



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 MISTLETOE LANE, REDDING, CALIFORNIA 96002

REGULAR MEETING OF THE GOVERNING BOARD

WEDNESDAY, AUGUST 6, 2025, 4:00 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

Gloria Valles

Troy Wright

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 (3:30 P.M.)**
2. **OPPORTUNITY FOR PUBLIC COMMENT ON CLOSED SESSION ITEMS**
3. **ADJOURNMENT TO CLOSED SESSION** to consider/take action on:
 - a. **PUBLIC EMPLOYMENT:** Speech Pathologist, Teacher, Cook, CIA Aide, Site Facilitator, SEPHA Aide, Behavior Tech Aide, Counselor, Custodian, Preschool Aide. [GC § 54957]
 - b. **EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE:** [GC § 54957]
 - c. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION:** Superintendent. [GC § 54957]
 - d. **PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT:** Superintendent. [GC § 54957]
 - e. **CONFERENCE WITH LABOR NEGOTIATOR:** Board President, Unrepresented Employee: Superintendent. [GC § 54957.6]
 - f. **LITIGATION:** [GC § 54956.9]
4. **RECONVENE TO OPEN SESSION (4:00 P.M.)**
5. **PLEDGE OF ALLEGIANCE**
6. **APPROVE AGENDA ORDER AND CONSENT AGENDA**
7. **(C) APPROVE MINUTES FROM JUNE 4, 2025 BOARD MEETING**
8. **REPORTS AND PUBLIC FORUM**
 - 8.1 **REPORTS**
 - 8.1.1 Recognition
 - 8.1.2 EETA Report
 - 8.1.3 CSEA Report
 - 8.1.4 Superintendent's Report
 - 8.2 **PUBLIC FORUM**
 - 8.3 **HUMAN RESOURCES REPORTS**
 - 8.3.1 Resignations
 - 8.4 **INSTRUCTION REPORTS**
 - 8.4.1 Conference Report
 - 8.4.2 Staff Development Plan & Calendar for 2025/2026 School Year
 - (PH) 8.4.3 Compensatory Education**
 - 8.5 **BUSINESS REPORTS**
 - 8.5.1 Financial Report
 - 8.5.2 LCAP Revisions Report
 - 8.5.3 Revised Budget Report
9. **ACTION ITEMS**
 - 9.1. **INSTRUCTIONAL ACTION**
 - 9.1.1 Approve Trip Requests/s
 - 9.1.2 Approve Title I District Parent Involvement Policy
 - 9.1.3 Approve Title I School Parent Involvement Policy Template
 - 9.2 **HUMAN RESOURCES ACTION**

- 9.2.1 Approve Employment
- 9.2.2 Approve PPS (School Counselor) Waiver
- 9.2.3 Certify Staff Evaluators
- (C) 9.2.4 Approve University MOU
- 9.3 **BUSINESS ACTION**
- (C) 9.3.1 Approve Warrant List
- 9.3.2 Approve Construction Documents for Mistletoe TK Classrooms
- 9.3.3 Approve Construction Documents for Shasta Meadows TK Classrooms
- 10. **PLANNING MATTERS**
- 11. **CLOSING**
 - 11.1 Items from the Floor
 - 11.2 Future Meeting Dates
 - 11.3 Other Important Dates
 - 11.4 Adjournment to Closed Session
- 12. **CLOSED SESSION** to consider and/or take action on:
 - a. PUBLIC EMPLOYMENT: Speech Pathologist, Teacher, Cook, CIA Aide, Site Facilitator, SEPHA Aide, Behavior Tech Aide, Counselor, Custodian, Preschool Aide. [GC § 54957]
 - b. EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: [GC § 54957]
 - c. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent. [GC § 54957]
 - d. PUBLIC EMPLOYEE APOINTMENT/EMPLOYMENT: Superintendent. [GC § 54957]
 - e. CONFERENCE WITH LABOR NEGOTIATOR: Board President, Unrepresented Employee: Superintendent. [GC § 54957.6]
 - f. LITIGATION: [GC § 54956.9]
- 13. **RECONVENE OPEN SESSION AND REPORT ACTION TAKEN IN CLOSED SESSION**
 - 13.1 Approval/Ratification of Employment Agreement with Superintendent
- 14. **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 June 4, 2025**
- 9.2.4 Approve University MOU**
- 9.3.1 Approve Warrant Listings**

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 JUNE 4, 2025 REGULAR BOARD MEETING

Approve the minutes of the June 4, 2025 Regular Board Meeting.

Proposed Action: Approval by consent vote.

MOTION MADE BY: _____

SECONDED BY: _____

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT
MINUTES OF THE JUNE 4, 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 3:30 p.m.

There were no comments from the public.

The meeting was adjourned to Closed Session.

The meeting was reconvened to Open Session at 4:00 p.m.

BOARD MEMBERS

Troy Wright ~ *Absent*

Bonnie Hyatt

Gloria Valles

Andrew Shaddix ~ *Absent*

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, Director of Instructional Services

Annie Payne, Director, Special Education Services

Courtney Haedrich, Principal, Alta Mesa Elementary School

Tina Croes, Principal, Boulder Creek School ~ *Absent*

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 ~ *Absent*

Elise Towers, Assistant Principal, Boulder Creek School ~ *Absent*

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 ~ *Absent*

Eric Bergren, Director of Technology

Board President Hyatt led the Pledge of Allegiance.

Board Member Littau requested that item 9.3.2 be removed from the consent agenda.

Board Member Valles motioned to approve items 7.0, 9.2.1, and 9.3.1, seconded by Board Member Littau, the agenda order and the consent agenda items were approved as amended. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright)

On consent motion of Board Member Valles, seconded by Board Member Littau, the minutes of the May 28, 2025 Regular Meeting of the Board were approved. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright)

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 May 28, 2025 Board Meeting

Jim Wolfe, computer support technician, was recognized with the Essential Piece Award in recognition for his dedication to Enterprise Elementary School District.

There was no EETA Report

There was no CSEA Report.

Superintendent Heather Armelino presented an infographic summarizing the Local Control and Accountability Plan.

There were no public comments.

Director of Instructional Services Tiffany Rodrigues reported there were no Williams Act Complaints.

Director of Human Resources Meagan Hawley-Stone reported the following resignations:

- Susan Wishon, Cook, Alta Mesa

CBO Deborah Williams shared the Financial Report, going over the expenditures and revenues to date for the district and Redding Collegiate Academy.

Mrs. Hawley-Stone recommended the following persons for employment:

Certificated:

- Emily Sanders, Speech Path, .40 FTE, TBD
- Ashley Newbold, Teacher, 1.0 FTE, Parsons
- Kayla Black, Teacher, 1.0 FTE, Rother
- Katie Narf, Teacher, .60 FTE, TBD

Classified:

- Anam Syeda, Special Ed Preschool Aide, Alta Mesa
- Carleena Blissett, change in classification to cook, increase to 8.0 hours, Mistletoe
- Claire De Loge, CIA Aide, 5.92 hours, Rother

On motion of Board Member Valles, seconded by Board Member Littau, the employment recommendations were approved. (YES: Littau, Valles, Hyatt. ABSENT: Shaddix, Wright.)

On motion of Board Member Valles, seconded by Board Member Littau, the Board approved the Categorical Leave Request of Tamarie Achernecht, Corinne Gibilisco, Irma Gonzalez, Terri Reed, Rachel Lamkin, Suzi Buster, Christina Stevenson, Kaela Kunde, and Abby Webb for the 2025/2026 school year. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

The sunshine proposal from EETA was presented which indicated EETA wishes to negotiate Articles 4, 5, 6, 9, 10, 11, 13, and 14. A public hearing was held. There were no comments. On motion of Board Member Valles, seconded by Board Member Littau, the sunshine proposal presented by EETA was approved. (YES: Littau, Valles, Hyatt. ABSENT: Shaddix, Wright.)

Human Resources Director, Meagan Hawley-Stone presented the District's sunshine items for negotiation with EETA for 2025/26, which are Articles 4 and 6. A public hearing was held. There were no comments. On motion of Board Member Littau, seconded by Board Member Valles, these articles were approved for negotiation. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

8.1.1 District Office 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 Williams Act Report

8.4.1 Resignations

8.5.1 Financial Report

9.1.1 Employment

9.1.2 Categorical Leave

9.1.3 EETA Sunshine Items for Bargaining with the District 2025/2026
PUBLIC HEARING

9.1.4 District Sunshine Items for Bargaining with EETA, 2025/2026
PUBLIC HEARING

Mrs. Hawley-Stone reviewed the remaining Extra Pay Activities for 2024-2025, and on motion of Board Member Valles, seconded by Board Member Littau; the Extra Pay Activities were approved. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

On consent motion of Board Member Valles, seconded by Board Member Littau, the CONAPP Submission was approved. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

Instructional Services Director Tiffany Rodrigues presented the District's 2025 Local Control and Accountability Plan (LCAP). The plan was reviewed at the May 28, 2025, Regular Meeting of the Governing Board, and a public hearing was held at that time. Board Member Littau asked some clarifying questions which CBO Williams and Superintendent Armelino addressed. On motion of Board Member Valles, seconded by Board Member Littau, the 2025 District LCAP was approved. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

Mrs. Rodrigues then presented the 2025 Local Control and Accountability Plan (LCAP) for Redding Collegiate Academy. The plan was reviewed at the May 28, 2025, Regular Meeting of the Governing Board, and a public hearing was held at that time. On motion of Board Member Littau, seconded by Board Member Valles, the 2025 Redding Collegiate Academy LCAP was approved. (YES: Littau, Valles, Hyatt. ABSENT: Shaddix, Wright.)

The LCAP Federal Addendum for the District was then presented to the Board for approval. On motion of Board Member Valles, seconded by Board Member Littau, the LCAP ESSA Federal Addendum for the District was approved. (YES: Littau, Valles, Hyatt. ABSENT: Shaddix, Wright.)

The LCAP Federal Addendum for Redding Collegiate Academy was then presented to the Board for approval. On motion of Board Member Littau, seconded by Board Member Valles, the LCAP ESSA Federal Addendum for RCA was approved. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

Instructional Services Director Tiffany Rodrigues reported on the district's local performance indicators. She went on to report the District's progress on state priorities 1, 2, 3, 6, and 7. On motion of Board Member Valles, seconded by Board Member Littau, the Local Indicators Report for the District was approved. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

Mrs. Rodrigues also reported on the local performance indicators for Redding Collegiate Academy. On motion of Board Member Littau, seconded by Board Member Valles, the Local Indicators Report for RCA was approved. (YES: Littau, Valles, Hyatt. ABSENT: Shaddix, Wright.)

On consent motion of Board Member Valles, seconded by Board Member Littau, the warrant listing was approved. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

Deborah Williams, CBO, presented and provided explanations for resolutions #2513-2532. Board Member Littau inquired if resolution #2516 was new, to which Mrs. Williams confirmed it has been in effect for many years. On motion of Board Member Valles, seconded by Board Member Littau the resolutions were adopted. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

9.1.5 Extra Pay Activities

9.2.1 CONAPP

9.2.2 District 2025 LCAP

9.2.3 RCA 2025 LCAP

9.2.4 LCAP Federal Addendum

9.2.5 LCAP Federal Addendum for RCA

9.2.6 District Local Indicators

9.2.7 RCA Local Indicators

9.3.1 Warrant Lists

9.3.2 Annual Resolutions #2513-2532

Chief Business Official Deborah Williams presented the District’s 2025-2026 budget, first introduced at the May 28, 2025, Regular Meeting of the Governing Board during which a public hearing was held. On motion of Board Member Littau, seconded by Board Member Valles the Board approved the budget for 2025-2026. (YES: Valles, Littau, Hyatt. ABSENT: Shaddix, Wright.)

Mrs. Williams reviewed the District’s CIPA compliance measures. A public hearing was held, and there were no comments. On motion of Board Member Valles, seconded by Board Member Littau, the Board certified that appropriate steps have been taken to provide protection regarding minors’ use of technology in the Enterprise Elementary School District. (YES: Littau, Valles, Hyatt. ABSENT: Shaddix, Wright.)

There were no planning matters.

Principal Croes thanked Board Member Hyatt and Instructional Services Director Tiffany Rodrigues for handing out diplomas at Boulder Creek’s graduation.

The next Regular Meeting of the Board will take place August 6, 2025, at 4:00 p.m. (Open Session).

No other important dates were shared.

At 4:39 p.m. the meeting was adjourned to Closed Session.

At 4:42 p.m., the meeting was reconvened to Open Session.

No action was taken in closed session.

The meeting was adjourned at 4:43 p.m.

9.3.3 2025-2026 District Budget

9.4.4 CIPA Compliance
PUBLIC HEARING

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

14. Adjournment

ROBIN LITTAU, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 6th day of August, 2025.

HEATHER ARMELINO
Secretary to the Governing Board

8.1 RECOGNITION & REPORTS

8.1.1 RECOGNITION

Upon her resignation Valerie Ayabe, Teacher, will be recognized for 14 years of service to the District.

8.1.2 EETA REPORT

None.

8.1.3 CSEA REPORT

None.

8.1.4 SUPERINTENDENT'S REPORT

None.

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 RESIGNATIONS

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

8.4.1 CONFERENCE AND STAFF DEVELOPMENT REPORT

The Governing Board encourages EESD staff members to be lifelong learners and to attend conference pertinent to his/her instructional focus. The Superintendent is to inform the Board of the personnel involved and the nature of the conference that has been approved.

Date	Conference/Location	Attendee(s)
July 27-30, 2025	UFLI Academy Gainesville, FL	Abby Webb

8.4.2 STAFF DEVELOPMENT PLAN AND CALENDAR FOR THE 2025-2026 SCHOOL YEAR

Assistant Superintendent Tiffany Rodrigues will report on the Staff Development Plan and Calendar for the 2025-2026 school year.

Enterprise Elementary School District

STAFF DEVELOPMENT PLAN 2025-2026



STAFF DEVELOPMENT

OVERVIEW FOR 2025-2026

Our professional development is designed to strengthen teachers' understanding of the Common Core Standards and equip them with effective instructional strategies that accelerate student learning and mastery. It is ongoing and intentionally structured to build over time, allowing principals, teachers, and support staff to engage in a continuous cycle of learning, application, and reflection. Research shows that this model of professional development is an effective way to improve student outcomes.

Staff Development/Buyback Day Plan: 4 days per school year	3
Certificated & Classified Work Day	3
Teacher Collaboration	4
Student Intervention Meetings	4
School Leadership Teams	4
Social Emotional Learning	5
Teacher Induction Program	5
Instructional Coaches: Literacy & Math	5
RISE (formerly RTA)	5
Capturing Kids Hearts	6
Instructional Technology Training	6
Curriculum Training & Implementation	6
K-8 Collaborative Scoring	7
English Language Learners	7

Summer Staff Development: July -August 2025 - Certificated

- Variety of in-person and asynchronous trainings through EESD and SELPA
- Training courses and 1 CEU credit for attending

Funding Source: Title II

Staff Development Day Plan: 4 days per school year

Day 1: Required Asynchronous Trainings (July 21-August 8, 2025) - Certificated & Classified

- All staff will complete required asynchronous trainings during the summer. Per union agreements, 8 hours are included in their salary, reducing the number of staff development days they have each year by one.

Day 2: August 11, 2025 - Certificated & Classified

- Technology, Curriculum, Science of Reading, Leader In Me, Parent Square, Next Gen Math- Certificated
- PE Conference at Mt. View (half day) - Certificated PE teachers
- Site meetings to develop site social contracts and mission statements.
- De-Escalation Strategies, playground supervision (Classified)

Day 2.5: August 12, 2025 - Classified

- De-Escalation Strategies, Paraeducator Academy (SELPA)- Classified

Day 3: October 31, 2025 - Certificated & Classified

- Technology, Curriculum, Science of Reading, Leader In Me, Parent Square, Next Gen Math- Certificated
- Leader in Me, Supervision - Classified

Day 4: January 6, 2026 - Certificated

- Shasta County EdCon- Enterprise Elementary School District is partnering with the Shasta County Office of Education to host the inaugural **Shasta County EdCon**—a professional learning conference where educators from across the county will engage in sessions focused on classroom management, instructional strategies, and various other aspects of effective teaching and learning

Make up Staff Development Day: June 8, 2026- (if no Snow Day)

- District Professional Development make-up day for any certificated staff who missed one of the required staff development days.

Funds allocated to staff development days must be used toward training for classroom staff that includes: Teaching strategies, classroom management, and academic content in the core curriculum consistent with the district's priorities, conflict resolution, or hate prevention.

Funding Source: Supplemental Concentration- Goal 1.2

Certificated Work Day

Tuesday, August 12, 2025

Certificated staff will attend their principal's morning staff meeting. The remainder of the day is a classroom/campus work day.

Funding Source for Classified: Supplemental Concentration- Goal 1.2

Teacher Collaboration

Weekly Monday after-school site meetings have been scheduled for the 2025-26 school year. Fifteen agendas will be set by principals based on District and site-based goals, and Site Leadership Team input. Five of these meetings will have agendas set by teachers by grade level or department. Collaboration meetings will focus on improving teaching and learning.

Funding Source: Supplemental Concentration Goal 1.3

School Lighthouse Teams

Analysis of current level of implementation of curriculum, CAASPP score analysis, site, and LCAP goals and WIGs revisited and revised for the upcoming year:

- Establish schools goals for 2025-26: academic, safe and orderly environment, ELL
- Analyze student assessment data
- Develop parent and student engagement plan
- Support a positive school climate

School Lighthouse Teams will help facilitate staff meetings, Site Staff Development Sessions, Collaboration, and other training throughout the year. The teams will also plan family nights/events, ensure that School Site Council requirements are met, and that parents have input on the Title I Compact and Parent Involvement Policy. The team will meet regularly with site administration to determine how to best meet site goals.

