



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 MISTLETOE LANE, REDDING, CALIFORNIA 96002

REGULAR MEETING OF THE GOVERNING BOARD
WEDNESDAY, APRIL 2, 2025, 5:30 P.M. (OPEN SESSION)

OUR DISTRICT GOALS

ENHANCE
student learning options
and enrich communication

MEET
the social and emotional
needs of students

HIRE AND RETAIN
the best

PROVIDE
safe, adequate, and secure
operations

OUR GOVERNING BOARD

Troy Wright
Gloria Valles
Bonnie Hyatt
Andrew Shaddix
Robin Littau

In compliance with the Americans with Disabilities Act, the Enterprise Elementary School District will make available to any member of the public who has a disability, appropriate disability-related modifications or accommodations in order for that person to participate in the public meeting. Contact Tonya Cottrell at 530-224-4100, 1155 Mistletoe Lane, at least one (1) week prior to the scheduled meeting. We will make every effort to give primary consideration to expressed preferences or provide equally effective means of communication to ensure equal access to our public meetings. Documents presented to the members of the Governing Board for consideration at this meeting are available for public review in the District Office during business hours. The public is invited and encouraged to attend and participate in Board meetings. Persons wishing to address the Board may do so during the Opportunity for Public Comment, Public Forum, or Items from the Floor. Speakers are limited to a maximum of three minutes each. By law, the Board is not allowed to take action on matters that are not on the agenda.

1. **CALL TO ORDER** (5:00 P.M.)
2. **OPPORTUNITY FOR PUBLIC COMMENT ON CLOSED SESSION ITEMS**
3. **ADJOURNMENT TO CLOSED SESSION** Consider/Act upon:
 - a. PUBLIC EMPLOYMENT: K-5 Principal, Assistant Principal, Director of Technology, Teacher, Custodian, Student Services Clerk, Behavior Tech Aide, CIA Aide. [GC § 54957]
 - b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: [GC § 54957]
 - c. LABOR NEGOTIATIONS: [GC § 54957.6]
 - d. LITIGATION: [GC § 54956.9]
4. **RECONVENE TO OPEN SESSION** (5:30 P.M.)
5. **PLEDGE OF ALLEGIANCE**
6. **APPROVE AGENDA ORDER AND CONSENT AGENDA**
7. **(C) APPROVE MARCH 5, 2025 BOARD MEETING MINUTES**
8. **REPORTS AND PUBLIC FORUM**
 - 8.1 **REPORTS**
 - 8.1.1 School Presentation & Essential Piece
 - 8.1.2 Recognition
 - 8.1.3 EETA Report
 - 8.1.4 CSEA Report
 - 8.1.5 Superintendent's Report
 - 8.2 **PUBLIC FORUM**
 - 8.3 **ADMINISTRATIVE REPORTS**
 - 8.3.1 Williams Act Report
 - 8.4 **HUMAN RESOURCES REPORTS**
 - 8.4.1 Resignations
 - 8.5 **INSTRUCTION REPORTS**
 - 8.5.1 Conference and Staff Development Report
 - 8.6 **BUSINESS REPORTS**
 - 8.6.1 Financial Report
 - 8.6.2 Enrollment Report
9. **ACTION ITEMS**
 - 9.1 **ADMINISTRATIVE ACTION**
 - 9.1.1 Adopt Resolution #2507, Proclamation of Support for Collaborative Community Partnerships
 - 9.2 **HUMAN RESOURCES ACTION**
 - 9.2.1 Approve Employment
 - 9.2.2 Adopt Resolution #2505, California Day of the Teacher
 - 9.2.3 Adopt Resolution #2506, Classified School Employee Week
 - 9.2.4 Approve Memorandums of Understanding with CSEA
 - 9.3 **INSTRUCTION ACTION**
 - 9.3.1 Approve Trip Request
 - 9.3.2 Approve School Plans for Student Achievement
 - 9.3.3 Approve Master Plan for English Learners
 - 9.3.4 Approve Preschool Handbook

- 9.3.5 Approve Expanded Learning Opportunities Program Plan
 - 9.4 **BUSINESS ACTION**
 - (C) 9.4.1 Approve Warrant Listings
 - (C) 9.4.2 Approve Surplus
 - (PH) 9.4.3 Approve Use of Education Protection Account Funds
 - 9.4.4 Approve Construction Contract for Alta Mesa Asphalt Repair
 - 9.4.5 Approve Construction Contract for Boulder Creek TK Playground
 - 9.4.6 Approve Construction Contract for Lassen View's East Exit
 - 10. **DISCUSSION ITEMS**
 - 10.1 72 Hour Rule of the Brown Act
 - 11. **PLANNING MATTERS**
 - 12. **CLOSING**
 - 12.1 Items from the Floor
 - 12.2 Future Meeting Dates
 - 12.3 Other Important Dates
 - 12.4 Adjournment to Closed Session
 - 13. **CLOSED SESSION** to consider and/or take action on:
 - a. PUBLIC EMPLOYMENT: K-5 Principal, Assistant Principal, Director of Technology, Teacher, Custodian, Student Services Clerk, Behavior Tech Aide, CIA Aide. [GC § 54957]
 - b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: [GC § 54957]
 - c. LABOR NEGOTIATIONS: [GC § 54957.6]
 - d. LITIGATION: [GC § 54956.9]
 - 14. **RECONVENE OPEN SESSION AND REPORT OF ACTION TAKEN IN CLOSED SESSION**
 - 15. **ADJOURNMENT**
- (PH) = PUBLIC HEARING; (C) = CONSENT ITEM

Heather Armelino
Superintendent and Secretary to the Board

6. ESTABLISH AGENDA ORDER/ACTION ON CONSENT ITEMS

The agenda order has been developed in the order in which it has been printed and distributed. However, the order of the agenda may be modified.

Are there any requests for a change in the agenda order at this time?

Consent items being considered at this meeting include:

7. Approve Board Meeting Minutes from March 5, 2025

9.4.1 Approve Warrant Listings

9.4.2 Approve Surplus

All items approved on the Consent motion will be written up in the minutes as if they had been acted upon individually. Members of the Board or audience who wish to have any item removed from the Consent agenda and placed as a discussion item may simply ask that this be done. The item will be removed from the Consent listing without debate.

Are there items that anyone wishes to remove from the Consent Agenda?

Proposed Action: Approve agenda order and consent items.

MOTION MADE BY:_____

SECONDED BY:_____

7. MINUTES OF THE MARCH 5, 2025, REGULAR BOARD MEETING

Approve the minutes of the March 5, 2025 Regular Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

Agenda for April 2, 2025 Regular Board Meeting
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
MINUTES OF THE MARCH 5, 2025 REGULAR MEETING OF THE GOVERNING BOARD
1155 MISTLETOE LANE, FAMILY LITERACY CENTER

Board President Hyatt called the meeting of the Enterprise Elementary School District Board of Education to order at 5:00 p.m.

There were no comments from the public.

The meeting was adjourned to Closed Session.

The meeting was reconvened to Open Session at 5:32 p.m.

BOARD MEMBERS

Troy Wright

Gloria Valles

Bonnie Hyatt

Andrew Shaddix

Robin Littau

EETA REPRESENTATIVE

Lori Duke, EETA President

CSEA REPRESENTATIVE

None.

ADMINISTRATION

Heather Armelino, Superintendent

Deborah Williams, Chief Business Official

Meagan Hawley-Stone, Director of Human Resources

Tiffany Rodrigues, Instructional Services Director

Annie Payne, Director, Special Education Services

Courtney Haedrich, Principal, Alta Mesa Elementary School

Tina Croes, Principal, Boulder Creek School

Stephanie Dahlberg, Principal, Lassen View Elementary School

Joshua McAuliffe, Principal, PACE Academy

Kyle Vierra, Principal, Parsons Junior High School

Chuck Seligman, Principal, Redding Collegiate Academy

Cody Brawley, Principal, Mistletoe School

Scotti Gold, Principal, Shasta Meadows Elementary School

Adam Grooms, Principal, Rother Elementary School

Elise Towers, Assistant Principal, Boulder Creek School

Jeff Arndt, Assistant Principal, Boulder Creek School

Chelsea Cambronne, Assistant Principal, Mistletoe School

Caryn Emerson, Associate Principal, Parsons Jr. High School

Kristen Crites, Assistant Principal, Parsons Jr. High School

Ron Cushman, Maintenance and Operations Director

Kristin Bowling, Director of Technology

PACE student Evan Evans led the Pledge of Allegiance.

On motion of Board Member Valles, seconded by Board Member Wright, the agenda order and the consent agenda items were approved. (YES: Valles, Shaddix, Littau, Wright, Hyatt.)

On consent motion of Board Member Valles, seconded by Board Member Wright, the minutes of the February 5, 2025 Regular meeting of the Board was approved. (YES: Valles, Shaddix, Littau, Wright, Hyatt.)

1. Call to Order
2. Public Comment
3. Closed Session
4. Reconvene Open Session

5. Pledge of Allegiance
6. Agenda Order/Consent Agenda
7. Minutes of February 5, 2025 Regular Board Meeting

PACE Principal Joshua McAuliffe, teachers, and students spoke about their Leader in Me roles. Behavior Tech Kevin Babcock was presented the Essential Piece Award for the month of March in recognition of his dedication to PACE Academy. There was no EETA Report. There was no CSEA Report. Superintendent Armelino highlighted Reading Pals at Alta Mesa, Drop Everything and Read campaign, Book Drive, and Expanded Learning Programs. Board member Littau expressed her desire for more time to review the board agenda packet. Director of Human Resources Meagan Hawley-Stone reported the following resignations: • Tamira King, Teacher, Alta Mesa • Kelly Pagan, District Nurse, Alta Mesa • Angelica Keeney, CIA Aide, Boulder Creek • Neill “Ellise” Towers, Asst. Principal, Boulder Creek • Alli Thomas, CIA Aide, Boulder Creek • Elizabeth Hughes, Speech Pathologist, Lassen View • Morgan Herrmann, Secretary, Lassen View • Christa Dolce, Teacher, Lassen View • Caryn Emerson, Associate Principal, Parsons • Patricia Bray, Cook, Parsons • Denice Rojas, CIA/ELD Aide, Parsons Instructional Services Director Tiffany Rodrigues presented the Conference and Staff Development Report. She then shared EESD’s progress on district literacy goal (WIG). Chief Business Official, Deborah Williams shared the Financial Report. She reviewed the income and expenditures for the month of February for both the district and RCA. Mrs. Williams went on to report the current enrollment for EESD at 3,668, an increase of 96 students district-wide from the same time period last year. Mrs. Williams then presented the report on the corrective action plan from the recent audit findings. She noted one audit finding and the implemented corrective action. Special Ed Director Annie Payne presented the general waiver request to revise the dates for Special Ed’s extended school year. The 14-day session will meet the requirement of 80 hours. A public hearing was held and there were no comments. On motion of Board Member Valles, seconded by Board Member Shaddix, the general waiver request was approved. (YES: Wright, Valles, Shaddix, Littau, Hyatt.) Instructional Services Director Tiffany Rodrigues presented updated Administrative Regulation #6183 Home and Hospital Instruction. On motion of Board Member Wright, seconded by Board Member Shaddix, updated Administrative Regulation 6183 Home and Hospital Instruction was adopted. (YES: Shaddix, Wright, Littau, Valles, Hyatt.)	8.1.1 School Presentation and Essential Piece 8.1.2 EETA Report 8.1.3 CSEA Report 8.1.4 Superintendent’s Report 8.2 Public Forum 8.3.1 Resignations 8.4.1 Conference and Staff Development Report 8.5.1 Financial Report 8.5.2 Enrollment Report 8.5.3 Audit Findings Corrective Action Plan 9.1.1 CDE General Waiver Revised Dates for Extended School Year (Special Ed) PUBLIC HEARING 9.1.2 Administrative Regulation 6183 Home and Hospital Instruction
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Mrs. Armelino presented new Board Bylaw #9005 Governance Standards. On motion of Board Member Valles, seconded by Board Member Littau, new Board Bylaw 9005 Governance Standards was adopted. (YES: Valles, Littau, Wright, Shaddix, Hyatt.)	9.1.3 Board Bylaw 9005 Governance Standards
Mrs. Armelino presented updated Board Bylaw #9220 Governance Board Elections. A motion to approve was made by Board Valles seconded by Board Member Shaddix, prior to the vote; Board Member Littau sought and received clarification on two points from Superintendent Armelino and Board Member Valles. The board then adopted Board Bylaw 9220 Governing Board Elections. (YES: Wright, Shaddix, Littau, Valles, Hyatt.)	9.1.4 Board Bylaw 9220 Governing Board Elections
Mrs. Hawley-Stone recommended the following persons for employment:	9.2.1 Employment
Administrator	
- Tina Croes, Director of Student Services, 1.0 FTE, District Office - Courtney Haedrich, K-8 Principal, 1.0 FTE, Boulder Creek	
Certificated	
- Jenna Randolph, Teacher, 1.0 FTE, Shasta Meadows - Shae Luff, Teacher, 1.0 FTE, Shasta Meadows - Julianna “Julie” Taft, Teacher, 1.0 FTE, TBD - Christian Spaschak, Teacher, 1.0 FTE, Shasta Meadows	
Classified	
- Shana Thornton, Special Ed Aide, increase to 6 hours, Alta Mesa - Deanna Poteet, Utility Cook, increase to 7.5 hours, Alta Mesa - Michelle Noriega, ACE Aide, 3.7 hours, Lassen View - Ava McClung, CIA Aide, 3.92 hours, Lassen View - Pam Darrow, change in classification to Secretary, increase to 8.0 hours, Lassen View - Teresa Turner, change in classification to SEPHA Aide, increase to 5.75 hours, Rother - Sydney Locker, change in classification to CIA Aide, increase to 3.92 hours, Shasta Meadows - Caitlyn Cronic, CIA Aide, 4.17 hours, Shasta Meadows	
On motion of Board Member Valles, seconded by Board Member Shaddix, the employment recommendations were approved. (YES: Littau, Valles, Shaddix, Wright, Hyatt.)	
There were no trip requests	9.3.1 Trip Request
On consent motion of Board Member Valles, seconded by Board Member Wright, the warrant listing was approved. (YES: Valles, Shaddix, Littau, Wright, Hyatt.)	9.4.1 Warrant List
On consent motion of Board Member Valles, seconded by Board Member Wright, the Updated Transportation Plan for EESD was approved. (YES: Valles, Shaddix, Littau, Wright, Hyatt.)	9.4.2 Updated Transportation Plan
Chief Business Official, Deborah Williams reviewed the Second Interim report stating that the report reflects changes to budget estimates and projections based on revenues and expenditures from July 1, 2024 through January 31, 2025. The multi-year projection reflects continued spending deficits for the 2025/26 and 2026/27 years. The summarized details for RCA were also included. On motion of Board Member Wright, seconded by Board Member Valles, the Second Interim report was approved with a positive certification. (YES: Shaddix, Valles, Littau, Wright, Hyatt.)	9.4.3 Second Interim
Ron Cushman reviewed the construction documents for the Lassen View East Exit. On	9.4.4 Construction

motion of Board Member Shaddix, seconded by Board Member Littau, the construction documents were approved. (YES: Littau, Shaddix, Wright, Valles, Hyatt.) Director of Technology Kristin Bowling presented the SPURR contract to the board for approval. On motion of Board Member Wright, seconded by Board Member Shaddix, the SPURR contract was approved. (YES: Wright, Valles, Littau, Shaddix, Hyatt.) Ron Cushman, Director of Maintenance and Operations, informed the board on three upcoming city projects located within the boundaries of EESD. Principal Chuck Seligman announced that two RCA students qualified for the National Archery in Schools Program Tournament in Sandy, Utah Board member Littau reiterated her desire for more time to review the board agenda packet. EESD teacher Derek Silva shared how much he appreciates working for EESD. The next Regular Board Meeting of the Board will take place April 2, 2025, at 5:30 p.m. (Open Session). Other important dates to share: - o March 6: Lassen View Games Night 5 pm - o March 7: Rother Read Across America Community Readers 8:30 am - o March 13: - o Alta Mesa Trimester 2 Awards ▪ TK-2 @ 12:40 pm ▪ 3-5 @ 1:20 pm - o Shasta Meadows’ Family Game Night - o March 15: PJH Tiger Dinner (Band Fundraiser) @ 6:00 pm - o March 21: Alta Mesa 3rd Grade Wax Museum 8:30-10:00 am - o March 27: - o EESD Educational Partners Meeting @ 4:00 pm (FLC) - o Alta Mesa Family Literacy Night @ 5:30 - o March 28: - o Alta Mesa Vocabulary Parade @ 1:00 pm - o Lassen View Trimester 2 Awards ▪ 3-5 @ 8:25 am ▪ K-2 @ 9:15 am - o PJH 8th Grade Banquet - o March 29: Parsons M&Ms/Special Concepts Puttin’ On the Glitz - o March 31 & April 1: Lassen View Music Performance 8:15 am At 6:44 p.m., the meeting was adjourned to Closed Session. At 7:01 p.m., the meeting was reconvened to Open Session. The following actions taken in Closed Session were reported: On motion of Board Member Valles, seconded by Board Member Hyatt, the Leave of Absence Request of Employee #490412 was denied (YES: Wright, Valles, Littau, Shaddix, Hyatt.)	Documents for the Lassen View East Exit 9.4.5 SPURR Contract 10. Planning Matters 11.1 Items from the Floor 11.2 Future Meeting Dates 11.3 Other Important Dates 11.4 Adjourn to Closed Session 12. Closed Session 13. Reconvene to Open Session and Report of Action Taken in Closed Session
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On motion of Board Member Valles, seconded by Board Member Shaddix, the classified probationary release of employee #491779 was approved. (YES: Littau, Valles, Wright, Shaddix, Hyatt.)

On motion of Board Member Hyatt, seconded by Board Member Wright, the classified probationary release of employee #492777 was approved. (YES: Shaddix, Littau, Valles, Wright, Hyatt.)

On motion of Board Member Hyatt, seconded by Board Member Littau, the classified probationary release of employee #492780 was approved. (YES: Wright, Valles, Littau, Shaddix, Hyatt.)

On motion of Board Member Valles, seconded by Board Member Hyatt, Resolution #2504, Notice of Non-Reelection of Probationary Teachers was approved. (YES: Shaddix, Littau, Valles, Wright, Hyatt.)

The meeting was adjourned at 7:09 p.m.

14. Adjournment

ROBIN LITTAU, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 2nd day of April, 2025.

HEATHER ARMELINO
Secretary to the Governing Board

8.1 REPORTS

8.1.1 SCHOOL PRESENTATION & ESSENTIAL PIECE

Shasta Meadows Principal Scotti Gold will share *Shasta Meadows the Leader in Me*.

SEPHA Aide and PTO President Jennifer Mattera and 5th Grade Teacher and leadership advisor Jennifer Uronen will be presented the Essential Piece Award for the month of April in recognition of their dedication and service to the Shasta Meadows School community.

8.1.2 RECOGNITION

Upon her resignation, Corena Peters, Program Coordinator at Student Services, will be recognized for her 13 years of service to the district.

8.1.3 EETA REPORT

None.

8.1.4 CSEA REPORT

None.

8.1.5 SUPERINTENDENT'S REPORT

District update.

8.2 PUBLIC FORUM

Any individual or group representative may address the Board at this time on any subject not covered by an item on the agenda. Additional opportunities to address the Board will be provided during the course of the meeting as various items are considered. The Board of Education reserves the right to limit the time allotted to each speaker to three minutes and the number of times an individual is allowed to address the Board on a given subject.

Does anyone wish to address the Board?

8.3.1 WILLIAMS ACT REPORT

Education Code 35186 requires districts to report quarterly to the Board any complaints received regarding emergency facility needs, teachers in misassignment, and concerns regarding instructional materials as mandated by the Williams Act. There were no complaints filed for this quarterly reporting period.

Academic School Year 2024-2025
Quarterly Report on Williams Uniform Complaints
 [Education Code § 35186]

District: Enterprise Elementary School District
 Form Completed By: Tonya Cottrell Title: Administrative Assistant

Quarterly Report Submission Date: *(Please check one)*
☐ October 2024 ☒ April 2025
☐ January 2025 ☐ July 2025

Date for information to be reported publicly at governing board meeting: 04/02/2025

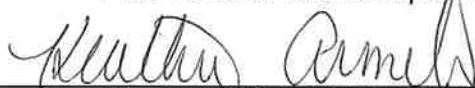
Please check the box that applies:

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

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignments			
Facilities Conditions			
TOTALS	0	0	0

Heather Armelino

Print Name of District Superintendent



Signature of District Superintendent

03/27/2025

Date

Submit by the 15th of the month to: Barbara Erlei at berlei@shastacoe.org

8.4.1 RESIGNATIONS

Director of Human Resources, Meagan Hawley-Stone will report the resignations.

Staff Development Activities March 2025

Staff development plays an integral part in the continuous improvement of instruction. Recent staff development activities are reported here:

After School Professional Development

February 25th

Math Games that Motivate (Part 1) - Brad Fulton showed teachers ways to motivate students by incorporating math skills into games.

- 5 Certificated employees attended this training.

February 25th

Science Department Meeting - Jr. High Science teachers met to discuss best practices in preparing for the Science State Test.

- 3 Certificated employees attended this training.

February 27th

TK-2nd Monthly Math Meeting - Teachers met to collaborate and learn how to use Building Thinking Classrooms strategies.

- 7 Certificated employees attended this training.

February 27th

3rd-5th Grade Monthly Math Meeting - Teachers met to collaborate and learn how to use Building Thinking Classrooms strategies.

