



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 MISTLETOE LANE, REDDING, CALIFORNIA 96002

REGULAR MEETING OF THE GOVERNING BOARD

WEDNESDAY, SEPTEMBER 3, 2025, 5:30 P.M. (OPEN SESSION)

OUR DISTRICT GOALS

ENHANCE

student learning options
and enrich communication

MEET

the social and emotional
needs of students

HIRE AND RETAIN

the best

PROVIDE

safe, adequate, and secure
operations

OUR GOVERNING BOARD

Troy Wright

Gloria Valles

Bonnie Hyatt

Andrew Shaddix

Robin Littau

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

1. **CALL TO ORDER** (5:00 P.M.)
2. **OPPORTUNITY FOR PUBLIC COMMENT ON CLOSED SESSION ITEMS**
3. **ADJOURNMENT TO CLOSED SESSION** Consider/Act upon:
 - a. CONFIDENTIAL STUDENT MATTER: Placement Waiver Request. [EC § 35146]
 - b. PUBLIC EMPLOYMENT: EXPAND Group Leader, CIA Aide, LVN, SEPHA Aide, Special Ed Aide. [GC § 54957]
 - c. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Terminated Employee: Employee #491522. [GC § 54957]
 - d. LABOR NEGOTIATIONS: [GC § 54957.6]
 - e. LITIGATION: [GC § 54956.9]
4. **RECONVENE TO OPEN SESSION** (5:30 P.M.)
5. **PLEDGE OF ALLEGIANCE**
6. **APPROVE AGENDA ORDER AND CONSENT AGENDA**
7. **(C) APPROVE BOARD MEETING MINUTES**
 - 7.1 Minutes from July 31, 2025 Special Board Meeting
 - 7.2 Minutes from August 5, 2025 Governance Board Workshop
 - 7.3 Minutes from August 6, 2025 Regular Meeting
8. **REPORTS AND PUBLIC FORUM**
 - 8.1 **REPORTS**
 - 8.1.1 School Presentation and Essential Piece
 - 8.1.2 Permanent Status
 - 8.1.3 EETA Report
 - 8.1.4 CSEA Report
 - 8.1.5 Superintendent's Report
 - 8.2 **PUBLIC FORUM**
 - 8.3 **HUMAN RESOURCES REPORTS**
 - 8.3.1 Resignations
 - 8.4 **INSTRUCTION REPORTS**
 - 8.4.1 Conference and Staff Development Report
 - 8.5 **BUSINESS REPORTS**
 - 8.5.1 Financial Report
 - 8.5.2 Enrollment Report
9. **ACTION ITEMS**
 - 9.1 **ADMINISTRATIVE ACTION**
 - 9.1.1 Renewal of EESD Governance Handbook
 - 9.1.2 Adopt New and/or Updated Board Policies/Administrative Regulations
 - 9.2 **HUMAN RESOURCES ACTION**
 - 9.2.1 Approve Employment
 - 9.2.2 Approve Teaching Vice Principals (TVP)
 - 9.2.3 Approve EETA MOU
 - 9.2.4 Approve Limited Assignment Permits
 - 9.2.5 Approve Certificated Substitute Salary Schedule
 - 9.2.6 Approve Teaching Outside of Credential Area
 - (PH) 9.2.7 Approve CSEA Sunshine Items to the District

(PH) 9.2.8 Approve District Sunshine Items to CSEA

(C) 9.2.9 Approve Teach Lake County MOU

9.3 INSTRUCTION ACTION

9.3.1 Approve Trip Request/s

(PH) 9.3.2 Adopt Resolution #2533, Sufficiency of Instructional Materials

9.4 BUSINESS ACTION

(C) 9.4.1 Approve Warrant List

(C) 9.4.2 Approve Surplus

9.4.3 Approve Construction Contract for Mistletoe 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. CONFIDENTIAL STUDENT MATTER: Placement Waiver Request.
[EC § 35146]

b. PUBLIC EMPLOYMENT: EXPAND Group Leader, CIA Aide, LVN,
SEPHA Aide, Special Ed Aide. [GC § 54957]

c. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE Terminated
Employee: Employee #491522. [GC § 54957]

d. LABOR NEGOTIATIONS: [GC § 54957.6]

e. LITIGATION: [GC § 54956.9]

**13. RECONVENE OPEN SESSION AND REPORT OF ACTION TAKEN IN
CLOSED SESSION**

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:

- 7.1 Approve Special Board Meeting Minutes from July 31, 2025**
- 7.2 Approve Governance Board Workshop from August 5, 2025**
- 7.3 Approve Board Meeting Minutes from August 6, 2025**
- 9.2.9 Approve Teach Lake County MOU**
- 9.4.1 Approve Warrant Listings**
- 9.4.2 Approve Surplus**

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

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

Proposed Action: Approve agenda order and consent items.

MOTION MADE BY: _____

SECONDED BY: _____

7.1 MINUTES FROM THE JULY 31, 2025 SPECIAL BOARD MEETING

Approve the minutes of the July 31, 2025 Special Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

MINUTES OF THE JULY 31, 2025 SPECIAL MEETING OF THE GOVERNING BOARD

1155 MISTLETOE LANE, FAMILY LITERACY CENTER

Board President Hyatt called a special meeting of the Enterprise Elementary School District Board of Education to order at 3:00 p.m. Board Clerk Littau was absent, so Board Member Shaddix was appointed to serve as clerk for this meeting.

1. Call to Order

There were no comments on the agenda.

2. Public Comment on
Agenda Items

BOARD MEMBERS

Gloria Valles ~via teleconference

Troy Wright ~absent

Bonnie Hyatt

Andrew Shaddix

Robin Littau ~absent

ADMINISTRATION

Heather Armelino, Superintendent

Kyle Vierra, Principal, Parsons

On motion of Board Member Shaddix, seconded by Board Member Valles the trip request for Boulder Creek, Mistletoe, and Parsons WEB Leaders to attend leadership training at Camp McCumber was approved. (YES: Valles, Shaddix, Hyatt. ABSENT: Littau, Wright.)

3. Trip Request

The meeting was adjourned at 3:03 p.m.

4. 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

7.2 MINUTES FROM THE AUGUST 5, 2025 GOVERNANCE BOARD WORKSHOP

Approve the minutes of the August 5, 2025 Governance Board Workshop.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

MINUTES OF THE AUGUST 5, 2025 BOARD WORKSHOP

1155 MISTLETOE LANE, FAMILY LITERACY CENTER

Board President Hyatt called the meeting of the Enterprise Elementary School District Board of Education to order at 3:04 p.m.

There were no comments on the agenda.

BOARD MEMBERS

Gloria Valles
Troy Wright
Bonnie Hyatt
Andrew Shaddix
Robin Littau

ADMINISTRATION

Heather Armelino, Superintendent

The Superintendent and the governing board reviewed the governing board's self-evaluation results, as well as the board's roles, responsibilities, governance practices, norms, and protocols outlined in the Governance Handbook. Board Member Littau shared a handbook from Hastings Public Schools, suggesting that its contents be incorporated into EESD's Governance Handbook. It was discussed that much of the information already exists in EESD's Governance Handbook, EESD's What Every Board Member Needs to Know packet, and on the district website. Superintendent Armelino will review them to draft a revised onboarding handbook for new board members.

The meeting was adjourned at 4:57 p.m.

1. Call to Order
2. Public Comment
3. Governance Board Workshop
4. Adjournment

ROBIN LITTAU, CLERK

Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 3rd day of September, 2025.

HEATHER ARMELINO

Secretary to the Governing Board

7.3 MINUTES OF THE AUGUST 6, 2025 REGULAR BOARD MEETING

Approve the minutes of the August 6, 2025 Regular Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT
MINUTES OF THE AUGUST 6, 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.

Ally Maur addressed the board regarding her resignation from the District. She also handed each board member a letter.

The meeting was adjourned to Closed Session.

The meeting was reconvened to Open Session at 4:04 p.m.

BOARD MEMBERS

Gloria Valles

Troy Wright

Bonnie Hyatt

Andrew Shaddix

Robin Littau

EETA REPRESENTATIVE

Lori Duke, EETA President

CSEA REPRESENTATIVE

None

ADMINISTRATION

Heather Armelino, Superintendent

Deborah Williams, Chief Business Official

Meagan Hawley-Stone, Director of Human Resources

Tiffany Rodrigues, Assistant Superintendent of Instructional Services

Annie Payne, Director, Special Education Services

Kristen Crites, Principal, Alta Mesa Elementary School

Courtney Haedrich, Principal, Boulder Creek School

Stephanie Dahlberg, Principal, Lassen View Elementary School

Joshua McAuliffe, Principal, PACE Academy

Kyle Vierra, Principal, Parsons Junior High School

Chuck Seligman, Principal, Redding Collegiate Academy

Cody Brawley, Principal, Mistletoe School

Scotti Gold, Principal, Shasta Meadows Elementary School

Holly Jones, Principal, Rother Elementary School

Maggie Russo, Assistant Principal, Boulder Creek School

Ed Schneider, Assistant Principal, Boulder Creek School

Chelsea Cambronne, Assistant Principal, Parsons Jr. High School

Stacy Bourget, Assistant Principal, Parsons Jr. High School

Ron Cushman, Maintenance and Operations Director

Tina Croes, Student Services Director

Eric Bergren, Technology Director

Board Member Shaddix led the Pledge of Allegiance.

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

On consent motion of Board Member Wright, seconded by Board Member Shaddix, the minutes of the June 4, 2025 Regular Meeting of the Board were

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 June 4, 2025 Board Meeting

approved. (YES: Wright, Littau, Valles, Shaddix, Hyatt.)

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

There was no EETA Report.

There was no CSEA Report.

There was no Superintendent's Report.

Special Ed Teacher Darlene Yarber expressed her gratitude and appreciation for the exceptional support she receives from the district and from Special Ed Director Annie Payne.

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

- Katelyn Fleming, SEPHA Aide, Alta Mesa
- Valerie Ayabe, Teacher, Boulder Creek
- Sandra Ward, CIA Aide, Boulder Creek
- Amanda Silveria, CIA Aide, Boulder Creek
- Camryn Pecor, Behavior Tech Aide, Mistletoe
- Beth Burdett, Cook, Rother
- Cori Wallace, SEPHA Aide, Rother
- Patricia Davis, Teacher, Rother
- Gabrielle Nilsen, CIA Aide, Shasta Meadows

Assistant Superintendent of Instructional Services Tiffany Rodrigues presented the conference report.

Assistant Superintendent of Instructional Services Tiffany Rodrigues presented the Staff Development Plan and Staff Development Calendar for the 2025-2026 school year.

Mrs. Rodrigues introduced the Compensatory Education item. A public hearing was held. There were no comments, and the public hearing was closed.

Chief Business Official Deborah Williams shared the financial report. She reviewed the expenditures and revenues to date for the district and Redding Collegiate Academy.

Mrs. Williams reported on some LCAP revisions that were necessary due to clerical errors.

Chief Business Official Deborah Williams presented a revised budget report.

No trip requests were presented for approval.

8.1.1 Recognition

8.1.2 EETA Report

8.1.3 CSEA Report

8.1.4 Superintendent's Report

8.2 Public Forum

8.3.1 Resignations

8.4.1 Conference Report

8.4.2 Staff Development
Plans/Calendar
2025/2026

8.4.3 Compensatory
Education
PUBLIC HEARING

8.5.1 Financial Report

8.5.2 LCAP Revisions Report

8.5.3 Revised Budget Report

9.1.1 Trip Request

Assistant Superintendent of Instructional Services Tiffany Rodrigues presented the Title 1 District Parent Involvement Policy noting that there were no significant changes. On motion of Board Member Littau, seconded by Board Member Shaddix, the policy was approved. (YES: Shaddix, Wright, Valles, Littau, Hyatt.)

9.1.2 Title I District Parent Involvement Policy

Mrs. Rodrigues presented Title I School Parent Involvement Policy Template noting there were no significant changes. On motion of Board Member Wright, seconded by Board Member Valles, the policy was approved. (YES: Littau, Shaddix, Wright, Valles, Hyatt.)

9.1.3 Title I School Parent Involvement Policy Template

Meagan Hawley-Stone, Director of Human Resources, recommended the following persons for employment:

9.2.1 Employment

Classified Management/Confidential:

- Isaiah Maldonado, Counselor, 1.0 FTE, TBD

Certificated:

- Kristen Golineaux, Speech Path, 1 FTE, TBD
- Hillari Besecker, Teacher, 1 FTE, Boulder Creek
- John Chenard, Teacher, 1 FTE, Lassen View
- Sarah Kendall, Teacher, 1 FTE, Mistletoe
- Melissa Chen, Teacher, 1 FTE, Rother
- Patrick McEachen, Teacher, 1 FTE, Rother
- Than Cat Uyen Nguyen, Teacher, 1 FTE, Rother
- Amber Olson, Teacher, 1 FTE, Shasta Meadows

Classified:

- Johanna Windt, Cook, 5 hours, Alta Mesa
- Cecilia Garcia, CIA Aide, 5.75 hours, Boulder Creek
- April Wilkins, EXPAND Site Facilitator, increase to 7.75 hours, Boulder Creek
- Mary Scott, SEPHA Aide, 5.75 hours, Lassen View
- Mireya Barajas, Behavior Tech Aide, 5.92 hours, PACE
- Grace Dudley, change in classification to Behavior Tech Aide, increase to 7 hours, PACE
- Brooklyn Beasley, Behavior Tech Aide, 6.5 hours, Rother
- Michael White, Custodian, 8 hours, Rother
- Melissa Jacona, Preschool Aide, 3 hours, Rother
- Elani Gordon, EXPAND Site Facilitator, 7 hours, Shasta Meadows
- Alyssa Rodriquez, CIA Aide, 5.25 hours, Shasta Meadows

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

Human Resources Director Meagan Hawley-Stone presented the pupil personnel services-school counselor waiver. On motion of Board Member Shaddix, seconded by Board Member Wright, the Board approved the PPS waiver. (YES: Valles, Shaddix, Littau, Wright, Hyatt.)