The Lighthouse teams will meet 1 day before school. Additional hours to be used at site discretion (before/after school), i.e. 1 hour per month. TK-5s- 4-6 team members; TK-8/6-8 - 5-7 team members (not including principal).

Funding Source: Title II

Social Emotional Learning

Led by the Instructional Services department and the lead counselor, teachers will be given two SEL curriculum options in their classrooms. Curriculum choices are either Second Step or The Leader in Me. Teachers will be trained and supported in using the SEL curriculum with their students (see staff development plan above).

Funding Source: Title IV

Teacher Induction Program

New teacher training/support through Enterprise Elementary and San Diego County Office of Education: All 1st and 2nd year teachers will participate in the Teacher Induction Program. Mentor placements will be coordinated by Instructional Services.

Funding Source: Title II

Instructional Coaches: Literacy & Ed Tech

EESD will employ two Teachers on Assignment who will facilitate professional development on effective strategies to improve student achievement in literacy and Ed Tech. These teachers will function as coaches to provide guidance, training, and support to teachers and site principals across the district. In addition, each site will have a site literacy teacher to direct intervention services and provide teacher support in meeting the needs of low performing students.

Funding Source: Title I, Learning Recovery Emergency Block Grant (LREBG)

RISE: Rooted in Support for Excellence (formerly RTA)

Ongoing support will be provided for teachers new to EESD. The training is intended to help teachers acclimate to our district, understand our philosophy, work on classroom management strategies, home/school connection, active engagement strategies, checking for understanding, ELD strategies, academic discourse, rigor in the classroom, instructional strategies, effective use of technology in the classroom, and how to use data to inform instruction. Two days will be held before school starts on August 7th and 8th as an orientation to the district and to allow time to meet with site admin, site literacy teachers, and to prepare curriculum. Substitutes can be provided (if available) for 1-2 days of classroom observations of exemplary teachers, with principal approval. The meetings listed below will be held after school from 3:00-4:00.

- [August 27th - Teaching Norms, Using Data](#)
- September 24th - Assessments/Goal Setting
- October 22th - Teacher Conferences/Roadmap to Reading
- December 3rd - Active Engagement
- January 14th - Explicit Instruction
- February 4th - Assessments pt. 2
- March 11th - State Test Prep, Small Groups
- April 22nd - Technology/CAASPP
- May 27th - Reflection/End of Year

Funding Source: Title II Part A

Leader in Me Schools

This year the district will implement which provides monthly character themes for school sites, weekly SEL lessons for the classroom, and four staff development modules for principals to conduct with their

staff on the continued implementation of the Capturing Kids' Hearts principles. All new teachers will also attend Capturing Kids Hearts training in the Fall 2023.

Funding Source: Title IV

Instructional Technology Training

Throughout 2025-26, EESD will continue providing ongoing training at the teacher, site, and district level on the use of technology as an effective learning tool. Training will be provided by EESD Instructional Technology coaches and/or outside trainers on designated days before the start of school, after school at their hourly rate, or during the work day when substitutes are not required. This training will include best practices in digital learning.

Funding Source: Learning Recovery Emergency Block Grant (LREBG)

Monthly Professional Development and Curriculum Training

We will provide ongoing training in the adopted curriculum, science of reading, trauma-informed practices, and best practices for student achievement on Tuesdays, Wednesdays, and/or Thursdays afterschool. Instructional Services will offer continued support of district curriculum and programs, such as Benchmark, Everyday Math, Impact, CPM, StudySync, Studies Weekly, K-2 Mystery Science, 3-8 STEMscopes, i-Ready, Renaissance Learning, and other supplemental reading tools.

Funding Source: Learning Recovery Emergency Block Grant (LREBG)

TK-8 Collaborative PT Scoring

Each teacher will be able to participate in collaborative scoring of performance tasks with their grade level team in writing or math at the end of each trimester. Due to the expected shortfall in the availability of substitute teachers, teachers may be paid an additional hourly rate as follows: TK-2: 2 hours; 3-5: 3 hours; 6-8: 4 hours. Collaborative planning will take place during established collaboration hours.

Funding Source: Supplemental Concentration Goal 1.3

English Language Learners

All teachers will receive professional development in effective strategies for both integrated and designated ELD. K-5 ELA curriculum training will include implementation of the ELD components of the materials. Jr high ELD teachers will also receive specific training in the Academic Vocabulary Toolkit curriculum for those classes.

Special ed teachers will receive training on requirements for ELL students with a disability that must be addressed by the IEP team and documented in the student's plan. Teachers will be given information on how to access students' ELL status and level of proficiency.

Funding Source: Supplemental Concentration Goal 1.8



Enterprise Elementary School District

STAFF DEVELOPMENT CALENDAR 2025-2026



July 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1	2	3	4
7	8 CHANGE ALL DATES Summer PD PD Days	9 Add to Staff Dev. Google Calendar & FLC	10	11
14	15	16	17	18
21	22	23	24 Admin Planning	25 Admin Planning
28 Initial ProAct 8:00-4:30pm	29 Initial ProAct 8:00-4:30pm	30 Initial ProAct (½ day) 8:00-12:00pm	31	

August 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1
4 -RISE 8AM-3PM -ProACT Recert 8AM-4:30PM -SELPA Admin Training 8AM-4PM -WEB CAMP	5 -RISE with Admin 8:00-3:00pm @ FLC -Opt. #2 ProAct Recert -Site Lit Meeting 8AM-3PM -WEB CAMP	6 -PACE CPI Training -SELPA Sped Teachers -Site Lit Meeting 8AM-3PM -WEB CAMP -TECH Training 9-10 "Parent Square 101" -TECH Training 10-11 "Clear Touch" PJH room 704	7 -New Admin Bootcamp (½ day) -SELPA Sped Teachers Optional ½ day -Lighthouse Meeting -TECH Training 9-10 "Parent Square 202" -TECH Training 10-11 "Mobile Teaching XPen" PJH room 704	8 -6th Grade Orientation -TK/Kinder Meet and Greet
11 Staff Development Day at PJH 8:00-3:00pm	12 Certificated Work Day	13 First Day of School	14	15
18	19	20 TK-5 Literacy Heggerty & Benchmark	21	22 Sit Lit Meeting 8AM-10AM @FLC
25	26 RISE 3:00-4:00pm @ FLC	27 Math Leads w/ Next Gen Trainer Tech Training	28	29

September 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Labor Day - No School	2	3 K-2 UFLI Support @FLC	4	5
8	9	10 Math Grade Level 6-8 StudySync Support	11	12 Sit Lit Meeting 8AM-10AM @FLC
15	16	17 2-5 grades AR/STAR/Raz Support 6-8 grades AR/STAR/IXL Support	18	19
22	23 RISE 3:00-4:00pm @ FLC	24 Tech Training	25	26
29				

October 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	30	1 TK-2 ESGI Assessments/ EPIC Phonics Test IXL Diagnostic	2	3
6	7	8 IABS Math Grade Level adoption wants/needs	9	10 Sit Lit Meeting 8AM-10AM @FLC
13	14	15 Literacy UFLI/Secret Stories or Benchmark	16	17
20	21 RISE 3:00-4:00pm @ FLC	22 Math PD 6-8 Literacy Study Sync	23	24
27	28	29	30 Tech Training	31 Grade level meetings 2nd grade UFLI (K-2) 3-5 writing, Benchmark Staff Development Day

November 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3	4	5 Math PD T2 Literacy Data	6	7
10 Veterans Day - No School	11	12 Tech Training	13	14
17	18	19	20	21 Sit Lit Meeting 8AM-10AM @FLC
24 Thanksgiving Break	25 Thanksgiving Break	26 Thanksgiving Break	27 Thanksgiving Break	28 Thanksgiving Break

December 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2 RISE 3:00-4:00pm @ FLC	3 Literacy UFLI Progress Monitor/ Small Group	4	5
8	9	10 Math PD or Grade Level if needed	11	12 Sit Lit Meeting 8AM-10AM @FLC
15	16	17 Tech Training	18	19 Winter Break
22 Winter Break	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break
29 Winter Break	30 Winter Break			

January 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		31 Winter Break	1 Winter Break	2 Winter Break
5 Staff Development Day	6	7 Teacher Training-Goal Setting	8	9
12	13 RISE 3:00-4:00pm @ FLC	14 Math PD	15	16 Sit Lit Meeting 8AM-10AM @FLC
19 MLK Day - No School	20	21 Literacy Training	22	23
26	27	28 Tech Training	29	30

February 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3 RISE 3:00-4:00pm @ FLC	4 Literacy UFLI	5	6
9	11	12 Math Grade Level	13 Sit Lit Meeting 8AM-10AM @FLC	14
16 Presidents Break	17 Presidents Break	18 Presidents Break	19 Presidents Break	20 Presidents Break
23	24	25 Tech Training	26	27

March 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4 Literacy Training	5	6
9	10 RISE 3:00-4:00pm @ FLC	11 Math PD or Grade Level if needed	12	13
16 Sit Lit Meeting 1:00-3:00PM @FLC CAASPP Coordinator Training	17	18	19	20
23	24	25 Tech Training	26	27
30				

April 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	31	1 Literacy UFLI	2	3
13 Spring Break	14 Spring Break	15 Spring Break	16 Spring Break	17 Spring Break
13	14 RISE 3:00-4:00pm @ FLC	15 Math PD	16	17 Sit Lit Meeting 8AM-10AM @FLC
20	21	22 Literacy Training	23	24
27	28	29 Tech Training		

May 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			30	1
4	5	6 Literacy Training	7	8
11	12	13 Math Leads	14	15 Sit Lit Meeting 8AM-10AM @FLC
18	19	20 Literacy Meeting	21	22
25 Memorial Day - No School	26 RISE 3:00-4:00pm @ FLC	27 Tech Training	28	29

June 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
8	9 Sit Lit Meeting 8AM-3PM @FLC	10 Sit Lit Meeting 8AM-3PM @FLC	11	12
15	16	17	18	19
22	23	24	25	26

8.4.3 OPPORTUNITY FOR PUBLIC COMMENT ON COMPENSATORY EDUCATION

The accompanying memo provides additional information about compensatory education. The District seeks comments from district parents, advisory council members, and school site council members on this component of the District's educational focus.

A public hearing will be held at this time.



Enterprise Elementary School District

INTEROFFICE MEMO

Date: July 24, 2025

To: Heather Armelino, Superintendent

From: Tiffany Rodrigues, Director of Instructional Services

RE: Compensatory Education Public Hearing 25-26

Every year, federal guidelines require us to offer parents an opportunity to give input on Compensatory Education. I would like to request an opportunity for parents to comment and give input during open discussion at a specified time during the August 6, 2025 board meeting.

Thank you,

Tiffany Rodrigues

Tiffany Rodrigues

Assistant Superintendent for Instructional Services

8.5.1 FINANCIAL REPORT

The District's current financial report will be presented.

Fund Balance Summary (SACS)

Fund 01 - General		Fiscal Year 2026 through 06/30/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	45,191,753.00	.00		45,191,753.00	100%
Federal Revenue	(8100-8299)	2,734,786.00	.00		2,734,786.00	100%
Other State Revenue	(8300-8599)	8,064,171.00	.00		8,064,171.00	100%
Other Local Revenue	(8600-8799)	3,896,236.00	.00		3,896,236.00	100%
Total Revenues		59,886,946.00	.00		59,886,946.00	100%
EXPENDITURES						
Certificated Salaries	(1000-1999)	22,827,934.00	268,110.74	18,757,593.59	3,802,229.67	17%
Classified Salaries	(2000-2999)	11,270,453.00	336,375.44	8,502,842.40	2,431,235.16	22%
Employee Benefits	(3000-3999)	15,377,529.00	275,962.11	10,925,025.43	4,176,541.46	27%
Books and Supplies	(4000-4999)	2,441,719.00	16,012.09	668,089.57	1,757,617.34	72%
Services & Operating Expenses	(5000-5999)	7,510,461.00	941,234.75	756,131.77	5,813,094.48	77%
Capital Outlay	(6000-6999)	5,365,000.00	.00	76,178.07	5,288,821.93	99%
Other Outgo	(7100-7299, 7400-7499)	174,000.00	.00	.00	174,000.00	100%
Transfer of Indirect Costs	(7300-7399)	(274,824.00)	.00	.00	(274,824.00)	100%
Total Expenditures		64,692,272.00	1,837,695.13	39,685,860.83	23,168,716.04	36%
Operating Surplus/(Deficit)		(4,805,326.00)	(1,837,695.13)	(41,523,555.96)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8900-8929)	3,925,000.00	.00		3,925,000.00	100%
Interfund Transfers Out	(7600-7629)	25,000.00	.00	.00	25,000.00	100%
Total Other Financing Sources/Uses		3,900,000.00	.00	.00	3,900,000.00	100%
Net Surplus/(Deficit)		(905,326.00)	(1,837,695.13)	(41,523,555.96)		
Beginning Fund Balance		20,372,066.00	.00	.00		
Net Ending Fund Balance		19,466,740.00	(1,837,695.13)	(41,523,555.96)		
*** calculated ***						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		2,428,529.00	.00			
BoardDesignated - 9780		14,800,000.00	.00			
Reserve Economic Uncertainties - 9789		2,000,000.00	.00			
UnDesignatedUnAppropriated - 9790		238,211.00	.00			
Ending Fund Balance		19,466,740.00	.00			

Fund Balance Summary (SACS)

Fund 09 - Redding Collegiate		Fiscal Year 2026 through 06/30/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	3,210,299.00	.00		3,210,299.00	100%
Federal Revenue	(8100-8299)	1,630.00	.00		1,630.00	100%
Other State Revenue	(8300-8599)	288,251.00	.00		288,251.00	100%
Other Local Revenue	(8600-8799)	29,664.00	.00		29,664.00	100%
Total Revenues		3,529,844.00	.00		3,529,844.00	100%
EXPENDITURES						
Certificated Salaries	(1000-1999)	1,414,117.00	13,060.84	1,324,467.33	76,588.83	5%
Classified Salaries	(2000-2999)	147,797.00	761.84	131,699.25	15,335.91	10%
Employee Benefits	(3000-3999)	658,414.00	4,461.10	530,733.83	123,219.07	19%
Books and Supplies	(4000-4999)	221,533.00	.00	26,500.00	195,033.00	88%
Services & Operating Expenses	(5000-5999)	1,021,184.00	22,560.78	545.00	998,078.22	98%
Transfer of Indirect Costs	(7300-7399)	140,616.00	.00	.00	140,616.00	100%
Total Expenditures		3,603,661.00	40,844.56	2,013,945.41	1,548,871.03	43%
Operating Surplus/(Deficit)		(73,817.00)	(40,844.56)	(2,054,789.97)		
Beginning Fund Balance		483,217.00	.00	.00		
Net Ending Fund Balance		409,400.00	(40,844.56)	(2,054,789.97)		
*** calculated ***						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		212,736.00	.00			
BoardDesignated - 9780		196,664.00	.00			
Ending Fund Balance		409,400.00	.00			

8.5.2 LCAP REVISIONS REPORT

An LCAP revisions report will be presented.



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: JULY 30, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: LCAP REVISION

In June, the Board approved and adopted the District's Local Control and Accountability Plan.

In July, we discovered a few errors. We consulted with Shasta County Office of Education on how to correct our LCAP and as they said that the changes are minor, it is not necessary to repeat the entire adoption process but to report the changes to the Board.

There are four changes to our data entries which resulted in two changes to calculated amounts. The changes can be seen on the attached pages here.

The first highlighted item is a change due to a clerical error. We believed that we were done with the budget and started the form. When we went back and made an adjustment to the budget, we failed to update the form accordingly. The second change was due to the fact that we had three actions in the LCAP inadvertently marked as contributing items that should not have been marked contributing. The last highlighted amount is the calculated difference between those two numbers in this section. As the Total Expenditures changed, the calculated balance changed.

On the second page, although the table is titled 2024-25, the amount in box six should have been pulled from the 2025-26 budget. We inadvertently pulled the amount from the 2024-25 budget.

In box nine on the subsequent page three, we inadvertently left the prior year amount in the software. Box six pulled through from the prior page. Box ten is the ratio of box six and box nine, so consequently changed when box six and nine changed.