- 2 Certificated employees attended this training.

February 27th

Jr. High Monthly Math Meeting - Teachers met to collaborate and learn how to use Building Thinking Classrooms strategies.

- 2 Certificated employees attended this training.

March 6th

ParentSquare 101 Training - Edtech Coach, Kaela Kunde, presented the initial training for how employees can use the ParentSquare program to communicate with families.

- 7 Certificated employees and 1 Classified employee attended this meeting.

March 11th

RTA - RTA training was provided to all our year 1 and year 2 EESD teachers. This month's focus was on assessments.

- 25 Certificated employees attending this training.

March 12th

Math Games Part 2 - Brad Fulton expanded on ways to motivate students by incorporating math skills into games.

- 4 Certificated employees attended this training.

March 12th

UFLI - Brief description

- 6 Certificated employees attended this training.

March 17th

Site Lit - The Site Literacy team met to discuss an updated Phonics Skills Test (PST).

- 7 Certificated employees, 1 Confidential employee, and 1 Admin attended this training.

March 17th

CAASPP Coordinator Meeting - The Director of Instructional Services met with all Site CAASPP Coordinators to review protocols and changes for state testing.

- 11 Certificated employees, 1 Confidential employee, and 9 Admin attended this training.

March 19th

EESD DELAC Meeting - The Director of Instructional Services met with the District English Learners Advisory Committee to review and approve the EL Master Plan, review Trimester 2 data of EL students, and discuss needs of EL students.

- 1 parent, 1 Classified employee, 1 Confidential employee, and 1 Admin attended this meeting.

March 24th

ParentSquare for Coaches & Clubs - Edtech Coach, Kaela Kunde, presented the initial training for how coaches and club advisors can use the ParentSquare program to communicate with families.

- 8 Certificated employees attended this training.

Health Trainings for March 2025 provided by the district nurses:

CPR

- 3 Certificated/Classified attended

EpiPens

- 3 Certificated/Classified attended

Narcan

- 3 Certificated/Classified attended

Seizure First Aid

- 3 Certificated/Classified attended

Medication Admin.

- 1 Certificated/Classified attended

Asthma

- 1 Certificated/Classified attended

Specialized health procedure

- 1 Certificated/Classified attended

8.6.1 FINANCIAL REPORT

The District's current financial report will be presented.

Fund Balance Summary (SACS)

Fund 01 - General		Fiscal Year 2025 through 06/30/2025				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	43,924,419.00	28,233,053.58		15,691,365.42	36%
Federal Revenue	(8100-8299)	2,919,492.00	792,771.00		2,126,721.00	73%
Other State Revenue	(8300-8599)	8,149,944.00	3,785,677.19		4,364,266.81	54%
Other Local Revenue	(8600-8799)	3,869,936.00	3,166,251.64		703,684.36	18%
Total Revenues		58,863,791.00	35,977,753.41		22,886,037.59	39%
EXPENDITURES						
Certificated Salaries	(1000-1999)	23,381,498.00	14,738,978.08	7,524,985.40	1,117,534.52	5%
Classified Salaries	(2000-2999)	10,421,606.00	6,518,593.22	3,116,375.67	786,637.11	8%
Employee Benefits	(3000-3999)	15,068,465.00	8,064,004.66	4,181,971.65	2,822,488.69	19%
Books and Supplies	(4000-4999)	3,277,101.00	967,577.66	351,776.06	1,957,747.28	60%
Services & Operating Expenses	(5000-5999)	8,597,245.00	6,358,987.24	940,738.29	1,297,519.47	15%
Capital Outlay	(6000-6999)	1,072,620.00	1,077,746.50	3,604.56	(8,731.06)	(1)%
Other Outgo	(7100-7299, 7400-7499)	174,000.00	189,399.00	.00	(15,399.00)	(9)%
Transfer of Indirect Costs	(7300-7399)	(260,171.00)	.00	.00	(260,171.00)	100%
Total Expenditures		61,732,364.00	37,915,286.36	16,119,451.63	7,697,626.01	12%
Operating Surplus/(Deficit)		(2,868,573.00)	(1,937,532.95)	(18,056,984.58)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8900-8929)	345,000.00	.00		345,000.00	100%
Interfund Transfers Out	(7600-7629)	25,000.00	.00	.00	25,000.00	100%
Total Other Financing Sources/Uses		320,000.00	.00	.00	320,000.00	100%
Net Surplus/(Deficit)		(2,548,573.00)	(1,937,532.95)	(18,056,984.58)		
Beginning Fund Balance		22,920,639.00	22,920,639.15	22,920,639.15		
Net Ending Fund Balance		20,372,066.00	20,983,106.20	4,863,654.57		
*** calculated ***						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		6,061,912.00	.00			
BoardDesignated - 9780		12,100,000.00	.00			
Reserve Economic Uncertainties - 9789		2,000,000.00	.00			
UnDesignatedUnAppropriated - 9790		210,154.00	.00			
Ending Fund Balance		20,372,066.00	.00			

Fund Balance Summary (SACS)

Fund 09 - Redding Collegiate		Fiscal Year 2025 through 06/30/2025				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	3,115,399.00	1,704,869.00		1,410,530.00	45%
Federal Revenue	(8100-8299)	2,944.00	.00		2,944.00	100%
Other State Revenue	(8300-8599)	300,446.00	112,497.64		187,948.36	63%
Other Local Revenue	(8600-8799)	31,112.00	15.00		31,097.00	100%
Total Revenues		3,449,901.00	1,817,381.64		1,632,519.36	47%
EXPENDITURES						
Certificated Salaries	(1000-1999)	1,298,802.00	825,944.00	438,915.42	33,942.58	3%
Classified Salaries	(2000-2999)	132,908.00	83,840.89	44,946.28	4,120.83	3%
Employee Benefits	(3000-3999)	622,175.00	318,619.31	172,119.02	131,436.67	21%
Books and Supplies	(4000-4999)	299,642.00	134,646.30	23,396.77	141,598.93	47%
Services & Operating Expenses	(5000-5999)	1,052,146.00	110,426.33	607.50	941,112.17	89%
Transfer of Indirect Costs	(7300-7399)	126,413.00	.00	.00	126,413.00	100%
Total Expenditures		3,532,086.00	1,473,476.83	679,984.99	1,378,624.18	39%
Operating Surplus/(Deficit)		(82,185.00)	343,904.81	(336,080.18)		
Beginning Fund Balance		565,402.00	565,402.65	565,402.65		
Net Ending Fund Balance		483,217.00	909,307.46	229,322.47		
*** calculated ***						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		273,280.00	.00			
BoardDesignated - 9780		209,937.00	.00			
Ending Fund Balance		483,217.00	.00			

8.6.2 ENROLLMENT REPORT

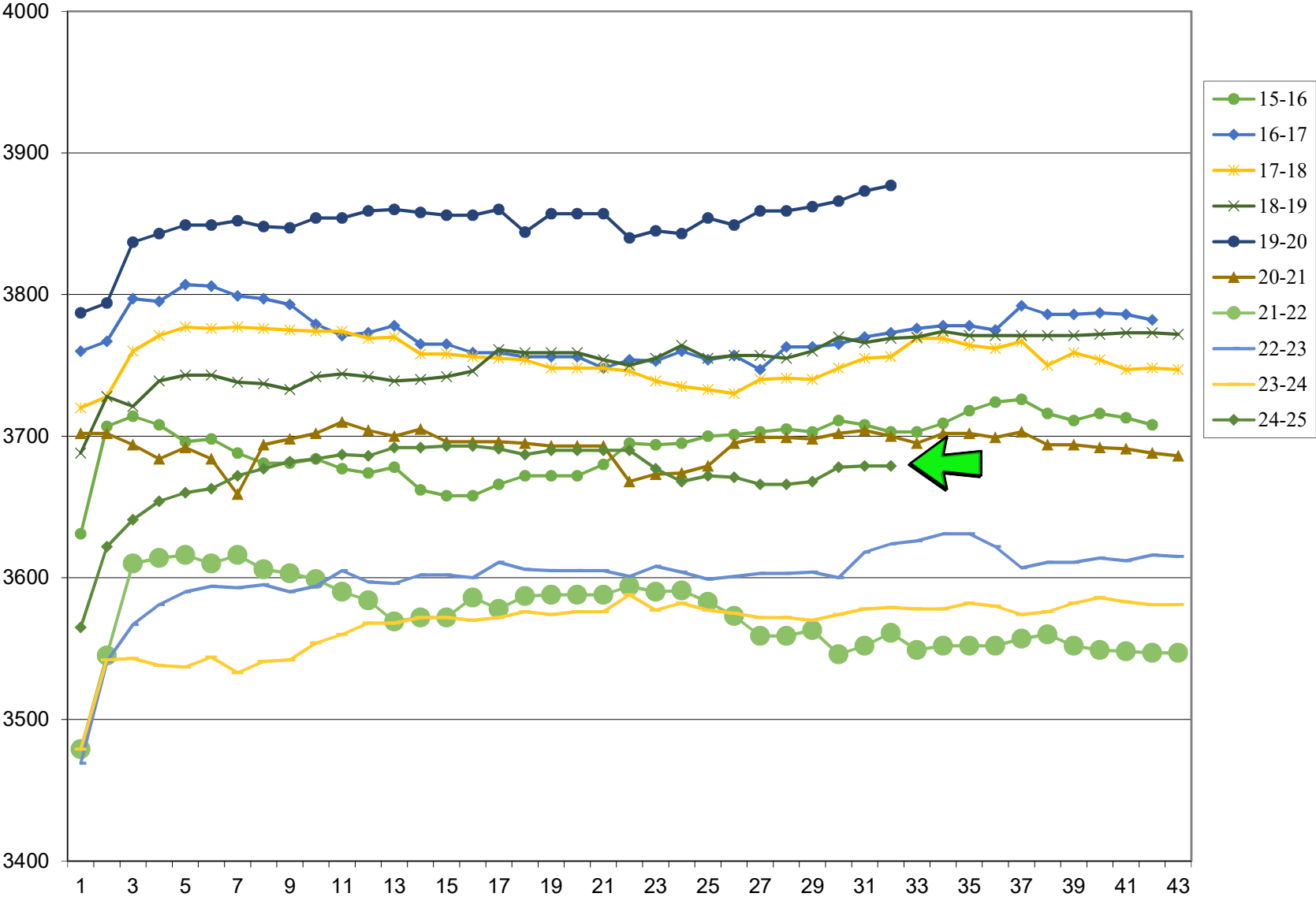
Deborah Williams, Chief Business Official, will report the current enrollment.

		Oppor/SpEd/		Regular	TCHR/STU		RCA
Site	Regular	Self-Cont	Total	Teachers	RATIO	Grade	Enrlm
						TK	5
Alta Mesa	264	51	315	11.00	24.00	K	13
						1st	7
Boulder Creek	807	15	822	36.00	22.42	2nd	9
						3rd	15
Lassen View	434	14	448	19.00	22.84	4th	4
						5th	12
Mistletoe	674	13	687	28.00	24.07	6th	14
						7th	19
PACE	48	0	48	4.00	12.00	8th	20
						9th	18
Parsons	505	14	519	23.00	21.96	10th	29
						11th	37
Rother	268	23	291	11.00	24.36	12th	33
						Total	235
Shasta Meadows	302	10	312	13.00	23.23		
						District	
TOTALS	3302	140	3442	145.00	174.88	Totals	3677

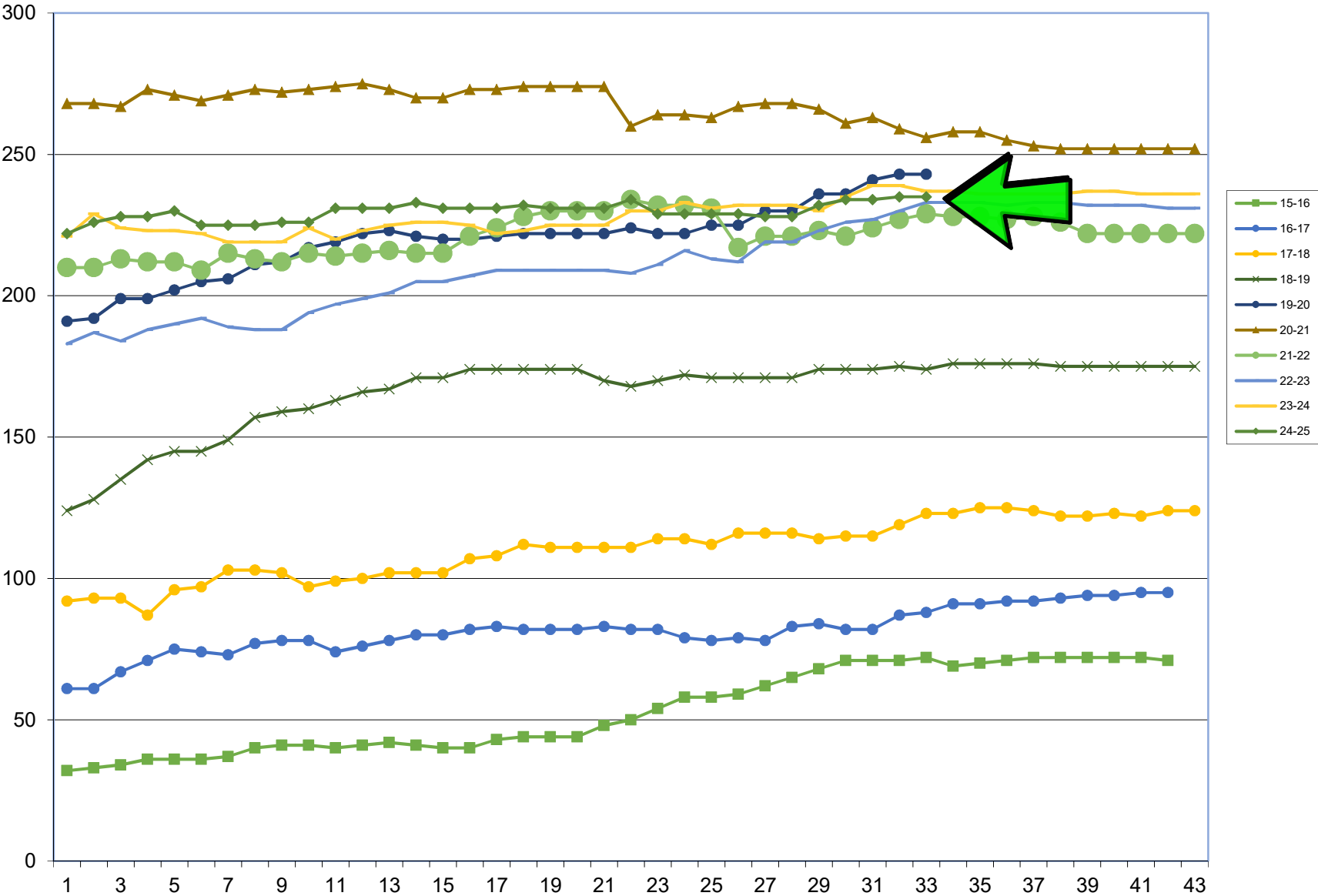
TK	237
K	325
1st	350
2nd	355
3rd	357
4th	342
5th	377
6th	307
7th	338
8th	314
SDC	140
RCA	235
Total District	3677

	District		Present	Classrm
Grade	Staffing	Students	Classrm	Tchrs
Levels	Ratio	Enrolled	Tchrs	Needed
TK	24.00	237	9	10
K	30.00	325	16.33	11
1st-3rd	30.00	1062	46.66	35
4th-5th	30.00	719	27	24
6th-8th	*25	959	44.5	38
Total		3,065	134.49	109
*Includes Prep period adjustment & P.E. teachers				
(One additional teacher for every 5 6-8th grade teachers)				

Enterprise Elementary School District
Weekly Enrollment Comparison
(including Charters)



RCA
Weekly Enrollment Comparison



3/24/2025

9.1.1 ADOPT RESOLUTION #2507, PROCLAMATION OF SUPPORT FOR
COLLABORATIVE COMMUNITY PARTNERSHIPS

Resolution #2507 is presented for adoption in support for collaborative community partnerships, drawing attention to the need for after school programs in our community.

PROPOSED ACTION: ADOPTION.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT RESOLUTION #2507

PROCLAMATION OF SUPPORT FOR COLLABORATIVE COMMUNITY PARTNERSHIPS

WHEREAS, the Enterprise Elementary School District stands firmly committed to quality afterschool programs and opportunities because they:

- Provide safe, challenging, and engaging learning experiences that help children develop social, emotional, physical and academic skills;
- Support working families by ensuring their children are safe and productive after the regular school day ends;
- Build stronger communities by involving students, parents, business leaders and adult volunteers in the lives of young people, thereby promoting positive relationships among youth, families and adults;
- Engage families, schools and community partners in advancing the welfare of our children; and

WHEREAS, the Enterprise Elementary School District After School Program has provided significant leadership in the area of community involvement in the education and well-being of our youth, grounded in the principle that quality afterschool programs are key to helping our children become successful adults; and

WHEREAS, Collaborative Community Partnerships enrich the quality of afterschool programs through their volunteerism by providing staff development and by increasing access to services provided by social service organizations; and

WHEREAS, more than 28 million children in the US have parents who work outside the home and 15.1 million children have no place to go after school;

THEREFORE BE IT RESOLVED that the Enterprise Elementary School District Governing Board enthusiastically supports Collaborative Community Partnerships and commits our Governing Board to support innovative afterschool programs and activities that ensure that the success of students participating in extended day learning programs;

AND BE IT FURTHER RESOLVED that the Enterprise Elementary School District Governing Board calls on the leaders of our community at large and throughout the 2024/2025 school year to assure awareness of the need for every child to have access to a safe, friendly place where Collaborative Community Partnerships enhance and expand on the services and supports provided to students in all after school programs.

Signed this 2nd day of April 2025, by resolution of the Governing Board.

President, Board of Trustees

Superintendent

9.2.1 EMPLOYMENT

Board Members will discuss employment recommendations in Closed Session. Recommendations for employment will be reported and acted upon in open session.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____

9.2.2 ADOPT RESOLUTION #2505, CALIFORNIA DAY OF THE TEACHER

It is recommended that Resolution #2505, California Day of the Teacher, be adopted in recognition of the dedication of our teaching staff.

Proposed Action: Adoption.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT RESOLUTION #2505

Proclamation of May 7, 2025, as California Day of the Teacher

WHEREAS, an educated citizenry serves as the foundation of our democracy; and

WHEREAS, today's teachers mold the minds and train the workforce of the future; and

WHEREAS, no other profession touches so many persons with such a lasting effect;
and

WHEREAS, good teaching grows in value and pays dividends far beyond the
classroom; and

NOW, THEREFORE, BE IT RESOLVED that the Enterprise Elementary School
District hereby recognizes the contribution of the District's teachers,
hereby proclaims May 7, 2025, as the "California Day of the Teacher" in
the Enterprise Elementary School District, and urges all citizens to
observe this day by taking time to remember and honor those who give
the gift of knowledge through teaching.

ADOPTED by the Enterprise Elementary School District Board of Education, this
second day of April.

President, Board of Trustees

Superintendent

9.2.3 ADOPT RESOLUTION #2506, CLASSIFIED SCHOOL EMPLOYEE WEEK

It is recommended that Resolution #2506, Classified School Employee Week, be adopted in recognition of the dedication of our classified staff.

Proposed Action: Adoption.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT RESOLUTION #2506

Proclamation of May 18-24, 2025 as Classified School Employee Week

WHEREAS, classified school employees provide valuable services to the schools and students of the Enterprise Elementary School District; and

WHEREAS, classified school employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified school employees play a vital role in providing for the welfare and safety of the Enterprise Elementary School District students; and

WHEREAS, classified school employees of Enterprise Elementary School District strive for excellence in all areas relative to the educational community; and

NOW, THEREFORE, BE IT RESOLVED that the Enterprise Elementary School District hereby recognizes and wishes to honor the contribution of the classified school employees to quality education in the State of California and in the Enterprise Elementary School District, and hereby proclaims the week of May 18-24, 2025, as “Classified School Employee Week” in the Enterprise Elementary School District.

ADOPTED by the Enterprise Elementary School District Board of Education, this second day of April 2025.

President, Board of Trustees

Superintendent

9.2.4 APPROVE CSEA MEMORANDUMS OF UNDERSTANDING

It is recommended that the following MOUs with CSEA be approved:

1. Intersession Bus Driver & Intersession/Summer Feeding Program Food Services (December 6, 2024) – ratified by CSEA.
2. Student Services Clerk & Preschool Teacher Job Description (February 27, 2025) – ratified by CSEA
3. Intersession Compensation (March 18, 2025) – pending CSEA ratification
4. Preschool Full-Inclusion Teacher Stipend (March 18, 2025) – pending CSEA ratification

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: MARCH 24, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: MEAGAN HAWLEY-STONE, HUMAN RESOURCES

RE: APPROVAL OF CSEA MEMORANDUMS OF UNDERSTANDING

The District has met and negotiated the following Memorandums of Understanding (MOU) with CSEA:

1. Intersession Bus Driver & Intersession/Summer Feeding Program Food Services (December 6, 2024) – ratified by CSEA
2. Student Services Clerk & Preschool Teacher Job Description (February 27, 2025) – ratified by CSEA
3. Intersession Compensation (March 18, 2025) – pending CSEA ratification
4. Preschool Full-Inclusion Teacher Stipend (March 18, 2025) – pending CSEA ratification

Please present to the Board at their April 2, 2025, meeting for approval and/or approval pending CSEA ratification.

