support Teacher will not supplant the core ELD instruction provided by the core classroom teacher but is to supplement services to the EL students.

EL Support Teacher/EL Intervention and Assessment Facilitator assigned to schools may do any of the following activities to support EL students:

(Not limited to these areas):

- Provide supplemental small group instruction
- Assist classroom teachers in SDAIE, GLAD and ELD lessons or strategies
- CELDT/ELPAC testing EL students

- Gather data and record scores related to EL and mailings
- Monitor progress of EL and RFEP students
- Complete and monitor students with Catch-Up plans
- Maintain a line of communication with parents regarding CELDT/ELPAC
- Reclassification of students
- Representation for school on the EL Task Force
- Assist administration with ELAC/DELAC meetings

Core ELD Curriculum

The District programs available for ELD instruction are:

- Elementary: McGraw-Hill Wonders core curriculum embedded with integrated and designated ELD standards
- Middle School: McGraw Hill StudySync core curriculum embedded with integrated and designated ELD standards (pending Board approval)
- Middle School: Scholastic English 3D

Supplemental or Intervention ELD Curriculum

The following materials may be used to supplement services for EL students at all sites but do not limit others from being used as well.

- Systematic Instruction Phonemic awareness, Phonics, Sight words (SIPPS)
- Soar to Success
- Guided reading books
- Read Naturally
- I-Lit
- Scholastic English 3-D

All English Learners participate in Integrated and Designated ELD lessons, which are appropriate for their identified level of language proficiency. The ELD lessons promote English Learner second language acquisition in the areas of listening, speaking, reading, and writing and are based on the State Board-adopted ELD Standards.

Special Education

English Learners identified with special needs through an IEP will be provided services as defined in their IEP.

(This catch up plan needs to match the form that is currently in our binder AND it will eventually need to be revised to fit ELCAP performance levels.)

Catch-Up Plan

CELDT Proficiency Levels		Beginning (1)	Early Intermediate (2)	Intermediate (3)		Early Advanced (4)/RFEP	Advanced (5)/RFEP
Timeline toward reclassification based on language level at time of first CA enrollment		1 st Year gr.	2 nd Year _ gr.	3 rd Year _ gr.	4 th Year _ gr.	5 th Year _ gr.	6 th Year _ gr.
			1 st Year _ gr.	2 nd Year _ gr.	3 rd Year _ gr.	4 th Year _ gr.	5 th Year _ gr.
				1 st Year _ gr.	2 nd Year _ gr.	3 rd Year _ gr.	4 th Year _ gr.
					1 st Year _ gr.	2 nd Year _ gr.	3 rd Year _ gr.
						1 st Year _ gr.	2 nd Year _ gr.
							1 st Year _ gr.
Assessment Performance Levels	Gr.	Far Below Basic (1)	Far Below Basic (1)	Below Basic (2)	Basic (3)	Basic (3) Proficient (4)	Basic (3) Proficient (4) Advanced (5)
Assessment Reading	2						
	3						
	4						
	5						
	6						
	7						
	8						
Assessment Math	2						
	3						
	4						
	5						
	6						
	7						
	8						

All students not meeting the established benchmarks will require a “Catch-Up” plan. The classroom teacher, English Learner Support Teacher, and Administrator (if needed) will meet to discuss the student’s needs and establish goals and strategies for helping the student move toward the expected benchmarks. This Catch-Up plan may include additional classroom support, instructional strategies, extended day and/or extended year programs. The “Catch-Up” plan will be reviewed and updated mid-year to assess and monitor the student’s progress and to determine if the plan needs to be revised.

English Language Proficiency Assessment

The following table shows how the District determines adequate growth on the Continuum of English Language Levels (CELL) based on the State English Proficiency Levels, so that we can better measure the progress of English Learners as they move through our program. If the student is not meeting district determined criteria, a Catch-Up plan will be developed. See link below (or addendum) for proficiency level descriptors.

https://commoncore.tcoe.org/Content/Public/doc/Proficiency_Level_1_2_3_combined.pdf

Parental Exception Waivers

The California Department of Education's State Program for English Learners mandates that:

The District establishes procedures for *Parental Exception Waivers*, including prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver.

The District provides full descriptions of the different educational program choices and of all the educational opportunities available to the student, as well as descriptions of the educational materials to be used.