9.2.2 PPS (School Counselor) Waiver

Meagan Hawley-Stone presented staff evaluators for the 2025-2026 school year. On motion of Board Member Valles, seconded by Board Member Shaddix, the list of certificated evaluators was approved. (YES: Littau, Shaddix, Wright, Valles, Hyatt.)

On consent motion of Board Member Wright, seconded by Board Member Shaddix, the Board approved the University MOU. (YES: Wright, Littau, Valles, Shaddix, Hyatt.)

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

Maintenance and Operations Director Ron Cushman presented the construction documents for Mistletoe TK classrooms. On motion of Board Member Wright, seconded by Board Member Shaddix, the board approved the construction documents for Mistletoe TK classrooms. (YES: Wright, Littau, Shaddix, Valles, Hyatt.)

Maintenance and Operations Director Ron Cushman presented the construction documents for Shasta Meadows TK classrooms. On motion of Board Member Shaddix, seconded by Board Member Littau, the board approved the construction documents for Shasta Meadows TK classrooms. (YES: Valles, Shaddix, Littau, Wright, Hyatt.)

There were no planning matters.

Principal Scotti Gold commended the maintenance and operations department for their hard work during a recent period of extensive construction and clean up.

Principal Stephanie Dahlberg reported receiving positive feedback from both staff and parents about the Summer SOAR program.

The next Regular Board Meeting will take place on September 3, 2025, at 5:30 p.m. (Open Session).

The following important dates were shared:
 Back to School Nights.

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

9.2.3 Certify Staff Evaluators

9.2.4 Kings County GROW MOU

9.3.1 Warrant List

9.3.2 Construction Documents for Mistletoe TK Classrooms

9.3.3 Construction Documents for Shasta Meadows TK Classrooms

10. Planning Matters

11.1 Items from the Floor

11.2 Future Meeting Dates

11.3 Other Important Dates

- August 28
 - Alta Mesa

At 4:36 p.m., the meeting was adjourned to closed session.

At 5:28 p.m., the meeting was reconvened to Open Session. The following action taken in Closed Session was reported:

The Governing Board gave the Superintendent a satisfactory evaluation.

On motion of Board Member Shaddix, seconded by Board Member Wright, the renewal of the Superintendent's contract was unanimously approved.

Board President Hyatt gave an oral summary of the negotiated contract with the Superintendent and a vote was taken. On motion of Board Member Shaddix, seconded by Board Member Wright, the contract was ratified. (YES: Wright, Shaddix, Valles, Littau, Hyatt.)

The meeting was adjourned at 5:29 p.m.

ROBIN LITTAU, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 3rd day of September, 2025.

HEATHER ARMELINO
Secretary to the Governing Board

- 11.4 Adjourn to Closed Session
- 12. Closed Session
- 13. Reconvene to Open Session and Report of Action Taken in Closed Session
- 13.1 Approval/Ratification of Employment Agreement with Superintendent
- 14. Adjournment

8.0 RECOGNITION AND REPORTS

8.1.1 SCHOOL PRESENTATION & ESSENTIAL PIECE

RCA Principal Chuck Seligman presents RCA's life management course.

RCA teacher and EESD Horticulture teacher Aura Weinstein will be presented the Essential Piece Award in recognition of her dedication and service to the RCA Community.

8.1.2 EMPLOYEE RECOGNITION

PERMANENT STATUS: The following teachers will be recognized for having obtained permanent status in the District.

- ❖ Christina Huelman, Alta Mesa
- ❖ Devin Lindsley, Alta Mesa
- ❖ Megan Babin, Boulder Creek
- ❖ Cameron Lievense, Boulder Creek
- ❖ Corinne Gibilisco, Boulder Creek
- ❖ Melinda Amado, Parsons
- ❖ Jessica Cruz-Hernandez, Rother
- ❖ Grace Singer, Rother
- ❖ Stacy Guzman, RCA
- ❖ Felix Esparza, Alta Mesa

8.1.3 EETA REPORT

None.

8.1.4 CSEA REPORT

None.

8.1.5 SUPERINTENDENT'S REPORT

Summer Soar.

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

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

After-School Professional Development

July 30th

4DX Refresh- Administrators attended a training on *The 4 Disciplines of Execution*, focusing on practical strategies to improve goal setting, accountability, and consistent follow-through.

- 16 Admin attended this training.

July 31st

7 Habits- New teachers participated in a professional development training on *The 7 Habits of Highly Effective People*, gaining valuable strategies to enhance both personal and workplace effectiveness.

- 16 Certificated employees and 1 Classified employee attended this training.

July 31st

Admin with Molly Jo- Administrators participated in a training session with Molly Jo, focusing on leadership development and strategies to support schoolwide success.

- 15 Admin attended this training.

August 1st

Lighthouse Teams- The Lighthouse Teams met to collaborate on school initiatives, share updates, and plan strategies to guide their sites effectively.

- 39 Certificated, 3 Classified, and 12 Admin attended this training.

August 4th

RISE Training- is a full-day training to support new EESD teachers. It includes tech setup, program overviews, classroom prep, and key instructional practices. Teachers also meet site staff to get ready for the year.

- 37 Certificated employees and 1 Admin attended this training.

August 5th

Site Lit- The team met to plan for the 25-26 school year, discussing tutoring, professional development, data-driven student support, new teacher support, leadership team goals, UFLI implementation, and reading risk screening.

- 6 Certificated employees and 1 Admin attended this training.

August 5th

RISE Training- This was Day-2 of the RISE training for new teachers. This second day consisted of more time with procedures, digital programs, and curriculum

- 37 Certificated employees and 1 Admin attended this training.

August 6th

Site Lit- The team met to plan for the 25-26 school year, discussing tutoring, professional development, data-driven student support, new teacher support, leadership team goals, UFLI implementation, and reading risk screening.

- 6 Certificated employees and 1 Admin attended this training.

August 6th

ParentSquare 101- Teachers came to this training to learn the basics of our new parent communication system!

- 29 Certificated employees attended this training.

August 6th

ClearTouch Training- Staff came to explore and learn how to utilize Cleartouch Board & Chorus LIVE (web-based version).

- 18 Certificated employees attended this training.

August 6th

SELPA Training- The training day offered a full schedule of sessions ranging from cultivating positive classroom culture and learning basic ASL to deepening knowledge of IEPs, SEIS, 504 plans, and GoalBook, all designed to support effective teaching and student success.

- 14 Certificated employees attended this training.

August 7th

SELPA Training- The day's training sessions focused on building positive classroom culture, student engagement, and specialized curriculum supports, with additional workshops on language arts, math, AAC, and transition programs to enhance teaching practices across diverse student needs.

- 10 Certificated employees attended this training.

August 7th

ParentSquare 202- TK-8th grade teachers came to dive deeper into ParentSquare and learn how to utilize the add-ons in their communications.

- 27 Certificated employees attended this training.

August 7th

XP Pen Training- Teachers grades TK-8 came to learn more on utilizing the XP Pen and open your classroom to teaching with proximity.

- 18 Certificated employees attended this training.

August 11th

Staff Development Day- On the Staff Development Day, all certificated and classified staff gathered at Parsons to hear from our superintendent and attend trainings according to their positions.

- All Certificated employees, Classified employees, and Admins attended this training.

August 20th

TK-5th Grade Literacy Heggerty & Benchmark- TK-5th Grade teachers came to get an overview of Heggerty (TK-2) and Benchmark (K-5) for teachers new to these curriculum resources.

- 6 Certificated employees attended this training.

August 22nd

Site Lit Meeting- Site Lits met for the first meeting during the school year to review upcoming events, testing updates, and important information to share with their school sites.

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

Health Trainings for August 2025 provided by the district nurses:

CPR

- 32 Certificated/Classified attended

EpiPens

- 47 Certificated/Classified attended

Narcan

- 47 Certificated/Classified attended

Seizure First Aid

- 47 Certificated/Classified attended

Medication Admin.

- 15 Certificated/Classified attended

Asthma

- 10 Certificated/Classified attended

Specialized health procedure

- 9 Certificated/Classified attended

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 08/31/2025				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	45,191,753.00	1,460,602.62		43,731,150.38	97%
Federal Revenue	(8100-8299)	2,734,786.00	.00		2,734,786.00	100%
Other State Revenue	(8300-8599)	8,064,171.00	331,286.00		7,732,885.00	96%
Other Local Revenue	(8600-8799)	3,896,236.00	58,715.83		3,837,520.17	98%
Total Revenues		59,886,946.00	1,850,604.45		58,036,341.55	97%
EXPENDITURES						
Certificated Salaries	(1000-1999)	22,827,934.00	2,326,236.33	18,685,192.20	1,816,505.47	8%
Classified Salaries	(2000-2999)	11,270,453.00	1,280,106.27	8,006,962.17	1,983,384.56	18%
Employee Benefits	(3000-3999)	15,377,529.00	1,373,205.56	10,659,813.93	3,344,509.51	22%
Books and Supplies	(4000-4999)	2,441,719.00	81,878.80	890,101.52	1,469,738.68	60%
Services & Operating Expenses	(5000-5999)	7,510,461.00	1,433,016.15	1,597,462.40	4,479,982.45	60%
Capital Outlay	(6000-6999)	5,365,000.00	52,462.84	79,864.79	5,232,672.37	98%
Other Outgo	(7100-7299, 7400-7499)	174,000.00	3,000.00	.00	171,000.00	98%
Transfer of Indirect Costs	(7300-7399)	(274,824.00)	.00	.00	(274,824.00)	100%
Total Expenditures		64,692,272.00	6,549,905.95	39,919,397.01	18,222,969.04	28%
Operating Surplus/(Deficit)		(4,805,326.00)	(4,699,301.50)	(44,618,698.51)		
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)	(4,699,301.50)	(44,618,698.51)		
Beginning Fund Balance		20,372,066.00	.00	.00		
Net Ending Fund Balance		19,466,740.00	(4,699,301.50)	(44,618,698.51)		
*** 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)