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION AND
IT'S ENTERPRISE CHAPTER No.384
MEMORANDUM OF UNDERSTANDING (MOU)
December 6, 2024**

The Enterprise Elementary School District (District) and the California School Employees' Association and its Enterprise Chapter No. 384 (together CSEA), having met and negotiated, offer the following MOU:

Intersession Bus Driver & Intersession/Summer Feeding Program Food Services:

The District will be running the following intersession programs:

- Spring Break
- Week after last day of school
- PowerScholars

The District will pay the following hourly rates for individuals performing Bus Driver or Food Services duties directly related to the intersession program needs during the 2024/25 intersession weeks, YMCA camps (if requested), July 2025 PowerScholar intersession days and designated summer feeding days (thru August 2025).

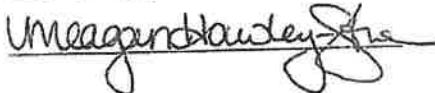
Job Title	Hours	Hourly Rate
Bus Driver	TBD	\$40
Cafeteria Manager	TBD	\$35
Cook	TBD	\$28

If this is an employee's designated work day they shall receive the greater of the two hourly rates (regular or rate above).

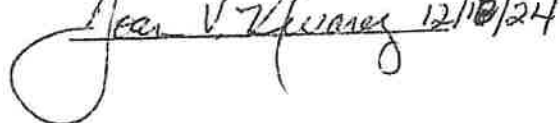
This Memorandum of Understanding is through August 2025 for intersession and designated summer feeding days. Any continuation beyond that timeframe will be negotiated.

Recommended for approval by:

Enterprise Elementary School District

California School Employees
Association


 12/10/24

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION AND
IT'S ENTERPRISE CHAPTER No.384
MEMORANDUM OF UNDERSTANDING (MOU)
February 27, 2025**

The Enterprise Elementary School District (District) and the California School Employees' Association and its Enterprise Chapter No. 384 (together CSEA), having met and negotiated, offer the following MOU:

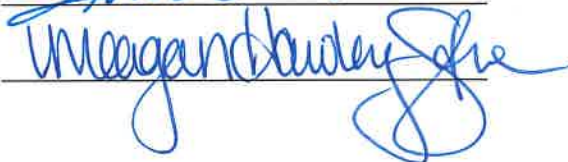
New Student Services Job Description (see attached)
New Preschool Teacher Job Description (see attached)

The new job descriptions will become effective once ratified by both parties.

Recommended for approval by:

Enterprise Elementary School District





California School Employees
Association






Enterprise Elementary School District Job Description

Job Title: Preschool Teacher/Site Supervisor (Classified Position)
Reports To: Superintendent or Designee
Range: As identified on the CSEA Salary Schedule
Prepared By: Job Description Update Committee
Prepared Date: January 23, 2025
Approved By: Board of Trustees
Approved Date:

DEFINITION – Under the general supervision of the Superintendent and/or designee, plans and delivers developmentally appropriate services to children within the preschool program, performs responsible clerical work in compiling, maintaining, and reporting attendance data; works with students, parents, and teachers; provides immediate health needs and emergency first aid to children short of the type of care that requires the direct presence or judgment of a licensed nurse or physician; performs other job related duties as assigned by administrator.

ESSENTIAL DUTIES AND RESPONSIBILITIES –

- Build and maintain positive relationships with other public officials, school employees, parents and students using effective verbal/non-verbal skills
- Maintain personal hygiene and wear appropriate attire for the position
- Work with others as a team in a fast paced environment
- Effectively use conflict resolution skills
- Effectively communicate problems that arise to supervisor
- Maintain a high level of confidentiality
- Assist with campus safety
- Provide a developmentally appropriate preschool program adhering to state licensing requirements/protocols
- Provide students with first aid treatment and/or emergency intervention as medical condition, injuries or illnesses may warrant, in accord with currently acceptable first aid and CPR practice and short of that which a licensed nurse or physician must administer
- Maintain and/or implement specialized health care plan under the direction of the district nurse, including, but not limited to, diabetic management, catheterization, tube feedings, toileting assistance, tracheostomy care, etc.
- Give medication prescribed specifically for a student by medical authority, following a closely controlled procedure
- Maintain daily attendance
- Document students leaving and returning during program hours
- Maintain file for each student that meets the licensing requirements
- Responsible for parent communication such as, but not limited to, parent correspondence, health needs, conferences, etc.
- May assist with first aid kits and order supplies for the preschool classroom
- Perform adopted student assessment and progress monitor

- Attends and participates in meetings and trainings as assigned, such as, but not limited to IEP meetings, program meetings, professional development, etc.
- We have planned weekly laundry for the bedding, with some extra laundry to do as needed for bedding between for accidents.
- Perform other duties which reasonably relate to the position

QUALIFICATIONS - To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The individual must have the ability to compile and maintain accurate, complete records and reports; knowledge of modern office technology, methods, practices and procedures; type and operate various office machines; maintain cooperative relationships with those contacted in the course of work; understand and carry out oral and written directions; meet the public tactfully and courteously, and provide assistance and service. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE - AA degree in Early Childhood Education or related field; experience with special needs children; experience as a preschool head teacher and/or site supervisor preferred.

CERTIFICATES, LICENSES, REGISTRATIONS - CPR and First Aid Certificate (including Infant/Toddler), Hold a California Commission on Teacher Credentialing Preschool Teacher Permit with the ability to be a site supervisor. Hold a Paraprofessional Exam Certificate or equivalent.

LANGUAGE SKILLS - Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of the school district. Must be able to readily take direction and be able to follow through in an independent manner; must be able to communicate well with parents, children, staff, and members of the public; must be able to follow through with record keeping and be thorough in following the directions of the staff in the specific duties as outlined above.

MATHEMATICAL SKILLS - Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY - Ability to deal with problems involving a few known variables in routine situations. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and

hear. The employee is frequently sitting; required to stand; walk; use hands and fingers to touch, handle, or feel objects, or controls; reach with hands and arms above shoulders and horizontally; climb or balance, and bend at waist or stoop or kneel or crouch. The employee must frequently lift, move, push, and/or pull up to 20 pounds, occasionally lift, move, push, and/or pull up to 30 pounds; lift greater than 30 lbs. with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT - The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts, outside weather conditions and is occasionally exposed to fumes or airborne particles, and risk of electrical shock. The noise level in the work environment is usually moderate.

CSEA President

Date

Superintendent

Date

Board Approval (Clerk)

Date

Enterprise Elementary School District Job Description

Job Title: Student Services Clerk (Classified Position)
Department: District Office
Reports To: Site Administrator
Range: As identified on the CSEA Salary Schedule
Prepared By: Job Description Update Committee
Prepared Date: December 11, 2024
Approved By: Board of Trustees
Approved Date:

DEFINITION – Under the general supervision of the site administrator and/or registered school nurse, performs responsible clerical work in compiling, maintaining, and reporting attendance data; works with students, parents, and teachers in verifying absences; provides immediate health needs and emergency first aid to children short of the type of care that requires the direct presence or judgment of a licensed nurse or physician; performs other job related duties as assigned by site administrator.

ESSENTIAL DUTIES AND RESPONSIBILITIES –

- Build and maintain positive relationships with other public officials, school employees, parents and students using effective verbal/non-verbal skills
- Maintain personal hygiene and wear appropriate attire for the position
- Work with others as a team in a fast paced environment
- Effectively use conflict resolution skills
- Effectively communicate problems that arise to supervisor
- Maintain a high level of confidentiality
- Assist with campus safety
- Process and maintain student online/paper registration information, for example, but not limited to, transfers, immunization records, required documents, report cards, cumulative records, and program changes
- Maintain daily attendance and issue tardy slips to students
- Document students leaving and returning during school hours
- Contact parents, students, and teachers regarding the investigation and clearing of absences and/or suspected and known health problems.
- Monitor and manage chronic absenteeism in coordination with site administration
- Post attendance and student health record information in the student database system daily.
- Prepare correspondence, notices, lists, logs, announcements and forms under the direction of the supervisor.
- Prepare required attendance report for the district showing such items as: total enrollment, class size, new entries, withdrawals, independent study, total days of enrollment, and attendance per student
- Initiate, manage and maintain independent study contracts, work collection, and attendance credit
- Prepare and maintain permanent attendance records for all classes and programs.

- Share receptionist duties for school office such as, but not limited to, answers/directs inquiries from teachers, parents, school administrators, other site visitors, and give attendance information as required
- Immunization and 1st grade physical tracking, follow-up, and communication with health services
- Perform general clerical duties not limited to: the collection, recording and maintenance of school site records. This includes typing, proofreading, preparing reports, filing and checking, and distribution of mail.
- Make copies and distribute material as directed.
- May assist with first aid kits and order supplies for the health office.
- Attend and participate in meetings, trainings, committees, etc. as required
- Perform the duties of the Health Clerk in their absence
- Perform other duties which reasonably relate to the position

QUALIFICATIONS - To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The individual must have the ability to compile and maintain accurate, complete records and reports; knowledge of modern office technology, methods, practices and procedures; type and operate various office machines; maintain cooperative relationships with those contacted in the course of work; understand and carry out oral and written directions; meet the public tactfully and courteously, and provide assistance and service. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE - High school diploma or general education degree (GED); 2 years clerical experience involving public contact preferred; knowledge of and experience with computers

LANGUAGE SKILLS - Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of the school district. Must be able to readily take direction and be able to follow through in an independent manner; must be able to communicate well with parents, children, staff, and members of the public; must be able to follow through with record keeping and be thorough in following the directions of the staff in the specific duties as outlined above.

MATHEMATICAL SKILLS - Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to prepare and reconcile cash accounts, deposits and sales records.

REASONING ABILITY - Ability to deal with problems involving a few known variables in routine situations. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

CERTIFICATES, LICENSES, REGISTRATIONS - CPR and First Aid certificate issued by authorized agencies.

OTHER SKILLS AND ABILITIES - Ability to work on a variety of tasks simultaneously with frequent interruption. Ability to maintain the highest degree of confidentiality regarding sensitive information. Ability to utilize a computer for a wide variety of applications. Ability to interact with staff, students, parents, and others in an open, friendly business-like manner.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently sitting; required to stand; walk; use hands and fingers to touch, handle, or feel objects, or controls; reach with hands and arms above shoulders and horizontally; climb or balance, and bend at waist or stoop or kneel or crouch. The employee must frequently lift, move, push, and/or pull up to 20 pounds, occasionally lift, move, push, and/or pull up to 30 pounds; lift greater than 30 lbs. with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT - The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts, outside weather conditions and is occasionally exposed to fumes or airborne particles, and risk of electrical shock. The noise level in the work environment is usually moderate.

CSEA President

Date

Superintendent

Date

Board Approval (Clerk)

Date

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION AND
IT'S ENTERPRISE CHAPTER No.384
MEMORANDUM OF UNDERSTANDING (MOU)
March 18, 2025**

The Enterprise Elementary School District (District) and the California School Employees' Association and its Enterprise Chapter No. 384 (together CSEA), having met and negotiated, offer the following MOU:

Interession Compensation:

The District will be running the following interession programs:

- Spring Break
- Week after last day of school
- Summer Program (If District administered)

The District will pay the following hourly rates for individuals performing the duties below that are directly related to the interession program needs during the 2024/25 interession weeks, summer camps (if District administered).

Job Title	Hourly Rate
Paraprofessional*	\$28
Health Clerk	\$30
Student Services Clerk	\$30
Site Facilitator	\$30
Program Assistant	\$30

If this is an employee's designated work day they shall receive the greater of the two hourly rates (regular or rate above).

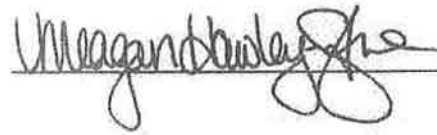
*Paraprofessional duties include, but are not limited to, duty/supervision, 1:1 or group instruction, toileting assistance, etc.

This Memorandum of Understanding is through July 2025 for spring break and summer intersession programs (if District administered). Any continuation beyond that timeframe will be negotiated.

Recommended for approval by:

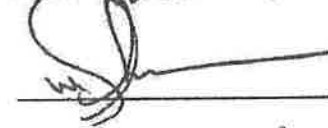
Enterprise Elementary School District
Association





California School Employees







**ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION AND
IT'S ENTERPRISE CHAPTER No.384
MEMORANDUM OF UNDERSTANDING (MOU)
March 18, 2025**

The Enterprise Elementary School District (District) and the California School Employees' Association and its Enterprise Chapter No. 384 (together CSEA), having met and negotiated, offer the following MOU:

Preschool Full-Inclusion Teacher Stipend:

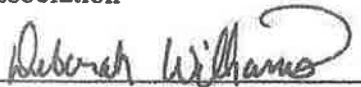
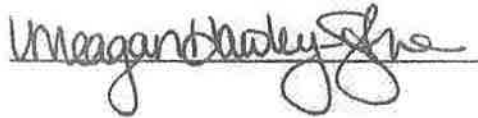
Any Preschool teacher working in an assignment with an identified full-inclusion preschool class for 65% or more of the school year shall receive a stipend of \$1,000 in their June paycheck.

The Preschool Teacher (unit member) must be in active paid status and has not submitted a resignation at the time of June payroll submission.

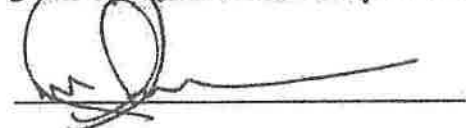
The MOU is for the 2024/25 school year. The MOU will automatically expire June 30, 2025. It will not set a precedent, nor shall it be construed to establish a past practice. Any continuance of this agreement would require a new agreement.

Recommended for approval by:

Enterprise Elementary School District
Association

California School Employees


9.3.1 TRIP REQUESTS

The following trip request is submitted for approval:

RCA
Western National Archery Tournament
Sandy, Utah
April 23-26, 2025

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



Overnight or Out-of-State Trip Request

Note: Board approval is required for all overnight field trips. Board meetings are usually held the first Wednesday of every month. Please submit your request to the District Office by 4:00 p.m. the third Friday of the month.

Date(s) of Activity: 4/23/25-4/26/25 Advisor(s) Chuck Seligman

Organization Name: Redding Collegiate Academy

Educational Purpose of Trip: Western National Archery Tournament 2025

Destination(s): Sandy Utah

Transportation required: Personal vehicles to airport, airline tickets & rental car

Ratio of Adults to Students = 1:2

- ☐ Parent permission slip on file
- ☐ Insurance forms on file in school office
- ☐ Fingerprint clearance completed for any adult capable of being alone with a student
- ☐ First Aid Kit in possession or available

Overnight Accommodations:

Flying with 2 students. Staying in a hotel-2 rooms- 1 for students, 1 for advisor.
(Students may stay in parent's hotel room)

Note: Parents are paying for their transportation to the tournament and hotel rooms.

I have read Board Policy and Administrative Regulation #6153 and have verified all requirements to ensure the safety of the students with the administrator in charge.

Submitted by Chuck Seligman
(Advisor)

Date 3/13/25

I have read Board Policy and Administrative Regulation #6153 and have verified all requirements to ensure the safety of the students with the Superintendent.

Submitted by Chuck Seligman
(Site Administrator)

Date 3/13/25

Board Approval - Signature, Board Clerk

Date _____

9.3.2 SCHOOL PLANS FOR STUDENT ACHIEVEMENT

The School Plan for Student Achievement (SPSA) provides an in-depth look at a school's processes, goals, achievement data, and budget. The documents are lengthy, so only the first few pages of each plan have been included in the agenda. The full documents are available for viewing at the school and district offices during regular business hours.

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____

School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alta Mesa Elementary School	45699716050215	March 26, 2025	April 2, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Alta Mesa Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Alta Mesa Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The school's plan includes long-range goals for closing achievement gaps that include measures of interim progress for all subgroups. This plan aligns with the district's LCAP goals and state and local priorities. Expenditures related to meeting goals are identified by their federal or state funding sources. This plan was developed with input from the district, site leadership, and school community members to reflect the goals and objectives laid out in the district LCAP as well as site level needs.

Educational Partner Involvement

How, when, and with whom did Alta Mesa Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our school site's Leadership Team meets monthly and is involved in the review of all educational partner's (student, staff, and parent) data previous year's goals. They also consider input provided by School Site Council (SSC). The Leadership Team then drafts new goals and strategies for the new SPSA for the School Site Council to consider. The School Site Council (SSC) analyzed the data, including the academic performance of all student groups, and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting standards.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall math scores were in the orange on the 2024 CA Dashboard, although there was a slight increase of 4.2%.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities were in red on the 2024 CA Dashboard for ELA. Hispanic students were in the orange on the 2024 CA Dashboard for suspensions.

School Year: **2024-25**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Boulder Creek Elementary School	45 69971 6111470	March 25, 2025	April 2, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Boulder Creek Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Boulder Creek Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The school's plan includes long-range goals for closing achievement gaps that include measures of interim progress for all subgroups. This plan aligns with the district's LCAP goals and state and local priorities. Expenditures related to meeting goals are identified by their federal or state funding sources.

Educational Partner Involvement

How, when, and with whom did Boulder Creek Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our school site's Leadership Team is involved in the review of all educational partner's (student, staff, and parent) data previous year's goals. They also consider input provided by School Site Council (SSC) as well as the school's English Language Advisory Committee (ELAC). The Leadership Team then drafts new goals and strategies for the new SPSA for the School Site Council to consider. The School Site Council (SSC) analyzed the data, including the academic performance of all student groups, and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, on March 25, 2025 the School Site Council approved and adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting standards. The plan was submitted to the School District Board for approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

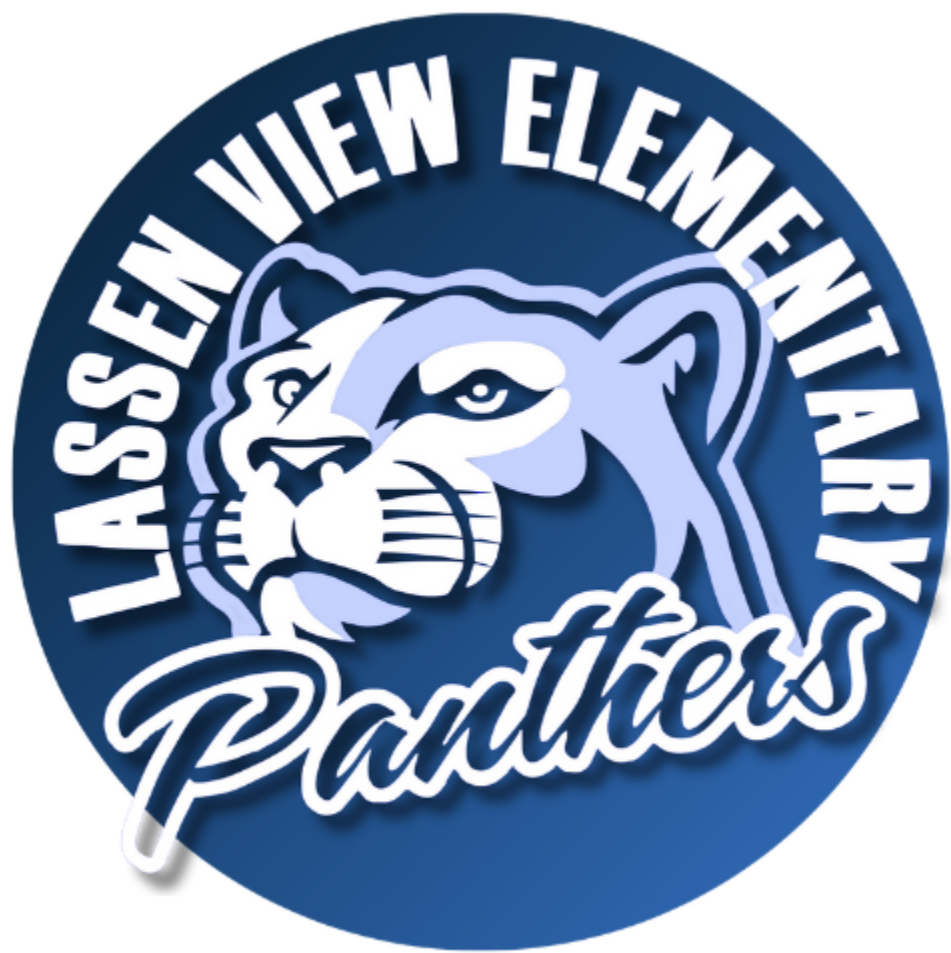
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

N/A

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities were in the "Red" on the 2024 California Dashboard. This was a slight increase of 0.8% over 2023 for this subgroup. We will continue with our alternative means of suspension practices, including Restorative Justice, in order to further decrease our suspension rate.

School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lassen View Elementary School	45 69971 6050223	March 12, 2025	April 2, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lassen View Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mistletoe School	Elementary	45 69971 6050231	1/21/2025	4/2/2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mistletoe Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
PACE Academy	45699716114334	January 1, 2025	April 2, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by PACE Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Parsons School	Junior	High	45-6050249	3/13/25	4/2/25

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Parsons Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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School Year: **2024-25**



REDDING COLLEGIATE ACADEMY

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redding Academy	Collegiate	45699710132175	3/13/2025	April 2, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Redding Collegiate Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rother Elementary School	45 69971 6050256	3-21-2024	04-10-2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Rother Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The student group students with disabilities has been identified for targeted support and improvement in the area of attendance.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Rother Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The student group students with disabilities has been identified for targeted support and improvement in the area of attendance.

The school's plan includes long-range goals for closing achievement gaps that include measures of interim progress for SED, homeless, English Learners, foster, homeless, students with disabilities. This plan aligns with the district's LCAP goals and state and local priorities. Expenditures related to meeting goals are identified by their federal or state funding sources.

