



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 Mistletoe Lane, Redding, California 96002

Regular Meeting of the Governing Board

Wednesday, February 4, 2026, 5:30 p.m. (OPEN SESSION)

OUR DISTRICT GOALS

ENHANCE

student learning options
and enrich communication

MEET

the social and emotional
needs of students

HIRE AND RETAIN

the best

PROVIDE

safe, adequate, and secure
operations

OUR GOVERNING BOARD

Troy Wright

Gloria Valles

Bonnie Hyatt

Andrew Shaddix

Robin Littau

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

1. **CALL TO ORDER** (5:00 P.M.)
2. **OPPORTUNITY FOR PUBLIC COMMENT ON CLOSED SESSION ITEMS**
3. **ADJOURNMENT TO CLOSED SESSION** Consider/Act upon:
 - a. PUBLIC EMPLOYMENT: Speech Pathologist, CIA Aide, Special Ed Aide. [GC § 54957]
 - b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Leave of Absence Request: Employee #492921. Resolution #2601 Notice of Non-Reelection-Temporary Teachers; Resolution #2602 Notice of Non-Reelection-Permit Teachers. [GC § 54957]
 - c. LABOR NEGOTIATIONS: [GC § 54957.6]
 - d. LITIGATION: [GC § 54956.9]
4. **RECONVENE TO OPEN SESSION** (5:30 P.M.)
5. **PLEDGE OF ALLEGIANCE**
6. **APPROVE AGENDA ORDER AND CONSENT AGENDA**
7. **(C) APPROVE BOARD MEETING MINUTES**
 - 7.1 January 7, 2026 Regular Board Meeting Minutes
 - 7.2 January 22, 2026 Special Board Meeting Minutes
8. **REPORTS AND PUBLIC FORUM**
 - 8.1 **REPORTS**
 - 8.1.1 School Presentation & Essential Piece
 - 8.1.2 EETA Report
 - 8.1.3 CSEA Report
 - 8.1.4 Superintendent's Report
 - 8.2 **PUBLIC FORUM**
 - 8.3 **ADMINISTRATIVE REPORTS**
 - 8.3.1 Redding Collegiate Academy Charter Renewal
 - 8.4 **INSTRUCTION REPORTS**
 - 8.4.1 Conference and Staff Development Report
 - 8.4.2 LCAP Mid-Year Report for the District
 - 8.4.3 LCAP Mid-Year Report for Redding Collegiate Academy
 - 8.5 **BUSINESS REPORTS**
 - 8.5.1 Financial Report
 - 8.5.2 Enrollment Report
 - 8.5.3 Workers' Compensation Liability Report
9. **ACTION ITEMS**
 - 9.1 **ADMINISTRATIVE ACTION**
 - 9.1.1 Adopt Updated Board Policies
 - 9.1.2 Rescind Outdated Board Policy
 - 9.1.3 Approve Comprehensive Safety Plans
 - 9.2 **HUMAN RESOURCES ACTION**
 - (C) 9.2.1 Resignations
 - 9.2.2 Approve Employment
 - 9.3 **INSTRUCTION ACTION**
 - 9.3.1 Approve Trip Request/s
 - 9.4 **BUSINESS ACTION**

- (C)** 9.4.1 Approve Warrant Listings
 - (C)** 9.4.2 Surplus
 - 9.4.3 Approve Budget Assumptions
 - 9.4.4 Approve E-Rate Internet Service Contract
 - 9.4.5 Approve Annual Audit
 - 9.4.6 Approve Classroom Teachers Salaries Application for Exemption
 - 9.4.7 Adopt Resolution 2603 Boulder Creek Fire Alarm System Phase I
- 10. **PLANNING MATTERS**
- 11. **CLOSING**
 - 11.1 Items from the Floor
 - 11.2 Future Meeting Dates
 - 11.3 Other Important Dates
 - 11.4 Adjournment to Closed Session
- 12. **CLOSED SESSION** to consider and/or take action on:
 - a. PUBLIC EMPLOYMENT: Speech Pathologist, CIA Aide, Special Ed Aide. [GC § 54957]
 - b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Leave of Absence Request: Employee #492921. Resolution #2601 Notice of Non-Reelection-Temporary Teachers; Resolution #2602 Notice of Non-Reelection-Permit Teachers. [GC § 54957]
 - c. LABOR NEGOTIATIONS: [GC § 54957.6]
 - d. 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 Board Meeting Minutes from January 7, 2026**
- 7.2 Approve Board Meeting Minutes from January 22, 2026**
- 9.2.1 Resignations**
- 9.4.1 Approve Warrant Listings**
- 9.4.2 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 OF THE JANUARY 7, 2026, REGULAR BOARD MEETING