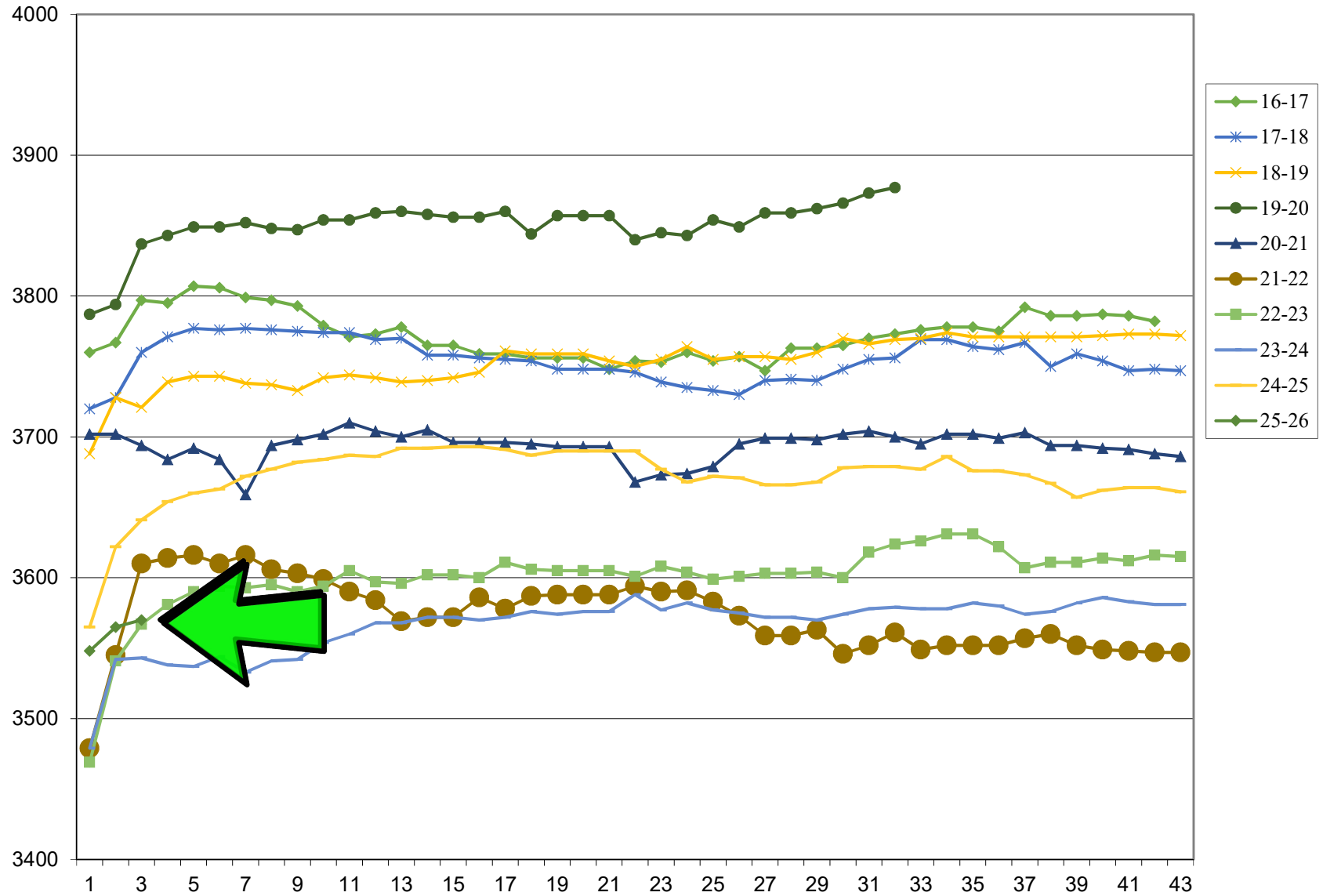
Fund 09 - Redding Collegiate		Fiscal Year 2026 through 08/31/2025				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	3,210,299.00	134,714.00		3,075,585.00	96%
Federal Revenue	(8100-8299)	1,630.00	.00		1,630.00	100%
Other State Revenue	(8300-8599)	288,251.00	2,861.00		285,390.00	99%
Other Local Revenue	(8600-8799)	29,664.00	15.00		29,649.00	100%
Total Revenues		3,529,844.00	137,590.00		3,392,254.00	96%
EXPENDITURES						
Certificated Salaries	(1000-1999)	1,414,117.00	134,405.73	1,204,001.40	75,709.87	5%
Classified Salaries	(2000-2999)	147,797.00	12,643.58	119,317.50	15,835.92	11%
Employee Benefits	(3000-3999)	658,414.00	52,460.48	483,364.45	122,589.07	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	24,249.30	17,401.25	979,533.45	96%
Transfer of Indirect Costs	(7300-7399)	140,616.00	.00	.00	140,616.00	100%
Total Expenditures		3,603,661.00	223,759.09	1,850,584.60	1,529,317.31	42%
Operating Surplus/(Deficit)		(73,817.00)	(86,169.09)	(1,936,753.69)		
Beginning Fund Balance		483,217.00	.00	.00		
Net Ending Fund Balance		409,400.00	(86,169.09)	(1,936,753.69)		
*** 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 ENROLLMENT REPORT

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

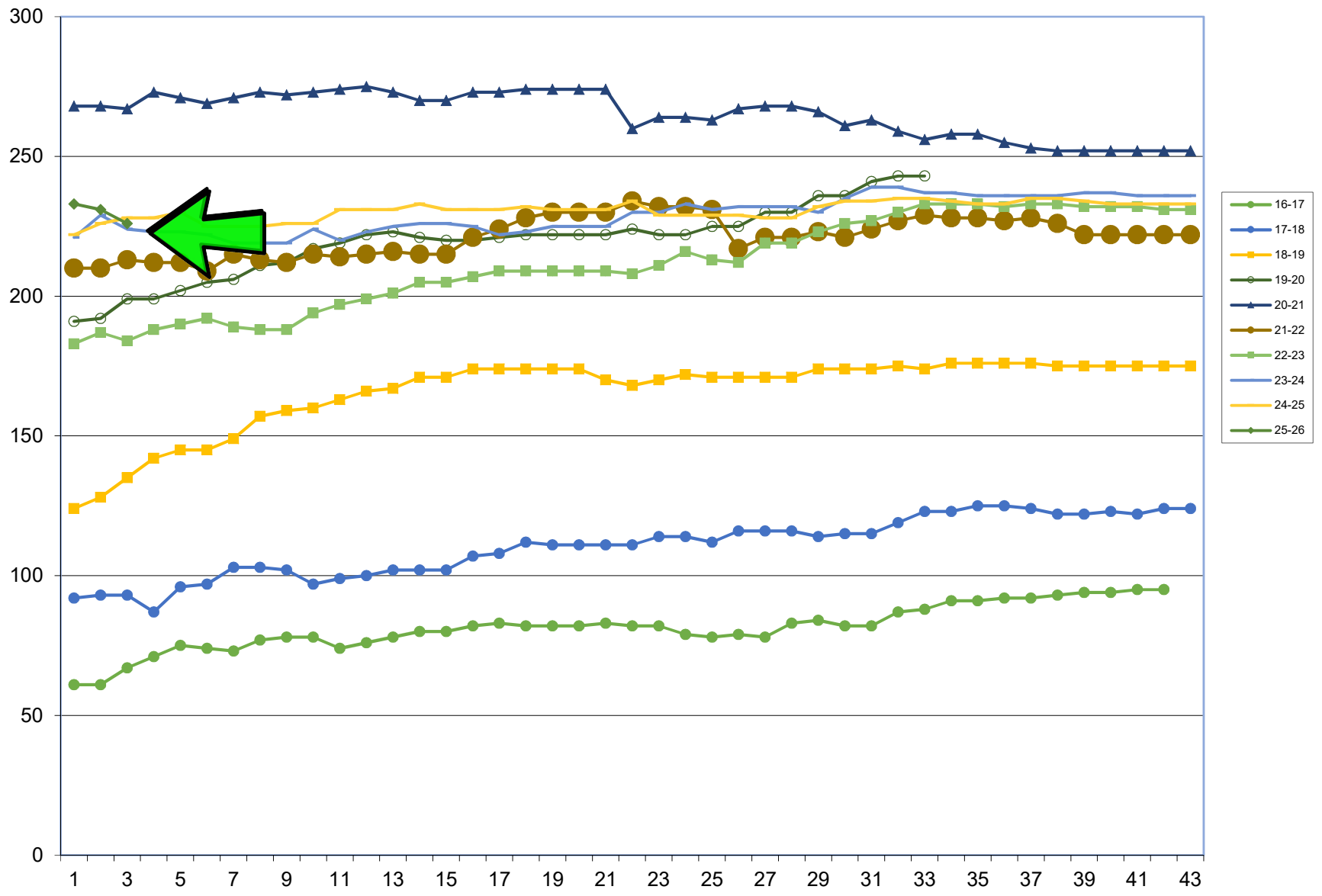
		Oppor/SpEd/		Regular	TCHR/STU		RCA
Site	Regular	Self-Cont	Total	Teachers	RATIO	Grade	Enrlm
						TK	10
Alta Mesa	251	52	303	11.00	22.82	K	10
						1st	14
Boulder Creek	809	16	825	36.00	22.47	2nd	8
						3rd	8
Lassen View	408	14	422	19.00	21.47	4th	17
						5th	7
Mistletoe	651	13	664	28.00	23.25	6th	16
						7th	26
PACE	37	0	37	4.00	9.25	8th	20
						9th	15
Parsons	503	16	519	23.00	21.87	10th	18
						11th	27
Rother	236	26	262	11.00	21.45	12th	30
						Total	226
Shasta Meadows	301	11	312	13.00	23.15		
						District	
TOTALS	3196	148	3344	145.00	165.74	Totals	3570
TK	203						
K	342						
1st	321						
2nd	340			District		Present	Classrm
3rd	354			Grade	Staffing	Students	Classrm
4th	357			Levels	Ratio	Enrolled	Tchrs
5th	338			TK	24.00	203	9
6th	329			K	30.00	342	16.33
7th	287			1st-3rd	30.00	1015	46.66
8th	325			4th-5th	30.00	695	27
SDC	148			6th-8th	*25	941	44.5
RCA	226			Total		2,993	134.49
			*Includes Prep period adjustment & P.E. teachers				
Total District	3570		(One additional teacher for every 5 6-8th grade teachers)				

Enterprise Elementary School District Weekly Enrollment Comparison (including Charters)



8/25/2025

RCA
Weekly Enrollment Comparison



8/25/2025

9.1.1 RENEWAL OF THE GOVERNANCE HANDBOOK

EESD's Governance Handbook is presented for approval.

It is recommended that the Board renew the Governance Handbook to facilitate continued quality governance leadership.

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



EESD Governance Handbook 2025-26

Board Members

Bonnie Hyatt, President

Troy Wright

Gloria Valles

Andrew Shaddix

Robin Littau, Clerk

Superintendent

Heather Armelino

The Enterprise Elementary School District Governance Handbook is a summary of the ongoing governance team's work on effective governance. This process involves discussions and reaching agreements on shared leadership, roles, and operating protocols that enable the governance team to perform its responsibilities to the community. Annually the EESD reviews and updates this Governance Handbook

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ELEMENTS OF EFFECTIVE GOVERNANCE

Key Principles of Governance¹

Strategic Thinking

Exceptional boards allocate time to what matters most and continuously engage in strategic thinking to hone the organization's direction.

Results-Oriented

Exceptional boards are results-oriented. They measure the organization's progress towards the mission and evaluate the performance of major programs, products and services.

Sustaining Resources

Exceptional boards link bold visions and ambitious plans to financial support, expertise, and networks of influence.

Governance Efficacy– A Definition

“Governance efficacy is defined as the power of school boards to change the face of education in their communities through positive and appropriate policymaking, equitable resource allocation and transparent accountability for all stakeholders.”

- Dr. Abelardo Villarreal - 2007

Public education is vital to the health of communities. School board members are responsible for ensuring that a school district's public education system is serving the needs of all students by providing equitable access to a high-quality education.

Effective Governance

There are three dimensions to effective governance. The EESD Governance Handbook documents the governance responsibilities within these three dimensions.

- 1. Govern as a unified team with a shared vision to lead and serve the community.**
- 2. Govern within a shared understanding of roles and responsibilities.**
- 3. Create and sustain a positive governance leadership culture.**

I. A UNIFIED COMMITMENT TO LEAD AND SERVE THE COMMUNITY

The foundation of effective governance is the common focus governing board members share that transcends individual differences to fulfill a greater purpose. A unity of purpose exists when the commitment to achieving these goals becomes the guiding principle for all Board Members.

The focused efforts of EESD are reflected in the District Motto, Vision, Mission, and LCAP adopted by the EESD Board.

¹ Excerpted from The Source: Twelve Principles of Governance That Power Exceptional Boards. Washington, DC: Board Source 2005

Enterprise Elementary School District Motto, Vision, Mission, and Goals

EESD Motto
Expect Excellence

EESD Vision
Empower every child, every day, to create a better world. 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

EESD Mission Statement
Our <i>Mission</i> is to educate the whole child – emotionally, physically, and academically.

LCAP 2024-2027 Goals
1. All schools will ensure all students progress toward meeting/exceeding standards by providing and investing in highly qualified staff, as well as robust standards-aligned instructional materials and resources. 2. All schools will foster a culture of safety and belonging with meaningful partnerships that provide a well-rounded educational experience. 3. PACE's socioeconomically disadvantaged students will improve outcomes with reductions in suspensions, and chronic absenteeism. 4. Rother students will improve outcomes in target areas of suspension, chronic absenteeism, and ELA performance.

EESD Strategic Priorities

1. **Governance, Leadership, and Culture of Excellence** - To become a model school district based on 21st century learning, high expectations and a commitment to excellence for all students.
2. **Curriculum and Instruction** - To provide a comprehensive instructional program and learning environment that integrates 21st century learning skills and promotes high levels of achievement. Provide access and professional support/development to further common core and college and career readiness for all district participants.
3. **Student Wellness** - To support the socio-emotional/physical development, mastery of core academics for each student.
4. **Community Relations** - To encourage collaborative efforts to implement the culture of excellence.

II. SHARED UNDERSTANDING OF ROLES AND RESPONSIBILITIES

The second essential element of effective governance is defining roles and responsibilities and working with leadership, commitment and passion within those agreed upon roles. (Governance Team includes Board Members and EESD Superintendent)

Effective Governance Teams and Effective Board Members

- Communicate a common vision
- Keep the district focused on learning and achievement for ALL students
- Value, support and advocate for public education
- Govern within board adopted policies and procedures
- Ensure opportunities for the diverse range of views in the community to inform board deliberations

Effective Board Members

- Govern in a dignified, professional manner, treating everyone with civility and respect
- Operate openly, with trust and integrity
- Behave in a manner that is befitting to the guidelines that have been set forth within the Enterprise Elementary School District's Motto, Vision, Mission, and Goal statements. In doing so, board members will remember that they are acting as representatives for the district at all times. If there is failure to act in accordance with these district guiding principles, a board member(s) should be redirected by their cohort and/or be encouraged to resign from their post due to the lack of accurately representing the district and the community for which they serve
- Have a vested interest in the district in which they serve
- Act as custodians to the district, the district employees and the community under the guiding principle of always working to ensure that actions taken are for the benefit and well-being of all those that the district serves
- Respect communication protocols with the district; be accessible and responsive

Key Principles of Governance²

Mission Driven

Exceptional boards shape and uphold the mission, articulate a compelling vision, and ensure the congruence between decisions and core values.

Constructive Partnership

Exceptional boards govern in constructive partnership with the superintendent, recognizing that the effectiveness of the board and superintendent are interdependent. They build this partnership through trust, candor, respect, and honest communication.