Educational Partner Involvement

How, when, and with whom did Rother Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement was reviewed by our site council on 3-21-25. Site Council Meetings 09/25/24, 10/30/24 ELAC Meeting 10/30/24 Leadership Team Meetings: 04/15/24, 05/06/24, 08/02/24, 09/09/24, 10/07/24, 11/04/24, 12/02/24, 02/03/25, 03/03/25

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Students with disabilities are more likely to experience higher rates of absence. This may be due to unmet health, social, or emotional needs. Lower levels of expectations may impact materials used and rigor of instruction. High turnover or retaining quality special education staff is an area of need. Barriers to parent involvement, which impact outcomes, may be physical, linguistic, emotional, or cultural. Opportunity for inclusion with regular ed peers impacts performance as well.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall L/A scores were in the orange on the 2024 Dashboard although there was a 6.3 point increase towards standard. Rother has added a .4 literacy coach that is supporting first through fifth grade students in reading.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The student group Students with Disabilities (SWD) were red on the 2024 CA Dashboard for chronic absenteeism. This year we have been focusing on aligning interventions and increasing inclusion with general ed and special education. The student group Hispanic were in red on the CA Dashboard for suspensions. This year we are implementing restorative practices & Leader in Me social emotional learning curriculum.

School Year: 2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Shasta Meadows Elementary School	45 69971 6050264	03-12-2025	04-02-2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Shasta Meadows Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Shasta Meadows Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The school's plan includes long-range goals for closing achievement gaps that include measures of interim progress for all subgroups. This plan aligns with the district's LCAP goals and state and local priorities. Expenditures related to meeting goals are identified by their federal or state funding sources.

Educational Partner Involvement

How, when, and with whom did Shasta Meadows Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

This SPSA has been developed with input and involvement from several educational partner groups. First, the Site Administrator met with the school's leadership team which is comprised of certificated and classified staff members who reviewed performance data from spring 2024 along with previous years' goals and action steps to develop a new plan for the current year. Later, this process was repeated with the School Site Council. Additionally, surveys were extended to parents, students, and staff to solicit feedback and input from these educational partners as well. Finally, all input and analysis were synthesized into the writing of the final plan which was approved by the School Site Council and submitted to the School Board.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall Suspensions were in Orange on the 2024 CA Dashboard due to a slight increase of .3%. Restorative Justice practices are in place to prioritize other means of correction.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities were in the red on the 2024 CA Dashboard for Math. Though this student group was in the red, scores improved by .5% for this subgroup.

9.3.3 APPROVE REVISED MASTER PLAN FOR ENGLISH LEARNERS

The District has updated its Master Plan for English Learners and it is presented for Board review and approval. Due to the length of the document, only the first few pages are included in the agenda. The entire document is available for review at the District Office during regular business hours.

PROPOSED ACTION: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



Enterprise Elementary School District



MASTER PLAN FOR ENGLISH LEARNERS

DELAC Approved 3/19/25

Board Approved

Introduction

The Enterprise Elementary School District's Master Plan for English Learners is a result of collaboration and commitment with and to all members of the school community. The plan ensures not just compliance with regulations for our English Learners but also serves as a roadmap to provide equity and opportunity for all students. It is our responsibility to meet this need and prepare our students for college and career readiness.

Mission

Our primary mission as a district is to educate the whole child – emotionally, physically, and academically.

Our Rationale

The rationale of our English Language Learner program is to accurately identify our English Language Learners and to develop proficiency in English as rapidly and effectively as possible. Additionally, this program will work to enhance students' self-esteem and promote cross-cultural understanding.

Core Strategy

To increase the achievement of all students and close the achievement gap, district employees will build meaningful student relationships and participate in data-informed collaboration to ensure the engagement of all students in a rigorous curriculum.

Master Plan for English Learners Goals

The Enterprise Elementary School District's Master Plan for English Learners is a comprehensive plan to meet the needs of the growing numbers of Limited-English Proficient (LEP) students in the district.

The Master Plan's goals are to help English Learners:

1. Achieve proficiency in all dimensions of the English language.
2. Attain academic achievement of grade level standards in all subject areas, while providing equal access to the core curriculum.
3. Develop a positive self-image.
4. Function effectively and harmoniously in a multi-cultural society.

Enterprise Elementary School District Data (from 2022-2023 data)

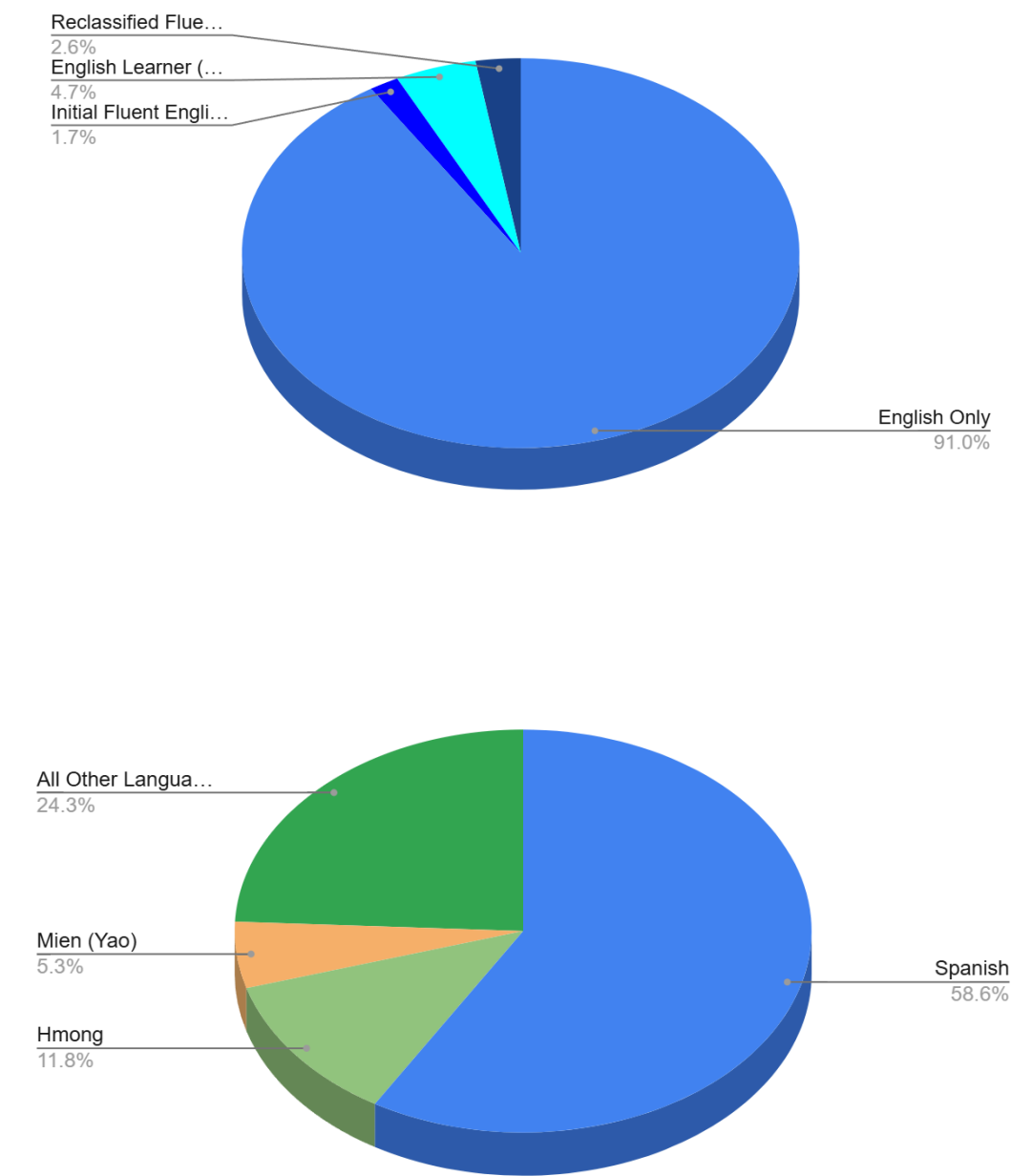


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9.3.4 APPROVE PRESCHOOL HANDBOOK

The Preschool Handbook has been updated and is recommended for Board approval.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____

Enterprise Elementary School District
California State Preschool Program

PRESCHOOL PARENT HANDBOOK



Enterprise Elementary School District

California State Preschool Program

VISION

Empowering Every Child, Every Day, to Create a Better World

Superintendent

Heather Armelino
1155 Mistletoe Lane
Redding, CA 96002
Phone: 530-224-4100
Fax: 530-224-4101

Adam Grooms, Director

Phone: 530-224-4178

Board of Education Members

Gloria Valles
Bonnie Hyatt
Troy Wright
Andrew Shaddix
Robin Littau

*For more information about our preschool program, please visit our website:
<https://www.eesd.net/our-schools/preschool>.*

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Site Information and Staff Listing

Alta Mesa Preschool

License #455404115

2301 Saturn Skyway, Redding, CA 96002

Phone: 530-224-4139

Hours of Operation: Morning Class: 8:00am - 11:00am Afternoon Class: 11:30pm – 2:30pm

Teacher: Elaine Smith

Aides: Laura Arnold, Alicia Palazzo, Jennifer Castillo, Colly Lord

Boulder Creek Preschool

License #455403246

505 Springer Drive, Redding, CA 96003

Phone: 530-224-4148

Hours of Operations: Morning Class: 7:30am – 10:30am Afternoon Class: 11:00am – 2:00pm

Teacher: Corinne Kingsbury

Aides: Roseanne Johnson and Grace Dudley

Rother Preschool

License #455403855

795 Hartnell Avenue, Redding, CA 96002

Phone: 530-224-4177

Hours of Operation: Full Day 7:30am - 4:30pm

Teachers: Emily Traylor, Latasha Witcraft

Aides: Melissa Jacona

Preschool Office

795 Hartnell Avenue, Redding, CA 96002

Phone: 530-224-4178

Office Hours: Monday – Friday 8:00am – 1:30pm

Preschool Director: Tina Croes

Preschool Clerk: Maricela Hubbs

About Us

WELCOME FROM THE STAFF

Welcome to the Enterprise Elementary School District's State Preschool Program! Our mission is to provide quality early education services to children and support services to their families. Our program is designed to ensure your child has a secure educational environment that respects your child's individual needs.

We strive to provide a nurturing, supportive, and safe atmosphere that serves as a bridge between home and school experiences. We believe children learn through play and active involvement with people, places, and things. We believe in supporting the physical, cognitive, social, and emotional growth of all children. We also value the cultural and ethnic diversity of our families and we hope that you plan to visit your child's classroom often and participate in the wide variety of special events throughout the school year.

We encourage you to use this Parent Handbook as an informational guide. Our goal is to establish a partnership that will provide a supportive and responsive environment that respects family diversity, fosters self-esteem and personal growth for children, parents and staff.

Throughout this handbook, we will use the term "parent." We recognize that "stepparent," "grandparent," "guardian," or "foster parents" are parents too! We will also refer to the Enterprise Elementary School District State Preschool Program as the Preschool Program.

PHILOSOPHY

We, the staff at the Preschool Program, believe...

- In a "hands on" developmentally appropriate curriculum based on current early childhood education, research, and practice where children can learn to play, grow at their own pace, and feel that school is a wonderful place to be.
- In providing a physically and emotionally safe, nurturing environment that respects family diversity and fosters self-esteem and personal growth for the children, parents and staff. All children are unique individuals and the program environment reflects the cultures and languages of the program's children, families and staff. We welcome and respect all cultural backgrounds and the rights of all children and their families.
- In encouraging parent participation through activities such as attending parent education programs, by volunteering in the classroom, or by serving on the Parent Advisory Committee.
- In providing a support network for parents that will not only increase their understanding of child development, but also help the parent develop a closer relationship with their child through this shared experience. The preschool program environment reflects the cultures and languages of the programs' children, families and staff.

PROGRAM GOALS & OBJECTIVES

Our goals and objectives as early childhood educators are to:

- Serve as a bridge between home and school.
- Provide a balance of educational, social, and physical development opportunities for all children.
- Respond to the changing needs and interests of the children.
- Establish partnerships with families, which include opportunities for parent participation and education.
- Form collaborative relationships with the community.
- Promote communication between parents and staff.

CHARACTER DEVELOPMENT

The Preschool Program maintains that families are the key to character development. Parents and other caring adults have the primary responsibilities to teach their children the values they feel are important.

We will support families in character development by challenging children to accept and demonstrate positive values. We will do this by providing role models and activities conducive to character development. We will keep parents informed and involved.

Parents are encouraged to share their cultural heritage with the staff and children as a way of reinforcing the family concept and enriching the lives of those from different cultural backgrounds.

EQUAL PROGRAM ACCESS FOR ALL CHILDREN

The Preschool Program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion or mental health in determining which children are served.

PROHIBITION ON RELIGIOUS INSTRUCTION

The Preschool Program refrains from religious instruction or worship and complies with the regulations that stipulate that religious instruction or worship is prohibited.

DAYS OF OPERATION/HOLIDAYS

The Preschool Program operates on a ten-month school calendar. The preschool is open each school day. Some sites have morning and afternoon sessions which run for 3 hours each. Our Rother site is a full-day program and is open from 7:30 AM - 4:30 PM.

All state preschool programs operate a minimum of 180 days a year. Preschools will be closed for Professional Development Days depending on the individual school site. Please check our district's yearly calendar for specific dates.

The preschool program observes the following holidays:

- Labor Day
- Veteran's Day
- Thanksgiving Recess (see calendar)

- Christmas Recess (see calendar)
- New Year's Day
- Martin Luther King's Birthday
- Lincoln's Birthday (see calendar)
- President's Recess (see calendar)
- Spring Recess (see calendar)
- Memorial Day

Please review the Enterprise Elementary School District calendar for the current year's dates of closure. The calendar can be found on the back of the handbook or on the district website:

www.eesd.net.

Enrollment Policies and Procedures

ELIGIBILITY POLICY

All families must meet the income criteria for admission to the California State Preschool Program (CSPP) as set by the California Department of Education's (CDE) Early Learning and Care Division (ELCD). Participating families must re-qualify each year for services. The child must be 3 years of age by December 1st of the fiscal year they are being served. Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP on or after their third birthday. A waiting list is maintained of eligible children when space is inadequate to meet the requests for the California State Preschool Program.

Enrollment is granted according to the California Department of Education's Eligibility and Priority Criteria (5 CCR §18131).

Priority of services is as follows:

First priority: three – or four year-old children who are recipients of child protective services or recipients who are at risk of being neglected or abused, upon written referral from a legal, medical, or social service agency, without regard to income.

Second priority: eligible four-year-old children in the following order:

1. Children who were enrolled in the State Preschool Program as a three-year-old.
2. Children whose families have the lowest income ranking based on the most recent income ranking schedule adopted by the State Superintendent of Public Instruction at the time of enrollment.
3. When two or more families have the same income ranking, according to the most recent income ranking schedule, the child with exceptional needs as defined in EC § 8208(l) shall be admitted first.
4. If there are no families with children with exceptional needs, the district will establish the following priorities.
 - a. Children who are identified as limited English proficient or non-English.
 - b. Children from families whose special circumstances may diminish the children's opportunities for normal development.

After all eligible four-year-olds are enrolled, three-year-old children may be enrolled based on the priorities described in EC subdivision 18131(b)(2) through (4).

Parents must provide the following information for determination of eligibility:

- Verification of recent monthly gross income.
- Number of persons in the family (see below for determining family size).
- Child's birth certificate.
- Child's immunization records.

If no children are on the waiting list, children who are not otherwise eligible for participation may be enrolled, including children who exceed the age limitations and children from families whose income exceeds the current income ceiling by 15% or less of the adjusted monthly income for income eligible families of the same size.

ENROLLING CHILDREN WITH EXCEPTIONAL NEEDS POLICY

Children with exceptional needs whose families are over the income eligibility threshold may be enrolled after all otherwise eligible children have been enrolled. Children with exceptional needs are children who have an individualized family service plan (IFSP) or an individualized education plan (IEP), received early intervention and related services or appropriate special education, and require the special attention of adults in a child care setting.

Health and Social Services

The Preschool Program believes in the social, emotional and well-being of all of our children and their families. We will work to identify the needs of the child and the family for health or social services. We will work with the families to refer the child and/or the family to appropriate agencies in the community based on the need or to services offered by the district. We will follow up with the parent/family to ensure that needs have been met by maintaining communication with the parent.

For a list of community services and resources, please visit our district website at www.eesd.net or contact the preschool office at 530-224-4178.

HOMELESS CHILDREN AND YOUTH POLICY

A family eligible for child care and development services, will be determined to be homeless using the definition found in the McKinney-Vento Act.

The McKinney-Vento Act defines homeless children and youths as an individual who lacks a fixed, regular, and adequate nighttime residence and includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Children and youths who may be living in motels, hotels, trailer parks, or camp grounds due to lack of alternative adequate accommodations.
- Children and youth living in emergency or transitional shelters or are abandoned in hospitals.
- Children or youths who have a primary nighttime residence that is a public or private

place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above.

In order to meet the eligibility requirements for being homeless, families must provide the following documentation:

- A written referral from a legal, medical or social service agency, a written referral from the district or a local Homeless liaison, a Head Start Program, or an emergency or transitional shelter **or...**
- A written parental declaration that the family is homeless and a statement describing the family's current living situation.

In order to meet the need requirements for receiving services as homeless the family must either:

- Provide a written referral from one of the entities above under eligibility requirements. This referral is sufficient to establish the "need" for services.
- Provide a written parental declaration of homelessness supported by documentation of at least one of the need requirements which include seeking permanent housing for family stability, seeking employment, or engaging in vocational training, employment, or an educational program for English Language Learners or to attain a high school diploma or general education development.

We will make every effort to support our homeless families, with an understanding that the parent has 30 days to provide the required documentation or a Notice of Action; Denial of Services will be issued, by doing the following:

- Permit the immediate enrollment of homeless upon completion of application for services.
- Enrollment of homeless families without immunizations records.
- Not requiring a fixed address or mailing address.
- Conducting outreach to homeless families.

ENROLLMENT PROCEDURES

The number of students at each preschool is determined by licenses issued by the Department of Social Services, Community Care Licensing. The CDE/ELCD requires preschools to maintain a 1:8 adult-child ratio and a 1:24 teacher-child ratio.

Enrollment applications are available at the Preschool Office, located at 795 Hartnell Avenue. If the program at the home school site is full, the parent may request to attend another preschool site where there is availability. In the event of inadequate space, the parents will be placed on a waiting list maintained by the preschool clerk and prioritized by the eligibility requirements previously listed. Enrollment is contingent on the following:

- Qualification of all required intake forms and completed application.
- Children attending the center should be toilet trained or actively in the process of being trained. Based on your child's individual needs we can assist in the toilet training process or make accommodations for your child's special needs. We require that you provide your child multiple changes of clothing or adequate amounts of diapers/pull ups and wipes and ensure any soiled clothes are taken home each day. For your child to be successful we will work with you on developing a plan and strategies that are consistent between home and the center.
- Immunization records must be submitted prior to enrollment and up-to-date. • Completion of the required physical exam for each child. Forms must be submitted within 10 days of entry into the program. Physical examinations received within a year prior to entry date will fulfill this requirement.
- Court orders must be obtained to prevent the unauthorized parent or legal guardian from certain activities, such as picking up the child or visiting the child at the program. We reserve the right to prohibit any individual from the program site if the health and safety of any child is threatened or compromised.

Family size is determined by the number of adults and children related by blood, marriage or adoption. When an adult living in the household is neither the parent of the child nor the spouse of the parent, the adult and the adult's children are not to be included in the calculation of family size. When a child is living with an adult(s) other than a natural or adoptive parent, the child is considered a family of one. The following documentation is required in determining family size:

- Birth certificates for all children related to the student.
- Custody, marriage, divorce, or any other court documentation that pertains to the child enrolling.
- Documentation to establish California residency.
- Completed and signed certification application CD Form 9600 & 9600A • For a parent claiming single parent status, check the box in Section I of the EESD-9600 and initial Section V that they self-certify their single parent status under penalty of perjury and sign the application.

If a recipient of services has been determined to have provided fraudulent information to establish initial or ongoing eligibility, services will be terminated.

NOTICE OF ACTION APPEAL PROCESS

State regulations require that the Preschool Program notify parents of authorized services or denial of services, changes to service agreements, or termination of services within 30 days upon completion of the registration process. The State gives the right to the parents of all children enrolled in our State Preschool Program to appeal (Form CD 7617). Parents may, at any time, have an Authorized Representative. The appeal process is as follows:

- If a violation of policy or contract takes place, the parent will receive a 14-calendar day "Notice of Action" form. Parents may appeal to the Administrative Offices to request a hearing. The appeal must be requested by email, in writing, in person, by telephone, by fax, or the parent may contact the program director for a local hearing. Parents receiving a "Notice of Action" form by certified email, have 14 days to appeal (by the effective date written on the "Notice of Action."

- Parents will receive notification of the date and time of the hearing within 10 days of receiving the parents' hearing request.
- The appeal process for parents enrolled in the program is as follows:
 - The Agency Appeal Coordinator, Heather Armelino
 - The California Department of Education

Additional information regarding the appeal process can be found on the back of the Notice of Action Form CD-7617.

UNIFORM COMPLAINT PROCEDURE

The Enterprise Elementary School District Board recognizes that the District has primary responsibility for ensuring that it complies with all applicable state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve complaints at the local level. The District shall follow the Uniform Complaint Procedures (UCP) when addressing complaints.