Approve the minutes of the January 7, 2026, Regular Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY: _____

SECONDED BY: _____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
MINUTES OF THE JANUARY 7, 2026 REGULAR MEETING OF THE GOVERNING BOARD
1155 MISTLETOE LANE, FAMILY LITERACY CENTER

Board President Troy Wright called the meeting of the Enterprise Elementary School District Board of Education to order at 5:00 p.m. Board Clerk Hyatt was absent, so Board Member Shaddix was appointed to serve as clerk for this meeting.

There were no comments from the public.

The meeting was adjourned to Closed Session.

The meeting was reconvened to Open Session at 5:30 p.m.

BOARD MEMBERS

Troy Wright
Gloria Valles
Bonnie Hyatt~ *absent*
Andrew Shaddix
Robin Littau

EETA REPRESENTATIVE

Lori Duke, EETA President

CSEA REPRESENTATIVE

None

ADMINISTRATION

Heather Armelino, Superintendent
Tiffany Rodrigues, Assistant Superintendent of Instructional Services
Deborah Williams, Chief Business Official
Meagan Hawley-Stone, Director of Human Resources
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
Cody Brawley, Principal, Mistletoe School
Joshua McAuliffe, Principal, PACE Academy
Kyle Vierra, Principal, Parsons Junior High School
Chuck Seligman, Principal, Redding Collegiate Academy
Holly Jones, Principal, Rother Elementary School
Scotti Gold, Principal, Shasta Meadows 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~ *absent*

Rother student Maria Cruz-Montes led the Pledge of Allegiance.

Board President Wright announced an amendment to item 7.0. Board Member Littau requested that Item 9.1.1 be removed from the consent agenda. On a motion by Member Littau, seconded by Member Valles, the Board approved item 7.0 as amended and the remaining consent agenda items. (YES: Valles, Shaddix, Littau, Wright. ABSENT: Hyatt.)

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

5. Pledge of Allegiance
6. Agenda Order/Consent Agenda

On consent motion of Board Member Littau, seconded by Board Member Valles, the minutes of the December 17, 2025 Annual Organizational Meeting of the Board were approved as amended. (YES: Valles, Shaddix, Littau, Wright. ABSENT: Hyatt.)

Rother Principal Holly Jones shared a presentation titled “Do You Want to Build a Raptor?”

Site Literacy Teacher, Rachel Lamkin, and Special Ed Aide, Kristi Grimm, were presented the Essential Piece Award in recognition of their dedication to the Rother Elementary School community.

There was no EETA Report.

There was no CSEA Report.

There was no Superintendent Report.

Board Member Littau expressed concern regarding Board Policy 9322, stating that she believes she has met the criteria to place items on the agenda, yet her requests have been denied. She argued that the policy is being misused to bypass Board oversight. Member Littau asked to add a Board Policy discussion to the February agenda. Superintendent Armelino suggested that Board Member Littau make a motion during the items from the floor.

Assistant Superintendent of Instructional Services, Tiffany Rodrigues, reported there were no Williams Act Complaints.

Assistant Superintendent of Instructional Services, Tiffany Rodrigues, presented the Conference and Staff Development Report. Mrs. Rodrigues then shared an increase in observations for November and December.

CBO, Deborah Williams shared the Financial Report. She noted the revenues and expenditures to date for the District and Redding Collegiate Academy.

Mrs. Williams reported on the District enrollment of 3,569 a decrease of 3 students from last week.

Superintendent Armelino presented the annual School Accountability Report Cards (SARCs). She noted that these reports are presented annually and published on the district websites. Board Member Littau then handed out a literacy article to the Board Members. On motion of Board member Valles, seconded by Board Member Shaddix, the 2024-2025 School Accountability Report Cards were approved. (YES: Valles, Shaddix, Littau, Wright. ABSENT: Hyatt.)