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Agenda for August 6, 2025 Regular Board Meeting

Local Educational Agency (LEA) Name:	Enterprise Elementary School District Redding, CA 96002
CDS Code:	45 69971 0000000
LEA Contact Information:	Name: Heather Armelino Position: Superintendent Email: harmelino@eesd.net Phone: (530) 224-4100
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$45,191,753
LCFF Supplemental & Concentration Grants	\$9,265,779
All Other State Funds	\$8,064,171
All Local Funds	\$3,896,236
All federal funds	\$2,734,786
Total Projected Revenue	\$59,886,946

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$64,692,272
Total Budgeted Expenditures in the LCAP	\$18,268,397
Total Budgeted Expenditures for High Needs Students in the LCAP	\$10,465,958
Expenditures not in the LCAP	\$46,423,875

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$9,056,778
Actual Expenditures for High Needs Students in LCAP	\$9,121,684

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$1,200,179
2024-25 Difference in Budgeted and Actual Expenditures	\$64,906

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Classroom teachers, administrators, state adopted curriculum, custodial and maintenance, insurance and utilities

TOP

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,035,708 *	\$9,056,778.00	\$9,121,684.00	(\$64,906.00)	0.000%	0.000%	0.000%

* previously reported as \$8,811,898

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Materials	Yes	\$225,000.00	21,489		
1	1.2	Professional Development	Yes	\$816,957.00	1,004,619		
1	1.3	Collaboration	Yes	\$1,223,163.00	1,271,375		
1	1.4	Academic Intervention	Yes	\$2,284,110.00	2,293,618		
1	1.5	Effective Use of Technology	Yes	\$1,296,654.00	1,163,545		
1	1.6	Math & Science	Yes	\$99,435.00	45,295		
1	1.7	Class Size Reduction	Yes	\$1,142,205.00	1,156,132		
1	1.8	EL Support	Yes	\$83,770.00	49,881		
2	2.1	Attendance Support	Yes	\$34,634.00	36,894		
2	2.2	Supporting Parent Involvement	Yes	\$304,065.00	166,865		
2	2.3	Well-Rounded Education, Sports, and Activities	Yes	\$297,537.00	253,162		
2	2.4	Student and Staff Well-being	Yes	\$17,500.00	3,003		
2	2.5	School Climate	Yes	\$200,415.00	632,450		

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2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
34,964,634	9,035,708	0	25.842%	\$9,121,684.00	0.000%	26.088%	\$0.00	0.000%
33,332,946	8,811,898		26.436%	previously reported				

Agenda Item 5.6, 2025 Regular Board Meeting

8.5.3 REVISED BUDGET REPORT

A revised budget report will be presented.



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: JULY 28, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: EESD BUDGET REVISION

As you are aware, we prepare the budget for approval each year in May before the final state budget is adopted. We use our best estimates at the time, however there are often differences when the final budget is signed by the Governor. This year, there were also several proposed increases from the Governor's May Budget Revision that were too vaguely defined to include in our initial 25/26 budget. The Governor's state budget was enacted on June 27, 2025.

Education Code Section 42127(i)(4) requires districts to review, and if necessary, revise its budget within 45 days of the Governor signing the annual Budget Act. Any revisions in revenues and expenditures must be made available for public review.

The following increases have been included in the State enacted budget:

- TK classroom add-on increased by approximately \$450,000. We expect to use these funds to fund the adult / TK student ratio which went from 12 / 1 to 10 / 1.
- ELOP funds increased by approximately \$2.1 million. We are working on plans to increase services. These funds can only be spent on the After School Program, Intersession, and Summer Soar.
- Student Support and Professional Development Discretionary Block Grant, approximately \$1 million. This is a new funding source. What we know so far is that the State priorities for these funds are professional development, and teacher recruitment and retention. This grant is expected to fund the aforementioned efforts for the next four years.
- Learning Recovery Emergency Block Grant increased by approximately \$259,000.

The District is working on plans for all of these funds and will include the details of any planned related expenditures in our First Interim Budget.

On another note, we have significant concerns about losing some of our Federal funding. We know that the President has taken away our Title III funds and we possibly will lose our Title II and Title IV funds as well. On top of all that, the State is deferring our entire June 2026 apportionment until July of 2026. Because we have sufficient reserves, this is not a major concern to us at this time, but could be problematic in future years if their deferrals increase or our reserves decrease.

9.1.1 TRIP REQUESTS

None at the time the agenda was printed.

Proposed Action: Approve.

MOTION MADE BY:_____

SECONDED BY:_____

9.1.2 APPROVE TITLE I DISTRICT PARENT INVOLVEMENT POLICY

The Title I District Parent Involvement Policy is submitted for Board approval.

It is recommended that the Board approve the policy.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____



Enterprise Elementary School District

Instructional Services

Parent & Family Involvement Policy

Title I District Policy



At Enterprise Elementary School District, we recognize that parental involvement is an important aspect of effective schooling. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parental involvement contributes greatly to student achievement and conduct.

The staff at Enterprise Elementary School District believes that we should help parents develop skills to meet the basic obligations of family life and foster conditions at home that emphasize the importance of education and learning. Two-way communication about school programs and students' progress is promoted due to the belief that education is a responsibility shared with parents. The district is committed to providing opportunities for parents to participate in the decision-making processes by attending school board meetings, by providing input at the LCAP planning meetings, participating in a yearly parent survey, joining and/or attending School Site Council, and encouraging involvement in the planning, review, and improvement of all Title I programs.

DISTRICT COMMITMENT TO PARENTS

1.0 The local governing board shall establish and implement a policy on parent and family engagement.

Enterprise Elementary School District has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Enterprise Elementary School District develops the policy with parents through surveys to evaluate the effectiveness of the district's and their school's plan for student achievement and activities. The district also provides annual Title I Parent Meetings and District English Language Advisory/Migrant Education to involve parents in the planning, reviewing, and evaluating improvements of Title I programs, including writing the district's Parent and Family Engagement Policy/Plan. **The LEA has distributed the policy to parents and family members of children served under Title I, Part A.** Periodically, the Parent and Family Engagement Policy gets reviewed for Board Approval. The policy is distributed to families through the annual notification, all-call messages, site newsletters, student-family handbooks, and posted on the district's website. The policy is distributed in the following committees to review and get feedback from parents and community:

- District English Learner Advisory/Title I Parent Meeting
- Educational Partner Input Meetings
- Family Surveys

DISTRICT GOALS AND PURPOSES

To involve parents and family members in the Title I program at Enterprise Elementary School District the following practices have been established:

a) The LEA incorporates the parent and family engagement policy into the LEA level plan.

EESD includes a goal of improving family engagement in the Local Control Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum.

b) The LEA involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement.

EESD annually surveys parents and family members to gather feedback about what is working and areas for improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. feedback is also gathered at school meetings, district and school Parent Advisory Committee meetings, School Site Council meetings, and through other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

c) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. Activities include discussion forums with the superintendent, parent information nights and classes, and family events. Activities for each site are described in the district's parent and family engagement policy, school-parent compact, and are included in the School Plan for Student Achievement.

d) The LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

EESD coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

e) The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A.

The district annually gathers input and feedback from stakeholders through the LCAP survey, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Each school site has a School Site Council that is also

involved in the process of school review and improvement by collecting information on a variety of ways. There is an annual evaluation of the parent and family engagement policy.

The LEA identifies the following:

- 1. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).**

The district annually gathers input and feedback from stakeholders through the LCAP survey, discussion forums with student leadership classes at all sites, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process, and actions are developed to address the needs of families, such as providing child care, and ensuring information is provided in a language and format easily understood by families.

- 2. The needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers.**

Each school site provides their own parent nights that support families with strategies to engage with the school. Strategies include questions to ask during parent conferences, how to contact their child's teacher, and assistance with completing school forms.

- 3. Strategies to support successful school and family interactions.**

Each school develops a site parent and family engagement policy and school-parent compact designed to meet the needs of the families. Schools host family information nights, such as Freshmen Orientation, etc., information meetings with the principal, and other opportunities for families to engage with the staff. The compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students in achieving the state academic standards.

- f) The LEA uses the findings of such evaluation in subparagraph (e) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy.**

The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

- g) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.**

Every year, the district meets with the District English Learner Advisory/Migrant Education/Title I Parent Committees as well as various LCAP Stakeholders to review results

of the annual evaluation and input from stakeholders. This information is then used to develop, revise, and review the parent and family engagement policy.

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the goals and purposes listed below.

- a) Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society.**

All schools develop site parent and family engagement plans and school-parent compacts to address the needs of parents at their school. Each school offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information nights, parent-teacher conferences, parent workshops, sent home, as well as on the website.

- b) Inform parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.**

Information and resources are provided to parents on strategies to assist their child's learning at home through parent meetings, family nights, sent home, as well as on the website.

- c) Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities.**

An all call system is used district-wide to communicate with parents, along with social media, emails, newsletters to assist with home-school communication connecting parents with school and community resources.

- d) Train teachers and administrators to communicate effectively with parents.**

Teachers and administrators communicate effectively with parents through online communication such as Facebook, Instagram, etc., along with newsletters being sent home.

- e) Integrate parent involvement programs into the school's master plan for academic accountability.**

Each site annually develops a School Plan for Student Achievement which includes goals, actions, strategies, and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

1.3 The LEA receiving more than \$500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent and family engagement activities.

The district reserves at least one percent of the Title I, Part A allocation to support district wide family engagement activities. Family engagement activities are included in the district's LCAP and the LCAP Federal Addendum.

1.4 Parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental involvement activities.

Each school designates family members to serve on the District English Learner Advisory/Title I Parent Committee. The committee reviews input gathered from stakeholders about family engagement activities. This information is used to annually update the LCAP and the LCAP Federal Addendum, including the actions and services for family engagement.

1.5 Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools.

The district distributes 90% of the Title I, Part A funds to schools based on a funding formula. Schools are ranked based on their count for free and reduced meals.

1.6 Funds reserved by an LEA are used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following:

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies.
- b) Supporting programs that reach parents and family members at home, in the community, and at school.
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy.

Funds reserved by the district for family engagement activities are used to support the activities and strategies addressed in this policy. Funds are also used to provide information regarding students' education and parent resources and events in their primary language.

****The policy must be updated periodically to meet changing needs of parents and family members and the LEA. If the LEA has a process in place for involving parents and family members in planning and designing the school's programs, the LEA may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services. This policy follows the (Every Student Succeeds Act [ESSA] Section 1116[a][2]).**

9.1.3 APPROVE TITLE I SCHOOL PARENT INVOLVEMENT POLICY TEMPLATE

The Title I School Parent Involvement Policy template is submitted for Board approval.

It is recommended that the Board approve the template.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____

School Name Elementary School

Title I

Parent Involvement Policy

Jointly developed between the parents and the school

2025-2026



At **School Name Elementary** School, we recognize that parental involvement is an important aspect of effective schooling. The school and the home cannot be looked at in isolation from one another. Families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parental involvement contributes greatly to student achievement and conduct.

The staff at **School Name Elementary** School believes that we should help parents to develop skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning. Two-way communication about school programs and students' progress is promoted due to the belief that education is a responsibility shared with parents. Parents are invited to actively participate in school decision making. Parents are also encouraged to develop their leadership skills in governance and advocacy by attending school board meetings, by joining and/or attending school site council, participating in the LCAP Parent Survey, and by being involved in the planning, review, and improvement of Title I programs.

Through conferences, newsletters, and the website parents are provided with timely information about curriculum, assessments, and student proficiency levels. Parents are invited to attend appropriate trainings to help the school and the students reach stated goals, objectives, and standards. This will ensure that the school remains focused on our primary responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet academic expectations set forth in the Common Core State Standards.

School Name Elementary School, we believe that the parents have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school. We are committed to increasing parental involvement, which will ultimately improve student achievement.

The governing board of each school district and county office of education shall establish and adopt a written parent and family engagement policy and program for each school in the district that receives funds under Title I, Part A of the ESEA, as amended by the ESSA. **School Name Elementary** School shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school.

GENERAL EXPECTATIONS

School Name Elementary School Parental Involvement Policy shall describe the means for carrying out the requirements of the following subsections:

- Policy Involvement
- Shared Responsibilities for High Student Academic Success
- Building Capacity for Involvement
- Accessibility

POLICY INVOLVEMENT

School Name Elementary School shall involve Title I parents by means of the following activities:

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved.
- Offer a flexible number of meetings.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.
- Provide parents of participating students with timely information about Title I programs.
- Provide parents of participating students with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging state academic standards.
- Provide parents of participating students, if requested, with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

School Name Elementary School will take the following actions to distribute to parents of participating students and the local community, the School Parental Involvement Policy:

- At fall parent conferences or back-to-school night, the Title I Educational Compact (school-parent compact) will be distributed and discussed. Information will be sent home to parents who are unable to attend
- The Parent Involvement Policy will be distributed to parents during the first trimester of each school year. It will be posted on the school's website, sent home electronically, and copies will be made available in the school office.

Enterprise Elementary School District will annually hold a Title I Parent Involvement Meeting. A flyer (meeting notification) will be posted in a visible location at each school site, posted on the school and district websites, and be posted on the school site reader boards prior to the meeting date. This meeting will take place in either January or February of each school year.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC SUCCESS

As a component of the school-level parent and family engagement policy, **School Name Elementary** School shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- Address the importance of communication between teachers and parents on an ongoing basis through, Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Describes the parents' responsibility to support their child's learning.
- The Compact will be reviewed annually by the school site council.
- The Compact will be distributed and reviewed by parents and students at back to school night or fall parent conferences.

School Name Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the form of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Summaries of grade level standards and core curricular materials will be presented and discussed by each teacher at back to school night.
- The academic assessments used by the school and each students' results will be explained during parent conferences after each of the first two trimesters of the school year.

School Name Elementary School will schedule parent conferences with every student's parent/guardian after each of the first two trimesters of the school year to discuss each student's academic, social, and emotional strengths and areas for improvement. The school will make every attempt to schedule conferences at a time and place that are convenient for the students' families. Parent conferences will be scheduled in November after Trimester 1 and in March after Trimester 2.

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among **School Name Elementary** School, parents, and the community to improve student academic achievement, **School Name Elementary** School and the district shall carry out the following requirements:

- Provide assistance to parents in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training to help parents to work with their children to improve their children's achievement as appropriate to foster parental involvement.

- Educate staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- To the extent feasible and appropriate, coordinate and integrate parent involvement with other programs, and conduct activities that encourage and support parents in more fully participating in the education of their children.
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents may request.

ACCESSIBILITY

School Name Elementary School and the district shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA, as amended by the ESSA, in a format and, to the extent practicable, in a language such parents understand.

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.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____

9.2.2 PUPIL PERSONNEL SERVICES (PPS) WAIVER

The pupil personnel services-school counselor waiver will be presented.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Memo

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: MEAGAN HAWLEY-STONE, DIRECTOR OF HUMAN RESOURCES

DATE: JULY 28, 2025

RE: PUPIL PERSONNEL SERVICES WAIVER

The individual below has met the criteria to qualify for a Pupil Personnel Services – School Counselor Waiver.

Name	Subject Area	Site
Isaiah Maldonado	School Counselor	PJH

Please present this request to the Board for their consideration and approval at the August 5, 2025, meeting.

9.2.3 CERTIFY STAFF EVALUATORS

The individual listed on the following page is recommended to be certified as competent to evaluate staff for the 2025/2026 school year.

Any questions or comments before we vote?

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Memo

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: MEAGAN HAWLEY-STONE, HUMAN RESOURCES

DATE: JULY 24, 2025

RE: STAFF EVALUATORS

I recommend that the following individuals be certified as competent to evaluate employees for the 2025/2026 school year. Please present their name to the Board for approval at the August 6, 2025, meeting.

Name	Position
Heather Armelino	Superintendent
Tiffany Rodrigues	Assistant Superintendent of Instructional Services
Kristen Crites	Alta Mesa Principal
Courtney Haedrich	Boulder Creek Principal
Edward Schneider	Boulder Creek Assistant Principal
Maggie Russo	Boulder Creek Assistant Principal
Stephanie Dahlberg	Lassen View Principal
Richard "Cody" Brawley	Mistletoe Principal
	Mistletoe Assistant Principal
Joshua McAuliffe	P.A.C.E. Charter School Principal
Kyle Vierra	Parsons Principal
Chelsea Cambronne	Parsons Associate Principal
Stacey Bourget	Parsons Assistant Principal
Holly Jones	Rother Principal
Scotti Gold	Shasta Meadows Principal/Preschool Director
Annie Payne	Director of Special Education
Charles "Chuck" Seligman	R.C.A. Charter School Principal
Tina Croes	Director of Student Services

Additional Evaluators for Classified Staff:

Name	Position
Deborah Williams	Chief Business Official
Tasha Myatt	Accounting Manager
Cindy Ksiazek	Food Services Director
Ronald "Ron" Cushman	Maintenance and Operations Director
Thomas "Tom" Grant	Maintenance and Operations Coordinator
Meagan Hawley-Stone	Director of Human Resources
Roy Brown	Transportation Supervisor

9.2.4 APPROVE UNIVERSITY MOU

It is recommended the Board approve the attached University MOU.

PROPOSED ACTION: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____



Kings County Office of Education GROW Intern Program for Participating Districts **Memorandum of Understanding** 2025-2026

A. General

When hiring an intern, an MOU between a participating district and a CA Commission on Teacher Credentialing (CCTC) approved Program Sponsor must be in place in order to comply with CCTC requirements.

The Kings County Office of Education GROW Intern Program is a CCTC approved, two-year Education Specialist Teacher Intern Program for Mild to Moderate Support Needs and Extensive Support Needs Credentials, and Multiple Subject Credentials.

This Memorandum of Understanding (MOU) is entered between the Enterprise Elementary School District (hereafter, "the Participating District") and the Kings County Office of Education (hereafter, "KCOE"). The Participating District is the employing agency of the Intern Teacher Candidate in the GROW Intern Program.

B. Term

The effective dates of this MOU are August 1, 2025 through June 30, 2026. Either party may terminate this agreement by submitting written notice to the other party no later than 60 days prior to the start of a school year.

C. Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties of agreement and to set forth the operative conditions which will govern this partnership.