LEARNING GENIE

Learning Genie is a free application for smartphones or computers. Our educators use this app for everyday or emergency communication, DRDP assessments, and parent surveys. This app is an integral piece of our program; it is very important for parents to access the app when you are invited by your child's teacher.



Family Fee

California Education Code §8273.1 exempts families of children enrolled in a part-day California State Preschool Program as described in EC §8235(e) and §8273.1(c). The family fee schedule and required documentation is used in determining eligibility.

Funding and Licensing

FUNDING

Funding is provided on an annual basis by the California Department of Education's Early Learning and Care Division for the State Preschool Program. The State Preschool Program complies with Title 5 and Title 22 regulations.

LICENSING AGENCY

State Preschool Programs are licensed by the Department of Social Services, Community Care Licensing. State Preschools operate under a separate license for each site. The local licensing agency is located at:

520 Cohasset Road, Suite 6
Chico, Ca 95926
530-598-5033

The Department of Social Services has the right to review records and check on any child abuse allegations by interviewing children, parents, and staff.

Attendance Policies and Procedures

SIGN IN/SIGN OUT PROCEDURE

The Preschool Program staff believes that it is important to communicate with the parents on a regular basis about their children. It is the responsibility of the parent to convey all pertinent information to anyone picking up or dropping off any child.

Each child must be signed in and out daily by a parent or designee.

When signing your child in or out either in the morning or afternoon, the parent must indicate the time of arrival or departure and SIGN HIS/HER FULL NAME. The following guidelines apply:

- To be included in the daily snack count, your child must arrive on time. • ONLY PERSONS 18 YEARS AND OLDER WHOSE NAMES ARE LISTED ON THE AUTHORIZATION FORMS WILL BE PERMITTED TO SIGN A CHILD IN OR OUT. Please schedule a conference if there are problems related to authorized adults.
- REMINDER: Photo ID is required at the time of pick-up.
- Parent must call or give written permission authorizing anyone not listed on the emergency form to sign a child in or out. Photo ID will be required.
- The State Preschool Program staff reserves the right to refuse to relinquish a child to an unauthorized person. In the case of a person deemed to be under the influence of alcohol or drugs, a parent and/or authorized person will be called to pick the child up.

LATE PICK-UP POLICY

To ensure safety, all preschool children MUST BE PICKED UP ON TIME. Children need consistency and predictability. Teachers may have meetings or other job responsibilities after the children have gone home, and are therefore not able to provide additional supervision for your child beyond the scheduled class time.

Should a parent find it impossible to pick up a child, it is the parent's responsibility to contact someone on the pre-designated list of persons authorized to pick up the child and notify the program before class dismissal. By State Law, a child left at the program after closing can be considered abandoned. If this occurs, and no authorized person can pick up your child, Child Protective Services (CPS) or another authorized authority may be contacted. Should you arrive after class dismissal and the program is closed, you will have to contact the Police Department.

LATE PICK UP PROCEDURE

The classroom teacher will give a verbal reminder and note the FIRST late pick up in the late pick up log. Upon the SECOND late pick up, parents will be required to sign a late pick up acknowledgement form. The preschool office will follow up with the family to ensure the class times are meeting their needs and ask if there are ways EESD can further support them so that

they will pick up their child on time. The office *may* send a warning of disenrollment letter to parents. If the parent is late again (a THIRD time), the teacher will inform the office. The preschool office will reach out to the family to let them know they are formally disenrolled due to excessive late pick ups. A Notice of Action will be mailed indicating their child's disenrollment.

THREE incidents of late pick-up may result in your child being disenrolled from the program.

ABSENCE POLICY

The parent is responsible for notifying the classroom teacher or the Enterprise Elementary School District Preschool Office by phone, note or Learning Genie message if the child is to be absent. The specific reason for the absence is required for our records (e.g., illness, best interest day).

Examples of excused absences include illness or quarantine of child, parent or sibling, medical and dental appointments, family emergency,* court-ordered visitations, or any reason which is deemed to be in the "best interest" of the child.**

*Absences for "family emergency" include death in the family, serious illness, or hospitalization of extended family, natural disaster, unforeseen event (e.g., burglary, auto accident, etc.), and non-recurring transportation issues.

**Absences for reasons "deemed in the best interest of the child" include travel, visiting relatives, spending the day with the parent, and other activities determined by the staff and parent to benefit the child physically, emotionally or cognitively.

"Best Interest Days" are limited to ten (10) per fiscal year and include but are not limited to:

- Child's Birthday
- Religious Holiday
- Family Vacation
- Any reason that is in the "Best Interest of the Child." Specific situations will be determined on a case-by-case basis at the discretion of the Administration.

Children with an IEP, under the care of child protective services and children who are at risk have an unlimited amount of "Best Interest Days of the Child."

Excessive absences could result in the loss of the child's place in the classroom.

ABSENT CHILD

- If your child will be absent from the Enterprise Elementary School District State Preschool Program for 10 or more days, prior notification in writing is required.
- The State Preschool Program requires telephone notification to the teacher or preschool office if your child will be out of the class for any reason.
- You must write the reason for the absence on the sign in/out sheet and sign your full signature.

EXCUSED ABSENCES

- Illness/quarantine of child.
- Illness/quarantine of a parent.
- Doctor, dental or therapy appointment.
- Court-ordered visitation (copy of court document, i.e., divorce decree) needed. • Family emergencies (i.e., illness/accident of family member, death in the family or other situations to be determined on a case-by-case basis at the discretion of the administration.)

OTHER ABSENCES

- Any absence without a specific reason.
- Bad weather (when the program is open).
- Car problems if it's an ongoing issue.
- Child or parent overslept.
- Child stayed home with parent while not sick.
- Any absences without a full signature on the sign in/out sheets from the staff or parent.

ABANDONMENT OF CARE

When a family has not communicated absences with the classroom teacher or preschool office for seven (7) consecutive calendar days, services will be considered abandoned. In such cases, the preschool office will attempt to contact the family using all available communication methods. If there is no response, a Notice of Action will be issued to terminate services after 30 days of no contact.

Please note that the Abandonment of Care process is limited to three (3) occurrences per school year. If a family exceeds this limit due to excessive absences without communication, the child will be disenrolled from the program

Health and Wellness Policies

HEALTH/SAFETY INFORMATION & REQUIREMENTS

IMMUNIZATIONS RECORDS:

All preschool children must have their immunizations up-to-date prior to enrollment, as prescribed by California Department of Education's Early Learning and Care Division guidelines.

The California Department of Education and Enterprise Elementary School District require that before a child enters public school that he/she must be immunized against the following diseases:

- 3 Polio
- 4 DTaP
- 3 Hep B
- 1 MMR, on or after the first birthday.
- 1 Hib on or after the first birthday, regardless of any doses given before the first birthday.

- 1 Varicella

ILLNESS POLICY

For the protection of all children and staff, your child must be kept home when ill. In general if symptoms prevent your child from meaningfully participating in school, they should stay home until symptoms improve. Our preschool classrooms follow current California Department of Public Health Wellness Policies which can be accessed at this website:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Schools/SymptomGuidance.aspx>

We cannot accept your child in the classroom if he/she should have any of the following within the past 24 hours:

- Temperature of 100.4 degrees F or above
- Vomiting 2 or more times in 24 hours
- Diarrhea that is more frequent than usual for the child
- Rash with an oozing, open wound that cannot be covered
- Persistent or discolored discharge of the nose, eyes, or ears
- Live Lice (can return following treatment if no-live lice are present)
- Severe cough

Parents are required to contact the teacher or preschool office when your child is ill or cannot attend the program. Parents must immediately report contagious conditions, such as measles, chicken pox, mumps, whooping cough, and streptococcal infections. Staff will notify other parents in the program. Children may return when no longer contagious.

The staff is authorized to request a written release from your child's health care professional if a health concern has not been resolved. Any absence due to illness of three or more consecutive days requires a written release to return from your child's health care professional.

Daily health checks are conducted upon arrival. This health check may be informal; however, if your child appears to be showing signs of illness, he/she may not be admitted into the program. Children, who become ill while at school, are required to be picked up within one hour of notification by you or another authorized person.

We cannot accommodate requests from parents to keep their children indoors (i.e., when they have a cold or a runny nose) because we must maintain our staff-child ratio. Parents must make alternate care arrangements for children who cannot go outdoors. Parents are encouraged to dress their children warmly in times of inclement weather.

MEDICATIONS

Parents must have a written authorization from the child's doctor and complete a medication authorization form for medications to be administered while at preschool. Your child's name must be on the original container of the medication per school board policy.

IN CASE OF AN EMERGENCY

The Preschool Program staff is trained to handle minor emergencies at the site. Each classroom is equipped with a first-aid kit. The staff is required to fill out report forms for all incidents or accidents,

both major and minor. If serious injury occurs, staff will notify parents and call 911. Up-to-date emergency information on the "Consent for Medical Treatment (LIC 627)" section on the "General Permission Form" is required.

DISASTER PREPAREDNESS

The Preschool Program staff is trained on how to respond in case of a disaster. In the case of a major disaster (i.e., an earthquake, forest fire), all staff on site will remain with the children until parents or designated persons can pick them up. If the staff and children are relocated for safety reasons, a notice will be posted on the door indicating the new location. In the event of an emergency shut down, parents may be called upon to pick their children up from the State Preschool Program.

In the event the State Preschool Program is unable to operate due to emergency conditions beyond our control, the State Preschool Program will be closed until further notification. Parents will receive notices and updates via the Learning Genie app and/or the School Messenger phone and/email system.

NOTIFICATION OF CHANGE

It is very important that we maintain current and accurate records on your child in case of an emergency. The following are requirements for the safety of your child:

- It is the responsibility of the parent to notify the teacher of any changes to the "Identification and Emergency Information" form. This form must be up-to-date. The State Preschool Program depends on you to supply accurate information in order to contact you in the event of an emergency or illness concerning your child. This information includes: home address and telephone, work location and telephone numbers, doctor, dentist, required medication, physical limitations, and authorized adults on the pick-up list.
- Parents may be requested to update a new "Identification and Emergency Information" form when necessary. The State Preschool Program may refuse admittance or terminate services if the "Identification and Emergency Information" form or documentation is found to be incomplete or inaccurate.

PLEASE KEEP YOUR REQUIRED EMERGENCY INFORMATION CARDS UP-TO-DATE!

Nutrition

Balanced meals which include a variety of foods provide the foundation for developing positive attitudes toward food, understanding proper nutrition, and forming good eating habits. The meals and snacks consist of food that is culturally and developmentally appropriate for the children and meets the nutritional requirements specified by the National School Lunch Program.

Menus are posted in each classroom. As per Title 5 CR §18111 & §18278 Enterprise Elementary School District is required to provide nutritional snacks and/or meals for all California State Preschool Program preschool children currently enrolled at no additional cost. Parents must complete and turn in a district Child Nutrition Application.

It is imperative that the program is notified of any food allergies. Please indicate any allergies on the "Personal Health History" form. Allergy lists are posted in each classroom.

In the Classroom

CLASSROOM SCHEDULE

The daily schedule which is tailored to meet the needs of the children is given to parents at the beginning of each school year. This schedule is posted in each of the classrooms for parents to review. The schedule may include greeting time, circle time, planning time, work time, clean-up time, review time, outside time, snack or meal time, and small group activities.

CLASSROOM CURRICULUM

Desired Results Developmental Profile (DRDP) is an assessment instrument designed for teachers to observe, document and reflect on the learning, development and progress of children in the classroom. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement. DRDP assessments are completed 2 times per year, Fall and Spring. Daily observations, photos, student's classroom work and Learning Genie are used to help Teachers complete this process.

CLASSROOM GUIDELINES

The rules in the classroom are clearly stated, consistently enforced, and developmentally appropriate. See example listed below.

Large Blocks

- Stack blocks no higher than your chin.
- Knocking down structures made with large blocks is discouraged due to safety and care of the equipment.

Small Blocks

- Structures may be knocked over by the builders only.

Noise Level

- Save loud voices for outside.

Active Play

- Running and chasing are outside activities.
- Climbing is for the play structure outside. In the classroom, children's feet stay on the floor.

Use of Materials

- Equipment is used with care and respected by the children and adults.
- Children are encouraged to participate during clean-up time.
- Most indoor equipment stays inside the classroom unless set up in a designated area by the teacher.

Circle Time

- If a child is unable to participate in circle time, his/her options are limited to a quiet activity (i.e., library area, listening from classroom table).

Materials Used in Designated Areas

- Playdough and messy materials stay in designated areas during work time.

PLAYGROUND GUIDELINES FOR ADULTS

Staff provides supervision and interactive experiences during outside play.

- Adults must not place a child on a piece of equipment that the child would not choose to go on independently.
- Be aware of active play interchanges that could lead to potentially dangerous consequences, in particular on the large play structures (i.e., chasing games or games emulating violence). Redirect children before play becomes too rough and someone gets hurt. Stop an on-going activity if it is harmful to children or equipment. • Crashing bikes and playing with sticks or sharp objects is unsafe and must be discouraged and stopped.
- When a child gets off a bike, it is available to other children.
- Close and latch all gates you walk through.
- An authorized adult must supervise children at all times.

Parent Participation

PARENT ORIENTATION

Parent Orientation will be held at the start of the school year. During this time the teacher will introduce you to the classroom, the program philosophy, goals and objectives, discuss program activities, distribute information and take sign-ups for parents interested in volunteering within the classroom. Parent attendance is encouraged.

OPEN DOOR POLICY

Parents are welcome at ALL times to observe in the classroom. All parents are encouraged to participate in their child's classroom. Here are some suggested ways for getting involved:

- Ask the teacher for a meeting time to discuss your child's progress.
- Voice concerns immediately.
- Offer your time, your talents and donations to the classroom.
- Attend program functions, such as field trips, special events, etc.

The State Preschool Program staff is continually seeking to promote education for parents on the subjects of child development, parenting skills, and other related topics.

PRESCHOOL VOLUNTEER POLICY

We welcome and encourage parents to volunteer in their child's preschool classroom. Parent volunteers play an essential role in supporting various classroom activities and events.

In accordance with California State Law, all preschool volunteers must meet specific health and safety requirements before participating in classroom activities. Volunteers must provide documentation of the following:

- Immunization records for **DTaP (Diphtheria, Tetanus, and Pertussis), MMR (Measles, Mumps, and Rubella), and Influenza (Flu)**
- A **negative tuberculosis (TB) test result**

- A **written health statement** confirming their ability to volunteer

Additionally, volunteers are required to receive an annual **influenza vaccination** between August 1 and December 1 or submit a written declination. Volunteers who decline the flu vaccine acknowledge that the preschool cannot be held liable if they contract the flu.

For safety and security purposes, all volunteers must **check in at the site office** upon arrival and obtain a visitor badge each day they volunteer. The preschool is required to maintain volunteer records, including immunization documentation, on file.

If you are interested in volunteering in our preschool program, please ensure you have met all the required health and immunization guidelines before participating.

PARENT-TEACHER CONFERENCES

The Preschool Program staff encourages ongoing communication between the staff and parents. Parent-teacher conferences are required in the State Preschool Program and will be scheduled by your child's teacher twice a year.

During this time, the parent will have the opportunity to discuss your child's progress and share ideas for helping your child at home. Teachers are available to meet at any time throughout the year.

PARENT ADVISORY COMMITTEE

The purpose of the Parent Advisory Committee is to bring parents and staff together to accomplish goals that will enhance our preschool program for the benefit of the children and to build relations between the parents and the staff.

There will be between 3 and 4 meetings per year. You can sign up by contacting the preschool office Monday-Friday between 8:00am and 1:30pm at 530-224-4178.

Goals of the Parent Advisory Committee include but are not limited to:

- To increase parent involvement.
- To have a parent representative for each class.
- Share ideas and suggestions.
- Parent representatives will bring any questions and concerns to the committee.
- Annually review the parent handbook.
- Share ideas on encouraging community involvement (i.e., donations).

COMMUNITY INVOLVEMENT

The Preschool Program encourages community involvement by communicating our philosophies, goals and objectives, information regarding our program via our preschool website.

Discipline

DISCIPLINE TECHNIQUES

Verbal Reminders:

Example: "Clean -up has already been called. What can I do to help you to clean up?"

Redirection:

Using redirection suggests an alternative choice of activities as a way of avoiding a possible upcoming conflict in the area where the child is currently playing. This procedure may also be used to remove a child from an activity when he/she is not behaving appropriately. Redirection provides an opportunity for the child to settle down while spending time with a staff member or to direct the child to another activity.

Conflict Resolution:

Children are encouraged to work out their difficulties with each other. Children might be asked, "What happened?" "What could you do instead?" If a child has trouble verbalizing his/her response, the teacher may ask the child, "What do you think?" or "Do you have any ideas?"

Logical and Natural Consequences:

The consequence needs to be directly related to the child's inappropriate behavior. We believe these disciplinary techniques will create an environment that will encourage cooperation and appropriate behavior. If a child's behavior threatens the physical or emotional health or safety of children or staff, the Expulsion Policy will become effective.

INTERVENTION/TERMINATION POLICY

The goal of the program is to enhance student's positive social skills and to encourage conflict resolution whenever possible. Occasionally, incidents occur that cannot be handled during class time and/or need more intensive intervention. If a child's behavior requires intervention, the following process will apply:

Step One: Written Notice

The parent will receive a written notice describing the particular behavioral issue of concern. The notice will include an invitation to call the teacher to discuss the matter. A copy of the written notice will be sent to the Preschool Office.

Step Two: Parent Teacher Conference

During the conference, an action plan will be developed and signed by both the teacher and parent as to the course of action that will result in the best interest of the child, the family and the program. The action plan will include some and possibly all of the following steps:

1. Teacher and Program Director will observe and document behavior. The teacher will contact the parent to schedule a parent conference to formulate and carry out a positive discipline plan to help the child feel more successful in the program. Depending on the severity and frequency of the child's inappropriate behavior, a parent may be asked to stay and support his/her child until the child has enhanced his/her social skills and is demonstrating appropriate behavior.
2. With the parent's permission, the State Preschool Program may bring in District Support Specialists to provide resources and additional support for the child.
3. Non-adherence to the action plan will result in termination. The parent will receive a "Notice of Action" form, giving a 14-calendar day notice to find other arrangements for their child.

IMMEDIATE EXPULSION

If a child or parent commits an extremely serious offense, the child may be immediately terminated from the program without previous written notice, per district policy. Such examples would be the following:

- Running away from supervision.
- Behavior that endangers the health and safety of others.

Every effort will be made to provide a safe and secure learning environment for all children. The State Preschool Program will follow due process as described in 5 CCR §18119-18122.

PARKING LOT SAFETY

The following rules must be observed at all State Preschool sites:

- Enter and exit by following the arrows.
- Park ONLY in a designated space so other cars and pedestrians will not be blocked from passing. Observe "NO PARKING" signs so that emergency and delivery vehicles have access.
- Turn off the car engine and take keys with you. DO NOT LEAVE OTHER CHILDREN, purses or valuables in your car.
- For the safety of the children when entering and leaving through gated areas, please latch any gates.
- All children must be accompanied by an adult while in the parking lot.

The above information must be conveyed to anyone who will sign in and/or out your child from the State Preschool Program.

Disenrollment of Childcare Services

Families may lose services for causes which may include, but are not limited to:

- Exceeding the Schedule of Income Ceiling for families enrolled under our CSPP contract.
- In cases where a parent has demonstrated an unwillingness to comply with the policies and procedures of the district, the child may be terminated from the program.
- Failure to provide verification of required documents within 30 days of enrollment may be grounds for termination.
- Three late pickups after the contracted departure time.
- Abandonment of care services (see page 14 for details).
- Harassment- inclusive of but not limited to a person whose behavior presents a risk to children or staff. Use of profane language, making threats, destroying property, or affecting the personal rights of others.
- Violation of Enterprise Elementary School District policy regarding drugs, alcohol, tobacco, and weapons.
- Substantiated evidence of fraud when providing documentation for subsidized child care eligibility.

General Policies

CLOTHING

Because of the wide range of activities, it is recommended that children wear washable, comfortable clothing. For water and art activities, the program provides aprons or smocks. Please provide tennis shoes or other closed-toed shoes so that your child may safely climb and run. Check that shoes fit well, as poorly fitted footwear can cause accidents. It is recommended that parents bring an extra set of clothing for their child in the case of an accident. (Please make sure the clothing is marked with your child's name.)

STUDENT USE OF TECHNOLOGY

ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (STUDENTS) Each student who is authorized to use district technology shall have on file at his/her school acknowledgement of receipt of this Enterprise Elementary School District Acceptable Use Agreement and Release of District from Liability, signed by his/her parent/guardian (and student, where applicable) as an indication that they have read and understand the agreement. These activities vary by site and include but are not limited to tablet computers, desktop computers, and interwrite boards.

PHOTOGRAPH

Photographs of students may be published, together with their names, except when their parent/guardian has notified the Office of the Superintendent, in writing, to not release the student's photograph. Such requests must be renewed annually within 20 days of enrollment. Photographs of groups of students, such as at a school event, ie., pep rallies, school wide activities, etc., may be published provided that students' names are not included for those whose parents/guardians have presented the aforementioned request to the Office of the Superintendent.

TOYS AND CANDY

Please do not send toys except on sharing days with the teacher's permission. The program cannot be responsible for any lost or damaged items. Candy and gum are not permitted.

CONFIDENTIALITY OF INFORMATION

The use or disclosure of financial or other information concerning children or families will be limited to purposes directly connected with the administration of the State Preschool Program. No other use of the information is utilized without the parent's prior written consent. Parents have access to all information contained in their own child's file.