Superintendent Armelino presented EESD’s Behavioral Health Referral Policy, which will be included in all school safety plans. On motion of Board Member

7.0 Minutes of December 17, 2025 Board Meeting

8.1.1 School Presentation and Essential Piece

8.1.2 EETA Report

8.1.3 CSEA Report

8.1.4 Superintendent’s Report

8.2 Public Forum

8.3.1 Williams Act Report

8.4.1 Conference and Staff Development Report

8.5.1 Financial Report

8.5.2 Enrollment Report

9.1.1 2024-2025 School Accountability Report Cards

9.1.2 EESD Behavioral Health Referral Policy

Valles, seconded by Board Member Shaddix, the Behavioral Health Referral Policy was approved. (YES: Shaddix, Valles, Littau, Wright. ABSENT: Hyatt.)

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

Certificated

- Richard Cicchillo, Teacher, 1.00 FTE, Rother

Classified

- Sabrina Pax, CIA Aide, increase to 4.25 hours, Shasta Meadows
- Ashley Hansen, CIA Aide, 5.25 hours, Shasta Meadows

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

There were no trip requests.

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

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

There were no planning matters.

Member Littau motioned to add a discussion item to the February agenda about creating an attendance policy. She proposed requiring attendance of three members for state and two for national conventions to save approximately \$10,000, and to require trustees to share feedback. The motion died for lack of a second

Superintendent Armelino commended M&O Director Ron Cushman for his exceptional work in mitigating flood damage at Mistletoe and praised the district's departmental leadership. She also recognized Deborah Williams as Region 1 CBO of the Year and Scotti Gold as Elementary Principal of the Year.

The next Regular Board Meeting of the Board will take place February 4, 2026, at 5:30 p.m. (Open Session).

Other important dates shared:

Love and Logic Parent Series (6pm-7:30 pm)

- January 22, 2026
- January 29, 2026
- February 5, 2026
- February 12, 2026

9.2.1 Employment

9.3.1 Trip Requests

9.3.2 CONAPP Submission

9.4.1 Warrant List

10. Planning Matters

11.1 Items from the Floor

11.2 Future Meeting Date

11.3 Other Important Dates

At 6:09 p.m., the meeting was adjourned to Closed Session.

The following action taken in Closed Session was reported:

On motion of Board Member Valles, seconded by Board Member Shaddix, the Classified Probationary Release of Employee #492544 was approved. (YES: Shaddix, Wright, Littau, Valles. ABSENT: Hyatt.)

The meeting was adjourned at 6:47 p.m.

- 11.4 Adjourn to Closed Session
- 12. Closed Session
- 13. Reconvene to Open Session and Report of Action Taken in Closed Session
- 14. Adjournment

BONNIE HYATT, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 4th day of February, 2026.

HEATHER ARMELINO
Secretary to the Governing Board

7.2 MINUTES OF THE JANUARY 22, 2026 SPECIAL BOARD MEETING

Approve the minutes of the January 22, 2026 Special Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY: _____

SECONDED BY: _____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

MINUTES OF THE JANUARY 22, 2026 SPECIAL MEETING OF THE GOVERNING BOARD

1155 MISTLETOE LANE, FAMILY LITERACY CENTER

Board President Wright called a special meeting of the Enterprise Elementary School District Board of Education to order at 2:31 p.m.

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
Bonnie Hyatt
Andrew Shaddix
Robin Littau

ADMINISTRATION

Heather Armelino, Superintendent
Deborah Williams, CBO
Ron Cushman, M&O Director
Cody Brawley, Mistletoe Principal

CBO Deborah Williams presented Resolution #2600 Emergency Waiver -Public Project. On motion of Board Member Hyatt, seconded by Board Member Shaddix, Resolution #2600 was adopted. (YES: Hyatt, Valles, Littau, Shaddix, Wright.)

3. Resolution #2600
Emergency Waiver –
Public Project

The meeting was adjourned at 2:37 p.m.

4. Adjournment

BONNIE HYATT, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 4th day of February, 2026.