Thermalito Union Elementary School District has established procedures for Parental Exception Waivers.

Parent Notification

English learners are tested annually with the ELPAC until reclassification. Parents will receive an "Annual Parent Notification Letter" informing them of their child's test results.

Opting Out

Parents may choose to excuse their child from an EL supplemental pullout class.

However, by law, the school is required to provide the following services to EL students: classroom ELD instruction, CELDT/ELPAC testing, a Catch-Up Plan (if needed), and benchmark assessments.

The District provides full descriptions of the different educational program choices and of all the educational opportunities available to the students.

- **Structured English Immersion (SEI):** provides instruction primarily in English and includes the following: a sequential ELD program, including Language Arts, sheltered English content with primary language support as needed.
- **English Language Mainstream (ELM):** provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional and appropriate instruction in English Language Development in order to meet the requirements to be reclassified as Fluent English Proficient (RFEP).
- **Alternative Program (ALT):** A bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. If parents of 30 or more students at the district or school request the alternative program, the district or school is required to provide this program.

Advisory Committees

The California Department of Education's State Program for English Learners mandates that:

The District and school sites, as required, have functioning English Learner Advisory Committees (ELAC) which meets all legal requirements.

Thermalito Union Elementary School District and its school sites, as required, have functioning English Learner Advisory committees meeting all legal requirements.

English Learner Advisory Committee (ELAC) (site based)

Whenever there are 21 or more English Learners (ELs) at a school site, an ELAC committee or designee is required.

Responsibilities of an English Learner Advisory Committee:

- ❖ Advises on:
 - school's educational plan for English Learners
 - part of the school's Needs Assessment
 - administration of the school's language census
 - efforts to make parents aware of the importance of regular school attendance
- ❖ The percentage of English Learners parents on the ELAC committee is at least the same percentage as there are EL students at the school.
- ❖ English Learner parents select at least one member of their ELAC to represent them on the District English Learner Advisory Committee (DELAC).
- ❖ As available, members of ELAC receive training and training materials to assist them in ELAC responsibilities (i.e., review of District-provided services, etc.).

Other requirements of a functioning English Learner Advisory Committee (ELAC):

- ELAC meetings are held at least two times annually. The site administrator or a designee conducts these meetings. Interpreters are available to ensure full participation of parents.
- Documentation of ELAC and DELAC membership, minutes and agendas are submitted to the district program administrator.
- Assigned EL Support Teacher will provide information to the site administrator regarding establishment of an ELAC in order to ensure all mandated procedures and guidelines are in compliance.

District English Learner Advisory Committee (DELAC)

Whenever there are 51 or more English Learners (EL) in a district, there is a functioning District English Learner Advisory Committee (DELAC).

Responsibilities of a DELAC:

- ❖ Involved in the development of a master plan for EL education
- ❖ Conduct and analyze a district-wide Needs Assessment on a school-by-school basis
- ❖ Develop district EL educational goals and objectives
- ❖ Administration of the language census
- ❖ Reviews and comments on the written notification of initial enrollment
- ❖ Reviews and comments on any related waiver request

DELACs must ensure that:

- ❖ the membership of all English Learners parents in at least the same percentage as there are students at the District
- ❖ the members have received training and training materials to assist them in DELAC duties

Other requirements of a functioning District English Learner Advisory Committee (DELAC):

- o DELAC meetings are held at least three times annually. They are chaired and facilitated by parent member(s), English Learner Program Director, or a designee. Interpreters are available to ensure full participation of parents.
- o DELAC membership election results are documented and filed for the Coordinated Compliance Review

Funding

The California Department of Education's State Program For English Learners mandates that:

There are adequate basic resources for English Learners. Concentration Grant (LCFF S&C) funds are used only to supplement, not supplant, the District's general fund or any other categorical funds the district receives.

Thermalito Union Elementary School District provides all English Learners with a base program comparable to that of their native English-speaking peers. The base program is defined as services and materials received by English only speaking students which are paid by District general funds. Funding from Local Control Funding Formula Supplemental and Concentration Grant (LCFF S&C), Title I, or other funding adheres to state and federal regulations and is used to provide qualified services over and above the District's base program. Primary language materials are purchased when appropriate to fit the described programs. Different school sites supplement their library collections and classroom materials with multicultural literature and resources that reflect the heritage of English Learners. All English Learners have access to core curriculum materials and instructional supplies, as well as District-provided services such as Speech, Resource Specialist Program (RSP), psychologist, etc., if appropriate and necessary.