Compliance with Integrity

Exceptional boards promote strong ethical values and disciplined compliance by establishing appropriate mechanisms for active oversight networks of influence.

² Excerpted from The Source: Twelve Principles of Governance That Power Exceptional Boards. Washington, DC: Board Source 2005

- Board members will respond to phone and/or email messages within 48 hours unless notice is given of absence or out of service.
- Board members will notify the district of absence from a meeting within a week prior to the meeting, barring an emergency.
- Board members will be provided with a district email address which should be monitored daily.
- Take collective responsibility for the governance team's performance; agree on behavioral norms and operational protocols
- Recognize and respect differences of perspective and style on the board and among staff, students, parents, and the community
- Understand the distinctions between board and staff roles, and refrain from performing management functions that are the responsibility of the superintendent and staff
- Understand that authority rests with the board as a whole and not with individuals
- Keep confidential matters confidential
- Participate in professional development and commit the time and energy necessary to be informed and effective leaders

III. GOVERNANCE LEADERSHIP CULTURE

Key Principles of Governance³ ***Intentional Board***

Practices Exceptional boards purposefully structure themselves to fulfill essential governance duties and to support organizational priorities.

Continuous Learning

Exceptional boards embrace the qualities of a continuous learning organization, evaluating their own performance and assessing the value they add to the organization.

Exceptional boards make governance intentional and invest in structures and practices that can be thoughtfully adapted to changing circumstances.

Protocols are tools to strengthen the capacity of the board to engage in a constructive relationship with the superintendent and staff— one that is grounded in a mutual understanding of the respective roles and responsibilities. Explicit protocols, agreed to and upheld by the board and superintendent provide transparency and stability in the governance relationship as the board carries out its role.

The following protocols were developed to support and promote the effectiveness of the governance team. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

Meeting Norms

We will:

- ☐ Be on time for meetings
- ☐ Come to meetings prepared to participate
- ☐ Model expected behaviors
- ☐ Ensure that all members have the same information
- ☐ Acknowledge all opinions in a positive manner

- ☐ Practice open and honest communication
- ☐ Accept differences in experience, culture, and value priorities
- ☐ Give and receive constructive feedback civilly
- ☐ Allow others to speak without interruption
- ☐ Listen attentively
- ☐ Have no side conversations (including text messages)
- ☐ Stay focused on our goals and student achievement
- ☐ Go the extra mile to support each other in our work
- ☐ Maintain flexibility in difficult situations

³ Excerpted from The Source: Twelve Principles of Governance That Power Exceptional Boards. Washington, DC: Board Source 2005

Protocols to Facilitate Governance Leadership

Protocol	Meetings as Strategic Leadership Tools
Rationale	- The board meeting is a meeting to conduct district business in public. Well-run efficient meetings model leadership, promote trust and confidence and demonstrate planning for the future and strategically moving the district forward. - The governance team demonstrates, to the public, that the board maintains focus on district priorities through professional and respectful deliberation. - The board meeting provides opportunities to share educational philosophy among governance team members and with the community.
Protocol Agreement	- The board has an obligation to set an example of good government in action for the community and will follow agreed upon protocols. - The board members share accountability for board deliberations while valuing the input of each member of the governance team. - Reports by the superintendent explicitly link board meeting agenda topics to the district goals. - As needed, the governance team will schedule study sessions and board conversations linked to the district's strategic priorities. - Board member comments at the board meetings will follow agenda. - Board members may contact the board president/superintendent if they wish to place an item on the next meeting's agenda. Agenda items must be directly related to school business and within the subject matter jurisdiction of the board. If the president/superintendent does not agree, the item will require board approval for the following meeting's agenda.

Protocol	Requesting Information
Rationale	- Critical to making informed and wise decisions is timely access to information. - The superintendent will be responsive to requests for information, while balancing management of staff time that maintains the focus on district priorities.

Protocol Agreement	- As standard practice, board members will receive appropriate background information for board action items in advance of the board meeting. - Board Members will make every attempt to discuss with the Superintendent concerns and questions about the materials in the board packet before the board meeting. - Board Members will contact the superintendent when asking questions or requesting additional information on board meeting agenda items. - As appropriate, the superintendent may distribute answers to all Board Members. - Any individual Board member who desires a copy of an <u>existing</u> written report or survey will make such a request to the superintendent. A copy of the material may also be made available to each member of the Board. The Superintendent takes directions from the board as a whole; therefore, requests for the <u>generation</u> of reports or information must be placed on a meeting agenda for board consideration and approval. Because the board also believes in “no surprises”, board members agree to notify the superintendent of the information request discussion prior to the meeting. - Board members will seek information only needed for effective governance decision-making.
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Protocol	Board Notification
Rationale	It is important that the board is notified of all critical district events.
Protocol Agreement	The superintendent will inform the board of pertinent activities of the district. If it's likely to be in the newspaper, the board should know about it. The superintendent will use e-mail to communicate routine matters to the board on a weekly basis. During crisis situations, the superintendent will send out an email alert and/or text message and then attempt to reach board members via telephone beginning with the board president.

Protocol	Role of the Board President
Rationale	- The board president sets the tone and shapes the public's perception of the school board. - Each board member will have the opportunity to express his or her viewpoint during board deliberation. - The board president facilitates the board meeting, balancing input and discussion with accomplishing the business of the meeting.

Protocol Agreement	The role of the board president is to: • confer with the superintendent before the board meeting to prepare, as necessary for the board meeting. • facilitate the board meeting, supporting the effective flow of the discussion and encouraging input from all board members while staying on task and moving forward. • interpret and clarify for understanding to ensure that all board members have an accurate understanding as the deliberation proceeds. • facilitate the compilation of the superintendent's annual performance evaluation. • serve as the primary spokesperson for the board on board decisions.
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Protocol	Designated Spokesperson/s
Rationale	• It is essential that important information be communicated to members of the board, the staff and the community in a timely fashion. • The board recognizes that some situations have legal or other considerations that may place restrictions on what may be told to the media or the public.

	• The governance team understands the importance of speaking with one voice in order to maintain the trust of our community. • Board members will use agreed upon 'Key Messages' when communicating with community members and staff about important district issues.
Protocol Agreement	The designated spokesperson will vary depending on the issue or situation: • Crisis/Disaster: The superintendent will be the primary spokesperson and may involve the board president at his/her discretion. • Meeting Information (e.g. board meetings, agenda items, study sessions): The board president and the superintendent will serve as primary spokespersons. • Core Values /Vision / District Priorities / General District Information : The board president may speak on behalf of the board under the direction of the full board. All governance team members may serve as spokespersons utilizing developed and agreed upon 'Key Messages'. <i>For requests via email:</i> • If a board member receives an email request from a member of the public, the trustee may respond to acknowledge receipt and thank the individual for their input and copy the board president and superintendent on the response. • If the request is sent to the superintendent, he/she will copy the answer to all board members.

Protocol	Confidentiality/Closed Session Practices
Rationale	The responsibility of the board includes being privy to closed sessions or confidential information about district litigation, personnel, negotiations, superintendent evaluation, or other issues permitted under the Brown Act.
Protocol Agreement	- The board, in closed session, will only discuss items on the closed session agenda. - The governing board recognizes the importance of maintaining the confidentiality of information acquired as part of a board member's official duties and will work to maintain the public's trust by not breaching confidentiality. - If confidentiality is inadvertently or accidentally violated, immediate responsibility will be taken to correct this. - Confidential items will be reserved for full board discussion.

Protocol	Handling Community or Staff Concerns and/or Complaints
Rationale	- Board members want to be accessible, responsive, consistent and fair in dealings with listening to complaints and concerns. - The board values open communication and timely resolution of issues.
Protocol Agreement	When approached with an issue or concern, board members agree to: - listen (except when the complaint involves staff performance), being careful to remain neutral. - not become too involved or engaged in complaints against staff except as members of the district's court of appeals. - remind staff and members of the community that no individual trustee has the authority to solve the issue/concern. - encourage addressing this with the person who can most directly address the concern, e.g. teacher, principal, superintendent. - explain the district complaint or grievance process. - notify the superintendent of issues or concerns.

Protocol	Unified Board
Rationale	Recognizing that improvement requires change, the board welcomes different opinions and ideas. However, the board takes great effort to avoid lingering animosities which can result from different viewpoints.
Protocol Agreement	- The board actively solicits input and listens to all perspectives. Board members agree to support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions. - The board recognizes that it represents all students and all facets of the community and, as such, it has an obligation to pursue different points of view with honesty and vigor. Each board member commits to hearing one another out. By doing so board members model for students the honest and respectful expression of different points

	of view. • If a member of the Governance Team cannot support the decision of the Board because it offends a moral or personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive. • We do not have different values. We have different value priorities. Rarely are there single-value problems. We seek the best rather than the right solution.
--	--

Protocol	Visiting Schools and Attending School Events
Rationale	• The board wants to be informed about instructional practices, and the needs of the students and staff with regard to school programs. • The board respects staff schedules, demands, and the disruption that may be created by well-meaning, but unannounced visits to schools.
Protocol Agreement	• Board members are encouraged to visit schools and attend school events. • As a professional courtesy, board members will provide the District Superintendent and the Site Administrator with 24-hour notice prior to any visit to a school site except when the board member is coming to school as a parent [see below]. The District Superintendent and/or Site Administrator may elect to accompany the board member during his or her visit to the school site. • The scope of the visit is at the discretion of the Site Administrator. • While at a school site, a board member will seek to listen and gather information to share with the entire board at future scheduled board meetings. A board member has no authority to direct staff or speak on behalf of the governing board or the District during such visits. • Unless a board member is at a school site at the direction of a majority of the membership of the governing board or for a scheduled board meeting, the board member is subject to the same rules, procedures, and Penal Code sections which govern the public's access to a school site. Therefore, the Administration maintains the right to withdraw consent for a member of the governing board to be present on any school site if the District Superintendent or Site Administrator determines that the board member's presence on the school site is disrupting the educational process, interfering with the operations of the school site, or creating a risk of harm for himself/herself or others. • Board members requesting a meeting with school staff or administration will schedule this meeting through the Superintendent. • The Superintendent will ensure that staff is aware of the process and protocols for board members visiting the classrooms. • A board member whose child attends one of the schools of the District has the same right and the same responsibilities as any other parent to participate in his or her child's educational program.

Protocol	Governance Self - Assessment
Rationale	• Conducting a governance self-evaluation demonstrates accountability to the community and the interest of the governance team to strengthen and improve governance practices.

Protocol Agreement	• The board supports continuous improvement through ongoing evaluation of governance effectiveness. • The board will meet periodically to review governance effectiveness and governance team agreements. • The evaluation process will align with assessment of progress on district goals and the superintendent evaluation.
--------------------	--

Protocol	Collective Bargaining
Rationale	Board member's involvement in the collective bargaining process ensures that the District is represented well by those selected to negotiate on behalf of the Board and the community, while also ensuring that the ethical, fiscal and educational goals of the EESD community are represented in the actions taken throughout the collective bargaining process.
Protocol Agreement	To achieve this, board members should: • participate by providing direction and guidance to those selected to represent the Board (District Negotiating Team). Board members will not participate in the individual negotiation sessions. • expect the Superintendent to hold regular meetings to maintain consistent positive communication. • expect, as the representative of the Board, that the Superintendent will ensure that the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process. • encourage open communication to all those impacted by negotiations, within allowed parameters. • expect, while the negotiation process is taking place that the Superintendent will be available to address the challenges related to the district. As the representative of the Board, the Superintendent will guide the development of the bargaining strategy and will be primarily responsible for facilitating the collective bargaining process.

Protocol	Social Media
Rationale	• The board ensures public confidence through transparency of deliberation and adherence to The Brown Act.
Protocol Agreement	• A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board.

Protocol	Public Comment
Rationale	In order to secure broad agreement and compliance with board decisions, all viewpoints should be fairly heard and considered. However, the board also requires an orderly process for its deliberations.
Protocol Agreement	- The board invites public comment at designated points on the published agenda. All persons wishing to make statements to the board must first be recognized by the President. "Impromptu public statements or questions are not allowed." - Board meetings are held in public, not with the public. Debate should only occur between board members. The Board will not respond to questions or statements made by members of the audience. Only the chair will respond to public comment during the meeting and only if warranted. The President may read the following statement prior to community input: "Any individual or group representative may address the Board 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. A final opportunity to address the Board will be given at the end of the agenda under "Items from the Floor." 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. As a reminder, this is a comment period only. The board does not respond to questions during public forum." - The president may call a short recess at any time to calm a potentially contentious issue during a board meeting. Additionally, any board member may offer a recess motion.

Appendix A

EFFECTIVE GOVERNANCE⁴

Utilizing effective governance techniques, private citizens, once elected to school boards, work with the superintendent to keep all district efforts focused on student learning. Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district.

Working as a group, board members and the superintendent leverage the efforts of the professional staff by setting a direction for the district reflective of the community's wishes for its children, by creating a supportive framework for action in the district, by holding the system accountable through mutually agreed upon mechanisms, by providing support to students and staff through behaviors and actions, and by demonstrating community leadership on behalf of children, district schools and public education. When this is done effectively, the chances of a climate for excellence being created in which students thrive increases dramatically.