HEATHER ARMELINO
Secretary to the Governing Board

8.1 RECOGNITION AND REPORTS

8.1.1 SCHOOL PRESENTATION

Alta Mesa Principal Kristen Crites will give a presentation titled Soaring to Excellence: The Alta Mesa Eagle Way.

Behavior Tech, Dani Remington and 5th Grade Teacher, Devin Lindsley will be presented the Essential Piece Award for the month of February in recognition of their dedication and service to the Alta Mesa School community.

8.1.2 EETA REPORT

None.

8.1.3 CSEA REPORT

None.

8.1.4 SUPERINTENDENT'S REPORT

Reading River Bowl.

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 REDDING COLLEGIATE ACADEMY CHARTER RENEWAL

Chuck Seligman, Principal of Redding Collegiate Academy, will present and submit the renewal petition for Redding Collegiate Academy.

Redding Collegiate Academy

Charter Renewal Petition (2027-2032)

Submitted to: Enterprise Elementary School District



A Dependant Charter School of the Enterprise Elementary School District

Current Term Ends: June 30, 2027
Requested Renewal Term: July 1, 2027 - June 30, 2032

School Address:
3200 Adams Lane
Redding, California 96001

School Administrator:
Charles Seligman, Principal

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EXECUTIVE SUMMARY

Redding Collegiate Academy (RCA) is a dependent charter school authorized and operated by the Enterprise Elementary School District (EESD). Since its initial authorization, RCA has provided a high-quality, fully nonclassroom-based independent study program serving students in grades transitional kindergarten through twelve. The school offers a personalized, flexible, and academically rigorous educational option designed to meet the diverse needs of students and families across Shasta County and surrounding areas.

RCA's educational program is grounded in individualized learning, strong family partnerships, and consistent instructional oversight by credentialed teachers. Through the development and implementation of Personalized Learning Plans, RCA ensures that instruction is tailored to each student's academic readiness, learning pace, interests, and postsecondary goals. Students participate in a structured independent study program that blends home-based learning with onsite academic instruction, workshops, tutoring, enrichment opportunities, and access to college and career pathways.

As a dependent charter, RCA operates as an integral part of the Enterprise Elementary School District and is governed by the EESD Governing Board. The school aligns fully with district-adopted Board Policies and Administrative Regulations, and district systems provide oversight for governance, fiscal management, human resources, special education, English learner services, health and safety, and accountability. RCA benefits from district-level infrastructure and support while maintaining a distinctive educational model that complements the district's broader portfolio of instructional programs.

RCA serves approximately 230–250 students and reflects the geographic and demographic diversity of the region. Families choose RCA as a school of choice because it provides a safe, supportive, and flexible alternative to traditional comprehensive schools, while maintaining high academic expectations and strong accountability. Parents and guardians play an active role in supporting instruction, particularly at the elementary and middle school levels, and engage in regular meetings with teachers of record as required by the Independent Study Master Agreement.

The school's academic program is aligned with California academic standards and includes core instruction in English Language Arts, mathematics, science, and social studies. RCA offers additional opportunities for students to deepen learning through onsite instruction, enrichment activities, Career Technical Education in Science and Engineering Principles in Agricultural Mechanics, Work Experience Education, and concurrent enrollment with Shasta College. Through its Work Experience Education program, eligible students are provided opportunities to connect academic learning with real-world work experiences, develop employability skills, and explore career interests in alignment with state requirements. High school courses are aligned

with University of California and California State University A–G requirements where applicable, and RCA is accredited by the Western Association of Schools and Colleges (WASC).

RCA monitors student progress through a comprehensive assessment system that includes state-required assessments, district-approved local assessments, curriculum-based measures, and ongoing qualitative review of student work. Assessment results are used to inform instruction, refine Personalized Learning Plans, and provide timely feedback to students and families. The school participates fully in statewide accountability systems, including the California School Dashboard and the Local Control and Accountability Plan (LCAP) process, and uses data to support continuous improvement.

The school is committed to serving all students equitably, including English learners and students with disabilities. Special education and English learner services are provided in coordination with district departments, ensuring compliance with all applicable state and federal laws. Independent study is offered as an instructional option for students with disabilities only when determined appropriate through the Individualized Education Program process.