District general funds are used to purchase the core ELD program materials. All other instructional materials deemed as supplemental, may be purchased utilizing site based categorical funding sources.

Services for English Learners are funded primarily through LCFF S&C and Title III monies. These funds fully, or partially, pay the salaries of Intervention Teachers, EL Support Teachers, paraeducators and clerical support staff. Funds are budgeted to support the various aspects of the EL Master Plan program such as: professional development, supplemental materials, certifications for CLAD, BCLAD, SB 1969, SB 395, translation/interpretation service and materials, parent involvement and trainings as well as other program expenses. An annual budget report is developed to ensure the program needs are met and successfully implemented. It is made available to the public upon request and is shared with parents via the ELAC/DELAC for advisory and oversight purposes.

Glossary of Terms

Acquisition of language	The manner in which a person naturally and unconsciously learns a language without having specific rules and structures overtly taught.
Alternate course of study	A Two-Way Immersion class in which basic instruction is offered in a non-English language while students are acquiring proficiency in English.
Bridging	As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.
California Basic Education Data System (CBEDS)	A system that tracks demographic and academic data of California students.
California Assessment of Student Performance and Progress (CAASPP)	Assessments based on California's rigorous college and career readiness academic standards. Students will demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in English language arts and mathematics.
Certificated	One who possesses an authorization from the Commission on Teacher Credentialing related to instructional services within the educational setting.
California English Language Development Test (CELDT)	Annual state-mandated English language proficiency assessment.
Classified	One who works in the school system, but does not possess an authorization from the Commission on Teacher Credentialing.
Designated English Language Development	Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.
Federal Program Monitoring (FPM)	A document developed by the California Department of Education which contains the specific legal requirements regarding English Learner services and the manner in which to test for District compliance.
Emerging	English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.
Expanding	As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.
English Learner Blue Jacket	A blue folder for the purpose of housing all required assessment and program placement data for individual English Learners.
English Language Development (ELD)	Acquisition and learning of listening, speaking, reading, or writing skills in the English language, and the concurrent ability to use these skills for basic communication and/or academic purposes.
English Language Mainstream Classes	Placement for students with reasonable fluency in English.

English Language Proficiency Assessments for California (ELPAC)	New annual state-mandated English language proficiency assessment.
English Learner (EL)	Students who do not have the clearly developed English language skills of comprehension, speaking, reading, and writing.
EL 0-3 Years	An EL student in kindergarten through grade 12 who has been who has been enrolled in a U.S. school for 0-3 years.
EL 4-5 Years	An EL student in kindergarten through grade 12 who has been who has been enrolled in a U.S. school for 4-5 years
EL 4+ Years Not At-Risk or LTEL	An EL student in kindergarten through grade 12 who has been enrolled in a U.S. school for 4+ years and who has been determined to not meet the criteria for being "At-Risk" or LTEL, either because they are not in the applicable grade levels or because they have made progress on the CELDT and CAASPP-ELA
EL 6+ Years	An EL student in kindergarten through grade 12 who has been who has been enrolled in a U.S. school for 6+ years.
English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk")	An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see Education Code 313.1
English Only (EO)	This refers to a student who has no language background other than English.
"Ever-EL"	A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).
Initial Fluent English Proficient (IFEP)	A classification of student whose primary (home) language is a language other than English, but who has mastered English and met the other criteria required to be reclassified as fluent in English. Criteria vary with the age of the child.
Integrated English Language Development	Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with CA State Standards for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.
iReady Diagnostic	iReady Diagnostic is a computer adaptive test that uses California State Content Standards in reading math to determine grade level proficiency.
Language Assessment Scale (LAS) (Spanish)	A test administered to students whose Home Language Survey indicates Spanish.
Local Control Accountability Plan (LCAP)	A critical part of LCFF is developed with input from all stakeholders and updates annually, describes the school district's overall vision for students, annual goals, actions and budget the district will use to achieve the vision and