Whether in the boardroom, out in the community or at home, board members are always Board Members for the district. The integrity of the school district's educational program is dependent upon the responsible and professional manner in which each board member, and the board collectively, fulfills governance roles and responsibilities with the superintendent. The demeanor of governance team members sends an important message to the public.

⁴Source: California School Boards Association

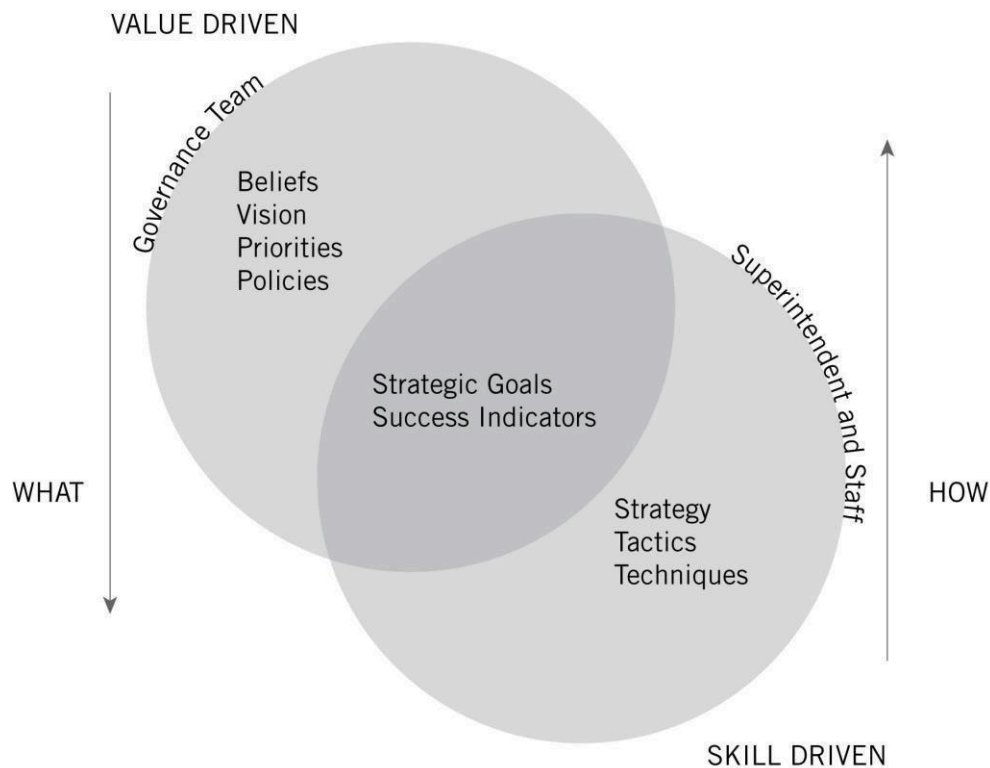
Appendix B

EFFECTIVE GOVERNANCE TEAMS⁵

Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.

The community elects school board members to set and monitor the direction of the school district, and the district superintendent will translate all efforts into action. Boards and superintendents work together to ensure a district has effective leadership. There are important distinctions to be made between the board's role and that of the superintendent and staff. The role of the school board is not to run the schools, but to see that the schools are well run. It is therefore vital that the board and superintendent have a respectful and productive working relationship based on trust and open communications.

UNDERSTANDING GOVERNANCE ROLES



⁵ Source: California School Boards Association

We have reviewed and agree to abide by and institutionalize the aforementioned governance team standards and protocols in order to support a positive and productive working relationship among the Enterprise Elementary School District Board of Education, Superintendent, staff, students and the community. Subsequently, we shall renew this agreement at each Annual Organizational Meeting of the Governing Board.

Affirmed on this day September 3, 2025. .

Troy Wright

Gloria Valles

Bonnie Hyatt

Andrew Shaddix

Robin Littau

Heather Armelino
Superintendent

9.1.2 ADOPT BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

New and/or updated Board Policies and Administrative Regulations are presented for adoption. Due to the length of the documents, they're not printed in the agenda. You can access them by clicking on the links below.

0441 BP [Artificial Intelligence](#)
0420.4 BP/AR [Charter School Authorization](#)
0450 BP/AR [Comprehensive Safety Plan](#)
1113 BP/AR [District and School Websites](#)
3512 AR [Equipment](#)
3542 AR [School Bus Drivers](#)
4119.11 BP/AR [Sexual Harassment](#)
4157 BP/AR [Employee Safety](#)
4158 BP/AR [Employee Security](#)
5125.1 BP/AR [Release of Directory Information](#)
5131.41 AR [Use of Seclusion and Restraint](#)
5131.6 AR [Alcohol and Other Drugs](#)
5145.3 BP [Nondiscrimination/Harassment](#)
5145.6 BP [Parent/Guardian Notifications](#)
6141.2 BP/AR [Recognition of Religious Beliefs and Customs](#)
6142.1 BP/AR [Sexual Health and HIV/AIDS Prevention Instruction](#)
6142.91 BP [Reading/Language Arts Instruction](#)
6159.2 BP/AR [Nonpublic, Nonsectarian School and Agency Services for Special Education](#)
6159.4 AR [Behavioral Interventions for Special Education Students](#)
9011 BB [Disclosure of Confidential/Privileged Information](#)

Any discussion or questions before we vote?

Proposed Action: Adoption.

MOTION MADE BY: _____

SECONDED BY: _____

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 questions or comments before we vote?

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____

9.2.2 APPROVE TEACHING VICE PRINCIPAL FOR 2025/2026

In accordance with Article 5 of the EETA negotiated agreement, it is recommended that the following certificated staff be approved as Teaching Vice-Principal (TVP) for the 2025-2026 school year. The individual will be under the direction of the building principal and has met the qualifications outlined in Article 5.

It is recommended that the following individual, listed on the following memo, be appointed Teaching Vice-Principal for the 2025-2026 school year at the school listed.

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, DIRECTOR OF HUMAN RESOURCES

DATE: AUGUST 1, 2025

RE: TEACHING VICE PRINCIPAL ASSIGNMENTS 2025/2026

In accordance with Article 5 of the EETA negotiated agreement it is recommended that the following certificated staff be approved as Teaching Vice Principals for the 2025/26 school year. The individuals listed below will be under the direction of the building principal and have met the qualifications outlined in Article 5.

This is an action item.

School	Name
Alta Mesa	Tamarie Ackernecht
Boulder Creek	Adrian Sherwin
Boulder Creek	Jennifer Lane
Lassen View	Danielle Gonzales
Mistletoe	DeAnna Davis
Mistletoe	Christopher Zettel
PACE	Emily Thompson
Parsons	Stanley Barone II
RCA	Jamie Muir
Rother	Angela Bosetti
Shasta Meadows	Rebecca Bauder

9.2.3 EETA MOU

The following EETA MOU is presented to the Board for approval.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____

**Enterprise Elementary School District & EETA
Memorandum of Understanding
August 15, 2025**

Enterprise Elementary School District, (DISTRICT) and the Enterprise Elementary Teachers Association (EETA) agree to the following:

In-Home Instruction:

The District will pay selected unit member(s) \$100 per hour for performing the duties of a special education teacher for a student requiring in-home instruction. This may also include compensatory education. Selected unit member(s) will complete a timecard for payment.

This Memorandum of Understanding is for in-home instruction and/or compensatory education for a special education student performed during the 2025/2026 school year. Any continuation beyond June 2026 will be negotiated.

This agreement has been accepted by both parties as of the date listed below.



EETA

8/19/2025
Date



Heather Armelino, Superintendent

8-18-25
Date

9.2.4 LIMITED ASSIGNMENT PERMITS

Two limited assignment permits are presented to the Board for approval.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 Mistletoe Lane, Redding, CA 96002 • Phone: (530) 224-4100 • FAX: (530) 224-4101 • www.eesd.net

Empowering every child, every day to create a better world

Name of Employee: Brigitte Thomas

Site: All

I hereby consent to work under a local assignment per Ed Code 44831. I understand that my consent is for the 2025/2026 school year.

Brigitte Thomas
Signature

August 22, 2025
Date



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 Mistletoe Lane, Redding, CA 96002 ▪ Phone: (530) 224-4100 ▪ FAX: (530) 224-4101 ▪ www.eesd.net

Empowering every child, every day to create a better world

Name of Employee: Cassie Wolfgram

Site: All

I hereby consent to work under a local assignment per Ed Code 44831. I understand that my consent is for the 2025/2026 school year.

Cassie Wolfgram

Signature

8/22/2025

Date

9.2.5 CERTIFICATED SUBSTITUTE SALARY SCHEDULE

The certificated substitute salary schedule is presented to the Board for approval.

Any questions or comments before we vote?

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____



**Certificated Day-to-Day Substitute Salary Schedule
Effective August 26, 2025**

Regular Assignment	Full-Day	Half-Day
Teacher (Non-SDC)	\$180	\$90
SDC Teacher	\$210	\$105
Non-Teacher (Speech Pathologist, Psychologist, Nurse, etc)	Step 1*	Half of Full-Day

Long Term Assignment (Beginning the 21 st day in a long term sub assignment)	Full-Day	Half-Day
Teacher (Non-SDC)	Column I Step 1*	Half of Full-Day
SDC Teacher	Column I Step 1*	Half of Full-Day
Non-Teacher (Speech Pathologist, Psychologist, Nurse, etc)	Step 3*	Half of Full-Day

Full-Day: 7.5 hours

Half-Day: up to 3.75 hours

*EETA Certificated Salary Schedule Daily Rate

9.2.6 TEACHING OUTSIDE CREDENTIAL AREA

Under California Education Code 44256(b) or 44258.2 and with Board approval, teachers may conduct teaching assignments outside of their credential area. The attached memorandum presents information relating to the following employees:

- Lindsey Amoss, Science
- Megan Belcastro, Science
- Erlee Dawn Eoff, Social Science (History)
- Melanie Brasher, Language Arts
- Kathy Rogers, Language Arts
- Jeff Walton, Physical Education

It is recommended that the above listed teachers be authorized to teach outside their credential area for the 2025/2026 school year in the subject area/s listed.

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: AUGUST 25, 2025

RE: TEACHING OUTSIDE CREDENTIAL AREA

In order to be in compliance with the Commission on Teacher Credentialing, as an action item, the governing board needs to approve teaching assignments outside a teacher's credential area.

The teachers below have met the criteria to qualify for an education code assignment. Additionally, they have given their consent to teach the subject matter referenced below.

Education Code Assignment
2025/26 teaching assignments

Name	Ed Code	Subject Area
Amoss, Lindsey	44256(b) (action) needs consent	Science
Belcastro, Megan	44258.2 (action) needs consent	Science
Eoff, Erlee Dawn	44256(b) (action) needs consent	Social Science (History)
Brasher, Melanie	44256(b) (action) needs consent	Language Arts
Rogers, Kathy	44256(b) (action) needs consent	Language Arts
Walton, Jeff	44256(b) (action) needs consent	Physical Education

9.2.7 CSEA SUNSHINE ITEMS FOR BARGAINING WITH THE DISTRICT 2025-2026

“Sunshine Proposal”

The California School Employees Association submits the following items for negotiation with the Enterprise Elementary School District:

1. Article 13.1: Bereavement Leave
2. Article 13.2: Jury Duty
3. Article 9: A fair and equable increase to salary schedule
4. Article 10: A fair and equable increase to the Cap on Health and Welfare
5. Article 22: New three (3) year term effective July 1, 2025 thru June 30, 2028

A public hearing will be held at this time.

Proposed Action: Approval of items for negotiation.

MOTION MADE BY: _____

SECONDED BY _____



California School Employees Association

INITIAL PROPOSAL

CHAPTER 384

25-26 SCHOOL YEAR

Received

AUG 12 2025

EESD
HR Department

August 7, 2025

Meagan Hawley-Stone

Director of Human Resources

1. Article 13.1 Bereavement Leave
2. Article 13.2 Jury Duty
3. Article 9. A fair and equable increase to the salary schedule
4. Article 10. A fair and equable increase to the Cap on the Health and Welfare
5. Article 22. New three (3) year term effective July 1, 2025 thru June 30, 2028

Thank you,

Beth Burdett

CSEA chapter 384 President

Beth Burdett 8-7-25

9.2.8 DISTRICT SUNSHINE ITEMS FOR BARGAINING WITH THE CSEA 2025-2026

“Sunshine Proposal”

The District submits the following items for negotiation with the CSEA:

1. Appendix A: Compensation
2. Article 7: Hours and Overtime
3. New Article: Schedule Changes

A public hearing will be held at this time.

Proposed Action: Approval of items for negotiation.

MOTION MADE BY:_____

SECONDED BY_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: AUGUST 15, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: MEAGAN HAWLEY-STONE, HUMAN RESOURCES

RE: DISTRICT PROPOSAL "SUNSHINE ITEMS" FOR CSEA – 2025/2026

The District requests to sunshine the following for the 2025/26 negotiations:

1. Appendix A: Compensation
2. Article 7: Hours and Overtime
3. New Article: Schedule Changes

Please present to the Board at their September 3, 2025, meeting for approval.