D. Responsibilities

KCOE GROW Intern Program and the Participating District agree to the following:

1. Pursuant to California Education Code 44321, the supervision, mentoring, and support of Intern Teachers is the responsibility of both the Commission-approved teacher preparation program and the employing agency. Per CCTC, employers are responsible for ensuring that the Intern Teacher they have hired is supported. Prior to an Intern Teacher assuming daily teaching responsibilities, the employer must identify a Site/District Mentor. The Site/District Mentor may not be the Intern Teacher's supervisor/evaluator.
2. The combination of employer-provided support and mentoring, and program support and supervision (provided by KCOE) to the intern must include the following:
 - a. A minimum of 144 hours of annual support/mentoring and supervision:
 - i. Support may include, but is not limited to weekly course planning of curriculum and assessments, coaching within the classroom, problem-solving regarding student issues, and teaching as needed in order to meet the Teaching Performance Expectations (TPEs) and to teach effectively.
 - ii. A minimum of five hours per week of support/mentoring and guidance must be provided to an Intern Teacher by the employing agency.

- iii. The program sponsor will provide opportunities to fulfill a portion of the 144 hours of general support needed each year.
 - iv. The program sponsor will provide the Intern Teacher with procedures to document and monitor the CCTC required hours of mentoring and support from the Participating District and KCOE Intern Program.
 - v. The Intern Teacher will be responsible for documenting hours of support received.
3. An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English Language Learners shall be provided to an intern teacher unless the intern holds a CLAD, EL Authorization, or has passed all sections of the CTCL Examination.
 - a. The employing agency must identify an employee who will be immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English Language Learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed.
 - b. The identified Site/District Mentor may be the same Mentor that is providing general support and supervision if the individual possesses an English Language Learner authorization and will be immediately available to assist the intern teacher in working with English Language Learners.
 - c. The program sponsor will provide opportunities to fulfill a portion of the 45 hours of support/mentoring and supervision specific to meeting the needs of English Language Learners.
 - d. The program sponsor will provide the Intern Teacher with procedures to document and monitor CCTC required hours of English Language Learner mentoring and support from the employer and KCOE Intern Program.
4. 200 hours of early field experiences with focused support in the general education and Education Specialist setting (for Education Specialist Credential Candidates). (CTC SPED Program Standard 3A.12)
5. Jointly counsel the intern teacher and develop a plan to complete the requirements to earn a credential in the intern teacher's content or specialty area(s); both parties and the intern teacher shall concur on the plan.
6. The Intern Teacher may be employed in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services (Education Specialist Candidates only).
7. The district will evaluate the intern on an annual basis.

KCOE GROW Intern Program agrees to the following:

1. Employ an Intern Program Director(s) and other support staff to support all aspects of the Intern Program.
2. Provide office space, equipment, and meeting space for program activities.
3. Facilitate a process for equitable distribution of services to Intern Teachers and Site/District Mentors in all participating districts and schools.
4. Convene an Intern Teacher Program Advisory Committee, establish regular meetings, and provide data on program requirements and preliminary credentialing.
5. Provide Intern Program training and information for Advisory board, district superintendents or designees, site administrators, district coordinators, and human resource staff.
6. Establish and maintain accurate program records and reports.
7. Maintain CCTC approval and accreditation as an Intern Program and Credentialing Agency.
8. Advise Intern Teachers about their involvement in the Intern Program, provide each Intern Teacher with a program plan, which outlines the courses needed to complete the

- credential program, and provide formative feedback about their progress toward completion of the program.
9. Process appropriate documents with the CCTC for intern and preliminary credentials for eligible candidates, recognizing that employment decisions (such as continuing employment and tenure decisions) are separate from credentialing decisions.
 10. Provide candidates coursework that includes the California Standards for the Teaching Profession (CSTP), Teaching Performance Expectations (TPE), student content standards, and program standards.
 11. Provide 10 hours of mentoring skills and coaching training to Site/District Mentors and Field Supervisors.
 12. Provide Intern Teachers with a minimum of 120 of Pre-Service training prior to the Intern Teacher obtaining an intern teaching credential and entering the classroom as the teacher-of-record with the Participating District.
 13. Ensure that the Intern Teacher is receiving required support/mentoring and supervision as part of the 144 General Ed/45 EL hours of yearly support by reviewing and verifying the number of support/mentoring and supervision hours conducted as reported by the Intern Teacher.
 14. Identify a Field Supervisor with a clear or life teaching credential and at least three years of teaching experience to provide:
 - a. District support/mentoring and coaching to intern teacher, including coaching observations in the Intern Teacher's classroom, with additional ongoing support, mentoring and consultation outside of the Intern Teacher's classroom.
 15. Authorizes the candidates in the Intern Program to assume the functions that are authorized by the regular standard credential. Intern Program coursework and support will meet the instructional or service needs of the participating district(s) with the primary objective being to increase the effectiveness of the intern in the classroom.

The Participating District agrees to the following:

1. Pursuant to CCTC requirements, upon request the Participating District shall provide written certification to the KCOE Intern Program that each Intern placed with the Participating District has not displaced a certificated District employee, which shall enable the KCOE Intern Program to verify to CCTC that all statutory and CCTC requirements have been met.
2. Intern Teachers hired within the Participating District are employed as the teacher of record in an assignment that aligns with the credential being pursued (Ed Specialist Mild to Moderate Support Needs or Ed Specialist Extensive Support Needs, or Multiple Subject) and the Intern Teacher is teaching a minimum of .5 FTE in a face-to-face instructional setting with the same group of students on a daily or weekly basis.
3. Ensure that intern placements occur only at sites with a qualified administrator holding, at the minimum, a preliminary administrative credential.
4. Superintendent or designee coordinator/administrator maintains a position on the Intern Advisory Committee for program networking, implementation, compliance, evaluation, and to disseminate information to all participants and district stakeholders.
5. Select and assign Site/District Mentor to each Intern Teacher according to Intern Program Standards, which requires each Site/District Mentors to:
 - a. Hold a valid corresponding Clear or Life credential in the content area they are supporting
 - b. Possess EL authorization if responsible for providing EL support
 - c. Have at least 3 years of successful teaching experience
6. Intern Teachers hired within the Participating district should be at sites that allow the Intern Teacher to acquire hours toward the required 200 hours of early field experiences that include guided observations and initial teaching (e.g., co-planning, and co-teaching,

- or guided teaching) in the general education and special education settings. (CTC SPED Program Standard 3A.12)
7. Intern Teachers hired within the Participating district should be at sites that allow the Intern Teacher to provide effective literacy instruction for all students. Specifically, the Intern Teacher shall be at a site that allows for instructing students in the literacy areas of meaning making, language development, and effective expression. (CTC Program Standard 7 & TPEs 7.6, 7.7, 7.8)
 8. Intern Teachers hired within the Participating district must be at sites that ensure Intern Teachers can practice and implement screening and diagnostic techniques that inform teaching and assessment and early intervention techniques. (CTC Program Standard 7 and TPE 7.10 and 7.11)
 9. Intern teachers hired within the Participating district must be in settings that allow interns to practice utilizing the California Dyslexia guidelines, including screening students for dyslexia and providing support to those who were flagged.
 10. Ensure that all site administrators with Site/District Mentor(s) and/or Intern Teacher(s) on staff have been informed about the KCOE GROW Intern Program processes and materials, and stay current with changing program requirements, including program alignment to the literacy standards and TPEs.
 11. Respond to requests for evaluation data as requested by the CCTC and the KCOE GROW Intern Program, including survey completion, demographic and/or retention data.
 12. Intern teaching assignments must enable the Intern Teacher to attend KCOE classes on time and complete the requirements of the KCOE GROW Intern Program.
 13. Provide release time necessary for the Site/District Mentor to conduct observations if needed.
 14. Provide Intern Teacher two (2) days a year release time necessary for observation of colleagues, reflection, and professional development activities as part of the required support/mentoring.
 15. Provide Site/District Mentor release time to attend 10 hours of mentor training as required by the GROW Intern Program (for the Site/District Mentor's first and second years) if necessary. The district will provide a substitute for the Site/District Mentor, if needed.
 16. Recognize the credits earned by the Intern Teacher in the Program to the same extent as credits earned in a college or university for the purpose of employment salary and/or other benefits.
 17. Recognize that an intern credential ceases to be valid when KCOE GROW Intern Program terminates an intern teacher for failing to fulfill the requirements of the KCOE GROW Intern Program, including timely payment of tuition. The participating district will take appropriate action with regard to the intern teacher's position as teacher of record.
 18. Recognize that the Intern Teacher cannot be recommended by the KCOE GROW Intern program to the CTC for a Preliminary credential, until the Intern Teacher has met and passed all program requirements, including exams (or equivalent) for teacher licensure.
 19. Notify the KCOE GROW Intern Program as soon as possible if an Intern Teacher placement may be terminated or modified, or if their employment status changes.

E. Other Conditions

Any and all products developed by the Kings County GROW Intern Program are the exclusive property of the Kings County Office of Education (KCOE). School districts, their employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the expressed written permission of KCOE.

F. Compliance with Applicable Laws

This Memorandum of Understanding shall comply with all federal, state and local laws, rules,

regulations and ordinance that are now or may in the future become applicable.

G. Program Participation

Enterprise Elementary School District will employ Interns from KCOE's Intern Program for the academic school year 2025-2026.

KINGS COUNTY SUPERINTENDENT OF SCHOOLS:

By:

Santos

Signature of Authorized Official

Name: Joy Santos

Title: Assistant Superintendent of Educational Services

Date:

4/10/2025

Enterprise Elementary SCHOOL DISTRICT:

By:

Signature of Authorized District Official

Name: Heather Armelino

Title:

Superintendent

Date:

9.3.1 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: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

9.3.2 APPROVE CONSTRUCTION DOCUMENTS FOR MISTLETOE TK CLASSROOMS

The construction documents for Mistletoe TK classrooms is presented to the Board for adoption.

Proposed Action: Adoption.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: JULY 22, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: CONSTRUCTION DOCUMENTS FOR MISTLETOE TK CLASSROOMS

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 the 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.

The board has previously authorized funding for the construction of three TK classrooms at Mistletoe

For this project we retained the architectural services of Semingson Architecture to complete the design and oversee the bidding and construction process. The construction documents are complete. A portion of the design is attached for your review. The full design package is available for review in the district office. Commencement of the construction of the project is anticipated for fall 2025 and should be completed prior to the start of school in the fall 2026.

Please place this on the August 6, 2025 Board Agenda as a Business Action Item requesting approval.

3 NEW TK/K CLASSROOMS for:
MISTLETOE ELEMENTARY SCHOOL
 ENTERPRISE ELEMENTARY SCHOOL DISTRICT
 1225 MISTLETOE LANE
 REDDING, CA 96002

Partial LIST OF APPLICABLE STANDARDS (SEE CBC Ch. 35 & CFC Ch. 60)

- 2022 NFPA 72, NATIONAL FIRE ALARM & SIGNALING CODE (C4 AMENDED)
- 2005 UL 464, AUDIBLE SIGNAL APPLIANCES
- NFPA UL 521, HEAT DETECTORS FOR FIRE PROTECTIVE SIGNALING SYSTEM

SYMBOLS

6. LIGHTING CONTROLS:

THE CALIFORNIA ENERGY CODE, SECTION 10-102, REQUIRES ACCEPTANCE TESTING ON ALL NEWLY INSTALLED LIGHTING EQUIPMENT. THE TESTING PROCEDURE, AND PROCEEDING, SHOULD BE IN ACCORDANCE WITH THE CALIFORNIA ENERGY CODE, SECTION 10-102. THE TESTING PROCEDURE SHOULD BE COMPLETED BY THE INSTALLER OF THE EQUIPMENT THAT IS NEARLY INSTALLED EQUIPMENT IS OPERATING AND IN COMPLIANCE WITH THE ENERGY CODE REQUIREMENTS.

ACCEPTANCE TESTING OF LIGHTING CONTROLS ACCEPTANCE TESTS SHALL BE PERFORMED BY A CERTIFIED LIGHTING CONTROLS SPECIALIST.

THE SPECIALIST SHALL SUBMIT ACCEPTANCE TESTS MUST BE PERFORMED BY A CERTIFIED MECHANICAL ATT FOR PROJECTS SUBMITTED ON OR AFTER OCTOBER 1, 2021.

7. LISTING OF CERTIFIED ATECS CAN BE FOUND AT:

<https://www.energy.ca.gov/programs-and-services/energy-efficiency-and-conservation/lighting-controls>

THE ACCEPTANCE TESTING PROCEDURES MUST BE REPEATED, AND DEFICIENCIES MUST BE CORRECTED BY THE BUILDER ON INSTALLING CONTRACTOR UNTIL THE CORRECTION/INSTALLATION OF THE SPECIFIED EQUIPMENT IS IN ACCORDANCE WITH THE CALIFORNIA ENERGY CODE.

PROJECT INSPECTORS SHALL BE COLLECTING THE FORMS TO COMPLY WITH THE REQUIRED ACCEPTANCE TESTING PROCEDURES.

GENERAL CONTRACTOR:
T B D

THE DRAWINGS IDENTIFIED AS FOLLOWS:

☐ ALL DRAWING SHEETS INCLUDED IN THIS SET NOT BEARING ANY STAMP AND SIGNATURE

☐ DRAWING SHEETS DENOTED IN THE SHEET INDEX AS FOLLOWS _____

☐ DRAWING SHEETS INCLUDED UNDER THE FOLLOWING PROJECT APPROVAL(S): _____

have been prepared by other design professionals or consultants who are licensed and authorized to prepare such drawings (plans) in the state. They have been examined by me for:

☐ Design intent, and to make sure that the appropriate requirements of Title 24, California Code of Regulations, and the project specifications prepared by me, and

☐ Coordination with my drawings (plans) and specifications, and are acceptable for incorporation in the project.

Per Title 24, Part 1, Section 4-316(d), "The Statement of General Conference shall not be construed as relieving me of my rights, duties, and responsibilities under Sections 17502 and 51360 of the California Building Code."

Signature [Signature] Date 6/10/25
J/D PATE SEMINSON C24582 12/2009
Printed Name License Number Expiration Date

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Agenda for August 6, 2025 Regular Board Meeting

DEMOLITION NOTES

NO DEMO WORK SHALL BEGIN UNTIL ALL DRAWINGS HAVE BEEN APPROVED BY DSA

PREPARATION

- PROVIDE, INSTALL AND MAINTAIN EFFECTIVE PROTECTION (FENCING, BARRIERS, TEMPORARY PARTITIONS, LIGHTING, ETC.) TO AVOID ENTRY OF SCHOOL ATTENDEES, PERSONNEL, VISITORS OR TRAFFIC INTO HAZARDOUS AREAS. DO NOT INTERFERE WITH THEIR USE OR THE USE OF OTHER BUILDINGS, UTILITIES AND FACILITIES ON-SITE. PROVIDE FOR AND MAINTAIN FREE AND SAFE PASSAGE TO AND FROM.
- CLEARLY MARK AND PROTECT EXISTING MATERIALS AND EQUIPMENT WHICH ARE NOT TO BE DEMOLISHED.
- DO NOT CLOSE OR OBSTRUCT EXISTING ROUTES TO EXITS.
- SCHEDULE AND CARRY OUT DEMOLITION WORK TO CAUSE AS LITTLE INCONVENIENCE TO ADJACENT OCCUPIED BUILDING AREAS AS POSSIBLE.

EXISTING SERVICES

- ARRANGE, PERFORM AND/OR PAY FOR DISCONNECTION, REMOVAL, AND CAPPING UTILITY SERVICES WITHIN AREAS OF DEMOLITION.
- PLACE MARKERS TO INDICATE LOCATION OF DISCONNECTED SERVICES. IDENTIFY SERVICE LINES AND CAPPING LOCATIONS ON PROJECT RECORD DOCUMENTS.
- DO NOT DISABLE OR INTERRUPT BUILDING FIRE OR LIFE SAFETY SYSTEMS WITHOUT THREE (3) DAYS PRIOR WRITTEN NOTICE TO THE OWNER. PORTIONS OF THE BUILDING AND OTHER BUILDINGS ON-SITE NOT A PART OF THE CONTRACT SHALL NOT BE LEFT UNPROTECTED DURING NON-HOURS.
- ALL FIRE ALARM DEVICES, WIRING, AND APPLIANCES SHALL REMAIN AND BE PROTECTED FROM DAMAGE AT ALL TIMES FOR THE DURATION OF WORK.

DEMOLITION

- MAINTAIN PROTECTED EGRESS AND ACCESS TO THE WORK.
- DEMOLITION IS AN ORDERLY AND MECHANICAL PROCESS AS REQUIRED TO ACCOMMODATE NON WORK, INCLUDING THAT REQUIRED FOR CONNECTION TO NEW OR EXISTING BUILDING(S) OR FACILITIES. PROTECT EXISTING FOUNDATIONS, FLOOR SLABS AND FACILITIES TO REMAIN IN PLACE.
- PERFORM DEMOLITION IN ACCORDANCE WITH APPLICABLE CODES AND REQUIREMENTS.
- WHERE ACTIVE UTILITIES ARE ENCOUNTERED BUT ARE NOT SHOWN ON THE DRAWINGS, THE ARCHITECT SHALL BE ADVISED. THE WORK SHALL BE ADEQUATELY PROTECTED, SUPPORTED OR RELOCATED AS DIRECTED BY THE ARCHITECT. PROTECT OR PROVIDE UTILITIES FOR CONTINUOUS OPERATION OF EXISTING SCHOOL BUILDINGS OR FACILITIES BY TEMPORARY MEANS AS NEEDED.
- REMOVE FROM SITE, CONTAMINATED, WEATHER INFESTED OR DANGEROUS MATERIALS ENCOUNTERED AND DISPOSE OF BY SAFE MEANS SO AS NOT TO ENDANGER HEALTH OF WORKERS AND PUBLIC.
- REMOVE DEMOLISHED MATERIALS, TOOLS, AND EQUIPMENT FROM SITE UPON COMPLETION OF WORK. LEAVE SITE IN A CLEAN AND SAFE CONDITION ACCEPTABLE TO THE ARCHITECT.
- ACTIVE UTILITIES AND FACILITIES SHOWN ON THE DRAWINGS SHALL BE ADEQUATELY PROTECTED FROM DAMAGE AND REPOSED OR RELOCATED ONLY AS INDICATED ON SPECIFIED.
- REPAIR ALL DEMOLITION PERFORMED IN EXCESS OF THAT REQUIRED, AT NO COST TO THE OWNER, WHERE DEMOLITION OR REMOVAL OF SPECIFIC ITEMS EXPOSES OR DAMAGES EXISTING SURFACES. REPAIR SUCH SURFACES TO MATCH ADJACENT IN MATERIAL AND FINISH.