RCA maintains a strong focus on student health, safety, and well-being. The school operates at a district-approved site, follows all district health and safety policies, and maintains a comprehensive School Safety Plan that is reviewed and updated annually. Families and community partners are actively engaged in the life of the school through structured communication, school site council participation, enrichment activities, and college and career readiness events.

Through this renewal petition, RCA seeks continued authorization to operate as a dependent charter school of the Enterprise Elementary School District. The petition reflects the school's successful implementation of its educational program, alignment with district priorities, and ongoing commitment to providing a high-quality public education option that meets the needs of students and families. RCA remains dedicated to continuous improvement, accountability, and collaboration in support of student achievement and well-being.

Element 1 – Educational Philosophy and Program

1. Target Population and Educational Interests

Redding Collegiate Academy (RCA) serves approximately 230–250 students in grades TK–12 through a fully nonclassroom-based independent study model. RCA provides an inclusive and flexible learning environment designed for students and families who value personalized education, individualized pacing, and active family involvement in the learning process.

Families are drawn to RCA because it offers a safe, supportive, and academically rich alternative to the traditional comprehensive school model. RCA provides a structured yet flexible approach that integrates individualized learning goals with onsite academic and enrichment opportunities. Students receive guidance and instruction from credentialed teachers who design learning experiences tailored to each student's unique academic needs, interests, and aspirations.

Many of RCA's families begin their educational journey at the elementary level, where curiosity and foundational learning habits are nurtured in partnership with parents. Parents seeking a more active role in their children's education appreciate RCA's collaborative structure and regular communication with teachers. Students have a voice in shaping their school culture through creating social contracts, setting personalized learning goals, and receiving feedback on academic, social, and emotional growth. Onsite classes, workshops, tutoring, and clubs strengthen social skills, confidence, and community connection.

2. Educational Challenges and Needs

RCA's student population reflects the diversity of Shasta County and neighboring areas, including students from rural and suburban communities. Some students enter RCA having experienced gaps in prior educational experiences or limited access to personalized instruction. RCA's model directly addresses these challenges through individualized pacing, targeted interventions, and continuous progress monitoring.

The school's tiered reengagement and support strategies ensure that every student receives the level of academic and social-emotional guidance needed to thrive. These supports occur frequently and with greater individualization, reflecting RCA's commitment to maintaining engagement and continuous growth. For younger learners, teachers and learning coaches collaborate with parents to provide foundational literacy, numeracy, and study skills. Parents receive coaching and ongoing support to reinforce instruction at home.

RCA emphasizes bridging learning gaps through personalized instruction, small-group workshops, and one-on-one support. The program's flexibility allows students to move forward as they master content and accelerate when ready. Students' academic and personal goals are

monitored through consistent communication, teacher feedback, and adaptive instructional practices that ensure every learner has the tools needed to succeed.

3. Alignment with Local Need and Community Context

Redding Collegiate Academy operates as a dependent charter of the Enterprise Elementary School District (EESD) and serves as an essential educational option within Shasta County's broader public education landscape. RCA's mission—to provide personalized, flexible, and rigorous learning opportunities that empower students to achieve academic excellence and personal growth—is directly aligned with EESD's commitment to ensuring equitable access to high-quality education for every student.

RCA's educational program complements EESD's mission and priorities as articulated in Board Policies 0010, 0200, and 0420.4, which emphasize innovation, inclusivity, student wellness, and academic success. RCA's independent study framework supports the district's goals to personalize instruction, strengthen family partnerships, and address barriers that affect student engagement and achievement.

Shasta County's geography includes a blend of urban, suburban, and rural communities, many of which face transportation barriers, limited access to enrichment programs, and challenges in providing consistent educational continuity. RCA responds to these regional needs by offering a fully nonclassroom-based (NCB) program with robust onsite and virtual academic supports. This structure enables students throughout Shasta County and its adjacent counties to participate in a high-quality public education program without the need for interdistrict transfers.