	goals.
Local Control Funding Formula (LCFF)	LCFF replaces the previous K–12 finance system. For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.
Long Term English Learner (LTEL)	An English Learner in grades 4 – 8, who has continuously been in United States schools for 5 plus years, without yet meeting the criteria for reclassification will be considered an LTEL.
L ₁ -Primary Language	This refers to the child's <i>first</i> language, usually the language spoken in the home. For example, a student who entered the school from Mexico, who spoke only Spanish, would have a primary language, or L ₁ , of Spanish.
Paraprofessional	A para-educator who has passed the District's minimum competency exam and has been hired by the School District to provide instructional services to students under the direct supervision of the teacher.
Reclassified Fluent English Proficient (RFEP)	A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English learner (EL) and subsequently reclassified/redesignated in California, per Education Code 313, as proficient in English. Education Code 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the California English Language Development Test (CELDT), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the California Standards Test English Language Arts, that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English
Smarter Balanced Assessment Consortium (SBAC)	SBAC works closely with state education chiefs and elected officials to ensure that the assessment system meets the needs of California Department of Education. The SBAC system utilizes computer adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on state standards for English language arts and mathematics. (see CAASPP)
Structured English Immersion (SEI)	Classes where EL students who have not yet met local district criteria for having achieved a “good working knowledge” (also defined as “reasonable fluency”) of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English but consists of a curriculum and presentation designed for children who are learning the language.
To Be Determined (TBD)	A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the Home Language Survey and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.



BOARD ACTION ITEM SUMMARY

FROM: Bill Harrington, Poplar Avenue Elementary Principal

TO: Board of Trustees

Meeting Date: May 25, 2017

Topic: Discarding Surplus texts

Description: With our recent adoption of a new ELA curriculum, our previous curriculum – Houghton Mifflin Reading- is obsolete. I am requesting that the board declare Houghton Mifflin ELA curriculum surplus material, and allow us to dispose of these materials appropriately. All materials will be stamped “DISCARD”, and teachers will be given the option to keep what they would like to use in the future as supplemental materials. Any other remaining materials will either be given to students to take home or will be donated.

Funding: General Fund

May 11, 2017

Thermalito Union School District
400 Grand Avenue
Oroville, CA 95965

Re: Donation

To Whom It May Concern:

It would be my pleasure to donate my Bunn coffee brewer to the district office. I brought it several years ago for the office to use and I would now like to donate it fully to the district. Additionally, I purchased a toaster for the office use which I would also like to donate.

Attached is the value of the Bunn at 219.99 plus tax equals 235.94. The value of the toaster is 30.00 plus tax equals 32.15 which was purchased at Kohl's. The total value of the donation is 267.99.

Enjoy in good health.

Sincerely,

Colleen Enswiler



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

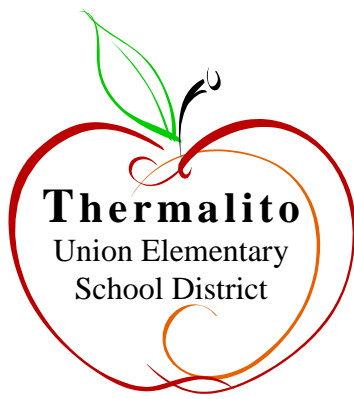
FROM: Stacie Schuman

MEETING DATE: **May 25, 2017**

TOPIC: Lead Custodian New Hire

DESCRIPTION: With the board's approval we would like to hire Michael Bertrams as our new Lead Custodian effective July 1, 2017. Michael has been substituting as our Lead Custodian since Dec. 16' and has done a good job. He is replacing Kathy Kongle who is retiring as of June 30, 2017.

FUNDING: General Fund



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Stacie Schuman

MEETING DATE: **May 25, 2017**

TOPIC: Teacher Vacancy

DESCRIPTION: With the board's approval we would like to assign Marnie Smith to our vacant 4th/5th grade position for the 2017-18 School year. Marnie will be transferring from her current position as an Instructional Support Teacher to join our Plumas team.