9.2.9 TEACH LAKE COUNTY MOU
Approve Teach Lake County MOU.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

**District Memorandum of Understanding
Teach Lake County
Lake County Office of Education
And
Enterprise Elementary School District**

The Lake County Office of Education (LCOE) is the Local Education Agency for Teach Lake County, a California Commission on Teacher Credentialing (CCTC) approved two-year Teacher Intern Credentialing Program.

This Memorandum of Understanding (MOU) is between the Lake County Office of Education (LCOE), for the Teach Lake County (TLC) Intern Program and the TLC District Intern Mentor Program (collectively "Program"), and the employing agency ("District") signing below.

LCOE and the District form a partnership to provide and coordinate services in support of TLC Intern teacher candidates. The purpose of the MOU is to establish a formal working relationship between the parties. The Program will provide and coordinate services and support to guide Candidates in meeting California credential requirements through the state-accredited Teach Lake County (TLC) Intern Program and the District Intern Mentor Program. Throughout this document, Intern teachers are referred to as "Candidates" and experienced teachers are referred to as "Mentors."

I. Parties

This Memorandum of Understanding (MOU) is between the Lake County Office of Education (LCOE) and the employing agency ("District").

II. Term

The effective dates of this MOU are July 1, 2025 - 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.

III. Responsibilities of the Parties

A. Both parties agree to the following responsibilities:

- a. **Professional Development Plan:** Jointly counsel the intern teacher and develop a Professional Development Plan to complete the requirements to earn a preliminary teaching credential; both parties and the intern teacher shall concur on the plan.
 - i. The employing district has developed and implemented a Professional Development Plan for interns in consultation with TLC. The plan shall include all of the following:
 1. Provisions for an annual evaluation of the intern by the District.
 2. Provide a description of the courses to be completed by the intern, if any, and a plan for the completion of Pre-Service or other clinical training, if any, including student teaching.
 3. Additional instruction during the first semester of service in child development and teaching methods.
- b. **District Mentors:** The combination of employer-provided support/mentoring through the TLC District Intern Mentor Program and TLC Fieldwork Supervision should include support to facilitate candidates' meeting of the Teaching Performance Expectations.
 - i. Engage in a collaborative process between the Program and the District for matching candidates and mentors.
 - ii. A minimum of 144 hours of general support/mentoring and supervision will be provided each year during the two-year Intern Program.
 - iii. A minimum of two hours of support/mentoring and supervision will be provided to an intern every five instructional days.
 - iv. An additional 45 hours of yearly support/mentoring and supervision specific to meeting the needs of English learners (EL) shall be provided to intern teachers.
 - v. For candidates who assume daily teaching responsibilities after the beginning of the school year, the parties will provide:
 1. General mentoring/support equal to sixteen hours times the number of months remaining in the school year.
 2. EL support equal to five hours times the number of months remaining in the school year.

- c. Jointly make credentialing recommendations to CTC, recognizing that employment decisions (such as continuing employment and tenure decisions) are separate from credentialing decisions.
- d. Notify the other party as soon as possible if a candidate's placement may be terminated or modified.
- e. Ensure that Interns do not displace certificated employees and are evaluated on an annual basis.

B. LCOE agrees to the following responsibilities:

- a. Employ a Program Director whose primary duty is to administer the Program and employ support staff whose primary duty is to support the administration of the Program.
- b. Provide sufficient and appropriate workspace, meeting spaces, and office support services for all Program staff and Program activities.
- c. Develop and establish procedures for Program evaluation through the California Commission on Teacher Credentialing (CCTC) Accreditation Cycle. Submit Preconditions, Common Standards, Program Review state reports, and required fees in a timely manner.
- d. Assume overall fiscal responsibility for the administration of the program budget, including submission of any other documentation required by CCTC in relation to the Program.
- e. Ensure candidates have met the 120-hour Pre Service training requirement prior to the teacher intern obtaining an intern teaching credential and entering the classroom as the teacher-of-record with the District.
- f. Establish effective and on-going communication with the District and TLC Intern Personnel as appropriate to ensure a successful teaching experience for the candidate.
- g. Communicate with CCTC including:
 - i. Notify CCTC if an intern teacher's placement is terminated or changed with the District
 - ii. Complete all requirements and reporting to CCTC for the Intern and Preliminary Credentials.
- h. Ensure that candidates receive required fieldwork supervision as part of the 144 General Ed/45 EL hours of yearly support by:
 - i. Identifying a fieldwork supervisor with a clear or life teaching credential and at least three years of teaching experience to provide:
 - 1. Direct support/mentoring and coaching to candidates, including monthly coaching for a minimum of six coaching observations in the candidate's classroom per semester, with additional ongoing support, mentoring, and consultation outside of the candidate's classroom.
- i. Should an intern teacher not fulfill the requirements of the TLC Intern Program, the program may drop the candidate. TLC will remain in close contact with the District regarding candidate status and progress.

C. District agrees to the following responsibilities:

- a. Select placement sites (schools) that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and California Teacher Performance Assessment (TPA) completion and the Literacy Performance Assessment (LPA). The District must have a recording policy in place to accommodate TPA video assessment.
- b. Place Intern candidates in settings that reflect socioeconomic and cultural diversity, support English learners, provide opportunities to work with students with disabilities, and have a fully qualified administrator.
- c. Employ the candidate in positions in which the candidate will:
 - i. Be employed as the "Teacher of Record" in a Multiple Subject classroom.
 - ii. Be employed a minimum of .5 FTE capacity in a typical face-to-face setting with the same group of students.
- d. Ensure that all site administrators and staff supporting candidates are informed of TLC Intern Program processes and stay current with changing program requirements, including program alignment to the Literacy Standards and TPEs.
- e. Candidates hired within the District must be at sites that allow the candidate to provide effective literacy instruction for all students, specifically in the area of foundational literacy skills. The intern teacher shall be placed at sites that allow for instructing students in all cross cutting themes of the CA

- ELA/ELD Framework, including meaning making, language development, foundational skills, content knowledge, and effective expression.
- f. Candidates hired within the District must be at sites that ensure candidates can practice and implement screening and diagnostic techniques that inform teaching and assessment and early intervention techniques.
 - g. Candidates hired within the District must be at sites that provide opportunities to practice a strong literature, language, and comprehension component with a balance of oral and written language.
 - h. 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 are identified as needing additional reading support.
 - i. Provide protected time for mentor(s)/intern to work within contract time and clearly define expectations for type/frequency of support.
 - j. Provide TLC with any required documentation needed for reporting to CCTC or to fulfill Program requirements.
 - k. Recognize the credits earned by the candidate 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.
 - l. Notify TLC as soon as possible if the District elects to not continue employment at any point during the program.
 - m. Recognize that an intern credential ceases to be valid if the Program excuses a candidate for not meeting requirements.
 - n. Appoint a liaison to serve on the Program Advisory Board. The liaison should be a designee authorized by District leadership to fulfill the roles and responsibilities assigned to them. The liaison supports the Program by providing ongoing updates, communication, feedback for future planning and relays Program information to Districts, Candidates, and Mentors.
 - o. Assign one or more credential analyst(s) to work directly with Program staff to assist in identifying candidates who are eligible for Program services as described by state guidelines and to assist school district staff in identifying eligible candidates.
 - p. Provide meeting and conference rooms at no charge to the Program when needed.
 - q. Communicate Program requirements to all site administrators.
 - r. Provide Candidate release time for observations and one-to-one consultations with the District Mentor and Supervisor.
 - s. Make every effort to assign Candidates to classrooms appropriate to their novice status, avoiding whenever possible, teaching assignments at multiple sites and multiple adjunct duties.
 - t. For Interns who have not yet completed the EL preparation, the district must assign the on-site Mentor or other designated individual, within the first 10 days of serving as a teacher of record on the Intern credential.
 - u. Participate in Program evaluation and CCTC Accreditation Cycles.

VI. Teach Lake County District Intern Mentor Program

The TLC District Intern Mentor Program is a mentor training, support, and supervision program provided to all Districts who employ TLC candidates. This service ensures District Mentors remain current in the knowledge and skills for candidate mentorship and meet all CCTC requirements of district-employed mentors.

A. LCOE Responsibilities

- a. Provide Mentors a minimum of 10 hours of initial orientation to the program curriculum, including effective supervision approaches such as cognitive coaching, adult learning theory, current content-specific pedagogy, instructional practices, and effective literacy instruction aligned to Literacy Standards and TPEs. Program training will ensure Mentors remain current in the knowledge and skills for candidate supervision and program expectations.
- b. Provide a collaborative process between the Program and the District for matching candidates and Mentors.
- c. Convene District Intern Mentor meetings at least four times per academic year.
- d. Provide individualized Mentor and Candidate support as needed.
- e. Provide a Learning Management System to Candidates and Mentors that facilitates completion of Program-required activities.
- f. Provide access to software for virtual mentorship and observation as needed, including GoReact and Zoom.
- g. Develop and provide personalized, professional learning for Candidates and their Mentors.

- h. Establish reporting requirements for the approval of Mentor stipends and share the status of Mentor obligation fulfillment with the District.
- i. Work to establish a collaborative working relationship with the intern teacher, District mentor, and fieldwork supervisor.
- j. Provide a tracking system to track the total number of support/mentoring and supervision hours provided by both parties to the intern teacher.
- k. Provide the candidate with procedures to document and monitor the CCTC required hours of mentoring and support received from the District and TLC.
- l. Verify the number of support hours reported by the intern.

B. District Responsibilities

- a. Assign a qualified Mentor to each eligible Candidate within 30 days of enrollment in the Program who meets the Commission's identified criteria of a valid corresponding Clear or Life Credential, three (3) years successful teaching experience, and holds an English learner authorization.
- b. Pair Candidates with Mentors who most closely match their teaching assignment, including grade level and subject matter, and credential type.
- c. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal, and communication skills and:
 - i) Display best practices in providing "just in time" support and longer term analysis of teaching practice to help Candidates develop enduring professional skills.
 - ii) Are committed to attend required mentor trainings and to meet with Candidates for a minimum of one hour each week;
 - iii) Display willingness to work collaboratively with colleagues and Program staff;
 - iv) Embrace a positive attitude and disposition towards students and teaching;
 - v) Develop a sustained and thoughtful collegial relationship with Candidates;
 - vi) Demonstrate leadership skills, curriculum expertise, and knowledge of district resources;
 - vii) Serve as a role model for the teaching profession.
- d. Select Mentors who do not evaluate the Candidate's job performance at any time during the school year in order to honor the nature of an open and supportive candidate-mentor relationship.
- e. Facilitate the distribution of extra duty stipends to Mentors for compensation, as applicable. The mentor will not receive stipend authorization from the Program if any required mentor training is incomplete.
- f. The mentor will stay current with changing program requirements, including program alignment to the Literacy Standards and TPEs. Mentors will attend TLC District Intern Mentor Orientation to learn about mentorship expectations and the performance assessment requirements for interns, including the Literacy Performance assessment which includes a focus on foundational literacy skills and the additional cross cutting themes in literacy as outlined in the CA ELD/ELD Framework.

C. Eligibility

Eligible "Candidates" are those hired and serving students within the TLC service region, defined as Lake County, and have obtained an Intern Credential from the Teach Lake County Intern Program. Intern Candidates who are outside the service region, defined as any California county other than Lake, will be eligible to participate in the Program with the Out-of-County Fee Schedule.

D. Districts Fiscal Responsibilities and Terms

- a. District Intern Mentor Program services are provided on a Fee-for-Service basis. In 2025/2026, the Fee structure will be as follows:
 - i) \$1,000 charge per candidate.
 - ii) Lake County Superintendent contributes \$200 to each Lake County Intern participating in the Teach Lake County Intern Program.
- b. Districts will be invoiced for each individual request for District Intern Mentor Program services.

VII. Responsibilities - Fiscal

- A. LCOE, in its capacity as the Teacher Intern Program's LEA, agrees to the following:
 - a. Overall fiscal responsibility for the administration of the Teach Lake County Intern Program.
 - b. Develop and maintain a balanced budget that allocates amounts sufficient to meet the costs of implementing program responsibilities.

- c. Expend income according to regularly established policies and procedures within the LCOE expenditure guidelines.
- B. District agrees to the following:
 - a. Contract with teacher intern for certificated placement on appropriate certificated salary schedule.
 - b. Provide Teacher Intern with all requirements as related to contract employment, including all benefits related to employment and insurance coverage.

VII. Ownership of Materials

- A. Any and all products developed by the Teach Lake County Intern Program are the exclusive property of LCOE. District, its employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the expressed written permission of LCOE.

VIII. Indemnification:

- A. District agrees to defend, indemnify, and hold harmless LCOE (including its directors, agents, officers, volunteers, and employees) from any claim, action, or proceeding arising from any actual or alleged acts or omissions of District (its director, agents, officers, volunteers, or employees) in performing its duties and obligations described in this agreement or imposed by law.
- B. LCOE agrees to defend, indemnify, and hold harmless District (including its directors, agents, officers and employees) from any claim, action, or proceeding arising from any actual or alleged acts or omissions of LCOE (its director, agents, officers, volunteers, or employees) in performing its duties and obligations described in this agreement or imposed by law.
- C. The principles of comparative fault shall govern this agreement. This provision shall survive the termination of this agreement.

IX. Confidentiality

Each party shall be responsible for maintaining the confidentiality of employee and student data to the extent required by law. If either party fails to comply with this requirement it shall hold the non-offending party harmless and indemnify that party for the breach of confidentiality.