DEMO PLAN KEY NOTES

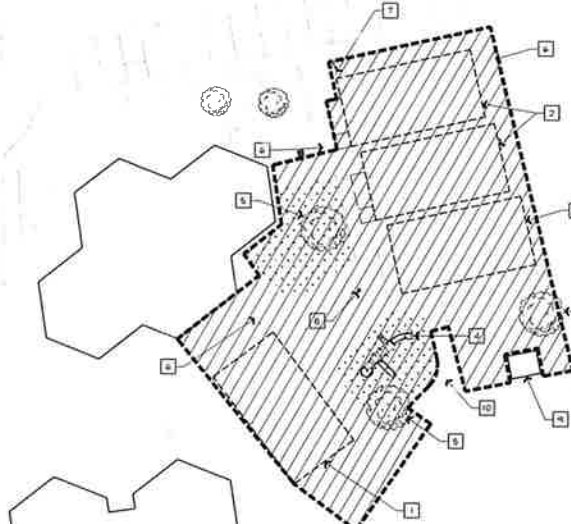
NOTHING CONTAINED IN THESE DRAWINGS OR NOTES SUPERCEDES OR RELIEVES THE CONTRACTOR OF THEIR RESPONSIBILITIES FOR THE MEANS, METHODS, TECHNIQUES, SEQUENCES AND PROCEDURES OF CONSTRUCTION, NOR SAFETY PRECAUTIONS AND PROGRAMS, NOR THE SAFETY OF PERSONS AND PROPERTY.

GENERAL

- REFER TO SHEET B-1.0 FOR BUILDING IDENTIFIER

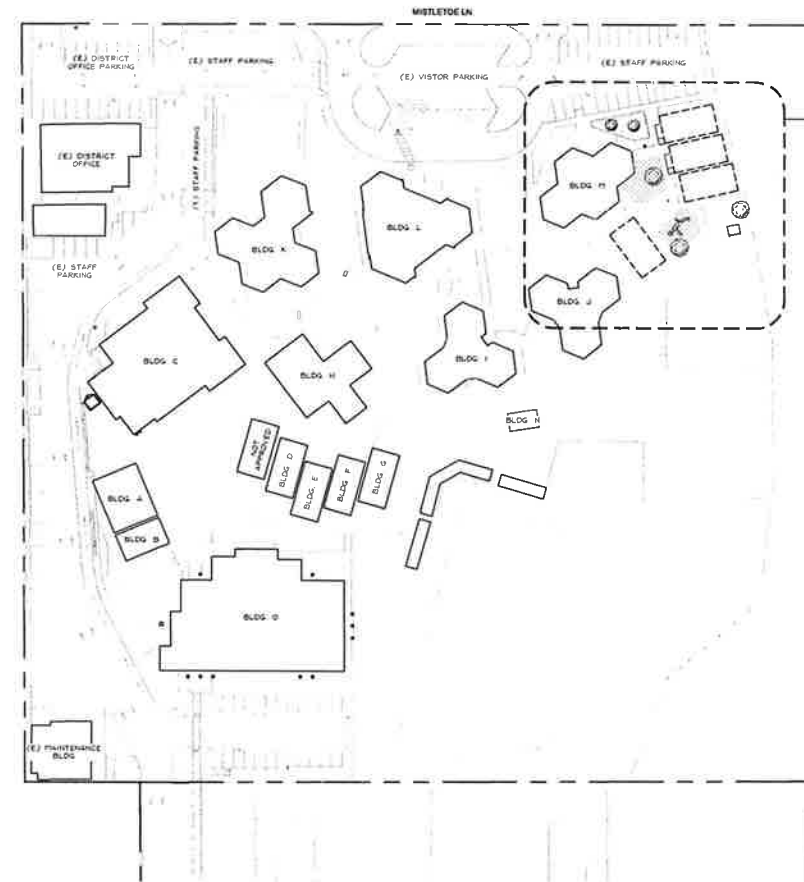
NOTED

- (E) PORTABLE BUILDING TO BE REMOVED
- (E) PORTABLE BUILDING AND METAL RAMP TO BE REMOVED
- (E) PORTABLE BUILDING AND CONCRETE RAMP TO BE REMOVED
- (E) PLAY STRUCTURE AND PLAY SURFACE TO BE REMOVED, INCLUDING ANY CONCRETE FOOTINGS
- (E) TREE TO BE REMOVED BY DISTRICT, CONTRACTOR IS RESPONSIBLE FOR REMOVING THE STUMP & ROOTS AS NECESSARY TO FACILITATE INSTALLATION OF (N) PAVING, INCLUDING PREPARATION OF SUB-BASE
- (E) FENCING & GATES TO BE REMOVED AS NECESSARY TO FACILITATE INSTALLATION OF (N) CONSTRUCTION, AND RETURN TO OWNER
- (E) CONCRETE CURB TO BE REMOVED
- (E) STORM WATER DRAIN, RAISE DRAIN TO BE FLUSH W/ (N) FINISH GRADE
- (E) STORAGE SHED TO REMAIN
- PORTION OF (E) HIGHWAY TO REMAIN



DEMO PLAN LEGEND

- AREA OF DEMO
- (E) BLOC TO BE REMOVED



DEMO SITE PLAN

SCALE: 1" = 30'

AGENCY STAMP



SEMINGTON
ARCHITECTURE
& ENGINEERING
3233 BRUSH STREET, P.O. BOX 210
COTTONWOOD, CA 96032
T: (530) 547-0000 F: (530) 547-0001

3 NEW TK/K CLASSROOMS for:
MISTLETOE ELEMENTARY SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1225 MISTLETOE LANE
REDDING, CA 96002



DSA APP #02-123457

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FOR DSA SUBMITTAL
JOB No.: 25280
DATE: 6/11/2025
SHEET No.: 74

D-1.0
DEMO SITE PLAN

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Agenda for August 6, 2025 Regular Board Meeting

PARKING ANALYSIS

PARKING REQUIREMENTS	
• TOTAL PARKING SPACES	140
• SPACES PROVIDED	140
• ACCESSIBLE PARKING SPACES	14
• SPACES REQUIRED (PER CBC 18-308.2)	14
• SPACES PROVIDED	14

SITE PLAN KEY NOTES

- NOTHING CONTAINED IN THESE DRAWINGS OR NOTES SUPERCEDES OR RELIEVES THE CONTRACTOR OF THEIR RESPONSIBILITIES FOR THE MEANS, METHODS, TECHNIQUES, SEQUENCES AND PROCEDURES OF CONSTRUCTION, NOR SAFETY PRECAUTIONS AND PROGRAMS, NOR THE SAFETY OF PERSONS AND PROPERTY.
- KEY:
- (E) ACCESSIBLE PARKING, SIGNAGE & CURB RAMP (DSA APP. #02-10721 & #02-10722)
 - (E) GONG HALL
 - PROPERTY LINE (TYP.)
 - (E) TON AHEAD SIGN (DSA APP. #02-10721)
 - (E) FIRE HYDRANT
 - (E) FIRE HYDRANT WITHIN 400' FROM ALL CORNERS OF (N) BUILDINGS
 - (E) ACCESSIBLE PATH OF TRAVEL (DSA APP. #02-10724)
 - (N) ACCESSIBLE PATH OF TRAVEL
 - CHAIN LINK FENCE
 - (E) HEIGHT 100% FENCE
 - (E) ASPHALT PAVING
 - (E) PLAYGROUND AREA
 - (E) GRASS SOCCER FIELD
 - (E) ACCESSIBLE W-LON DRINKING FOUNTAIN (DSA APP. #02-10726)
 - (E) ACCESSIBLE BOYS/GIRLS RESTROOM (DSA APP. #02-10726)
 - (E) ACCESSIBLE STAFF RESTROOM (DSA APP. #02-10726)

SITE PLAN NOTES

DESIGN PROFESSIONAL'S GENERAL RESPONSIBILITY STATEMENT:
THE PATH OF TRAVEL (P.O.T.) IDENTIFIED IN THESE CONSTRUCTION DOCUMENTS MEETS THE REQUIREMENTS OF THE CURRENTLY APPLICABLE CALIFORNIA BUILDING CODE (CBC) ACCESSIBILITY PROVISIONS FOR P.O.T. REQUIREMENTS FOR ALTERATIONS, ADDITIONS AND STRUCTURAL REPAIRS AS PART OF THE DESIGN OF THIS PROJECT. THIS P.O.T. HAS EXAMINED ANY ELEMENTS, COMPONENTS OR PORTIONS OF THE P.O.T. THAT WERE DETERMINED TO BE NONCOMPLIANT WITH THE CBC HAVE BEEN IDENTIFIED AND THE CORRECTIVE WORK NECESSARY TO BRING THEM INTO COMPLIANCE HAS BEEN INCLUDED WITHIN THE SCOPE OF THIS PROJECT'S WORK THROUGH DETAILED DRAWINGS & SPECIFICATIONS INCORPORATED INTO THESE CONSTRUCTION DOCUMENTS. ANY NONCOMPLIANT ELEMENTS, COMPONENTS OR PORTIONS OF THE P.O.T. THAT WILL NOT BE CORRECTED BY THIS PROJECT BASED ON VALUATION THRESHOLD LIMITATIONS OR A FINDING OF UNREASONABLE HARDSHIP ARE INDICATED IN THESE CONSTRUCTION DOCUMENTS. DURING CONSTRUCTION, IF THE P.O.T. ITEMS WITHIN THE SCOPE OF THE PROJECT REPRESENTED AS CBC COMPLIANT ARE FOUND TO BE NONCOMPLIANT BEYOND REASONABLE CONSTRUCTION TOLERANCES, THE ITEMS SHALL BE BROUGHT INTO COMPLIANCE WITH THE CBC AS A PART OF THIS PROJECT BY MEANS OF A CCB.

ACCESSIBLE PATH OF TRAVEL:
AN ACCESSIBLE PATH OF TRAVEL (P.O.T.), (AS VERIFIED BY THE ARCHITECT), IS A CORRIDOR, BARRIER-FREE, ACCESSIBLE ROUTE, AT LEAST 48" WIDE WITHOUT ANY ABRUPT VERTICAL CHANGES EXCEEDING 1/2" PER FOOT SLOPE, EXCEPT THAT LEVEL CHANGES DO NOT EXCEED 1/4" VERTICAL. THE PATH SURFACE IS SLIP RESISTANT, STABLE, FIRM AND SMOOTH. PAVING SPACES AT LEAST 48" WIDE ARE LOCATED NOT MORE THAN 200' APART. CONTINUOUS GRADIENTS HAVE 50% LEVEL AREAS NOT MORE THAN 400' APART. CROSS SLOPE NOT TO EXCEED 2% SLOPE IN DIRECTION OF TRAVEL, IS LESS THAN 1% UNLESS OTHERWISE INDICATED AS A RAMP. MAINTAIN P.O.T. FREE OF OVERHANGING OBSTRUCTIONS TO 50' MINIMUM. PROTRUDING OBJECTS GREATER THAN 4" PROJECTION FROM HALL OR EDGE AND 27" ABOVE FINISH FLOOR. THERE IS NO DROP-OFF OVER 4" AT THE EDGE OF WALK OR LANDING UNLESS IDENTIFIED BY A GUARD, A HANDRAIL, OR A WARNING CURB AT LEAST 6" IN HEIGHT ABOVE THE WALK (103-309.1).

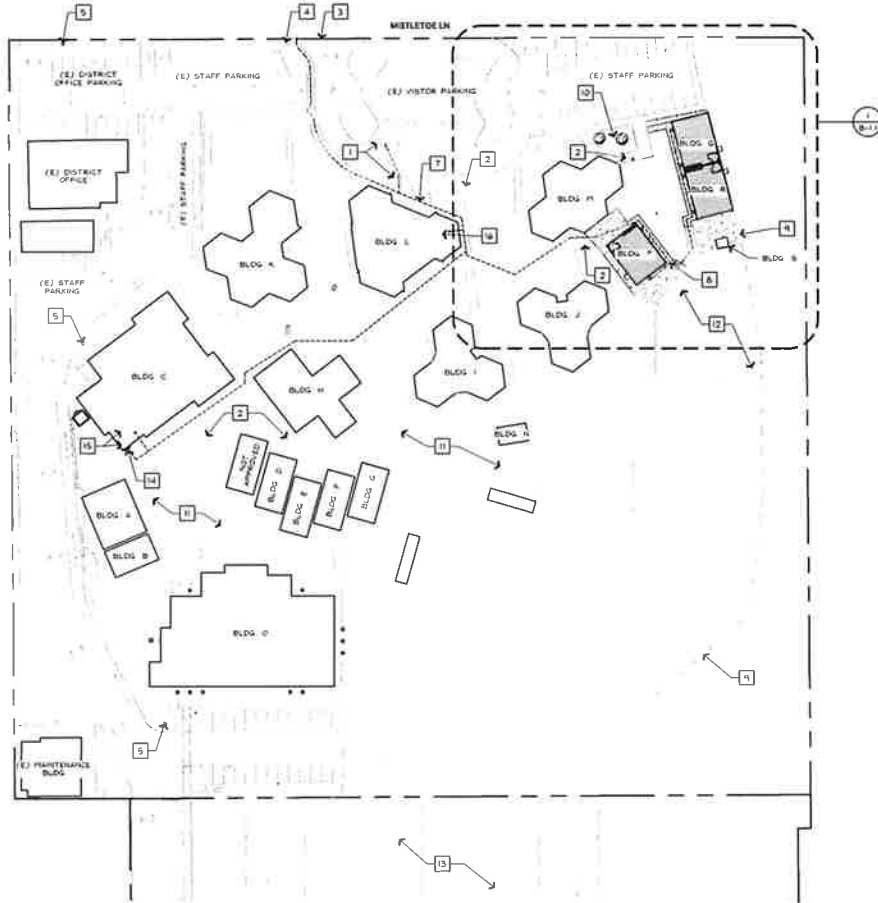
DETERIORATION OR EXISTING NON-COMPLIANT CONSTRUCTION:
IF ANY CONDITION IS DISCOVERED WHICH, IF LEFT UNCORRECTED, WOULD MAKE THE BUILDING NON-COMPLIANT WITH THE REQUIREMENTS OF THE EDITION OF THE CBC IN FORCE AT THE TIME OF ORIGINAL CONSTRUCTION, THE CONDITION MUST BE CORRECTED IN ACCORDANCE WITH CURRENT CODE REQUIREMENTS. A CHANGE ORDER OR A SEPARATE SET OF PLANS AND SPECIFICATIONS DETAILING AND SPECIFYING THE REQUIRED REPAIR WORK SHALL BE SUBMITTED TO, AND APPROVED BY, DSA BEFORE PROCEEDING WITH THE REPAIR WORK.