FUNDING: General Fund



BOARD ACTION ITEM SUMMARY

FROM: Bill Harrington, Poplar Avenue Elementary Principal

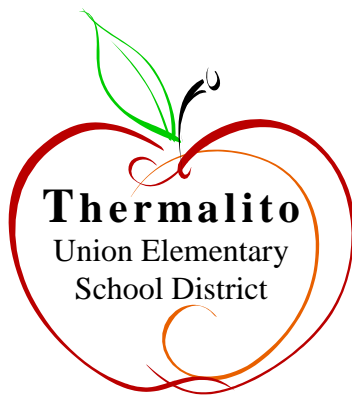
TO: Board of Trustees

Meeting Date: May 25, 2017

Topic: 2nd Grade Teacher, Poplar Avenue

Description: With the board's approval I would like to hire Emily Green to fill the open 2nd Grade teaching position at Poplar Avenue. Mrs. Green impressed the interview panel with her confidence and professionalism. She is committed, dedicated to kids, and very intelligent. We look forward to having Mrs. Green's collaborative and enthusiastic energy on our Poplar Avenue team.

Funding: LCFF



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Connie Cavanaugh

MEETING DATE: May 25, 2017

TOPIC: BCOE Summer Feeding Program Positions

DESCRIPTION: The following employees will be assigned to work the Summer Feeding Program operated by BCOE during summer school at Sierra Avenue School. All costs of the employees will be reimbursed by BCOE.

The program will operate from June 26, 2017 – July 28, 2017.

Site Lead – Kelly Gramps (5-6 hours per day)

Assistant – Rhonda Morris (2-3 hours per day)

FUNDING: N/A - Reimbursed in full from Butte County Office of Education



BOARD ACTION ITEM SUMMARY

FROM: Rochelle Simmons, NAMS Principal

TO: Board of Trustees

Meeting Date: **May 25, 2017**

Topic: Hire PE/Student Leadership Teacher

Description: I request permission from the Board to hire Troy Archie as a Physical Education and Student Leadership teacher, effective August 14, 2017.

Funding: General



BOARD ACTION ITEM SUMMARY

FROM: Gregory Blake

TO: Board of Trustees

Meeting Date: April 5, 2016

Topic: Hiring of Certificated and Classified Substitutes

Description: Approval of the following classified subs for 2016-17

- Laurie Phillips

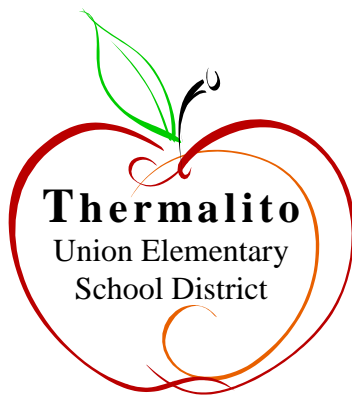
Fiscal Impact:

**Thermalito Union Elementary School District
2017-18 Classified Work Year Chart**

Job Classification	Start Date	# of Workdays	Reference Calendar
<u>Maintenance & Operations</u> Maintenance Technician, Grounds Worker, Maintenance & Operations Worker, Lead Custodians and Site Custodians, Bus Mechanic/Driver, Accounting Analyst, Information Systems Analyst, Business Office Technician, MOT Assistant	July 1	260 (includes vacation and holidays)	July 1 - June 30
<u>Clerical Staff</u> Secretary I, Administrative School Secretaries, School Secretary, Secretary II/Student Support Services, and	August 1	200 * (includes working PC Day)	August 1 – June 19
<u>TLC & Preschool Centers</u> Paraeducator II/Associate Preschool and Paraeducator II, Bilingual (TLC)	July 1	Full day Para's - 220 * Part Day Para's - 181	July 1 - June 30 August 15 – June 7
<u>Instructional Staff</u> All Paraeducators, including Bilingual, Computer Lab Technicians, Library Clerk	August 14	184 * (includes working PC Day)	August 14 - June 8
<u>Campus Supervisors</u>	August 16	180 * (Student attendance days only)	August 16-June 7
<u>Health Service Staff</u>	August 14	183 *	August 14-June 8
<u>Transportation Staff</u>	August 14	182 *	August 14-June 7
<u>Child Nutrition Staff</u>	August 15	183 *	August 15-June 8
<u>Cashier/Clerk</u>	August 9	189 *	August 9-June 13

* Plus paid holidays & vacation
Board Approved: 5/25/17

(PC: Parent Conference)



BOARD ACTION ITEM SUMMARY

FROM: Connie Cavanaugh

TO: Board of Trustees

Meeting Date: May 25, 2017

Topic: Approve resolution 16-17-16 to designate a minimum unrestricted, assigned fund balance of 9%.

Description: The board has made it a priority to maintain an adequate minimum fund balance of 9% to ensure the district has adequate fiscal reserves to meet any economic uncertainties. The fund balance assignment will be reviewed annually.