X. Independent Agents:

This MOU is by and between two independent agents and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association. The employees and agents of each party shall not be entitled to the employment benefits of the other by virtue of this agreement. Each party shall remain responsible for worker's compensation and other employment laws for their respective employees.

XI. Nondiscrimination Clause:

Any service provided by either party pursuant to this agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other legally protected class in accordance with all applicable Federal and State laws and regulations.

XII. Notice:

Any notices required to be given by the MOU or by law shall be in writing. They shall be served either personally, by mail, or email.

XIV. Entire Contract:

This contract contains the Parties' entire written agreement. Any representations or promises not specifically detailed in this document will not be valid or binding on the Parties to this contract. Any modification to the terms of this contract must be made in writing and signed by all Parties to this contract.

XV. Execution of Agreement:

This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

XVI. Signatures:

By affixing its signature to this Contract, each Party warrants and represents that each has the authority to enter into this contract and to perform all obligations under the contract, and further that the signatory of this contract is authorized to legally bind the Party.

Signature: _____ Date: _____

Brock Falkenberg, Superintendent
Lake County Office of Education

Signature: _____ Date: _____

Authorized Official (Print Name): _____

Title: _____

District: _____

9.3.1 TRIP REQUESTS

Parsons Volleyball
Pacific Union Elementary School Tournament at Humboldt State
September 26-27
Arcata, CA

Parsons Bands
Team building
September 26-28
Lassen Pines

Parsons Music in Motion
Learn choreography and team building
October 3-5
Camp McCumber

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



Overnight or Out-of-State Trip Request

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

Date(s) of Activity: Sept. 26 & 27 Advisor(s) Jeff Walton Kristina Pust (coach)

Organization Name: Parsons A-Team Volleyball

Educational Purpose of Trip:
Pacific Union Elementary school Volleyball
Tournament at Humboldt State.

Destination(s): Arcata, CA

Transportation required: Private Vehicles

Ratio of Adults to Students = 2 to 1

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

Overnight Accommodations:
Hotel for coach
Players will be with their families

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

Submitted by Jeff Walton
(Advisor)

Date 8/20/25

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

Submitted by [Signature]
(Site Administrator)

Date 8/20/25

Board Approval - Signature, Board Clerk

Date _____



Overnight or Out-of-State Trip Request

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

Date(s) of Activity: Sept. 26,27,28 Advisor(s) D'ACQUISTO

Organization Name: PARSONS BANDS

Educational Purpose of Trip: TO BUILD CAMARADERIE IN THE BAND PROGRAM, LEARNING NEW LITERATURE FOR LIGHTED/RODEO PARADES AND SPRING FESTIVALS, WORKING WITH PROFESSIONALS IN CLINIC FORM

Destination(s): LASSEN PINES/ELEVATE CAMP SITE

Transportation required: SCHOOL BUS

Ratio of Adults to Students = 1-8

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

Overnight Accommodations:
CABINS WITH BEDS AND ALL AMENITIES, EATING QUARTERS-CAFETERIA STYLE

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

Submitted by [Signature]
(Advisor)

Date Aug. 15, 2025

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

Submitted by [Signature]
(Site Administrator)

Date 8/15/25

Board Approval - Signature, Board Clerk

Date _____



Overnight or Out-of-State Trip Request

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

Date(s) of Activity: October 3-5 Advisor(s) Hess

Organization Name: Parsons Music in Motion

Educational Purpose of Trip: Learn choreography
Team Building

Destination(s): Camp Mccumber

Transportation required: School Bus

Ratio of Adults to Students = 1 to 5

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

Overnight Accommodations:
Students in cabins with a fingerprinted adult in each cabin

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

Submitted by [Signature]
(Advisor)

Date 8/5/25

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

Submitted by [Signature]
(Site Administrator)

Date 8/5/25

Board Approval - Signature, Board Clerk _____

Date _____

9.3.2 RESOLUTION #2533 SUFFICIENCY OF TEXTBOOKS/INSTRUCTIONAL MATERIALS FOR 2025-2026 SCHOOL YEAR

Assistant Superintendent of Instructional Services, Tiffany Rodrigues, has provided information on the sufficiency of textbooks and instructional materials as required by Education Code 60119. A public hearing to receive input on the sufficiency of textbooks and instructional materials for the 2025-2026 school year will be held.

A public hearing will be held at this time.

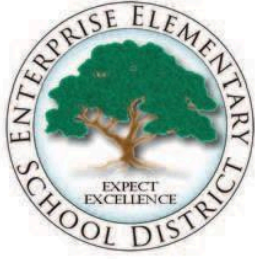
It is requested that the Board adopt Resolution #2533 and certify sufficiency of textbooks and instructional materials in each subject, consistent with the content and cycles of the curriculum framework adopted by the State for all grade levels.

Any questions or comments before we vote?

Proposed Action: Adoption of Resolution.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: AUGUST 18, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: TIFFANY RODRIGUES, ASSISTANT SUPERINTENDENT OF INSTRUCTIONAL SERVICES

RE: 2025-2026 SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Per the provisions of Ed Code 60119, districts receiving Instructional Material funds must make a determination as to the sufficiency of textbooks or instructional materials in each subject that are consistent with the content and cycles of the curriculum framework adopted by the state board.

We will hold a public hearing to receive input on the sufficiency of textbooks and instructional materials for the 2025-2026 school-year.

As per Ed Code, by the end of the eighth week of the 2025-2026 school-year, sufficient textbooks and instructional materials will be in place across all grade levels.

Please place this in the September 3, 2025 Board Agenda as an Instruction action item. The requested action will be to approve Resolution # 2533 on the sufficiency of textbooks and instructional materials for the 2025-2026 school-year.



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 Mistletoe Lane, Redding, CA 96002 • Phone: (530) 224-4100 • FAX: (530) 224-4101 • www.eesd.net

Empowering every child, every day to create a better world

NOTIFICATION OF COMPLIANCE WITH EDUCATION CODE SECTION 60119 FOR FUNDS RECEIVED UNDER THE PUPIL TEXTBOOK AND INSTRUCTIONAL MATERIALS INCENTIVE PROGRAM AND/OR FUNDS FOR INSTRUCTIONAL MATERIALS FROM ANY STATE SOURCE

GRADES K-12

FISCAL YEAR 2025-2026

The local governing board of the Enterprise Elementary School District hereby certifies that as of this date, each pupil in the district, in kindergarten through grade eight, has been provided with standards-aligned textbook or basic instructional materials in each of the following areas:

- Mathematics
- Science
- History-Social Science
- English/Language Arts, including the English Language Development component of and adopted program

For students in K-12, the instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, Section 9531.

Your signature and date at the bottom of this form shall serve as notification to the Superintendent of Public Instruction that the governing board of your district has complied with the requirements of Education Code Section 60119 (c).

CERTIFICATION:

Certification was approved by the local governing board at a public meeting held on September 3, 2025.

Enterprise 45 69971

School District/CDS Code

September 3, 2025

Governing Board Public Hearing Date

Signature of District Superintendent

Telephone Number: 530-224-4100

Date

Return to:

Janet Finley
Categorical Programs Unit
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

**RESOLUTION DETERMINING SUFFICIENT PUPIL
TEXTBOOKS/INSTRUCTIONAL MATERIALS SET FORTH IN
CALIFORNIA EDUCATION CODE 60119 FOR FISCAL YEAR 2025-2026**

WHEREAS, the local governing board of Enterprise Elementary School District, in order to comply with the requirements of *Education Code* sections 60119 held a public hearing on September 3, 2025; 5:30 p.m. which is on or before the third week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least ten day notice of the public hearing posted in at least three public places within the district that stated the time, place and purpose of the hearing; and;

WHEREAS the local governing board encouraged participation by parents, teachers, members of the community and bargaining unit leaders in the public hearing; and;

WHEREAS information provided at the public hearing and to the local governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district; and;

WHEREAS the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and;

WHEREAS sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

THEREFORE it is resolved that for the 2025-2026 school year, the Enterprise Elementary School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

DULY ADOPTED THE 3rd day of September 2025, by the governing board of the Enterprise Elementary School District, by the following votes:

AYES:

NOES:

ABSENT:

ABSTAINED:

Robin Littau, Clerk

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on September 3, 2025.

Heather Armelino
Secretary to the Board of Education



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EESD Instructional Materials Sufficiency Report

English Language Arts/English Language Development (ELA/ELD)

2021 SBE-adopted Basic Programs with ELD (Program 1) for ELA/ELD include:

- Benchmark Education Company, *Benchmark Ready to Advance*, Gr. TK (Pre-K)
- Benchmark Education Company, *Benchmark Advance*, Gr. K-5
- McGraw-Hill School Education, *StudySync*, Gr. 6-8

Mathematics

2014 SBE-adopted Basic Grade-Level Mathematics Programs include:

- McGraw Hill, *Everyday Mathematics*, Gr. Pre-K-5
- CPM Educational Programs, *Core Connections*, Courses 1-3, Gr. 6-8

Science

2014 SBE-adopted Science Programs include:

- Accelerate Learning, *STEMscopes CA NGSS 3D*, Gr. 3-5
- Accelerate Learning, *STEMscopes CA NGSS 3D*, preferred integrated Gr. 6-8
- Accelerate Learning, *STEMscopes CA NGSS 3D*, discipline specific Gr. 6-8

Alternative Current Materials

- Mystery.org, *Mystery Science*, Gr. K-2
The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.
- Scholastic.com, *My Big World*, Gr. TK (Pre-K)
The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

History-Social Science

2017 SBE-adopted History-Social Science Programs include:

- Studies Weekly, *California Studies Weekly-Social Studies*, Gr. TK-5
- McGraw-Hill School Education, *Impact: California Social Studies*, Gr. 6-8

Alternative Current Materials

- Scholastic.com, My Big World, Gr. TK (Pre-K)
The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by utilizing one or more instructional resources. Pursuant to Education Code Section 60210(c), this program underwent a local review that included a majority of classroom teachers in the subject area. The program is provided to all students at this grade level or enrolled in these courses.

9.4.1 WARRANT LISTINGS

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

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

Proposed Action: Consent approval.

MOTION MADE BY: _____

SECONDED BY: _____

9.4.2 APPROVE SURPLUS PROPERTY

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

Proposed Action: Consent approval.

MOTION MADE BY: _____

SECONDED BY: _____

Enterprise **Elementary** School District
Surplus Instructional Materials Form
 PURSUANT TO BP/AR 3270

QTY	DESCRIPTION	GRADE	COPYRIGHT DATE	ISBN #	DISPOSAL METHOD	DISPOSAL DATE
1	Benchmark Decodable Take Home Books Box 1	1	---	---	Donation	8/8/25
1	Benchmark Decodable Take Home Books Box 2	1	---	---	Donation	8/8/25
1	Benchmark My Reading & Writing (Units 1-10)	1	---	---	Donation	8/8/25
1	Benchmark Phonics & High Frequency Words Act. Book	1	---	---	Donation	8/8/25
1	Benchmark Grammar, Spelling & Vocab Act. Book	1	---	---	Donation	8/8/25
1	Everyday Math Teacher Manual Volume 1	1	---	---	Donation	8/8/25
1	Everyday Math Teacher Manual Volume 2	1	---	---	Donation	8/8/25
1	Everyday Math Math Masters Book	1	---	---	Donation	8/8/25
1	Everyday Math Assessment Handbook	1	---	---	Donation	8/8/25
1	Everyday Math Activity Cards Set	1	---	---	Donation	8/8/25
1	Everyday Math Manipulative Box	1	---	---	Donation	8/8/25
1	Everyday Math Games Box	1	---	---	Donation	8/8/25
1	Everyday Math Student Math Journal Vol. 1	1	---	---	Donation	8/8/25
1	Everyday Math Student Math Journal Vol. 2	1	---	---	Donation	8/8/25
1	Everyday Math Home Link Books	1	---	---	Donation	8/8/25
1	Studies Weekly Student Consumable Newspaper	1	---	---	Donation	8/8/25
1	Benchmark Texts for Close Reading (set of 10)	1	---	---	Donation	8/8/25
2	Benchmark My Word Study	2	---	---	Donation	8/8/25
2	Benchmark Phonics & High Frequency Word Act. Book	2	---	---	Donation	8/8/25
2	Benchmark Grammar, Spelling & Vocab Act. Book	2	---	---	Donation	8/8/25
2	Benchmark Decodable Passages	2	---	---	Donation	8/8/25
1	Everyday Math Teacher Manual Volume 1	2	---	---	Donation	8/8/25
1	Everyday Math Teacher Manual Volume 2	2	---	---	Donation	8/8/25
1	Math Masters Book	2	---	---	Donation	8/8/25

Enterprise Elementary School District
Surplus Instructional Materials Form
 PURSUANT TO BP/AR 3270