RCA's program directly addresses, including but not limited to, a combination of countywide, districtwide, and school-specific priorities that collectively strengthen educational outcomes for all learners:

- **Equity and Access:** Providing devices, connectivity, and academic resources to ensure all students can fully participate regardless of socioeconomic background or location.
- **Student Wellness and Safety:** Implementing social-emotional learning practices, restorative approaches, and comprehensive safety planning consistent with district and state policy.
- **College and Career Readiness:** Offering concurrent enrollment opportunities through Shasta College, a Career Technical Education (CTE) pathway in Science and Engineering Principles in Agricultural Mechanics, and Work Experience Education programs that connect classroom learning with real-world application.
- **Whole-Child Development:** Incorporating enrichment opportunities such as visual and performing arts workshops, onsite science labs, and extracurricular programs including archery, leadership, and student clubs that strengthen engagement and self-efficacy.

RCA is continually innovating and adapting to meet these priorities by finding creative and responsive ways to expand learning opportunities, integrate new instructional strategies, and support every student's success. Through collaboration with district leadership, community partners, and families, RCA remains a dynamic and forward-thinking school committed to the evolving educational needs of the North State region.

RCA's Local Control and Accountability Plan (LCAP) demonstrates ongoing alignment with EESD's districtwide LCAP priorities, particularly in the areas of pupil achievement, engagement, and school climate. Educational partner feedback consistently highlights RCA's small class sizes, individualized instruction, and strong communication between teachers and families. The school's LCAP actions, including mental health supports, directly respond to identified community needs and county feedback on differentiated assistance.

RCA fulfills an essential role within EESD by providing a safe, flexible, and academically rigorous learning environment that meets the diverse needs of students across Shasta County. Its integration within the district's governance structure ensures accountability, fiscal responsibility, and alignment with both local and state educational priorities.

4. Community Engagement and Feedback

Redding Collegiate Academy maintains a deeply collaborative relationship with its families, students, and community partners. Because RCA's independent study model relies on strong communication and shared responsibility, family and community engagement are foundational to every aspect of the school's operation and improvement process.

RCA gathers and integrates stakeholder input through multiple, intentional feedback channels that occur throughout the school year. Educational partners, including parents and guardians, students, staff, and community members, participate through:

- **LCAP Stakeholder Meetings and Surveys:** Annual engagement cycles invite feedback on academic programs, social-emotional supports, and school climate.
- **School Site Council (SSC) and Charter Advisory Meetings:** Families and staff collaborate to review data, safety plans, and enrichment programs.
- **Parent Orientation, Training, and Volunteer Opportunities:** Parents receive training on instructional tools and learning strategies to support independent study at home. Families also serve as volunteers through the Garden Club and other school initiatives.
- **Community and Environmental Engagement:** Garden Club students participate in Shasta County environmental projects, applying sustainability concepts through hands-on service.
- **Career and College Readiness Partnerships:** RCA hosts an extensive Career Fair every other year, invites guest speakers on college preparation and FAFSA completion,

issues work permits, and maintains vendor partnerships with local businesses that offer physical education opportunities.

- **Student and Family Events:** RCA fosters connection through meet-and-greet gatherings, educational field trips, onsite workshops, and participation in local art competitions and college presentations at Shasta College.
- **Ongoing Communication and Digital Engagement:** RCA engages families through ParentSquare, Facebook, and Instagram, promoting transparency and connection.

Feedback gathered through these channels highlights RCA's strengths in personalized learning, flexibility, and teacher accessibility, while guiding program refinements such as expanded onsite English and math workshops, additional mental health supports, and increased student enrichment opportunities.

Through this ongoing cycle of collaboration, reflection, and improvement, RCA continues to evolve, innovating to meet student and family needs while remaining deeply rooted in partnership, community, and trust.

5. What It Means to Be an Educated Person in the 21st Century

RCA believes that to be educated in the 21st century is to think critically, act compassionately, and contribute meaningfully to one's community and the wider world. Education is not merely the accumulation of knowledge but the cultivation of curiosity, character, and a lifelong love of learning.

An educated person at RCA is one who:

- Thinks independently and critically;
- Communicates effectively across mediums;
- Solves problems creatively and applies learning to real contexts;
- Engages as a lifelong learner;
- Demonstrates empathy and integrity;
- Uses technology responsibly and ethically; and
- Balances academic growth with wellness and resilience.

RCA's independent study model ensures that each student experiences education as a personalized journey, guided by credentialed teachers and supported by engaged families. Through collaboration, reflection, and real-world application, students learn to take ownership of their growth and to apply learning in meaningful ways that prepare them for both postsecondary success and civic engagement.