LEGAL SURNAME POLICY

All students are recorded and referred to by their legal surname, as documented on the legal birth record or a Court Order of Change of Name. A request from a parent to have a student's surname changed in the school records will be honored only with legal documentation.

CHILD ABUSE POLICY

The California Penal Code states that our staff must report any unusual marks found on a child, or

statements made by a child that may indicate “suspected” abuse or neglect, to the police or Child Protective Services. Failure by our staff to report suspicious situations within 36 hours is a misdemeanor for the staff member, punishable by six months in jail and/or a \$1,000 fine.

MEGAN'S LAW

The State of California has passed legislation that allows a parent to check with local law enforcement agencies to see if there are people residing near your home or your child care program that are registered sex offenders. Registered sex offenders include people convicted of crimes ranging from indecent exposure to rape or molestation.

CALIFORNIA CAR SEAT LAW

- Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds OR is 40 or more inches tall. The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the car seat. (California Vehicle Code Section 27360)
- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
- Children who are 8 years of age OR have reached 4 feet 9 inches in height may be secured by a booster seat, but at a minimum must be secured by a safety belt (California Vehicle Code Section 27363)

Violation of these safety seat laws may result in fines up to \$250 or more, and your automobile insurance rates may increase. The State Preschool Program is required by law to notify Child Protective Services or local police authorities of non-compliance with this law. For more information about safety seats and booster seats, call your local health department at (530) 225-5850 or 1 (800) 300-5122. You can also visit and/or call

- Safety Belt Safe U.S.A. at 1-800-745-SAFE (English) or 1-800-747-SANO (Spanish)
www.Carseat.org
- California Highway Patrol at - www.chp.ca.gov/programs-services/programs/child-safety-seats

PROBLEM-SOLVING

Always check with your child's teacher if you have questions or concerns. Contact the classroom teacher if you:

- Have medical concerns, or your child is ill.
- Have a concern about discipline at the program.
- Have a child having program behavior problems.
- Change your phone number, address or job (income eligible status).

SPECIAL CONCERNS

If you have a concern about the preschool program, please discuss it with the staff in the following order:

1. Preschool Teacher
2. Preschool Program Director
3. Superintendent
4. Contact the State Licensing Office

**Community Care Licensing
530 Cohasset
Chico, CA 95926
530-895-5033**

Parent and Teacher Signature Page

My signature below indicates that:

- I have received and will review the 2024/2025 Preschool Handbook for Parents and Guardians.
- We understand and agree to be bound by all of its policies and requirements.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Child's Name Date

Teacher _____

9.3.5 APPROVE EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

The District's Expanded Learning Opportunities Program Plan will be shared.

It is recommended that the Board approve and adopt the District's Expanded Learning Opportunities Program Plan.

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____

SECONDED BY:_____

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Enterprise Elementary School District Redding, CA 96002
Contact Name:	Heather Armelino, Superintendent
Contact Email:	harmelino@eesd.net
Contact Phone:	530-224-4100

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Alta Mesa Elementary
2. Boulder Creek Elementary
3. Lassen View Elementary
4. Mistletoe Elementary
5. Rother Elementary
6. Parsons Junior High
7. Shasta Meadows Elementary
8. PACE Academy

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The EESD After School program provides ongoing professional development training to help ensure that the program provides a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students. A key element in all training for the After School program staff is how to foster and sustain healthy relationships with students and their parents. After School Site Facilitators participate in a variety of professional development trainings annually and are responsible for training their own after-school staff. Each school site conducts its own after-school staff meetings for this purpose.

New after-school staff is provided a new employee packet that contains the After School written routines, procedures, communication, lesson planning expectations, etc., and is paired with experienced staff for at least two days. The job shadowing is designed for on-the-job training through modeling and consultation. After job shadowing, a Site Facilitator spends one day with the new employee to review what was experienced during job shadowing, answer questions, clarify expectations, and provides the After School program Administrator feedback on the employee's readiness.

The After School program maintains continuity with the instructional day program with the use of social contracts to help address the developmental, social-emotional, and physical needs of students. The social contracts describe the behavioral expectations as well as the process for resolving conflicts in the classroom.

The Enterprise Elementary School District's (EESD) After-school program is located on the EESD campuses of Alta Mesa, Lassen View, Mistletoe, Rother, and Shasta Meadows elementary schools and Parsons Junior High. In 2025-26 we will be expanding to include Boulder Creek as well.

There are times after school activities take place off-campus that require students to travel safely to and from the program sites. When an off-campus activity is planned, the program follows the EESD established protocol that ensures the safe travel of students including signed parental permission forms that contain contact information and pertinent information for each student, the use of EESD vehicles, and adult chaperones are assigned specific duties under direct oversight of After School staff. After School safety procedures at each site follow the safety protocols established by an EESD school safety committee in coordination with the Redding Police Department School Resource Officers. The after-school program conducts safety drills on a regular schedule and follows the same protocol as the instructional day program. After School program site facilitators coordinate with the site principals to address any unique circumstances at each site. The after-school program administrator ensures that training and drills take place as scheduled and that they adhere to EESD procedures.

All programs comply with the district's safety policies. Each site is a closed campus with security fencing, buzzed entry, and security cameras.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The After School program is designed to enhance students' academic skills, achievement, and confidence through assessment, targeted instruction, and alignment with classroom instruction. The After School Administrator provides curriculum and training support to staff, communicates at least bi-weekly with After School Site Facilitators, and conducts regular site visits to observe and identify program strengths and areas for growth. After School program staff periodically observe instructional day certificated teachers to help enhance after-school student academic achievement and to help foster their development. After School staff also participate in district-wide professional

development training related to educational literacy and educational enrichment. The Site Facilitators regularly communicate with the Site Administrators and the Program Administrator maintains that communication as well. The After School Program Administrator is on-site at least once a week and meets with after-school staff and instructional day staff to ensure program coordination, is responsible for after-school curriculum development and its alignment with the instructional day program, and reviews assessment results to identify learning goals for After School students.

The After School professional development plan includes training on the effective use of thematic units in the after-school program, which are used to guide the planning of educational literacy and educational enrichment activities aligned with the instructional day. Thematic unit planning includes differentiated instructional objectives to meet the needs of K-8 students. Thematic units are designed at the site level and are shared among the various sites as needed. The After School staff are also trained in various aspects of Social Emotional Learning (SEL) and are able to incorporate SEL-based activities into the enrichment time that help students make and identify goals as well as identify and process feelings.

The After School program provides homework/academic support for an hour daily specifically designed to allow students time to complete homework. The dedicated time is for students to work on homework, read, or participate in quiet games or activities. After School staff communicates regularly with instructional day staff about After School students to help provide the most effective academic support.

The planned program activities will:

a. Provide positive youth development.

The After School social contract helps students develop interpersonal relationship skills for positive interactions with others. The After School program is intentionally designed with social structures that provide students with multiple opportunities to work in cooperative groups to build and maintain important social skills.

b. Provide hands-on, project-based learning that will result in culminating products or events.

After School thematic units are structured to guide students through the process of task completion including setting goals along with learning the appropriate steps to achieve the goals. Each thematic unit concludes with a culminating product or event and After School students learn how to plan for the expected end product or outcome.

The After School program purchased supplemental curriculum that includes, but is not limited to, LEGO STEM, WriteBrain, and Practically Equipped Outdoor education.

Intersession camps were offered for 10 days during each school year during non-school days (up to 2 days are used for program Professional Development. Program days and PD days will add up to 10 days). Programs use supplemental materials, create exciting learning environments, and provide extended learning opportunities in the community through field trips.

Classroom teachers are offered to review curriculum and instructional materials to identify materials that can be used for after-school tutoring and/or the summer program for underperforming students.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Educational and Literacy Element: The After School program academic assistance uses state standardized test results along with teachers' and parents' input to help improve student academic achievement and overall success in school. The After School curriculum and related activities are intentionally linked to classroom instruction and state and district standards.

Homework Assistance: The After School program provides 60 minutes daily for students to complete homework assignments with assistance from project staff and/or tutors in one-on-one or small group settings. After School staff are trained in specific strategies to maximize the homework assistance hour.

Reading and Language Arts Activities: Reading and language arts are priority areas of academic need based on aggregated CAASPP results. Sustained silent reading is incorporated into the program along with story times when staff read aloud to students followed by discussions, dramatizations, and activities designed to reinforce reading comprehension. After School students are encouraged to meet their Accelerated Reader goal which is also used in instructional day classrooms, with activities woven into the after-school academic and enrichment compliments using Accelerated Reader reading materials. Write Brain activities are also used to reinforce a variety of reading and deduction skills. The After School Program is partnered with the Redding City Library. After School groups visit the library on a monthly basis to engage in storytime, literacy games, and other literacy and or dramatic play activities. The library also provides the After School program with grab-and-go book kits to use in their classes for group instruction and or for students to take home and enjoy with their families. This partnership helps make literacy and support materials available to students and their families outside of the school and After School program hours.

Mathematics and Science Education: After School students participate in a variety of high-interest activities integrating math, science, and language arts, all designed to reinforce classroom learning and to support interest and achievement in math and science. Students participate in a variety of organized math activities designed to promote mathematical understanding and in hands-on science and math activities through LEGO STEM and Practically Equipped. Many of the activities students do in the After School program are done in cooperative groups to model the Next Generation Science and Engineering Practices for developing inquiry-based and problem-solving skills.

Tutoring Services: After School tutoring services are provided through volunteers, Intervention teachers, and Simpson University pre-service teachers. After School students in need of academic intervention receive individualized support during the After School program time from certificated and classified EESD staff 3 days per week. All students also have access to BrainFuse online tutoring.

Technology Education Programs: Technology is an important aspect of the After School program. Student computer use is integrated into learning activities such as math and writing assignments. Students have access to Google Cloud Computing options by using personalized logins with Chromebooks or available desktop systems to support their academic learning.

Programs for Students with Disciplinary or Truancy Issues or Counseling Needs: Students are referred as appropriate for counseling services available through the district.

Educational Enrichment: After School students engage in a wide variety of enrichment activities based on a prioritized list generated by students, teachers, and/or after-school staff. The enrichment activities reflect the strengths, needs, and interests of students at each site and provide a variety of recreational, youth development, physical development, cultural, nutritional, and visual and performing arts options. After School staff develop the curriculum for each activity to reflect and reinforce regular academic programming.

Youth Development: After School staff and collaborators foster youth development through a variety of strategies including 1) planned interactions with adult staff, Intervention teachers, and America Reads Volunteers or other volunteers 2) the formation of positive relationships with peers; 3) weekly programs that focus on character development and the acquisition of positive values; and 4) After School collaborates with a variety of community partners including The We Care A Lot Foundation provides youth character development activities designed for positive social and character development as well as social awareness and acceptance of those with disabilities.

Arts and Music Education: After School visual and performing arts and crafts activities are provided, based primarily on students' interests as well as staff and volunteer skills. The After School enrichment program provides a variety of activities including music, drama, sign language, ceramics, and craft classes.

Recreation: The After School program has a full array of recreation opportunities available for students based on their interests, time of year, and staff and collaborators' skills and interests. After School incorporates the standards-aligned CATCH recreation curriculum for which staff has been trained. Recreation activities also include board games, soccer, tennis, basketball, and roller skating.

Drug and Violence Prevention: The After School program regularly incorporates county-approved substance abuse and violence prevention curricula into the after-school offerings including anti-bullying through the Shasta Women's Refuge and the We Care a Lot Foundation, as well as alcohol and drug prevention provided through Shasta County Public Health and their A+ Life Curriculum. The curriculum is taught by the corresponding agency via in-person instruction when applicable or through virtual meetings with the After School classes and their instructor.

Students from TK-3rd grade were given learning backpacks for summer learning that included extended learning workbooks, flashcards, appropriate reading material, and calm-down kits.

Online tutoring through Brainfuse was provided for students to use during the summer and after-school hours. Online tutoring provides support to all students at all hours and on weekends. Tutoring is provided in Spanish for Spanish-speaking students.

Greenhouses and Hydroponics systems have been ordered and installed at each school site to help students learn and develop systems of sustainability and horticulture. Solar Panels are being considered to provide power with a sustainable source.

EESD will partner with sports programs, such as Sportzonomics, as well as local music and dance instructors, to provide skill-building in sports and movement. These programs will provide team building and practice in perseverance.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The After School Program administers an annual student survey with questions specifically designed to allow students a voice, to gather feedback about the program, and to describe opportunities for leadership. After School Site Facilitators actively seek input from students about their interests and use that information in planning the enrichment activities. After School staff seek out students who are interested in being student helpers, who are usually upper grade level students given opportunities to assist students in lower grades. After School Site Facilitators develop trusting relationships with students so that students are comfortable discussing concerns and ideas with them and the site After School aides. Daily interactions allow for students to share their viewpoints. The most recent annual student survey results showed that over 89% of students affirmed that the After School program is a safe place. After School utilizes thematic units as a means for students in all grades to make choices when participating in program activities. After School staff encourage student input when defining the thematic unit topics along with their suggestions for the types of activities to be incorporated. Students in higher grades learn to actively exercise their leadership skills while participating in cooperative learning collaborative groups during the thematic unit lessons. Students in all grade levels can also vote on which science topics to explore which assists the After School staff in selecting which science kits to check out from the Turtle Bay Lending Library.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The After School program has aligned its healthy practices and program activities with the EESD Schools which state, “As we focus on educating the whole child, the District is always mindful of student wellness, and it is our goal to promote and foster a mindset towards good nutrition and healthy lifestyle choices. The Enterprise Elementary School District Governing Board has adopted a policy with regard to student wellness and to that end, our food services team, school nurses, physical education department, teachers, and administration work together to provide healthy options for our students and staff.” The healthy practices and program activities include the daily snack and recreation curriculum. The After School Program Administrator coordinates with EESD Food Services to ensure a variety of snacks are provided to students daily and that align with the district’s health practices and standards. Close attention is paid to students with allergies.

Most After School sites utilize the CATCH (Coordinated Approach to Child Health) curriculum. The other sites utilize physical education-type games and activities. After School daily snacks are prepared and served by the food services staff at each school. A sample of the snacks provided to After School students include:

- Whole Grain Graham Cracker
- Nutrigrain bar
- Roasted Sunflower Kernels
- Fruit cup in 100% fruit juice

In addition to the daily snack, After School students at Rother Elementary School are also served a nutritious supper, provided by the National School Lunch Program. These meals are served to every student in the After School program at that school site. Meals will be provided on-site (breakfast, lunch, snacks) that meet the National School Lunch guidelines during intersession and summer offerings.

The After School program and intersession partners with CalFresh, which focuses on nutrition and healthy cooking.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The After School program sites promote diversity and provide activities and opportunities to celebrate students’ cultural and unique backgrounds by incorporating the acknowledgment of culturally specific holidays specific to the student’s different cultures including Cinco de Mayo, Kwanzaa, and Christmas. The thematic units provide opportunities to develop specific activities designed to encourage students to share their unique cultures and backgrounds. The Brain Write curriculum also provides literature on various cultures and cultural practices that can be incorporated into After School thematic units. The resources for students with disabilities, English language learners, and other students who have potential barriers that are available during the instructional day program such as counseling, special education, and physical education, are also accessible after school for After School students. There is direct, ongoing communication between instructional day staff and After School staff with regard to individual students’ needs. The after-school program mirrors what is successful during the instructional day program for these students. The curriculum for intersession includes but is not limited to, LEGO STEM and access to all programs on Clever.

EESD commits to installing technology upgrades into spaces used for afterschool programs, including Cleartouch boards or TVs for better display.

Although the After School program provides scholarships for families needing assistance, in order to help offset the expense of the after-school program for the other families, EESD would like to allocate ELOP funds to be distributed to parents in the form of a rebate 2 times yearly (Winter and end of year). This applies to families paying a fee on the tiered fee policy. In order to qualify for the rebate, students must be in active status upon issue of rebate and families must have submitted payment per the tiered fee schedule.

Due to the lack of gym space at Lassen View, we will design and build a facility where students can participate in movement and exercise indoors after school. This cost may be shared with the district, as some use may happen during the school day.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The school districts' minimum requirements for an instructional aide are that they must be ESSA compliant as demonstrated either by passing the paraprofessional test or having an AA degree or 48 college credits. All After School staff are required to pass a background check. The After School Administrator recruits staff from Simpson University, Shasta College, EdJoin, and the After School program Facebook page. The After School interview process includes the EESD Human Resources required interview questions along with specific after-school prompts that help to assess each potential employee's strengths and weaknesses. The process helps to ensure successful placement based on the applicant's experience, knowledge, and interests. The After School program also provides on-site job shadowing, coaching, and modeling to bolster any areas of weakness. After School staff attend workshops and seminars throughout the school year that develop and maintain after-school adult skills and abilities that best serve children and their families. An After School training manual helps facilitate a smooth transition for new staff. New After School staff receive three days of job shadowing and orientation with experienced staff. The process includes an observation guide that focuses on the key elements of their role and serves as a discussion outline that the After School Site Facilitator and Program Administrator use to identify areas for continued support. The types of professional development sessions offered throughout the school year include Personnel Guidelines, Paperwork, Interactions with School Staff, Classroom Management, Interactions with Students, School and Safety Procedures, District Information, After School Site Procedures, and Miscellaneous Information. The After School program is not currently involved with any sub-contractors. When utilized, subcontractors are required to submit to the same background clearances as all EESD employees and are overseen by After School Site Facilitators when interacting with students. The sub-contractors, After School staff, students, and parents provide feedback on sub-contractor performance to the After School Program Administrator.

Staffing shortages have affected all afterschool programs. Because of these shortages, EESD will pay certificated substitutes at the daily sub rate to assist in the afterschool programs. Classified staff are offered pay at the highest rate to encourage subbing in the program after their daytime shifts.

Certificated staffing to run groups at the afterschool program. These students will be working with credentialed teachers to increase academic time daily.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The mission and vision of the After School program are the same as those of the Enterprise Elementary School District. This mission is focused on "Empowering Every Child, Every Day, to Create a Better World."

After School goals are derived from the needs assessment and are directly related to the Quality Standards for Expanded Learning in California. Each goal is measured by an objective at the program level, staff level, and at the participant level.

The needs assessment results identified three main goals: 1) The After School program will provide a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students; 2) The After School program design and activities will reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons, and 3) The After School program will maintain high expectations for all students, intentionally links program goals and curricula with 21st-century skills, and provides activities to help students achieve mastery.

The data collected to evaluate whether the After School program goals are being met include annual self-reporting surveys of students, parents, teachers, After School staff, and school staff with questions specifically designed to measure each goal.

Goal 1: The After School program will provide a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

Objective 1.1 Programmatic Level: The After School Program Administrator will work closely with school leaders to maintain school-aligned health and safety procedures for the expanded learning program.

Objective 1.2 Staff Level: 100% of After School Site Facilitators and Instructional Aides intentionally build and maintain trusting, nurturing, and supportive relationships with participants.

Objective 1.3 Participant Level: 100% of the students who participate in the After School program will actively participate in the co-creation of a behavioral agreement in collaboration with After School program staff.

Goal 2: The After School program design and activities will reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

Objective 2.1 Programmatic Level: The After School program engages students in a variety of activities that are hands-on, project-based, and result in a culminating product.

Objective 2.2 Staff Level: After School staff design activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.

Objective 2.3 Participant Level: 100% of After School students participate in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another.

Goal 3: After School will maintain high expectations for all students, intentionally link program goals and curricula with 21st-century skills, and provide activities to help students achieve mastery.

Objective 3.1 Programmatic Level: After School supports projects and activities in which students demonstrate mastery by working toward a final product or presentation.

Objective 3.2 Staff Level: After School staff sequence activities that allow students to build on previously learned skills.

Objective 3.3 Participant Level: After School students work in groups where they practice skills such as teambuilding, collaboration, and use of effective communication.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The After School Program Administrator has ongoing interaction with collaborative partners during the school year to provide program updates and to obtain feedback. The interaction includes informal contact, phone calls, e-mail, and face-to-face meetings. The collaborative partners are members of the Enterprise Youth Collaborative which includes school site teachers, administrators, parents, students, community collaborators, and EESD personnel.

The collaborative members attend the Enterprise Youth Collaborative annual meeting where partners share achievements, new resources, and any needs. The sharing generates discussions that affirm successes and is a

platform for problem-solving. Each member reports back to their organization on After School project progress, continuing involvement, and recommendations for improvement.

The Enterprise Youth Collaborative members review the annual evaluation findings from surveys and observations, use the information from the state report and local evaluation report to identify barriers to success, modify existing programs, implement new activities and approaches, and make recommendations for program improvement.

The benefit of this close communication and collaboration is that all agencies are aware of each other's interests, grant goals, and concerns. Over the course of the grant, additional agencies, businesses, service organizations, and individuals are recruited to further strengthen the existing collaboration. The District also has an MOU with the YMCA for the Summers of 2022 and 2023, to provide a Power Scholars Summer Program. We plan to continue this partnership for the summer of 2024 and 2025.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The After School program engages in a data-driven program quality improvement process with program attendance as a key measure of program effectiveness. California Department of Education (CDE) Statewide Student Identifiers (SSID) are used to collect instructional day attendance and After School program attendance to demonstrate program effectiveness. After School ensures an effective data-driven program quality improvement process based on the CDE's Quality Standards for Expanded Learning in California programs recommended by the California Afterschool Network (CAN) Work Group on Quality Standards.

After School utilizes a Program Quality Improvement Plan to assess program quality through a strategic plan of specific objectives that address each high priority need in an ongoing, continuous evaluation cycle designed to improve program quality. The California After-School Program Quality Self-Assessment Tool (CAN-QSA) tool guides the process at both the individual sites as well as at the overall programmatic level. The After School Program has designed a matrix of CDE Quality Standards for Expanded Learning in California and the EESD Local Control Accountability Plan components as a framework for ensuring that continuous quality improvement is maintained within each measure.