QTY	DESCRIPTION	GRADE	COPYRIGHT DATE	ISBN #	DISPOSAL METHOD	DISPOSAL DATE
1	Everyday Math Assessment Handbook	2	---	---	Donation	8/8/25
1	Everyday Math Home Links Book	2	---	---	Donation	8/8/25
1	Everyday Math Activity Cards Set	2	---	---	Donation	8/8/25
3	Everyday Math Manipulative Box	2	---	---	Donation	8/8/25
1	Everyday Math Games Box	2	---	---	Donation	8/8/25
2	Everyday Math Student Journal Vol. 1	2	---	---	Donation	8/8/25
2	Everyday Math Student Journal Vol. 2	2	---	---	Donation	8/8/25
2	Everyday Math Reference Book	2	---	---	Donation	8/8/25
2	Studies Weekly Student Consumable Newspaper	2	---	---	Donation	8/8/25
1	STEMscopes Hands on Kit Box 1	2	---	---	Donation	8/8/25
1	STEMscopes Hands on Kit Box 2	2	---	---	Donation	8/8/25
1	Benchmark Texts for Close Reading (set of 10)	3	---	---	Donation	8/8/25
1	Benchmark Grammar, Spelling & Vocab Act. Book	3	---	---	Donation	8/8/25
1	Everyday Math Teacher Manual Vol. 1	3	---	---	Donation	8/8/25
1	Everyday Math Math Masters	3	---	---	Donation	8/8/25
1	Everyday Math Assessment Handbook	3	---	---	Donation	8/8/25
1	Everyday Math Home Links Book	3	---	---	Donation	8/8/25
1	Everyday Math Activity Cards Set	3	---	---	Donation	8/8/25
2	Everyday Math Math Manipulative Box	3	---	---	Donation	8/8/25
1	Everyday Math Games Box	3	---	---	Donation	8/8/25
1	Everyday Math Student Journal Vol. 1	3	---	---	Donation	8/8/25
1	Everyday Math Student Journal Vol. 2	3	---	---	Donation	8/8/25
1	Everyday Math My Reference Book	3	---	---	Donation	8/8/25
1	Studies Weekly Student Consumable Newspaper	3	---	---	Donation	8/8/25

Enterprise Elementary School District
Surplus Instructional Materials Form
 PURSUANT TO BP/AR 3270

QTY	DESCRIPTION	GRADE	COPYRIGHT DATE	ISBN #	DISPOSAL METHOD	DISPOSAL DATE
1	STEMscopes Student Notebook	3	---	---	Donation	8/8/25
1	STEMscopes STEMscopedia	3	---	---	Donation	8/8/25
1	STEMscopes Hands on Kit Box 1	3	---	---	Donation	8/8/25
4	Benchmark Texts for Close Reading (set of 10)	4	---	---	Donation	8/8/25
4	Benchmark Grammar, Spelling & Vocab Act. Book	4	---	---	Donation	8/8/25
1	Everyday Math Assessment Handbook	4	---	---	Donation	8/8/25
1	Everyday Math Home Links Book	4	---	---	Donation	8/8/25
1	Everyday Math Practice Posters	4	---	---	Donation	8/8/25
3	Everyday Math Manipulative Box	4	---	---	Donation	8/8/25
1	Everyday Math Games Box	4	---	---	Donation	8/8/25
4	Everyday Math Student Journal Vol. 1	4	---	---	Donation	8/8/25
4	Everyday Math Student Journal Vol. 2	4	---	---	Donation	8/8/25
4	Everyday Math My Reference Book	4	---	---	Donation	8/8/25
1	Studies Weekly Student Consumable Newspaper	4	---	---	Donation	8/8/25
4	STEMscopes Student Notebook	4	---	---	Donation	8/8/25
4	STEMscopes STEMscopedia	4	---	---	Donation	8/8/25
1	STEMscopes Hands on Kit Box 1	4	---	---	Donation	8/8/25
1	STEMscopes Hands on Kit Box 2	4	---	---	Donation	8/8/25
1	STEMscopes Hands on Kit Box 3	4	---	---	Donation	8/8/25
1	Benchmark Texts for Close Reading (set of 10)	5	---	---	Donation	8/8/25
6	Benchmark Grammar, Spelling & Vocab Act. Book	5	---	---	Donation	8/8/25
1	Everyday Math Assessment Handbook	5	---	---	Donation	8/8/25
1	Everyday Math Home Links Book	5	---	---	Donation	8/8/25
1	Everyday Math Activity Card Set	5	---	---	Donation	8/8/25

Enterprise Elementary School District
Surplus Instructional Materials Form
 PURSUANT TO BP/AR 3270

QTY	DESCRIPTION	GRADE	COPYRIGHT DATE	ISBN #	DISPOSAL METHOD	DISPOSAL DATE
1	Everyday Math Practice Posters	5	---	---	Donation	8/8/25
1	Everyday Math Manipulative Box	5	---	---	Donation	8/8/25
1	Everyday Math Games Box	5	---	---	Donation	8/8/25
6	Everyday Math Student Journal Vol. 1	5	---	---	Donation	8/8/25
6	Everyday Math Student Journal Vol. 2	5	---	---	Donation	8/8/25
6	Everyday Math My Reference Book	5	---	---	Donation	8/8/25
6	Studies Weekly Student Consumable Newspaper	5	---	---	Donation	8/8/25
6	STEMscopes Student Notebook	5	---	---	Donation	8/8/25
6	STEMscopes STEMscopedia	5	---	---	Donation	8/8/25
1	STEMscopes Hands on Kit Box 1	5	---	---	Donation	8/8/25
1	Study Sync Teachers Edition Set	6	---	---	Donation	8/8/25
1	Study Sync ELD Teacher Resource Companion	6	---	---	Donation	8/8/25
2	Study Sync Student Companion - Unit 1	6	---	---	Donation	8/8/25
2	Study Sync Student Companion - Unit 2	6	---	---	Donation	8/8/25
2	Study Sync Student Companion - Unit 3	6	---	---	Donation	8/8/25
2	Study Sync Student Companion - Unit 4	6	---	---	Donation	8/8/25
2	CPM Core Connections Course 1 Textbook	6	---	---	Donation	8/8/25
2	CPM Core Connections Course 1 Toolkit	6	---	---	Donation	8/8/25
2	CPM Core Connections Course 1 Parent Guide	6	---	---	Donation	8/8/25
1	CPM Integer Tiles Box	6	---	---	Donation	8/8/25
2	STEMscopes Student Notebook	6	---	---	Donation	8/8/25
2	STEMscopes Student STEMscopedia	6	---	---	Donation	8/8/25
1	IMPACT Ancient Civilization Teacher Edition	6	---	---	Donation	8/8/25
2	IMPACT Ancient Civilization Text Book	6	---	---	Donation	8/8/25

Enterprise Elementary School District
Surplus Instructional Materials Form
 PURSUANT TO BP/AR 3270

QTY	DESCRIPTION	GRADE	COPYRIGHT DATE	ISBN #	DISPOSAL METHOD	DISPOSAL DATE
2	IMPACT Ancient Civilization Student Inquiry Journal	6	---	---	Donation	8/8/25
1	Study Sync Teachers Edition Set	8	---	---	Donation	8/8/25
2	Study Sync Student Companion - Unit 1	8	---	---	Donation	8/8/25
2	Study Sync Student Companion - Unit 2	8	---	---	Donation	8/8/25
2	Study Sync Student Companion - Unit 3	8	---	---	Donation	8/8/25
2	Study Sync Student Companion - Unit 4	8	---	---	Donation	8/8/25
1	CPM Course 3 Teacher Edition Set	8	---	---	Donation	8/8/25
2	CPM Core Connections Course 3 Textbook	8	---	---	Donation	8/8/25
2	CPM Core Connections Course 3 Toolkit	8	---	---	Donation	8/8/25
2	CPM Core Connections Course 3 Parent Guide	8	---	---	Donation	8/8/25
2	STEMscopes Student Notebook	8	---	---	Donation	8/8/25
2	STEMscopes Student STEMscopedia	8	---	---	Donation	8/8/25
2	IMPACT Growth & Conflict Textbook	8	---	---	Donation	8/8/25
2	IMPACT Growth & Conflict Student Inquiry Journal	8	---	---	Donation	8/8/25
4	Benchmark Advance All Literacy & Language Set	K-5	---	---	Donation	8/8/25
4	Benchmark Phonics Intervention	K-5	---	---	Donation	8/8/25
1	Benchmark Grade K-6 Assessment Support	K-6	---	---	Donation	8/8/25
1	Benchmark Phonological Awareness & Phonics Assessments	K-5	---	---	Donation	8/8/25
1	Benchmark Grade 2 Teacher Support-Levelled Text	2	---	---	Donation	8/8/25
1	Benchmark Grade 2 ELD Support	2	---	---	Donation	8/8/25
1	Benchmark Grade 2 Intervention Support	2	---	---	Donation	8/8/25
1	Benchmark Grade 2 Teacher's Resource Set	2	---	---	Donation	8/8/25
2	Benchmark Grade 2 Levelled Texts (Units 5-10)	2	---	---	Donation	8/8/25

Enterprise Elementary School District
Surplus Instructional Materials Form
 PURSUANT TO BP/AR 3270

[illegible]

9.4.3 APPROVE CONSTRUCTION CONTRACT FOR MISTLETOE TK CLASSROOMS

The construction contract 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: AUGUST 25, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: CONSTRUCTION CONTRACT 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 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 project has been previously approved by the board. The project consist of building three TK classrooms and a playground.

For this project we retained the architectural services of Semingson Architects to provide the construction document package and assist in the formal bidding process for construction.

The construction bids have been received. We seek board approval of the construction contract with Cerami and Browning for this project. A portion of the contract is attached. A copy of the complete contract is available at the district office.

Please place this on the September 3, 2025 Board Agenda as a Business Action Item requesting approval of the construction contract.

AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement between Owner and Contractor (“Agreement”) is entered into effective as of September 5, 2025 between the Enterprise Elementary School District, Shasta County, California (“Owner”) and Cerami & Browning (“Contractor”), with Owner and Contractor each a “Party” and together the “Parties” to this Agreement.

Contractor and Owner agree as follows:

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

Mistletoe TK Classrooms

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

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

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

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

4. COMPLETION DATE. The work to be completed under this Agreement shall begin no later than September 15, 2025, and shall be completed on or before May 1, 2026 (the “Completion Date”).

5. CONTRACT SUM. The Contract Sum is the total amount payable by Owner to Contractor for the performance of work under the Contract Documents. The Contract Sum is Two million one hundred seventy five thousand dollars (\$2,175,000), unless modified in accordance with the Contract Documents.

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

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

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

orders.

If the Owner accepts any work or makes any payment under this Agreement after a default by reason of delays, the payment or payments shall in no respect constitute a waiver or modification of any Agreement provisions regarding time of completion and liquidated damages.

8. EARLY COMPLETION. Regardless of the cause therefore, the Contractor may not maintain any claim or cause of action against the Owner for damages incurred as a result of its failure or inability to complete its work on the Project in a shorter period than established in this Agreement, the Parties stipulating that the period established in this Agreement is a reasonable time within which to perform the work on the Project.

9. PAYMENT. For services satisfactorily performed and after receipt of a properly documented and submitted application for payment, payment for the work shall be made in a lump sum within 45 days after the Owner's written acceptance of the work.

10. CHANGE ORDERS. The Contractor and the Owner agree that changes in the Project to be done under this Agreement and any plans and specifications shall become effective only when written in the form of a change order approved and signed by the Owner and the Contractor. It is specifically agreed that the Owner shall have the right to request any alterations, deviations, reductions, or additions to the Project and the amount of the cost thereof shall be added to or deducted from the amount of the Contract Sum by fair and reasonable valuations. Contractor also agrees to provide the Owner with all information requested to substantiate the cost of the change order and to inform the Owner whether the work will be done by the Contractor or by a subcontractor.

This Agreement shall be deemed to be completed when the Project is finished in accordance with this Agreement, and any original plans and specifications as amended by such changes.

The Contractor shall submit with the proposed change order its request for time extension (if any), and include sufficient information and dates to demonstrate whether and to what extent the change will delay the completion of the Project. The time extension shall be agreed to by the Parties and memorialized by a written change order prior to initiation of the work contemplated by the change order.

11. DISPUTES. If a dispute arises between the Owner and the Contractor as to an interpretation of any of the specifications or Contract Documents or as to the quality or sufficiency of materials or workmanship, the decision of the Owner shall for the time being prevail, and the Contractor, without delaying the job, shall proceed as directed by the Owner without prejudice to a final determination of the dispute.

12. CLAIMS LESS THAN \$375,000. Notwithstanding any other provision herein, claims of \$375,000 or less shall be resolved pursuant to the alternative dispute resolution

9201.

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

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

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

(CONTRACTOR)

(OWNER)

By: _____

By: Deborah Williams

Its: _____

Its: CBO- Bus. Services

CALIFORNIA CONTRACTOR'S
LICENSE NO.

LICENSE EXPIRATION DATE

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

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

October 8, 2025 - Regular Board Meeting

11.3 Other Important Dates

11.4 Adjournment to Closed Session

12. CLOSED SESSION

- a. CONFIDENTIAL STUDENT MATTER: Placement Waiver Request. [EC § 35146]
- b. PUBLIC EMPLOYMENT: EXPAND Group Leader, CIA Aide, LVN, SEPHA Aide, Special Ed Aide. [GC § 54957]
- c. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Terminated Employee: Employee #491522. [GC § 54957]
- d. LABOR NEGOTIATIONS: [GC § 54957.6]
- e. LITIGATION: [GC § 54956.9]

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

14. ADJOURNMENT