BUILDING LEGEND

UNIQUE BLDG. IDENTIFIER	BLDG. TYPE/USE	DSA APP. #	YEAR
BLDG. A	EXERCISE ROOM	02-10427	2017
BLDG. B	PORTABLE CLASSROOM	02-10253	2014
BLDG. C	MULTI-USE BLDG.	02-14553	1996
BLDG. D	PORTABLE CLASSROOM	02-14271	1992
BLDG. E	PORTABLE CLASSROOM	02-14291	1996
BLDG. F	PORTABLE CLASSROOM	02-14733	1996
BLDG. G	PORTABLE CLASSROOM	02-15234	1996
BLDG. H	CLASSROOMS BLDG.	02-21248	1966
BLDG. I	CLASSROOMS BLDG.	02-20225	1960
BLDG. J	CLASSROOMS BLDG.	02-20125	1960
BLDG. K	CLASSROOMS BLDG.	02-21044	1962
BLDG. L	LIBRARY/ADMIN BLDG.	02-22025	1960
BLDG. M	CLASSROOMS BLDG.	02-22014	1962
BLDG. N	SHADE STRUCTURE	02-144742	2015
BLDG. O	GYMNASIUM BLDG.	02-10614	2001
BLDG. P	TK/K CLASSROOM	THIS APPLICATION	2025
BLDG. Q	TK/K CLASSROOM	THIS APPLICATION	2025
BLDG. R	TK/K CLASSROOM	THIS APPLICATION	2025
BLDG. S	STORAGE	NOT APPROVED	-

SITE PLAN LEGEND

- (E) BUILDING
- AREA OF WORK
- PROPERTY LINE
- (E) FENCE LINE
- (E) PATH OF TRAVEL



1 ARCHITECTURAL SITE PLAN
SCALE 1" = 50'

TOP

75

AGENCY STAMP

SEMINGTON ARCHITECTURE & ENGINEERING

1322 BROWN STREET, P.O. BOX 210
COTTONWOOD, CA 96022
T: (530) 347-0500 F: (530) 347-7825

3 NEW TK/K CLASSROOMS for:

MISTLETOE ELEMENTARY SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1225 MISTLETOE LANE
REDDING, CA 96002

ARCHITECT

ENGINEER

DSA APP. #02-123487

REVISIONS:

FOR DSA SUBMITTAL

JOB No.: 20250

DATE: 6/11/2025

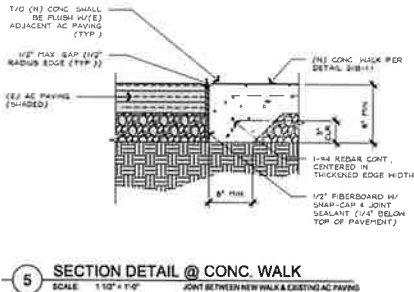
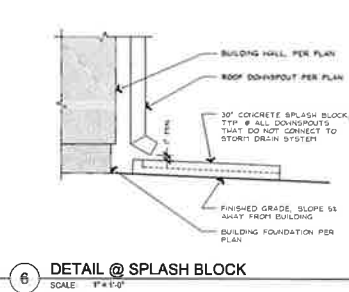
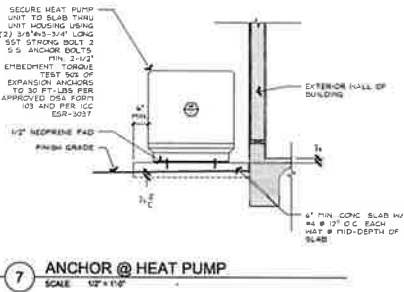
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ARCHITECTURAL SITE PLAN

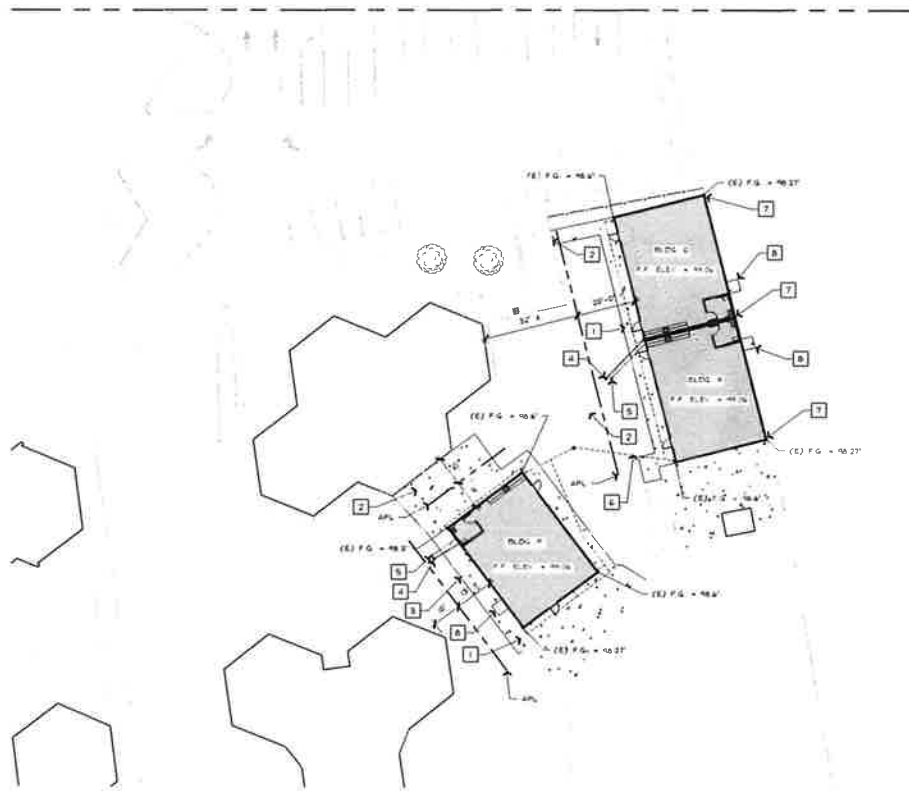
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Agenda for August 6, 2025 Regular Board Meeting



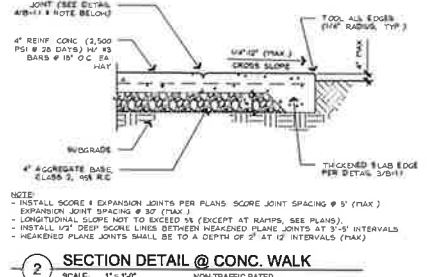
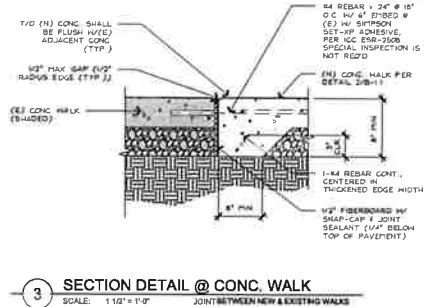
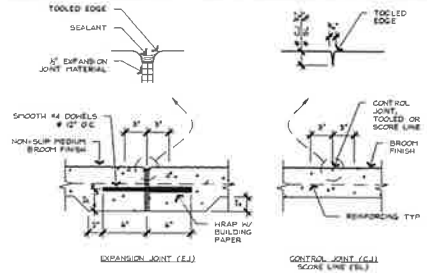
ENLARGED SITE PLAN KEY NOTES

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- KEY:
- (N) CONC. WALK (SEE DETAIL 2/B-1.1)
 - PROVIDE FLUSH TRANSITION BETWEEN (E) AND (N) CONCRETE WALKWAYS (TYP.) (SEE DETAIL 3/B-1.1)
 - PROVIDE FLUSH TRANSITION BETWEEN (E) ASPHALT AND (N) CONCRETE HALKWAYS (TYP.) (SEE DETAIL 3/B-1.1)
 - APPROX. LOCATION OF SUBER TIE-IN (VERIFY EXACT LOCATION IN FIELD)
 - APPROX. LOCATION OF WATER LINE TIE-IN (VERIFY EXACT LOCATION IN FIELD)
 - 4" HDPE UNDERGROUND STORM WATER DRAIN (TYP.) THE HDPE (E) STORM DRAIN
 - PROVIDE SPLASH BLOCKS AT DOWNSPOUTS ALONG THIS FACE OF BUILDING (SEE DETAIL 6/B-1.1)
 - OUTDOOR MECHANICAL PAD, SEE SHEET PUP-C OF PC PLANS AND DETAIL 7/B-1.1



SITE PLAN LEGEND

- (E) BUILDING
- AREA OF WORK
- (E) CONCRETE WALK
- (N) CONCRETE WALK
- (E) TURF TO REMAIN
- (E) FENCE LINE
- (N) FENCE LINE



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76

SEMINGTON
ARCHITECTURE
ENGINEERING
3132 BRUSH STREET, P.O. Box 210
COTTONWOOD, CA 96022
TEL: (530) 547-0000 FAX: (530) 547-7523

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1225 MISTLETOE LANE
REDDING, CA 96002

ARCHITECT

DAVID J. SEMINGTON
REGISTERED ARCHITECT
NO. 15574
STATE OF CALIFORNIA

ENGINEER

DAVID J. SEMINGTON
REGISTERED ENGINEER
NO. 15574
STATE OF CALIFORNIA

DSA APP. #02-1234567

REVISIONS

NO.	DATE	DESCRIPTION
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FOR DSA SUBMITTAL

JOB No. 25220

DATE: 6/11/2025

SHEET No:

B-1.1

ENLARGED SITE PLAN

REACH RANGE NOTES

REACH RANGES

- FOR OUTLETS, CONTROLS AND SWITCHES INTENDED TO BE USED BY THE OCCUPANT(S) OF A ROOM OR SPACE, THE LOW REACH SHALL BE MEASURED TO THE BOTTOM OF THE OUTLET BOX AND HIGH REACH SHALL BE MEASURED TO TOP OF OUTLET BOX
- WHERE A FORWARD REACH IS UNOBSTRUCTED, THE HIGH FORWARD REACH SHALL BE 48 INCHES (1219 MM) MAXIMUM AND THE LOW FORWARD REACH SHALL BE 15 INCHES (381 MM) MINIMUM ABOVE THE FINISH FLOOR OR GROUND
- WHERE A HIGH FORWARD REACH IS OVER AN OBSTRUCTION, THE CLEAR FLOOR SPACE SHALL EXTEND BENEATH THE OBSTRUCTION THE HIGH FORWARD REACH SHALL BE 48 INCHES (1219 MM) MAXIMUM WHERE THE REACH DEPTH IS 20 INCHES (508 MM) MAXIMUM WHERE THE REACH DEPTH EXCEEDS 20 INCHES (508 MM), THE HIGH FORWARD REACH SHALL BE 44 INCHES (1118 MM) MAXIMUM AND THE REACH DEPTH SHALL BE 25 INCHES (635 MM) MAXIMUM
- WHERE A CLEAR FLOOR OR GROUND SPACE ALLOWS A PARALLEL APPROACH TO AN ELEMENT AND THE SIDE REACH IS UNOBSTRUCTED, THE HIGH SIDE REACH SHALL BE 48 INCHES (1219 MM) MAXIMUM AND THE LOW SIDE REACH SHALL BE 15 INCHES (381 MM) MINIMUM ABOVE THE FINISH FLOOR OR GROUND
- WHERE A CLEAR FLOOR OR GROUND SPACE ALLOWS A PARALLEL APPROACH TO AN ELEMENT AND THE HIGH SIDE REACH IS OVER AN OBSTRUCTION, THE HEIGHT OF THE OBSTRUCTION SHALL BE 34 INCHES (864 MM) MAXIMUM AND THE DEPTH OF THE OBSTRUCTION SHALL BE 24 INCHES (610 MM) MAXIMUM THE HIGH SIDE REACH SHALL BE 46 INCHES (1168 MM) MAXIMUM FOR A REACH DEPTH OF 10 INCHES (254 MM) MAXIMUM WHERE THE REACH DEPTH EXCEEDS 10 INCHES (254 MM), THE HIGH SIDE REACH SHALL BE 42 INCHES (1067 MM) MAXIMUM FOR A REACH DEPTH OF 24 INCHES (610 MM) MAXIMUM

CODE COMPLIANCE NOTES

GENERAL

- REFER TO CODE ANALYSIS PLAN ON THIS SHEET FOR SPACE/ROOM USE, OCCUPANCY CLASSIFICATION, AREA & OCCUPANT LOAD
- REFER TO FLOOR PLAN ON SHEET A-1.0 FOR DIMENSIONS

REQUIREMENTS

- PROVIDE THRESHOLD AT TRANSITION BETWEEN FINISH & CONCRETE LANDING (SEE DETAIL 2/AS 2 OF PC DRAWINGS)
- COMMON PATH OF EGRESS TRAVEL, WOBST-CASE SCENARIO - 23'-6" (DOES NOT EXCEED THE LIMIT OF 75' FOR 2' OCCUPANCY PERMITTED BY CBC)
- EXIT ACCESS TRAVEL DISTANCE WOBST-CASE SCENARIO = 44'-8" (DOES NOT EXCEED THE LIMIT OF 200' FOR 2' OCCUPANCY PERMITTED BY CBC)
- DASHED LINE IS ACCESSIBILITY CODE REQUIRED CLEAR FLOOR SPACE (TYP)
- LANDING SLOPE SHALL NOT EXCEED 2% IN ANY DIRECTION (SLOPE AWAY FROM BUILDING WHERE ADJACENT TO HALL/DOOR)
- 34" EXIT WIDTH PROVIDED EXCEEDS CAPACITY REQ'D PER CBC 1009.3.2 (0.20' x 3) PERSONS = 6.27)
- EXIT SIGNAGE (SEE DETAIL 1/AA1 OF PC DRAWINGS)
- UNSEX TOILET ROOM SIGNAGE (SEE DETAIL 1/AA1 OF PC DRAWINGS)
- REQUIRED FIRE EXTINGUISHER LOCATION (SEE DETAIL 3/AA2 OF PC DRAWINGS)
- "ASSISTIVE-LISTENING SYSTEM" AVAILABLE SIGN (SEE DETAIL 2/AS-2.0)
- MAXIMUM OCCUPANCY SIGNAGE (SEE DETAIL 2/AS-2.0)

OCCUPANCY & EGRESS ANALYSIS

DESIGN CRITERIA

- AREA (TOTAL BENEATH ROOF PROJECTION)
- CONDITIONED
- COVERED HALOWAY
- OVERHANGS
- CONSTRUCTION TYPE
- OCCUPANCY TYPE

AUTOMATIC FIRE SPRINKLERS

- REQUIRED?

OCCUPANT LOAD (PER CBC TABLE 1004.1.2)

- CLASSROOM 01

REMARKS OF EGRESS

- REQUIRED NUMBER OF EXITS
- ONE EXIT ALLOWED (PER 2022 CBC TABLE 1006.2.1.7)
- OCCUPANT LOAD 1,497
- MINIMUM EXITS REQUIRED
- PER CLASSROOM

- NUMBER OF EXITS PROVIDED
- PER CLASSROOM

- COMMON PATH OF EGRESS TRAVEL DISTANCE (CPET) (PER TABLE 1006.2.1)
- ALLOWABLE FOR 2 OCCUPANCY H20 SPRINKLERS
- PROPOSED MAX. CPET & ALLOWABLE CPET
- EXIT ACCESS TRAVEL DISTANCE (EATD) (PER TABLE 1012.2)
- ALLOWABLE FOR 2 OCCUPANCY H20 SPRINKLERS
- PROPOSED MAX. EATD & ALLOWABLE EATD
- SIZE OF EXIT(S) (PER 2022 CBC 1009.3.3)
- REQUIRED FOR OCCUPANT LOAD (0.2' PER OCCUPANT, 42 x 0.2')
- PROPOSED TOTAL EXIT WIDTH

- NOTE: EVERY ROOM OR SPACE THAT IS USED FOR ASSEMBLY WITH AN OCCUPANT LOAD OF 50 OR MORE SHALL HAVE THE OCCUPANT LOAD OF THE ROOM OR SPACE POSTED IN A CONSPICUOUS PLACE NEAR THE MAIN EXIT OR EXIT ACCESS DOORWAY FROM THE ROOM OR SPACE
- THE SIGN SHALL BE OF AN APPROVED PERMANENT, LEGIBLE DESIGN, AND SHALL BE MAINTAINED BY THE OWNER
 - SIGN MATERIAL SHALL BE 1/8" THK. ES. PLASTIC WITH 1/4" RAISED CHARACTERS PROVIDE MECHANICAL MOUNTING INVANDAL RESISTANT HARDWARE
 - CHARACTERS 1" HIGH BACKGROUND SHALL HAVE NON-GLARE FINISH
 - COLORS SHALL CONTRAST W/ LIGHT CHARACTERS ON DARK BACKGROUND, OR DARK CHARACTERS ON LIGHT BACKGROUND



MAXIMUM OCCUPANCY SIGNAGE

SCALE: 3/4" = 1'-0"

- NOTE: PROVIDE MECHANICAL MOUNTING INVANDAL RESISTANT HARDWARE, (OR 3/4" VHB TAPE OR SILICONE AT GLASS)



ASSISTIVE-LISTENING SYSTEM AVAILABLE

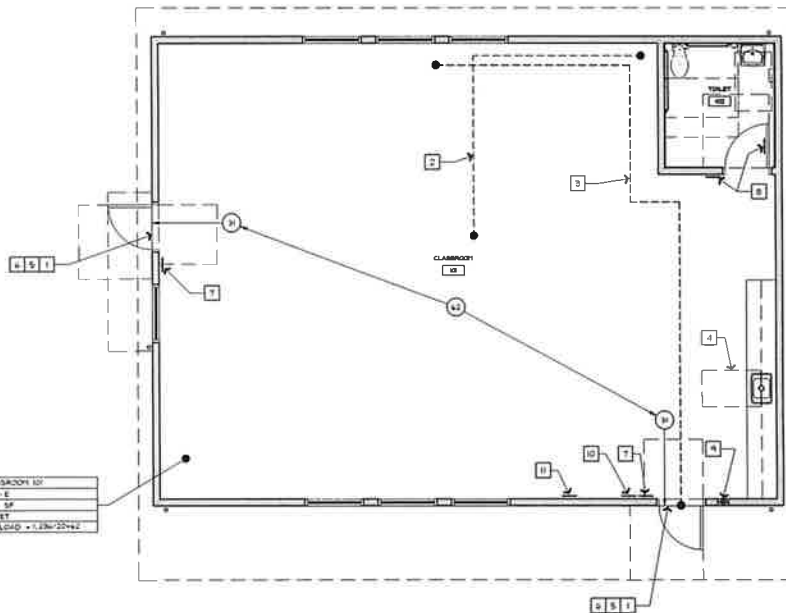
INTERNATIONAL SYMBOL OF ACCESS FOR HEARING LOSS

5/8" HIGH UPPERCASE TEXT, CONDENSED RIBBON FONT

- NOTE: CHARACTERS 1" HIGH BACKGROUND SHALL HAVE NON-GLARE FINISH. COLORS SHALL CONTRAST W/ LIGHT CHARACTERS ON DARK BACKGROUND, OR DARK CHARACTERS ON LIGHT BACKGROUND

ASSISTIVE LISTENING SIGNAGE

SCALE: 3/4" = 1'-0"



CODE ANALYSES PLAN - BUILDING P

SCALE: 1/4" = 1'-0"

AGENCY STAMP



SEMINGTON
ARCHITECTURE
ENGINEERING

3333 MARK STREET - P.O. Box 210
COTTENWOOD, CA 95022
T: (916) 347-0000 F: (916) 347-7000

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MISTLETOE ELEMENTARY SCHOOL
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1225 MISTLETOE LANE
REDDING, CA 96002

ARCHITECT



ENGINEER

DSA APP-852-1234567

REVISIONS	DATE	BY	CHKD
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FOR DSA SUBMITTAL

JOB No.: 23230

DATE: 01/11/2025

SHEET No.:

B-2.0
CODE ANALYSES PLAN
BUILDING P

9.3.3 APPROVE CONSTRUCTION DOCUMENTS FOR SHASTA MEADOWS TK CLASSROOMS

The construction documents for Shasta Meadows TK classrooms is presented to the Board for adoption.