After School utilizes a self-assessment team approach whereby the After School Program Administrator works with a local evaluator to keep the matrix up to date and review the Quality Improvement Plan annually for program improvement based on evaluation measure results. The self-assessment team meets annually with the After School Site Facilitators to: 1) review how the collected data aligns with the goals and objectives; 2) identify any needs to be addressed; 3) define an action plan; 3) specify the individuals responsible to carrying out the plan; 4) a establish a timeline for completion; and 5) identify estimated costs associated with the action plan.

The After School local evaluation partner, Center for Evaluation and Research, LLC (CER) assists in data collection and analysis. This continuous and intentional partnership benefits from lessons learned over many years of collaboration and has established proven best-practices that maximize the efforts to collection, analyze, and report results, and that minimizes the duplication of tasks. CER gathers information across the three major components related to program quality including After School participation data, After School student achievement information, and self-reporting of stakeholders regarding program activities and impacts. CER generates the summary reports for each assessment instrument that are provided to the After School Program Administrator for the self-assessment review process. The summary reports are compiled into an After School Annual Evaluation Report (AER) that displays and describes the results of the formative and summative evaluation data collected to monitor program improvement. The AER includes after-school program attendance statistics also submitted in the Annual Performance Review (APR). The AER also shows evidence to support data trends, which help to identify program strengths and positive impacts, and it highlights areas that can be addressed immediately along with areas that require longer-term solutions. The After School self-assessment process uses the AER to help identify the high priority needs upon which to focus each year

for program improvement, and to verify the positive impacts the program accomplishes that lead to marked improvement generated from the services and activities being delivered to students.

11—Program Management

Describe the plan for program management.

The After School Program Administrator oversees all aspects of the after-school program including attendance, meeting agendas, professional development plans, CQI data collection, program quality, and the budget. The After School Program Administrator communicates with staff via memos, email, telephone, and in-person.

The After School Program Assistant is responsible for communication, time cards, scheduling and collaborative planning. The After School Program Assistant also maintains records for the Green Sheets (documentation that tracks monetary support from Shasta County Office of Education). The After School Program Assistant reports directly to the After School Program Administrator. They meet in-person at least weekly during the school year and via email/telephone as needed.

The After School Level II Clerk is responsible for attendance tracking and accounting and reports directly to the After School Program Assistant. They meet in-person at least weekly during the school year and via email/telephone as needed.

After School Site Facilitators are responsible for all aspects of the after-school program at their individual sites including attendance, student sign-in and sign-out, daily program activities, parent interaction, and serve as a liaison between After School and school staff. After School Site Facilitators report directly to the After School Program Administrator. They meet at least weekly on-site during the school year, and they meet as a group monthly during the school year.

After School Instructional aides lead activities with students, monitor students, and facilitate the sign-in and sign-out process. After School Instructional Aides report directly to the After School Site Facilitators and interact in-person on a daily basis during the school year and via email/telephone as needed. The After School program administrator will oversee two week-long intersession program offerings. Enterprise Elementary School District is currently partnered with the YMCA to oversee the summer Power Scholars Program.

In order to manage multiple sites, we plan to build a facility for the After School department located central to all schools on June Street.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Expanded learning opportunities funding will be allocated to academic support and enrichment for all after-school students and the summer learning program. Funding will also be used to provide continued support around socio-emotional learning for students during the instructional day. In accordance with the UPK initiative, funding will be allocated for additional staffing in the after-school program to support nine hours of combined instructional time and expanded learning opportunities for TK participants and a reduced adult-to-TK student ratio of 10:1. After-school care slots will be provided to at least 50% of students who meet the Unduplicated Pupil Percentage (UPP) criteria. The same staffing ratio will also be applied during intersession/summer school programs for TK students. There will be early learning care available for TK students combined at one site during AT LEAST ONE of the recess windows and during the summer learning session. There are three student recesses within the school year: Winter Recess (December), President's Week (February), and Spring Break (April). This will allow students in TK to receive an integrated model for during-the-day instruction and extended-day learning and care.

Due to staffing shortages and adhering to the most stringent requirements, several school sites have smaller programs. The After School administrative staff maintains detailed waitlists of requests in order to create more groups and classes when staffing allows.

PACE Academy continues to gather interest from families regarding an afterschool program via a form on their website. The response at the time of plan revisions has not yielded enough interest to start a program, but the form remains open for more responses. Students of the families that have responded are added to the waitlists of adjacent schools that have existing programs to fill their needs.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The Expanded Learning program will provide a minimum of nine hours of after school programming for TK/ K students with staffing ratios of at least 10:1. Currently the District is recruiting classroom and After School aides to support this staffing model for the 22/23 school year. The current schedule for Expanded Learning is Monday through Friday. On minimum days, After School is open for a minimum of five hours. Students will participate in the extended day program from the time school is dismissed until six o'clock. Staff will be recruited through internal and external postings (Edjoin and Facebook). In addition, existing part-time classified staff will be provided an opportunity to apply for additional hours in the extended day program. In addition to recruiting qualified staff, opportunities will be made available for staff to pursue early childhood certification at local colleges or online programs. Staff recruited for the TK extended day hours will be provided ongoing professional development and collaboration opportunities to build their capacity in working with early learners.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample Intersession Program Schedule:

8:30-9:00 Breakfast/ Recess

9:00-9:30 In class SEL activity

9:30-11:00 Language Arts Instruction

11:00-11:20 Snack Recess

11:25-12:45 Math Instruction

12:50- 1:30 Lunch & Lunch Recess

1:30- 3:00 Visual Arts Enrichment Instruction

3:00-3:30 Physical Education

3:30- 5:00 Science Enrichment Instruction

5:00-6:00 Technology Skills

6:00 Parent pick up closing

Field trips may occur on these days as well

9.4.1 WARRANT LISTINGS

Payment of commercial warrants from the General, Special Reserve, and Capital Projects funds are presented to the Board for ratification.

Due to the length of the Warrant Listings document, it is not printed into the agenda. Should anyone wish to view the entire document, it is available at the District Office during regular business hours.

PROPOSED ACTION: Approval by consent.

MOTION MADE BY:_____

SECONDED BY:_____

9.4.2 APPROVE SURPLUS PROPERTY

The District seeks approval to declare the following lists of items as surplus and to dispose of the property, which is no longer needed.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

Enterprise Elementary School District

Surplus Equipment/Supplies Form

PURSUANT TO BP/AR 3270

QTY	DESCRIPTION		ID#	ESTIMATED VALUE	DISPOSAL METHOD	DISPOSAL DATE
1	Projector	685W	115428	\$0.00	Ewaste Pickup	
1	Projector	685W	115476	\$0.00	Ewaste Pickup	
1	Projector	685W	115475	\$0.00	Ewaste Pickup	
1	Projector	685W	115474	\$0.00	Ewaste Pickup	
1	Projector	685W	115473	\$0.00	Ewaste Pickup	
1	Projector	685W	115471	\$0.00	Ewaste Pickup	
1	Projector	685W	115338	\$0.00	Ewaste Pickup	
1	Projector	685W	115339	\$0.00	Ewaste Pickup	
1	Projector	685W	115470	\$0.00	Ewaste Pickup	
1	Projector	685W	115481	\$0.00	Ewaste Pickup	
1	Projector	685W	115484	\$0.00	Ewaste Pickup	
1	Projector	685W	115482	\$0.00	Ewaste Pickup	
1	Projector	685W	114330	\$0.00	Ewaste Pickup	
1	Projector	685W	115373	\$0.00	Ewaste Pickup	
1	Projector	685W	114296	\$0.00	Ewaste Pickup	
1	Projector	685W	115337	\$0.00	Ewaste Pickup	
1	Computer	OptiPlex 5040	113029	\$0.00	Ewaste Pickup	
1	Monitor	VS13698	S9Z111820913	\$0.00	Ewaste Pickup	
1	Monitor	VS13698	S9Z111820889	\$0.00	Ewaste Pickup	
1	Chromebook		110671	\$0.00	Ewaste Pickup	
1	Chromebook		109899	\$0.00	Ewaste Pickup	
1	Chromebook		108404	\$0.00	Ewaste Pickup	
1	Chromebook		107735	\$0.00	Ewaste Pickup	
1	Chromebook		110994	\$0.00	Ewaste Pickup	
1	Chromebook		110456	\$0.00	Ewaste Pickup	
1	Chromebook		110069	\$0.00	Ewaste Pickup	
1	Chromebook		107736	\$0.00	Ewaste Pickup	
1	Chromebook		110369	\$0.00	Ewaste Pickup	
1	Chromebook		110218	\$0.00	Ewaste Pickup	
			TOTAL ESTIMATED VALUE	\$00.00		

Enterprise Elementary School District Surplus Equipment/Supplies Form

PURSUANT TO BP/AR 3270

QTY	DESCRIPTION		ID#	ESTIMATED VALUE	DISPOSAL METHOD	DISPOSAL DATE
1	Chromebook		108463	\$0.00	Ewaste Pickup	
1	Chromebook		108060	\$0.00	Ewaste Pickup	
1	Chromebook		110524	\$0.00	Ewaste Pickup	
1	Chromebook		108609	\$0.00	Ewaste Pickup	
1	Chromebook		108043	\$0.00	Ewaste Pickup	
1	Chromebook		112066	\$0.00	Ewaste Pickup	
1	Chromebook		109097	\$0.00	Ewaste Pickup	
1	Chromebook		110091	\$0.00	Ewaste Pickup	
1	Chromebook		108381	\$0.00	Ewaste Pickup	
1	Chromebook		107985	\$0.00	Ewaste Pickup	
1	Chromebook		108710	\$0.00	Ewaste Pickup	
1	Chromebook		110615	\$0.00	Ewaste Pickup	
1	Chromebook		107593	\$0.00	Ewaste Pickup	
1	Chromebook		109261	\$0.00	Ewaste Pickup	
1	Chromebook		110372	\$0.00	Ewaste Pickup	
1	Chromebook		109683	\$0.00	Ewaste Pickup	
1	Chromebook		107371	\$0.00	Ewaste Pickup	
1	Chromebook		109354	\$0.00	Ewaste Pickup	
1	Chromebook		109005	\$0.00	Ewaste Pickup	
1	Chromebook		110984	\$0.00	Ewaste Pickup	
1	Chromebook		109933	\$0.00	Ewaste Pickup	
1	Chromebook		110348	\$0.00	Ewaste Pickup	
1	Chromebook		109863	\$0.00	Ewaste Pickup	
1	Chromebook		111825	\$0.00	Ewaste Pickup	
1	Chromebook		110282	\$0.00	Ewaste Pickup	
1	Chromebook		109235	\$0.00	Ewaste Pickup	
1	Chromebook		110640	\$0.00	Ewaste Pickup	
1	Chromebook		109333	\$0.00	Ewaste Pickup	
1	Chromebook		109911	\$0.00	Ewaste Pickup	
			TOTAL ESTIMATED VALUE	\$00.00		

Enterprise Elementary School District

Surplus Equipment/Supplies Form

PURSUANT TO BP/AR 3270

QTY	DESCRIPTION		ID#	ESTIMATED VALUE	DISPOSAL METHOD	DISPOSAL DATE
1	Chromebook		110837	\$0.00	Ewaste Pickup	
1	Chromebook		111198	\$0.00	Ewaste Pickup	
1	Chromebook		110454	\$0.00	Ewaste Pickup	
1	Chromebook		110084	\$0.00	Ewaste Pickup	
1	Chromebook		112254	\$0.00	Ewaste Pickup	
1	Chromebook		108369	\$0.00	Ewaste Pickup	
1	Chromebook		110034	\$0.00	Ewaste Pickup	
1			110078	\$0.00	Ewaste Pickup	
1	Chromebook		109945	\$0.00	Ewaste Pickup	
1			109704	\$0.00	Ewaste Pickup	
1	Chromebook		111190	\$0.00	Ewaste Pickup	
1	Chromebook		108502	\$0.00	Ewaste Pickup	
1	Chromebook		107737	\$0.00	Ewaste Pickup	
1	Chromebook		108744	\$0.00	Ewaste Pickup	
1	Chromebook		110117	\$0.00	Ewaste Pickup	
1	Chromebook		109906	\$0.00	Ewaste Pickup	
1	Chromebook		110817	\$0.00	Ewaste Pickup	
1	Chromebook		109334	\$0.00	Ewaste Pickup	
1	Chromebook		109881	\$0.00	Ewaste Pickup	
1	Chromebook		110714	\$0.00	Ewaste Pickup	
1	Chromebook		110989	\$0.00	Ewaste Pickup	
1	Chromebook		107579	\$0.00	Ewaste Pickup	
1	Chromebook		110990	\$0.00	Ewaste Pickup	
1	Chromebook		108807	\$0.00	Ewaste Pickup	
1	Chromebook		108405	\$0.00	Ewaste Pickup	
1	Chromebook		110498	\$0.00	Ewaste Pickup	
1	Chromebook		109879	\$0.00	Ewaste Pickup	
1	Chromebook		110028	\$0.00	Ewaste Pickup	
1	Chromebook		108989	\$0.00	Ewaste Pickup	
			TOTAL ESTIMATED VALUE	\$00.00		

Enterprise Elementary School District

Surplus Equipment/Supplies Form

PURSUANT TO BP/AR 3270

QTY	DESCRIPTION	ID#	ESTIMATED VALUE	DISPOSAL METHOD	DISPOSAL DATE
1	Chromebook	110669	\$0.00	Ewaste Pickup	
1	Chromebook	108988	\$0.00	Ewaste Pickup	
1	Chromebook	108273	\$0.00	Ewaste Pickup	
1	Chromebook	109226	\$0.00	Ewaste Pickup	
1	Chromebook	109162	\$0.00	Ewaste Pickup	
1	Chromebook	109158	\$0.00	Ewaste Pickup	
1	Chromebook	110536	\$0.00	Ewaste Pickup	
1	Chromebook	108403	\$0.00	Ewaste Pickup	
1	Chromebook	108559	\$0.00	Ewaste Pickup	
1	Chromebook	108397	\$0.00	Ewaste Pickup	
1	Chromebook	109773	\$0.00	Ewaste Pickup	
1	Chromebook	107505	\$0.00	Ewaste Pickup	
1	Chromebook	109877	\$0.00	Ewaste Pickup	
1	Chromebook	111188	\$0.00	Ewaste Pickup	
1	Chromebook	109999	\$0.00	Ewaste Pickup	
1	Chromebook	109947	\$0.00	Ewaste Pickup	
1	Chromebook	109348	\$0.00	Ewaste Pickup	
1	Chromebook	112661	\$0.00	Ewaste Pickup	
1	Interactive	115545	\$0.00	Ewaste Pickup	
1	Interactive	115539	\$0.00	Ewaste Pickup	
1	Interactive	115525	\$0.00	Ewaste Pickup	
1	Projector	114323	\$0.00	Ewaste Pickup	
1	Projector	115308	\$0.00	Ewaste Pickup	
1	Projector	115417	\$0.00	Ewaste Pickup	
1	Projector	115472	\$0.00	Ewaste Pickup	
1		CN0KW14V7426148808ES	\$0.00	Ewaste Pickup	
1	Monitor	CN0KW14V742614880G6S	\$0.00	Ewaste Pickup	
1	Multi-Function	3B1746X19397	\$0.00	Ewaste Pickup	
1	Projector	115478	\$0.00	Ewaste Pickup	
			TOTAL ESTIMATED VALUE	\$00.00	

Enterprise Elementary School District

Surplus Equipment/Supplies Form

PURSUANT TO BP/AR 3270

QTY	DESCRIPTION		ID#	ESTIMATED VALUE	DISPOSAL METHOD	DISPOSAL DATE
1	Projector		111534	\$0.00	Ewaste Pickup	
1	Projector		115411	\$0.00	Ewaste Pickup	
1	Projector		114325	\$0.00	Ewaste Pickup	
1	Projector		116413	\$0.00	Ewaste Pickup	
1	Phone	sound bar	SZZOWGAV2104010	\$0.00	Ewaste Pickup	
1	sound bar		SZZOSTAR1301526	\$0.00	Ewaste Pickup	
1	speaker bar		SZZOSTAT5001408	\$0.00	Ewaste Pickup	
1	Speaker Bar		SZZOSTAR1301531	\$0.00	Ewaste Pickup	
1	Speaker Bar		SZZOSTAR2000827	\$0.00	Ewaste Pickup	
1	Speaker Bar		SZZOWGAW2603007	\$0.00	Ewaste Pickup	
1	Speaker Bar		SSAOEPAL4917487	\$0.00	Ewaste Pickup	
1	Speaker Bar		SZZOSTAR0501225	\$0.00	Ewaste Pickup	
1	Speaker Bar		SZZOSTAT5001391	\$0.00	Ewaste Pickup	
1	Speaker Bar		YM131CD081863	\$0.00	Ewaste Pickup	
1	Speaker Bar		SSAOEPAM0304509	\$0.00	Ewaste Pickup	
1			108719	\$0.00	Ewaste Pickup	
1	Chromebook		108216	\$0.00	Ewaste Pickup	
1	Chromebook		111874	\$0.00	Ewaste Pickup	
1	Chromebook		107365	\$0.00	Ewaste Pickup	
1	Montior		CN0KW14V742614CM6C2S	\$0.00	Ewaste Pickup	
1	Monitor		118679	\$0.00	Ewaste Pickup	
1	Projector		115351	\$0.00	Ewaste Pickup	
1	Projector		115335	\$0.00	Ewaste Pickup	
1	Projector		114324	\$0.00	Ewaste Pickup	
1	Projector		115301	\$0.00	Ewaste Pickup	
1	Projector		114349	\$0.00	Ewaste Pickup	
1	Montior		118675	\$0.00	Ewaste Pickup	
1	Montior		CN0KW14V742615CJ5DJB	\$0.00	Ewaste Pickup	
1	Monitor		CN0KW14V742614CM6MY	\$0.00	Ewaste Pickup	
			TOTAL ESTIMATED VALUE	\$00.00		

Enterprise Elementary School District

Surplus Equipment/Supplies Form

PURSUANT TO BP/AR 3270

QTY	DESCRIPTION	ID#	ESTIMATED VALUE	DISPOSAL METHOD	DISPOSAL DATE
1	Monitor	CN0KG49T7426126D1VJU	\$0.00	Ewaste Pickup	
1	Monitor	CN0T0RN674261642636L	\$0.00	Ewaste Pickup	
1	Monitor	CN0KW14V742614CM6APS	\$0.00	Ewaste Pickup	
1	Monitor	CN0DT0PH742612A52L2M	\$0.00	Ewaste Pickup	
1	Monitor	118075	\$0.00	Ewaste Pickup	
1	Monitor	CN0KW14V742614786NPL	\$0.00	Ewaste Pickup	
1	Soundbar	113141	\$0.00	Ewaste Pickup	
1	Soundbar	113812	\$0.00	Ewaste Pickup	
1	Soundbar	SZZOSTAT5004562	\$0.00	Ewaste Pickup	
1	Soundbar	SZZOSTAR1604161	\$0.00	Ewaste Pickup	
1	sound bar	115566	\$0.00	Ewaste Pickup	
1	Soundbar	113974	\$0.00	Ewaste Pickup	
1	Soundbar	SSAOEPAM0304516	\$0.00	Ewaste Pickup	
1	Soundbar	114057	\$0.00	Ewaste Pickup	
1	Soundbar	SSAOEPAL2701711	\$0.00	Ewaste Pickup	
1	Soundbar	114241	\$0.00	Ewaste Pickup	
1	Soundbar	SSAOEPAM0304504	\$0.00	Ewaste Pickup	
1	Soundbar	SZZOSTAR1303311	\$0.00	Ewaste Pickup	
1	Soundbar	SSAOEPAL4917488	\$0.00	Ewaste Pickup	
1	Soundbar	SSAOEPAL4917492	\$0.00	Ewaste Pickup	
1	Speaker Bar	SZZOPBDQ2905550	\$0.00	Ewaste Pickup	
1	Soundbar	115668	\$0.00	Ewaste Pickup	
1	Soundbar	113138	\$0.00	Ewaste Pickup	
1	sound bar	SZZOWGAW2603039	\$0.00	Ewaste Pickup	

	TOTAL ESTIMATED VALUE	\$00.00	
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9.4.3 APPROVE USE OF EDUCATION PROTECTION ACCOUNT FUNDS

Chief Business Official Deborah Williams has made recommendations for the expenditure of Education Protection Account Funds.

It is recommended the Board approve the proposed use of the Education Protection Account Funds.

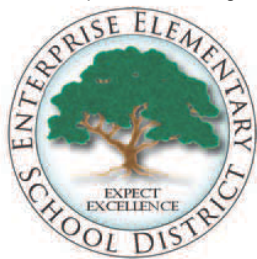
A public hearing will be held to receive comments.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MARCH 24, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CHIEF BUSINESS OFFICIAL

RE: EDUCATION PROTECTION ACCOUNT

The provisions of Proposition 30, Article XIII, Section 36(e) create in the state General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f). Language in the voter approved Proposition 30 requires that the governing board of the district shall make a spending determination with respect to monies received from the Education Protection Account in an open session of a public meeting of the governing board. To meet the requirements, the Audit Regulations indicate that EPA funds cannot be spent on administrative costs.