**THERMALITO UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION TO ESTABLISH FUND BALANCE POLICIES
AS REQUIRED BY GASB 54
RESOLUTION NO. 16-17-16**

At a regular meeting of the Thermalito Union Elementary School District Board of Trustees held on May 25, 2017, on a motion made by _____ and seconded by _____, the Board adopts the following resolution:

WHEREAS, the Governmental Accounting Standards Board (GASB) has adopted Statement Number 54 (GASB 54), *Fund Balance Reporting and Governmental Fund Type Definitions*, that is effective in fiscal year 2016-2017, and

WHEREAS, the Thermalito Union Elementary School District wishes to comply with GASB 54 as required in the July 1, 2016 – June 30, 2017 fiscal year;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees hereby adopts the following policy:

FUND BALANCE POLICY NO. 3100

Fund balance measures the net financial resources available to finance expenditures of future periods. The District's Unassigned General Fund Balance will be maintained to provide the District with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.

Fund Balance of the District may be committed for a specific source by formal action of the Board of Trustees. Amendments or modification to the committed fund balance must also be approved by formal action of the Board of Trustees. Committed fund balance does not lapse at year-end. The formal action required to commit fund balance shall be by board resolution or majority vote.

The Board of Trustees delegates authority to assign fund balance for a specific purpose to the Superintendent and Assistant Superintendent of the District.

The Board of Trustees recognizes that good fiscal management comprises the foundational support of the entire District. To make that support as effective as possible, the Board intends to maintain a minimum fund balance of 9% of the District's general fund annual operating expenditures. If the fund balance drops below 9%, it shall be recovered at a rate of 1% minimally, each year.

This policy should be revisited each year for review.

The above Resolution is adopted this May 25, 2017.

Ayes:

Nays:

Abstain:

Darlene Fultz, President Board of Trustees



BOARD ACTION ITEM SUMMARY

TO: Board of Trustees

FROM: Connie Cavanaugh

MEETING DATE: May 25, 2017

TOPIC: Approval of Resolution 16-17-17 Reduction of Classified Services for elimination of .375 FTE Child Nutrition Assistant position at Plumas Avenue School.

DESCRIPTION: In the fall the Board approved the addition of new Child Nutrition positions at all sites due to the anticipated workload resulting from the added snack program. The new 3 hour position at Plumas Avenue School was never filled. The Site Lead from Plumas, Robin Burgess, has discussed the position with Karen Williams and indicates there is no need for the extra support.

The position remained vacant all year; therefore, no one will be laid off as a result of the passage of this resolution.

Karen Williams will continue to monitor the workload at all sites and positions will be added and/or reduced as needed as we adjust to the new volume of meals/snacks served.

FUNDING: N/A

**BEFORE THE BOARD OF TRUSTEES OF THE
THERMALITO UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 16-17-17**

ELIMINATION AND/OR REDUCTION OF CLASSIFIED EMPLOYEE SERVICES

WHEREAS, Education Code section 45114 and 45308 provide that classified employees shall be subject to layoff for lack of work or lack of funds; and

WHEREAS, Education Code section 45117 provides that classified employees subject to layoff shall be given notice of layoff not less than sixty (60) days prior to the effective date of layoff and be informed of their displacement rights, if any, and reemployment rights; and

WHEREAS, the Board of Trustees of the Thermalito Union Elementary School District hereby finds it to be in the best interest of the District that certain classified employee services be eliminated or reduced due to lack of work or lack of funds.

NOW THEREFORE, BE IT RESOLVED by the Board of Trustees of the Thermalito Union Elementary School District that the certain positions in the classified service shall be eliminated and/or reduced for lack of work and/or lack of funds, as follows:

.375 FTE (3 hours) Child Nutrition Assistant

BE IT FURTHER RESOLVED by the Board of Trustees of the Thermalito Union Elementary School District, as follows:

1. The Superintendent is directed and authorized to give notice of layoff to the affected classified employees in accordance with the requirements of law; and
2. Said layoff and/or reductions in hours shall become effective no later than July 25, 2017; and

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the Thermalito Union Elementary School District of Butte County, State of California, this 25th day of May, 2017 by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

BY: _____

GREGORY BLAKE

Superintendent and Secretary to the Board of Trustees