Proposed Action: Adoption.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: JULY 22, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: CONSTRUCTION DOCUMENTS FOR SHASTA MEADOWS TK CLASSROOMS

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 the 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.

The board has previously authorized funding for the construction of two TK classrooms at Shasta Meadows

For this project we retained the architectural services of Semingson Architecture to complete the design and oversee the bidding and construction process. The construction documents are complete. A portion of the design is attached for your review. The full design package is available for review in the district office. Commencement of the construction of the project is anticipated for fall 2025 and should be completed prior to the start of school in the fall 2026.

Please place this on the August 6, 2025 Board Agenda as a Business Action Item requesting approval.

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DEMOLITION NOTES

NO DEMO WORK SHALL BEGIN UNTIL ALL DRAWINGS HAVE BEEN APPROVED BY DSA.

SEPARATION

1. PROVIDE, INSTALL AND MAINTAIN EFFECTIVE PROTECTION (FENCING, BARRIERS, TEMPORARY PARTITIONS, LIGHTING, ETC.) TO AVOID ENTRY OF SCHOOL ATTENDEES, PERSONNEL, VISITORS OR TRAFFIC INTO HAZARDOUS AREAS. DO NOT INTERFERE WITH THEIR USE OR THE USE OF OTHER BUILDINGS, UTILITIES AND FACILITIES ON-SITE. PROVIDE FOR AND MAINTAIN FREE AND SAFE PASSAGE TO AND FROM.
2. CLEARLY MARK AND PROTECT EXISTING MATERIALS AND EQUIPMENT WHICH ARE NOT TO BE DEMOLISHED.
3. DO NOT CLOSE OR OBSTRUCT EGRESS WIDTHS TO EXITS.
4. SCHEDULE AND CARRY OUT DEMOLITION WORK TO CAUSE AS LITTLE INCONVENIENCE TO ADJACENT OCCUPIED BUILDING AREAS AS POSSIBLE.

EXISTING SERVICES

5. ARRANGE, PERFORM AND/OR PAY FOR DISCONNECTION, REMOVAL, AND CAPPING UTILITY SERVICES WITHIN AREAS OF DEMOLITION.
6. PLACE MARKERS TO INDICATE LOCATION OF DISCONNECTED SERVICES. IDENTIFY SERVICE LINES AND CAPPING LOCATIONS ON PROJECT RECORD DOCUMENTS.
7. DO NOT DISABLE OR DISRUPT BUILDING FIRE OR LIFE SAFETY SYSTEMS WITHOUT THREE (3) DAYS PRIOR WRITTEN NOTICE TO THE OWNER. PORTIONS OF THE BUILDING AND OTHER BUILDINGS OR-SITE NOT A PART OF THE CONTRACT SHALL NOT BE LEFT UNPROTECTED DURING NON-HOUR MOVES.
8. ALL FIRE ALARM DEVICES, WIRING, AND APPLIANCES SHALL REMAIN AND BE PROTECTED FROM DAMAGE AT ALL TIMES FOR THE DURATION OF WORK.

DEMOLITION

9. MAINTAIN PROTECTED EGRESS AND ACCESS TO THE WORK.
10. DEMOLISH IN AN ORDERLY AND WORKMANLIKE MANNER AS REQUIRED TO ACCOMMODATE NEH WORK, INCLUDING THAT REQUIRED FOR CONNECTION TO NEH OR EXISTING BUILDING(S) OR FACILITIES.
11. PROTECT EXISTING FOUNDATIONS, FLOOR SLABS AND FACILITIES TO REMAIN IN PLACE.
12. PERFORM DEMOLITION IN ACCORDANCE WITH APPLICABLE CODES AND REQUIREMENTS.
13. WHEN ACTIVE UTILITIES ARE ENCOUNTERED BUT ARE NOT SHOWN ON THE DRAWINGS, THE ARCHITECT SHALL BE ADVISED. THE WORK SHALL BE ADEQUATELY PROTECTED, SUPPORTED OR RELOCATED AS DIRECTED BY THE ARCHITECT. PROTECT OR PROVIDE UTILITIES FOR CONTINUOUS OPERATION OF EXISTING SCHOOL BUILDINGS OR FACILITIES BY TEMPORARY MEANS AS NEEDED.
14. REMOVE DEMOLISHED MATERIALS, TOOLS, AND EQUIPMENT FROM SITE UPON COMPLETION OF WORK. LEAVE SITE IN A CLEAN AND SAFE CONDITION, ACCEPTABLE TO THE ARCHITECT.
15. REPAIR ALL DEMOLITION PERFORMED IN EXCESS OF THAT REQUIRED, AT NO COST TO THE OWNER, WHERE DEMOLITION OR REMOVAL OF SPECIFIC ITEMS EXPOSES OR DAMAGES EXISTING SURFACES. REPAIR SUCH SURFACES TO MATCH ADJACENT IN MATERIAL AND FINISH.

DEMO PLAN KEY NOTES

NOTHING CONTAINED IN THESE DRAWINGS OR NOTES SUPERCEDES OR RELIEVES THE CONTRACTOR OF THEIR RESPONSIBILITIES FOR THE MEANS, METHODS, TECHNIQUES, SEQUENCES AND PROCEDURES OF CONSTRUCTION, NOR SAFETY PRECAUTIONS AND PROGRAMS, NOR THE SAFETY OF PERSONS AND PROPERTY.

GENERAL

1.

LEGEND

1. (E) PORTABLE BUILDING TO BE REMOVED.
2. (E) PORTABLE BUILDING AND METAL RAMP TO BE REMOVED.
3. (E) PORTABLE BUILDING CONCRETE RAMP & HANDRAILS TO BE REMOVED.
4. (E) TREE AND ROOTS TO BE REMOVED AS NECESSARY TO FACILITATE INSTALLATION OF (N) PAVING, INCLUDING PREPARATION OF SUB-BASE.
5. (E) FENCING & GATES TO BE REMOVED AS NECESSARY TO FACILITATE INSTALLATION OF (N) CONSTRUCTION, AND RETURN TO OWNER.
6. (E) CONCRETE CURB TO BE REMOVED, TYP.
7. REMOVE AND RELOCATE (E) STORAGE SHED.

BUILDING LEGEND

UNIQUE BLDG. IDENTIFIER	BLDG. TYPE/USE	DSA APP. #	YEAR
BLDG. A	GYMNASIUM	02-10764	2001
BLDG. B	RELOCATABLE CLASSROOM	02-10764	2000
BLDG. C	CLASSROOM	29144	1996
BLDG. D	ADDITIONAL CLASSROOM & WING/ADDITION	8298	1953
BLDG. E	CLASSROOMS	13124	1955
BLDG. F	MULTI-USE	66057	1987
BLDG. G	LIBRARY	66057	1917
BLDG. H	RELOCATABLE CLASSROOM REMOVED AS PART OF THIS APPLICATION	61053	1996
BLDG. I	RELOCATABLE CLASSROOM REMOVED AS PART OF THIS APPLICATION	02-10764	1996
BLDG. J	RELOCATABLE CLASSROOM REMOVED AS PART OF THIS APPLICATION	NOT APPROVED	1996

DEMO PLAN LEGEND

(E) BLDG. TO BE REMOVED



1 DEMO SITE PLAN

SCALE: 1" = 40'-0"



AGENCY STAMP

82

SEMINGTON
ARCHITECTURE
ENGINEERING
3325 BRUSH STREET - P.O. BOX 810
COTTONWOOD, CA 95923
T: (909) 347-6900 F: (909) 347-7823

NEW TKK CLASSROOMS for:

SHASTA MEADOW ELEM. SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
2825 YANA AVENUE
REDDING, CA 96002

ARCHITECT



ENGINEER

02-123502

REVISIONS		
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JOB No.: 25221

DATE: 5/9/2025

SHEET No.:

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DEMO SITE PLAN

CONTRACTOR SHALL
FILL IN THE
APPROPRIATE
INFORMATION AS A
PERMANENT PART OF
THE BIDDING

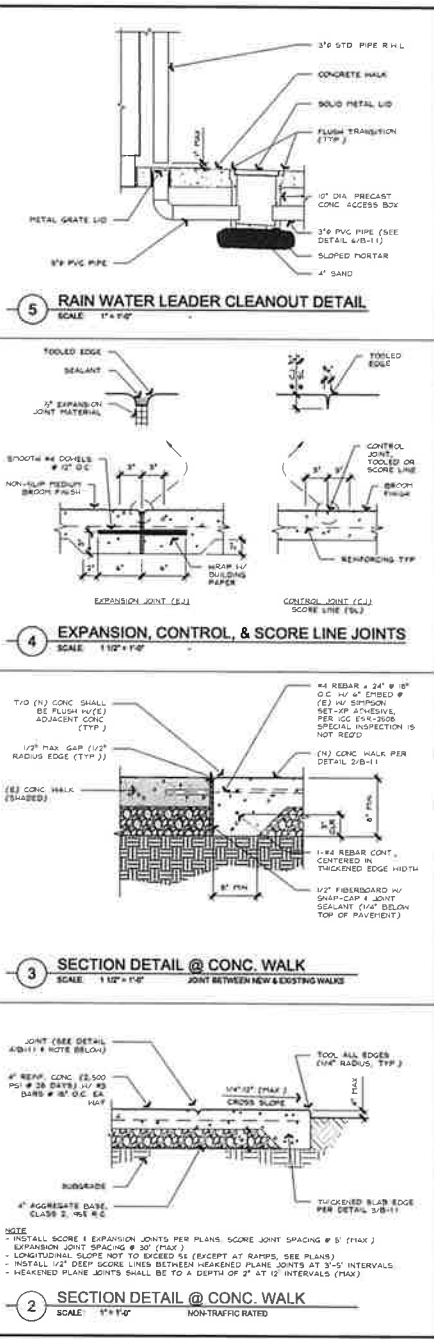
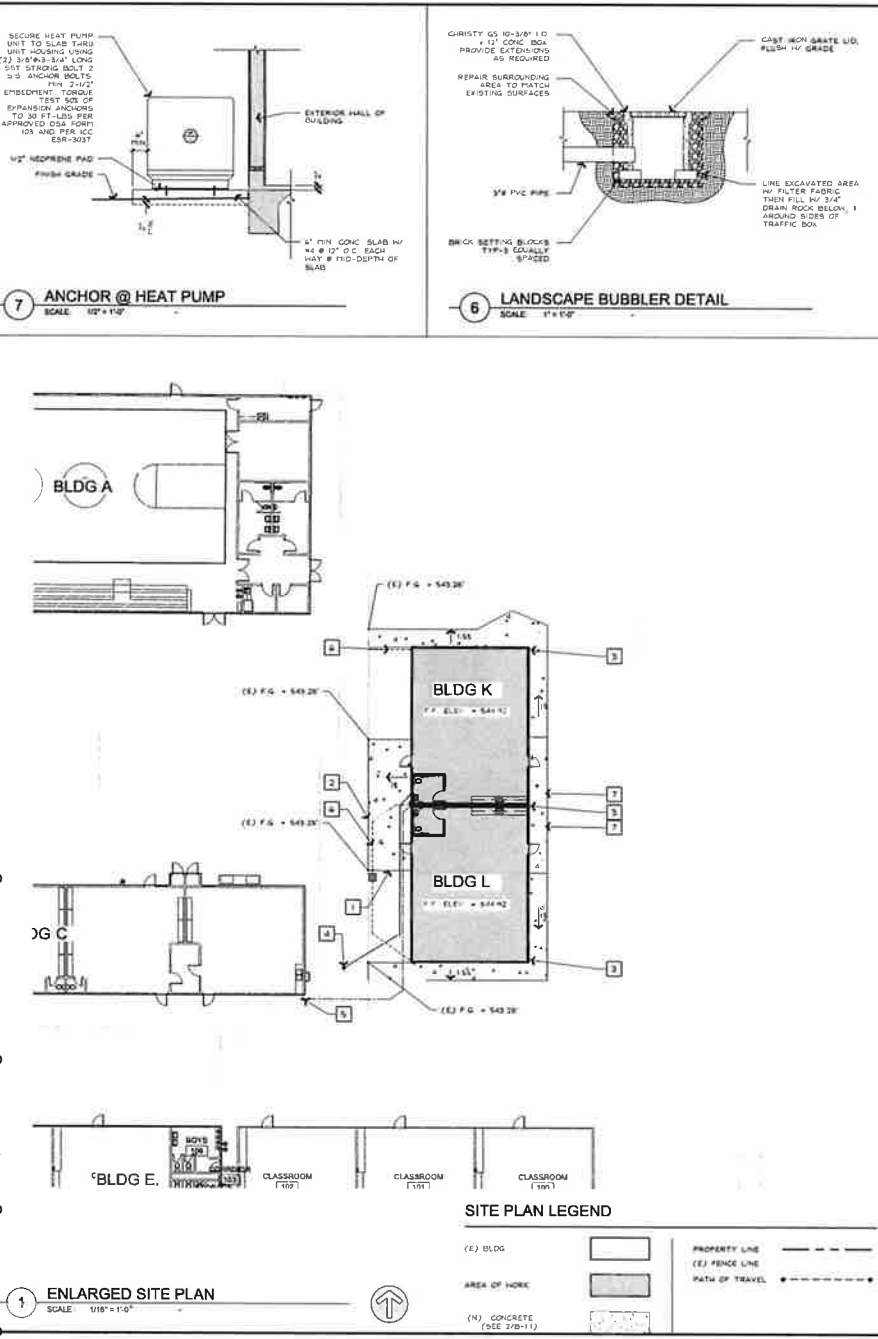
SCALE: 1" = 40'

SHEET No :

ARCHITECTURAL SITE PLAN

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Agenda for August 6, 2025 Regular Board Meeting



SITE PLAN NOTES

DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE STATEMENT

THE PATH OF TRAVEL (P.O.T.) IDENTIFIED IN THESE CONSTRUCTION DOCUMENTS MEETS THE REQUIREMENTS OF THE CURRENT APPLICABLE CALIFORNIA BUILDING CODE (CBC) ACCESSIBILITY PROVISIONS FOR P.O.T. REQUIREMENTS FOR ALTERATIONS, ADDITIONS AND STRUCTURAL REPAIRS AS PART OF THE DESIGN OF THIS PROJECT. THE P.O.T. HAS BEEN EXAMINED IN ANY ELEMENTS, COMPONENTS OR PORTIONS OF THE P.O.T. THAT HAVE DETERMINED TO BE NONCOMPLIANT WITH THE CBC HAVE BEEN IDENTIFIED IN THE CORRECTIVE WORK NECESSARY TO BRING THEM INTO COMPLIANCE HAS BEEN INCLUDED WITHIN THE SCOPE OF THIS PROJECT'S WORK THROUGH DETAILS, DRAWINGS & SPECIFICATIONS INCORPORATED INTO THESE CONSTRUCTION DOCUMENTS. ANY NONCOMPLIANT ELEMENTS, COMPONENTS OR PORTIONS OF THE P.O.T. THAT WILL NOT BE CORRECTED BY THIS PROJECT BASED ON VALUATION THRESHOLD LIMITATIONS OR A FINDING OF UNREASONABLE HARDSHIP ARE INDICATED IN THESE CONSTRUCTION DOCUMENTS. DURING CONSTRUCTION IF THE P.O.T. ITEMS WITHIN THE SCOPE OF THE PROJECT REPRESENTED AS CBC COMPLIANT ARE FOUND TO BE NONCOMPLYING BEFORE REASONABLE CONSTRUCTION TOLERANCES, THE ITEMS SHALL BE BROUGHT INTO COMPLIANCE WITH THE CBC AS A PART OF THIS PROJECT BY MEANS OF A C.D.

ACCESSIBLE PATH OF TRAVEL

AN ACCESSIBLE PATH OF TRAVEL (P.O.T.) (AS VERIFIED BY THE ARCHITECT), IS A COMMON, BARRIER-FREE, ACCESSIBLE ROUTE, AT LEAST 48" WIDE WITHOUT ANY ABRUPT VERTICAL CHANGES EXCEEDING 1/2" REVEALED AT 12" MAXIMUM SLOPE, EXCEPT THAT LEVEL CHANGES DO NOT EXCEED 1/4" VERTICAL. THE PATH SURFACE IS SLIP RESISTANT, STABLE, FIRM AND SMOOTH PASSING SPACES AT LEAST 40" WIDE ARE LOCATED NOT MORE THAN 200' APART. CONTINUOUS GRADIENTS HAVE 4% LEVEL AREAS NOT MORE THAN 400' APART. CROSS SLOPE NOT TO EXCEED 2% SLOPE IN DIRECTION OF TRAVEL IS LESS THAN 5% UNLESS OTHERWISE INDICATED AS A RAMP. MAXIMUM P.O.T. FREE OF OVERHANGING OBSTRUCTIONS TO 80" MINIMUM, PROTRUDING OBJECTS GREATER THAN 4" PROJECTION FROM WALK OR EDGE AND 21" ABOVE FINISH FLOOR THERE IS NO DROP-OFF OVER 4" AT THE EDGE OF WALK OR LANDING UNLESS IDENTIFIED BY A GUARD, A HANDRAIL, OR A WARNING CURB AT LEAST 6" IN HEIGHT ABOVE THE WALK (CIB-303.5).