Proposed use of the District's EPA funds:

Fund	Resource	Revenue Title	Amount	Expenditure Plan
01	1400	Education Protection Account	\$ 5,979,739	EESD Teacher Salaries and Benefits
09	1400	Education Protection Account	\$ 45,162	RCA Teacher Salaries and Benefits

Please place this item as a Business Action Item on the April 2, 2025 Board Agenda. I recommend approval of the use of funds as identified.

9.4.4 APPROVE CONSTRUCTION CONTRACT FOR ALTA MESA ASPHALT REPAIR

The attached memorandum from Deborah Williams, Chief Business Official, provides information about the construction contract for Alta Mesa asphalt repair.

It is recommended that the Board approve the construction contract.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MARCH 25, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: CONSTRUCTION CONTRACT FOR ALTA MESA ASPHALT REPAIR

In order to expedite the planning, bidding, acceptance, and construction process on each of our past construction projects, the Board has granted us (the Superintendent and/or CBO) authority to carry out construction process. This authority includes: procuring architectural and/or engineering services and developing plans, advertising the project through the bidding process, accepting bids and selecting contractors, and managing the project, including approving change orders, through final acceptance. This has proven to be a very effective way of managing the projects while minimizing delays. Through the course of this process we will bring forward contracts for architectural services, inspectors, contractors and other professionals selected by the District for Board approval.

Project funding is provided thru the General Fund. The asphalt and sub-base for the Alta Mesa main playground has failed, causing a large amount of cracking of the asphalt surface, some cracks being as large as 2.5 inches across and deep. This presents a major safety issue for the students. The project consists of removing old and installing new sub-base and asphalt for the main playground area at Alta Mesa

For this project we retained the civil engineering services of Butler Engineering to provide the construction document package and assist in the formal bidding process for construction.

The construction bids have been received. We seek board approval of the construction contract with Lamb Unlimited GE for this project. A portion of the contract is attached. Copies of the complete contract as well as other bids received are available at the district office.

Please place this on the April 2, 2025 Board Agenda as a Business Action Item requesting approval of the construction contract.

AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement between Owner and Contractor (“Agreement”) is entered into effective as of March 14, 2025 between the Enterprise Elementary School District, Shasta County, California (“Owner”) and Lamb Unlimited (“Contractor”), with Owner and Contractor each a “Party” and together the “Parties” to this Agreement.

Contractor and Owner agree as follows:

1. **SCOPE OF WORK.** Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances and to perform all the work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers, all in strict compliance with the Contract Documents, required for construction of the Project (the “Project”) described as:

Alta Mesa playground asphalt replacement

Unless otherwise specifically noted, the Contractor shall provide and pay for all labor, materials, equipment, transportation, and other facilities and services necessary for the proper execution and completion of the Project. The Contractor shall at all times enforce strict discipline and good order among Contractor’s employees and subcontractors and shall not employ on the Project anyone not skilled in the task assigned. Any employee of Contractor or employee of Contractor’s subcontractors, suppliers or materialmen Owner deems not skilled for the task assigned shall, upon Owner’s request, be dismissed from the site.

2. **EXAMINATION OF SITE.** Contractor has visited the site and investigated the conditions on, in, out and about the site, including any buildings, which might affect the progress of the Project and is satisfied as to those conditions. No claim for money or time will be allowed as to such matters.

3. **CONTRACT DOCUMENTS.** The Contractor and Owner agree that the Contract Documents are composed of this Agreement, required insurance certificates, additional insured endorsement and declarations page, Designation of Subcontractors, Noncollusion Declaration, Roof Project Certification (where applicable), Sufficient Funds Declaration (Labor Code section 2810), the Fingerprinting Notice and Acknowledgment, Independent Contractor Student Contact Form, any required bonds, and any specifications and plans. If there are specifications and plans, the specifications and plans are intended to cooperate, so that any work exhibited in the plans and not mentioned in the specifications, or vice versa, is to be executed the same as if both mentioned in the specifications and set forth in the plans to the true intent and meaning of the said plans and specifications, when taken together. The Contract Documents are complementary, and each obligation of the Contractor, subcontractors, and material or

equipment suppliers in any one shall be binding as if specified in all. Where requirements of the Contract Documents exceed those of the applicable building codes and ordinances, the Contract Documents shall govern. Contractor shall comply with all applicable Federal, State and local laws. The work shall constitute a “work of improvement” under Civil Code section 8050 and Public Contract Code section 7107.

4. COMPLETION DATE. The work to be completed under this Agreement shall begin no later than June 9, 2025, and shall be completed on or before August 8, 2025 (the “Completion Date”).

5. CONTRACT SUM. The Contract Sum is the total amount payable by Owner to Contractor for the performance of work under the Contract Documents. The Contract Sum is Two hundred fifty four thousand, five hundred and forty dollars and zero cents (\$254,540.00), unless modified in accordance with the Contract Documents.

6. CONTRACTOR’S LICENSE, REGISTRATION AND COMPLIANCE MONITORING. In accordance with section 3300 of the Public Contract Code, Contractor maintains appropriate licensing for the project which shall be maintained in good standing for the duration of Contractor’s work on the Project. Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. The Owner shall not enter into any contract without proof of the Contractor’s current registration to perform public work under Labor Code section 1725.5. The Contractor shall not enter into any subcontract without proof of the subcontractor’s current registration to perform public work under Labor Code section 1725.5. A contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

7. LIQUIDATED DAMAGES. Failure to complete the Project within the time and in the manner provided for in this Agreement shall subject the Contractor to liquidated damages. For purposes of liquidated damages, the concept of substantial completion shall not constitute completion and is not part of the Contract Documents. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if the Project were not completed within the specified times set forth are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of delay include, but are not limited to, loss of the use of the Project, disruption of activities, costs of administration, supervision and the incalculable inconvenience and loss suffered by the public.

Accordingly, the Parties agree that the amount herein set forth shall be the amount of damages which the Owner shall directly incur upon failure of the Contractor to complete the Project within the time specified: \$ waived, for each calendar day by which completion of the Project is delayed beyond the Completion Date, as adjusted by change

9201.

44.7. Entire Agreement. The Contract Documents constitute the entire agreement between the Parties relating to the Project, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Project to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856. Contractor, by the execution of this Agreement, acknowledges that Contractor has read this Agreement, understands it, and agrees to be bound by its terms and conditions.

44.8. Execution of Other Documents. The Parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

44.9. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

(CONTRACTOR)

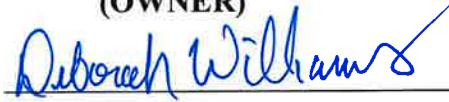
By: _____

Its: _____

CALIFORNIA CONTRACTOR'S
LICENSE NO.

LICENSE EXPIRATION DATE

(OWNER)



By: Deborah Williams

Its: CBO- Bus. Services

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of

incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

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9.4.5 APPROVE CONSTRUCTION CONTRACT FOR BOULDER CREEK TK PLAYGROUND

The attached memorandum from Deborah Williams, Chief Business Official, provides information about the construction contract for Boulder Creek TK playground.

It is recommended that the Board approve the construction contract.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MARCH 25, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: CONSTRUCTION CONTRACT FOR BOULDER CREEK TK PLAYGROUND

In order to expedite the planning, bidding, acceptance, and construction process on each of our past construction projects, the Board has granted us (the Superintendent and/or CBO) authority to carry out construction process. This authority includes: procuring architectural and/or engineering services and developing plans, advertising the project through the bidding process, accepting bids and selecting contractors, and managing the project, including approving change orders, through final acceptance. This has proven to be a very effective way of managing the projects while minimizing delays. Through the course of this process we will bring forward contracts for architectural services, inspectors, contractors and other professionals selected by the District for Board approval.

Project funding is provided thru Developer Fees. The playground at the front of Boulder Creek Boulder Creek was originally designed for kindergarten age students. The playground is now being used by both kindergarten and tk aged students. The project consists of removing two or the existing three play structures and replace them with tk aged play structures. A new fall protection material will also be installed surrounding these new play structures.

We have received a design and proposal from Gametime to perform these retrofits. We plan to replace these units using the OMNIA purchasing process. A portion of the design and the contract is attached. Copies of the complete contract as well as other bids received are available at the district office.

Please place this on the April 2, 2025 Board Agenda as a Business Action Item requesting approval of the construction contract.

AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement between Owner and Contractor ("Agreement") is entered into effective as of February 14, 2025 between the Enterprise Elementary School District, Shasta County, California ("Owner") and GameTime ("Contractor"), with Owner and Contractor each a "Party" and together the "Parties" to this Agreement.

Contractor and Owner agree as follows:

1. **SCOPE OF WORK.** Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances and to perform all the work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers, all in strict compliance with the Contract Documents, required for construction of the Project (the "Project") described as:

Boulder Creek TK playground

Unless otherwise specifically noted, the Contractor shall provide and pay for all labor, materials, equipment, transportation, and other facilities and services necessary for the proper execution and completion of the Project. The Contractor shall at all times enforce strict discipline and good order among Contractor's employees and subcontractors and shall not employ on the Project anyone not skilled in the task assigned. Any employee of Contractor or employee of Contractor's subcontractors, suppliers or materialmen Owner deems not skilled for the task assigned shall, upon Owner's request, be dismissed from the site.

2. **EXAMINATION OF SITE.** Contractor has visited the site and investigated the conditions on, in, out and about the site, including any buildings, which might affect the progress of the Project and is satisfied as to those conditions. No claim for money or time will be allowed as to such matters.

3. **CONTRACT DOCUMENTS.** The Contractor and Owner agree that the Contract Documents are composed of this Agreement, required insurance certificates, additional insured endorsement and declarations page, Designation of Subcontractors, Noncollusion Declaration, Roof Project Certification (where applicable), Sufficient Funds Declaration (Labor Code section 2810), the Fingerprinting Notice and Acknowledgment, Independent Contractor Student Contact Form, any required bonds, and any specifications and plans. If there are specifications and plans, the specifications and plans are intended to cooperate, so that any work exhibited in the plans and not mentioned in the specifications, or vice versa, is to be executed the same as if both mentioned in the specifications and set forth in the plans to the true intent and meaning of the said plans and specifications, when taken together. The Contract Documents are complementary, and each obligation of the Contractor, subcontractors, and material or

equipment suppliers in any one shall be binding as if specified in all. Where requirements of the Contract Documents exceed those of the applicable building codes and ordinances, the Contract Documents shall govern. Contractor shall comply with all applicable Federal, State and local laws. The work shall constitute a "work of improvement" under Civil Code section 8050 and Public Contract Code section 7107.

4. COMPLETION DATE. The work to be completed under this Agreement shall begin no later than June 9, 2025, and shall be completed on or before August 8, 2025 (the "Completion Date").

5. CONTRACT SUM. The Contract Sum is the total amount payable by Owner to Contractor for the performance of work under the Contract Documents. The Contract Sum is Two hundred forty three thousand, five hundred and thirty one dollars and twenty three cents (\$243,531.23), unless modified in accordance with the Contract Documents.

6. CONTRACTOR'S LICENSE, REGISTRATION AND COMPLIANCE MONITORING. In accordance with section 3300 of the Public Contract Code, Contractor maintains appropriate licensing for the project which shall be maintained in good standing for the duration of Contractor's work on the Project. Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. The Owner shall not enter into any contract without proof of the Contractor's current registration to perform public work under Labor Code section 1725.5. The Contractor shall not enter into any subcontract without proof of the subcontractor's current registration to perform public work under Labor Code section 1725.5. A contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

7. LIQUIDATED DAMAGES. Failure to complete the Project within the time and in the manner provided for in this Agreement shall subject the Contractor to liquidated damages. For purposes of liquidated damages, the concept of substantial completion shall not constitute completion and is not part of the Contract Documents. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if the Project were not completed within the specified times set forth are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of delay include, but are not limited to, loss of the use of the Project, disruption of activities, costs of administration, supervision and the incalculable inconvenience and loss suffered by the public.

Accordingly, the Parties agree that the amount herein set forth shall be the amount of damages which the Owner shall directly incur upon failure of the Contractor to complete the Project within the time specified: \$ waived, for each calendar day by which

9201.

44.7. Entire Agreement. The Contract Documents constitute the entire agreement between the Parties relating to the Project, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Project to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856. Contractor, by the execution of this Agreement, acknowledges that Contractor has read this Agreement, understands it, and agrees to be bound by its terms and conditions.

44.8. Execution of Other Documents. The Parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

44.9. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

(CONTRACTOR)



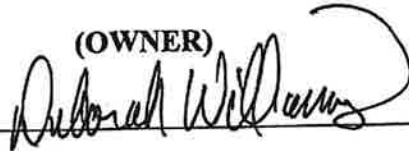
By: Clint Whiteside

Its: Director of Sales Administration

855664
CALIFORNIA CONTRACTOR'S
LICENSE NO.

03/31/2025
LICENSE EXPIRATION DATE

(OWNER)



By: Deborah Williams

Its: CBO- Bus. Services

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of

incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

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9.4.6 APPROVE CONSTRUCTION CONTRACT FOR LASSEN VIEW EAST EXIT

The attached memorandum from Deborah Williams, Chief Business Official, provides information about the construction contract for Lassen View's east exit.

It is recommended that the Board approve the construction contract.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MARCH 27, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: CONSTRUCTION CONTRACT FOR LASSEN VIEW EAST EXIT

In order to expedite the planning, bidding, acceptance, and construction process on each of our past construction projects, the Board has granted us (the Superintendent and/or CBO) authority to carry out construction process. This authority includes: procuring architectural and/or engineering services and developing plans, advertising the project through the bidding process, accepting bids and selecting contractors, and managing the project, including approving change orders, through final acceptance. This has proven to be a very effective way of managing the projects while minimizing delays. Through the course of this process we will bring forward contracts for architectural services, inspectors, contractors and other professionals selected by the District for Board approval.

Project funding is provided thru Measure E Bond Funds. The project has been previously approved by the board. The project consist of a secondary exit from the Lassen View site onto the pathway church property

For this project we retained the civil engineering services of Bulter Engineering to provide the construction document package and assist in the informal bidding process for construction.

The construction bids have been received. We seek board approval of the construction contract with Isringhausen Paving & Grading for this project. A portion of the contract is attached. Copies of the complete contract as well as other bids received are available at the district office.

Please place this on the April 2, 2025 Board Agenda as a Business Action Item requesting approval of the construction contract.

AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement between Owner and Contractor (“Agreement”) is entered into effective as of March 10, 2025 between the Enterprise Elementary School District, Shasta County, California (“Owner”) and Isringhausen Paving & Grading (“Contractor”), with Owner and Contractor each a “Party” and together the “Parties” to this Agreement.

Contractor and Owner agree as follows:

1. **SCOPE OF WORK.** Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances and to perform all the work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers, all in strict compliance with the Contract Documents, required for construction of the Project (the “Project”) described as:

Lassen View East Exit

Unless otherwise specifically noted, the Contractor shall provide and pay for all labor, materials, equipment, transportation, and other facilities and services necessary for the proper execution and completion of the Project. The Contractor shall at all times enforce strict discipline and good order among Contractor’s employees and subcontractors and shall not employ on the Project anyone not skilled in the task assigned. Any employee of Contractor or employee of Contractor’s subcontractors, suppliers or materialmen Owner deems not skilled for the task assigned shall, upon Owner’s request, be dismissed from the site.

2. **EXAMINATION OF SITE.** Contractor has visited the site and investigated the conditions on, in, out and about the site, including any buildings, which might affect the progress of the Project and is satisfied as to those conditions. No claim for money or time will be allowed as to such matters.

3. **CONTRACT DOCUMENTS.** The Contractor and Owner agree that the Contract Documents are composed of this Agreement, required insurance certificates, additional insured endorsement and declarations page, Designation of Subcontractors, Noncollusion Declaration, Roof Project Certification (where applicable), Sufficient Funds Declaration (Labor Code section 2810), the Fingerprinting Notice and Acknowledgment, Independent Contractor Student Contact Form, any required bonds, and any specifications and plans. If there are specifications and plans, the specifications and plans are intended to cooperate, so that any work exhibited in the plans and not mentioned in the specifications, or vice versa, is to be executed the same as if both mentioned in the specifications and set forth in the plans to the true intent and meaning of the said plans and specifications, when taken together. The Contract Documents are complementary, and each obligation of the Contractor, subcontractors, and material or

equipment suppliers in any one shall be binding as if specified in all. Where requirements of the Contract Documents exceed those of the applicable building codes and ordinances, the Contract Documents shall govern. Contractor shall comply with all applicable Federal, State and local laws. The work shall constitute a “work of improvement” under Civil Code section 8050 and Public Contract Code section 7107.

4. COMPLETION DATE. The work to be completed under this Agreement shall begin no later than June 9, 2025, and shall be completed on or before August 8, 2025 (the “Completion Date”).

5. CONTRACT SUM. The Contract Sum is the total amount payable by Owner to Contractor for the performance of work under the Contract Documents. The Contract Sum is One hundred forty six thousand, nine hundred and forty five dollars and zero cents (146,945.00), unless modified in accordance with the Contract Documents.

6. CONTRACTOR’S LICENSE, REGISTRATION AND COMPLIANCE MONITORING. In accordance with section 3300 of the Public Contract Code, Contractor maintains appropriate licensing for the project which shall be maintained in good standing for the duration of Contractor’s work on the Project. Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. The Owner shall not enter into any contract without proof of the Contractor’s current registration to perform public work under Labor Code section 1725.5. The Contractor shall not enter into any subcontract without proof of the subcontractor’s current registration to perform public work under Labor Code section 1725.5. A contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

7. LIQUIDATED DAMAGES. Failure to complete the Project within the time and in the manner provided for in this Agreement shall subject the Contractor to liquidated damages. For purposes of liquidated damages, the concept of substantial completion shall not constitute completion and is not part of the Contract Documents. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if the Project were not completed within the specified times set forth are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of delay include, but are not limited to, loss of the use of the Project, disruption of activities, costs of administration, supervision and the incalculable inconvenience and loss suffered by the public.

Accordingly, the Parties agree that the amount herein set forth shall be the amount of damages which the Owner shall directly incur upon failure of the Contractor to complete the Project within the time specified: \$ waived, for each calendar day by which completion of the Project is delayed beyond the Completion Date, as adjusted by change

9201.

44.7. Entire Agreement. The Contract Documents constitute the entire agreement between the Parties relating to the Project, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Project to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856. Contractor, by the execution of this Agreement, acknowledges that Contractor has read this Agreement, understands it, and agrees to be bound by its terms and conditions.

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(CONTRACTOR)

(OWNER)

By: _____

By: Deborah Williams

Its: _____

Its: CBO- Bus. Services

CALIFORNIA CONTRACTOR'S
LICENSE NO.

LICENSE EXPIRATION DATE

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of

incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

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10.1 72 HOUR RULE OF THE BROWN ACT

Discussion of the Brown Act requirement to post agendas 72 hours prior to a board meeting and in a public and accessible location.

[EESD Board Policies Manual](#) BB 9200, 9300, 9310, 9313, 9322, 9323

Brown Act

11. PLANNING MATTERS

Board Policy #1180 dealing with building developments directs that the school district is to play a part in the orderly development of the area. This is to be accomplished by having the Superintendent review all notices of subdivisions or building development. In the event the development is considered to have significant impact on the Enterprise Elementary School District, the Superintendent will communicate the District's position to the appropriate governmental agency. Such communications are to be routinely reported to the Board.

The Superintendent will be further responsible for bringing major developments that may have impact upon the District to the attention of the Board of Education to consider whether the Board wishes to take an official position related to the development in question.

Due to notification and meeting schedules of other agencies, it is sometimes difficult to provide input in a timely manner. For this reason, the Board has directed that planning matters be placed on every agenda so they can be considered and acted upon.

Information on specific developments is not available at this time but may be presented at the time of the meeting.

Proposed Action: To Be Determined

12. CLOSING

12.1 Items from the Floor

Any individual or group representative may address the Board at this time. The Board of Education reserves the right to limit the time allotted to each speaker to three minutes and the number of times an individual is allowed to address the Board on a given subject. This is a comment period only.

12.2 Future Meeting Dates

May 28, 2025 - Regular Board Meeting at Mistletoe School in the new gym, 4:00 p.m. (Open Session)

12.3 Other Important Dates

Open House Dates

May 20	Alta Mesa	5:30 Ice Cream Social 6:00 Classrooms open
	PACE	3:00-4:30
	Mistletoe	5:30 Food and music 6:00 Classrooms open
May 21	Boulder Creek	5:30 Food and music 6:00 Classrooms open PK-3 6:30 Classrooms open 4-8
	Rother	4:30 Dinner/BBQ 5:00 Classrooms open
May 22	Lassen View	5:00 Food 5:30 Classrooms Open
	Shasta Meadows	5:00 Dinner/BBQ 6:00 Classrooms open
May 29	Parsons	5:30 Food 6:00 Classrooms Open

Graduation Dates

June 3	Mistletoe	6:00 pm	Pathway Church
	Boulder Creek	6:00 pm	Simpson
June 4	PACE	10:00 am	PACE
June 5	Parsons	6:00 pm	Civic Center
June 6	RCA 8th	9:30 am	David Marr Theater
	RCA 12th	11:00 am	

12.4 Adjournment to Closed Session

13. CLOSED SESSION

- a. PUBLIC EMPLOYMENT: K-5 Principal, Assistant Principal, Director of Technology, Teacher, Custodian, Student Services Clerk, Behavior Tech Aide, CIA Aide.
[GC § 54957]
- b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: [GC § 54957]
- c. LABOR NEGOTIATIONS: [GC § 54957.6]
- d. LITIGATION: [GC § 54956.9]

14. RECONVENE OPEN SESSION AND REPORT OF ACTION TAKEN IN CLOSED SESSION

15. ADJOURNMENT