DETERIORATION OR EXISTING NONCOMPLIANT CONSTRUCTION

IF ANY CONDITION IS DISCOVERED WHICH, IF LEFT UNCORRECTED, WOULD MAKE THE BUILDING NON-COMPLIANT WITH THE REQUIREMENTS OF THE EDITION OF THE CBC IN FORCE AT THE TIME OF ORIGINAL CONSTRUCTION, THE CONDITION MUST BE CORRECTED IN ACCORDANCE WITH CURRENT CODE REQUIREMENTS. A CHANGE ORDER ON A SEPARATE SET OF PLANS AND SPECIFICATIONS DETAILING AND SPECIFYING THE REQUIRED REPAIR WORK SHALL BE SUBMITTED TO, AND APPROVED BY, OSA BEFORE PROCEEDING WITH THE REPAIR WORK.

BUILDING LEGEND

UNIQUE BLDG. IDENTIFIER	BLDG. TYPE/USE	DSA APP. #	YEAR
BLDG. A	GYMNASIUM	02-11114	2011
BLDG. B	RELOCATABLE CLASSROOM	02-11114	2000
BLDG. C	CLASSROOM	2148	1994
BLDG. D	ADMINISTRATIVE CLASSROOM & WINDY GARDEN	1248	1993
BLDG. E	CLASSROOMS	1228	1993
BLDG. F	MULTI-USE	6407	1997
BLDG. G	LIBRARY	6407	1997
BLDG. H	RELOCATABLE CLASSROOM	8703	1992
BLDG. I	TO BE REMOVED, THIS APPLICATION	02-11008	1992
BLDG. J	RELOCATABLE CLASSROOM	NOT APPROVED	1992
BLDG. K	PC CLASSROOM	THIS APP.	2021
BLDG. L	PC CLASSROOM	THIS APP.	2025

SITE PLAN KEY NOTES

NOTHING CONTAINED IN THESE DRAWINGS OR NOTES SUPERCEDES OR RELIEVES THE CONTRACTOR OF THEIR RESPONSIBILITIES FOR THE MEANS, METHODS, TECHNIQUES, SEQUENCES AND PROCEDURES OF CONSTRUCTION, NOR SAFETY PRECAUTIONS AND PROGRAMS, NOR THE SAFETY OF PERSONS AND PROPERTY.

KEY:

- (N) CONCRETE WALK, TYP. (SEE DETAIL 2/1B-11)
- PROVIDE TRANSITION BETWEEN (E) AND (N) CONCRETE WALKWAYS (TYP.) SEE DETAILS 2/1B-11
- UNDERGROUND DOWNSPOUT DRAINAGE TO LANDSCAPE BUBBLERS (SEE DETAILS 5 & 6/1B-11)
- APPROX. LOCATION OF SEWER TIE-IN (VERIFY EXACT LOCATION IN FIELD)
- APPROX. LOCATION OF WATER LINE TIE-IN (VERIFY EXACT LOCATION IN FIELD)
- 4" WIDE UNDERGROUND STORM WATER DRAIN (TYP.) TO INTO (E) STORM DRAIN
- OUTDOOR MECHANICAL PAD: SHOWN WITH PVC OF PC PLANS AND DETAIL 7/1B-11

AGENCY STAMP

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SEMINGTON ARCHITECTURE & ENGINEERING

3233 BAUM STREET, P.O. BOX 810
COTTONWOOD, CA 95522
TEL: 530-347-6900 FAX: 530-347-7922

NEW TKK CLASSROOMS for:

SHASTA MEADOW ELEM. SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
2825 YANA AVENUE
REDDING, CA 96002

ARCHITECT

ENGINEER

02-123502

REVISIONS

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JOB No: 28322
DATE: 5/5/2025
SHEET No:

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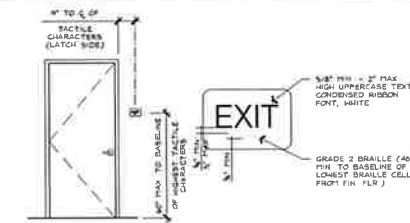
ENLARGED SITE PLAN

NOTE: PROVIDE MECHANICAL MOUNTING HANGAR, RESISTANT HARDWARE, (OR 3/4" VAD TAPE FOR GLASS) HIGH SHALL BE POSTED IN A PROMINENT PLACE AT OR NEAR THE ASSEMBLY AREA ENTRANCE



NOTE: CHARACTERS & THEIR BACKGROUND SHALL HAVE NON-GLARE FINISH. COLORS SHALL CONTRAST W/ LIGHT CHARACTERS ON DARK BACKGROUND, OR DARK CHARACTERS ON LIGHT BACKGROUND

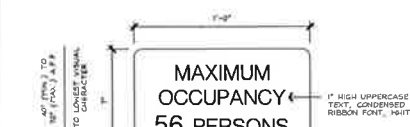
4 ASSISTIVE LISTENING SIGNAGE
SCALE: 3/4" = 1'-0"



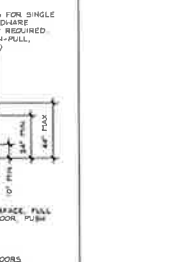
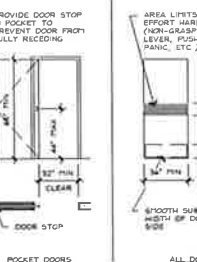
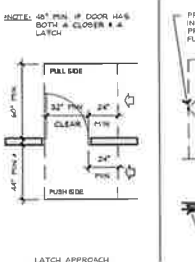
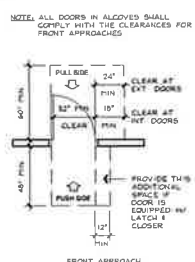
NOTE: SIGN MATERIAL SHALL BE 1/4\"/>

3 EXIT SIGNAGE DETAIL
SCALE: 3/4" = 1'-0" (SEE DETAIL 3/4" = 1'-0")

NOTE: EVERY ROOM OR SPACE THAT IS USED FOR ASSEMBLY WITH AN OCCUPANT LOAD OF 50 OR MORE SHALL HAVE THE OCCUPANT LOAD OF THE ROOM OR SPACE POSTED IN A CONSPICUOUS PLACE NEAR THE MAIN EXIT OR EXIT ACCESS POINT FROM THE ROOM OR SPACE



2 MAXIMUM OCCUPANCY SIGNAGE
SCALE: 3/4" = 1'-0"



2 ACCESSIBILITY REQUIREMENTS AT DOORS
SCALE: 1/4" = 1'-0"

OCCUPANCY & EGRESS ANALYSIS

DESIGN CRITERIA	
AREA (TOTAL BENEATH ROOF PROJECTION)	3,370.56
CONDITIONED	2,364.56
BLDG K	1,363.56
BLDG J	1,363.56
OVERLANDS	454.56
CONSTRUCTION TYPE	3-B
OCCUPANCY TYPE	1
AUTOMATIC FIRE SPRINKLERS	1
REQUIRED	1
OCCUPANT LOAD (PER CBC TABLE 1004.2)	46
CLASSROOM 01	46
CLASSROOM 02	46
TOTAL	92

REMARKS OF EGRESS
 • ONE EXIT ALLOWED (PER 2022 CBC TABLE 1006.2.1)
 • OCCUPANT LOAD 149

EGRESS PATH OF EGRESS TRAVEL DISTANCE (CPT) (PER TABLE 1006.2.1)	105
ALLOWABLE FOR 1 OCCUPANCY AND SPRINKLERS	YES (29'-8")
PROPOSED MAX CPT ALLOWABLE CPT	YES (29'-8")
EXIT ACCESS TRAVEL DISTANCE (EATD) (PER TABLE 1007.2)	200 FT
ALLOWABLE FOR 1 OCCUPANCY AND SPRINKLERS	YES (44'-8")
PROPOSED MAX EATD ALLOWABLE EATD	YES (44'-8")
SIZE OF EXIT(S) (PER 2022 CBC 1009.3.2)	105
REQUIRED FOR OCCUPANT LOAD (0.2' PER OCCUPANT, 46 + 0.2')	105
PROPOSED TOTAL EXIT WIDTH	105

REACH RANGES
 • FOR OUTLETS, CONTROLS AND SWITCHES INTENDED TO BE USED BY THE OCCUPANT(S) OF A ROOM OR SPACE, THE LOW REACH SHALL BE MEASURED TO THE BOTTOM OF THE OUTLET BOX AND HIGH REACH SHALL BE MEASURED TO TOP OF OUTLET BOX
 • WHERE A FORWARD REACH IS UNOBSTRUCTED, THE HIGH FORWARD REACH SHALL BE 48 INCHES (124 CM) MAXIMUM AND THE LOW FORWARD REACH SHALL BE 15 INCHES (38 CM) MAXIMUM ABOVE THE FINISH FLOOR OR GROUND
 • WHERE A HIGH FORWARD REACH IS OVER AN OBSTRUCTION, THE CLEAR FLOOR SPACE SHALL EXTEND BENEATH THE OBSTRUCTION FOR A DISTANCE NOT LESS THAN THE REQUIRED REACH DEPTH OVER THE OBSTRUCTION THE HIGH FORWARD REACH SHALL BE 48 INCHES (124 CM) MAXIMUM AND THE LOW FORWARD REACH SHALL BE 15 INCHES (38 CM) MAXIMUM ABOVE THE FINISH FLOOR OR GROUND
 • WHERE A CLEAR FLOOR OR GROUND SPACE ALLOWS A PARALLEL APPROACH TO AN ELEMENT AND THE SIDE REACH IS UNOBSTRUCTED, THE HIGH SIDE REACH SHALL BE 48 INCHES (124 CM) MAXIMUM AND THE LOW SIDE REACH SHALL BE 15 INCHES (38 CM) MAXIMUM ABOVE THE FINISH FLOOR OR GROUND
 • WHERE A CLEAR FLOOR OR GROUND SPACE ALLOWS A PARALLEL APPROACH TO AN ELEMENT AND THE HIGH SIDE REACH IS OVER AN OBSTRUCTION, THE HEIGHT OF THE OBSTRUCTION SHALL BE 34 INCHES (86 CM) MAXIMUM AND THE DEPTH OF THE OBSTRUCTION SHALL BE 34 INCHES (86 CM) MAXIMUM THE HIGH SIDE REACH SHALL BE 48 INCHES (124 CM) MAXIMUM FOR A REACH DEPTH OF 10 INCHES (25 CM) MAXIMUM WHERE THE REACH DEPTH EXCEEDS 10 INCHES (25 CM), THE HIGH SIDE REACH SHALL BE 48 INCHES (124 CM) MAXIMUM FOR A REACH DEPTH OF 24 INCHES (61 CM) MAXIMUM

REACH RANGE NOTES

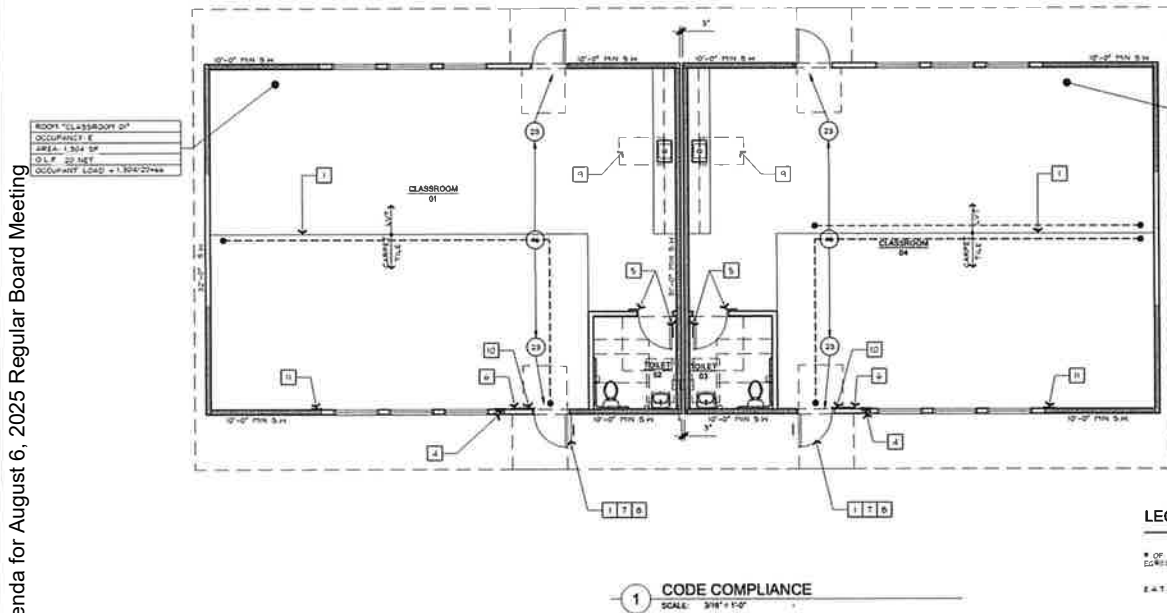
REACH RANGES
 • FOR OUTLETS, CONTROLS AND SWITCHES INTENDED TO BE USED BY THE OCCUPANT(S) OF A ROOM OR SPACE, THE LOW REACH SHALL BE MEASURED TO THE BOTTOM OF THE OUTLET BOX AND HIGH REACH SHALL BE MEASURED TO TOP OF OUTLET BOX
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CODE COMPLIANCE NOTES

GENERAL:
 • REFER TO CODE ANALYSIS PLAN ON THIS SHEET FOR SPACE/ROOM USE, OCCUPANCY CLASSIFICATION, AREA & OCCUPANT LOAD
 • ALL DOORS TO ROOMS OR SPACES WITH AN OCCUPANT LOAD OF 5 OR MORE SHALL BE EQUIPPED WITH HARDWARE THAT IS LOCATED FROM THE INSIDE PER 502.2.2
 • REFER TO SHEET A-1 FOR DIMENSIONS
 SET:
 1. PROVIDE THRESHOLD AT TRANSITION BETWEEN FLOORING FINISH & CONCRETE LANDING (SEE 2/AB-2)
 2. EXIT ACCESS TRAVEL DISTANCE WORST-CASE SCENARIO = 44'-8" (DOES NOT EXCEED THE LIMIT OF 200' FOR 1 OCCUPANCY PERMITTED BY CBC.)
 3. COMMON PATH OF EGRESS TRAVEL, WORST-CASE SCENARIO = 29'-8" (DOES NOT EXCEED THE LIMIT OF 15' FOR 1 OCCUPANCY PERMITTED BY CBC.)
 4. (N) ACCESSIBLE FIRE EXTINGUISHER (SEE DETAIL 3/AB-2)
 5. (N) UNisex RESTROOM SIGNAGE (SEE DETAIL 3/AB-2)
 6. ASSISTIVE LISTENING SYSTEM SIGNAGE (SEE DETAIL 4/AB-2)
 7. 6" EXIT WIDTH PROVIDED EXCEEDS CAPACITY REQ'D PER CBC 1009.3.2 (0.2' + 46 PERSONS = 13.2')
 8. LANDING SLOPE SHALL NOT EXCEED 2% IN ANY DIRECTION (SLOPE AWAY FROM BUILDING WHERE ADJACENT TO HALLDOOR, TYP.)
 9. DASHED LINE IS ACCESSIBILITY CODE REQUIRED TURNING RADIUS OR CLEAR FLOOR SPACE (TYP) (SEE FLOOR PLAN)
 10. EXIT SIGNAGE (SEE DETAIL 3/AB-2)
 11. MAXIMUM OCCUPANCY SIGNAGE (SEE DETAIL 2/AB-2)

LEGEND

• OF OCCUPANTS
 EGRESS ROUTE
 EATD / CPT



1 CODE COMPLIANCE
SCALE: 3/8" = 1'-0"

AGENCY STAMP



SEMINGTON
ARCHITECTURE
3555 BROADWAY, SUITE 200
COTTENWOOD, CA 95022
T: (916) 347-6000 F: (916) 347-7888

NEW TKK CLASSROOMS for:
SHASTA MEADOW ELEM. SCHOOL
 ENTERPRISE ELEMENTARY SCHOOL DISTRICT
 2825 YANA AVENUE
 REDDING, CA 96002



ENGINEER

REVISION:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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JOB NO: 2022

DATE: 5/5/2025

SHEET NO:

B-2.0

CODE COMPLIANCE PLAN

10. 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

11. CLOSING

11.1 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.

11.2 Future Meeting Dates

- Regular Board Meeting September 3, 2025
@ 5:30 (Open Session)

11.3 Other Important Dates

Back to School Nights

- o August 11
 - Parsons
- o August 12
 - Lassen View
 - Mistletoe
 - Rother
- o August 14
 - PACE
- o August 21
 - Boulder Creek
 - Shasta Meadows
- o August 28
 - Alta Mesa

12. CLOSED SESSION

- PUBLIC EMPLOYMENT: Speech Pathologist, Teacher, Cook, CIA Aide, Site Facilitator, SEPHA Aide, Behavior Tech Aide, Counselor, Custodian, Preschool Aide. [GC § 54957]
- PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: [GC § 54957]
- PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent. [GC § 54957]
- PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT: Superintendent. [GC § 54957]
- CONFERENCE WITH LABOR NEGOTIATOR: Board President, Unrepresented Employee: Superintendent. [GC § 54957.6]

f. LITIGATION: [GC § 54956.9]

13. RECONVENE TO OPEN SESSION; REPORT ACTION TAKEN IN CLOSED SESSION

14. ADJOURNMENT