6. How Learning Best Occurs

RCA believes learning best occurs when students are actively engaged, personally invested, and supported through meaningful relationships. Learning is most effective when it is:

- Personalized and Purposeful
- Active and Reflective
- Supported and Scaffolded
- Connected and Relational
- Data-Informed and Growth-Oriented

RCA applies the Four Disciplines of Execution (4DX) framework to help students establish personalized academic goals, identify lead measures that drive growth, and monitor progress toward both individual and schoolwide goals. Teachers use data to inform instruction and celebrate achievement, while parents receive ongoing coaching and support to reinforce learning at home.

This approach ensures academic rigor, flexibility, and support for both younger learners and secondary students through direct instruction, goal setting, and opportunities such as concurrent enrollment, CTE, and Work Experience Education.

7. Instructional Design, Curriculum, and Learning Environment

RCA delivers a comprehensive, standards-based TK–12 program through an independent study model that blends flexibility with structure. Each student's Personalized Learning Plan (PLP), developed collaboratively by the student, parent, and credentialed teacher, guides learning objectives, curriculum selection, and pacing.

Instruction includes:

- Core Academics aligned with state standards (CCSS, NGSS, History-Social Science).

- Onsite and Virtual Instruction in small groups or workshops, with emphasis on math and English.
- Targeted Intervention and Acceleration using data-driven supports and extension opportunities.
- College and Career Preparation: RCA prepares students for postsecondary success through CTE, Work Experience Education, and annual participation in college readiness workshops, FAFSA information sessions, and career fairs. RCA's Academic Counselor supports students with FAFSA, four-year plans, coordination with teachers, and guidance related to CSU/UC and community college admissions.
- Social-Emotional Learning (SEL) and Technology Integration embedded throughout all grade levels.

RCA's learning environment promotes belonging, balance, and academic growth. Teachers build trusting relationships, while parents receive coaching and training to support learning at home. Onsite science labs, art workshops, and student clubs provide collaborative and creative learning experiences.

Continuous evaluation through assessment data, student feedback, and LCAP metrics ensures instructional quality and responsiveness. RCA's design embodies its belief that learning is dynamic and personalized—preparing students for college, career, and lifelong success.

8. A Typical Day in the Life of an RCA Student

A typical day at Redding Collegiate Academy (RCA) reflects the school's commitment to personalized, flexible learning within a structured and supportive framework. While no two students' schedules are identical, each student's day blends independent study, live instruction, and family collaboration, all aligned with the student's Personalized Learning Plan (PLP).

Elementary Students (TK–5):

The day begins with parents or guardians working with their children, following the Personalized Learning Plan provided by the teacher of record, who has also trained the parent or guardian in the use of the curriculum. Students engage in reading, math, and English language arts instruction supported through lessons designed by their credentialed teachers. On scheduled days, families arrive on campus for onsite learning sessions where students receive direct instruction in math and English language arts and participate in hands-on activities such as club projects, science labs, and art-based learning. Teachers model instructional strategies, provide direct instruction, and offer coaching and feedback to parents so that they can effectively reinforce learning at home. Physical education and enrichment activities help build confidence, collaboration, and healthy habits.

Middle School Students (Grades 6–8):

Middle school students begin their day by reviewing their academic goals and daily assignments. They attend onsite instruction two days per week in core subjects including math, English language arts, science, and art. The remainder of the week includes independent study supported at home, where parents or guardians continue to guide and monitor daily learning, reinforce expectations, and help students stay organized and on pace. Students also participate in scheduled tutoring sessions where they receive individualized support or small-group instruction. Teachers provide feedback, monitor pacing, and assist students in developing study skills and personal responsibility in preparation for high school. Communication with families is frequent and intentional through meetings, progress checks, and digital platforms such as ParentSquare.

High School Students (Grades 9–12):

High school students balance rigorous academic coursework with increasing independence and responsibility. Their days include core academic classes, elective coursework, and opportunities such as concurrent enrollment at Shasta College, Career Technical Education in Science and Engineering Principles in Agricultural Mechanics, and Work Experience Education. Students meet weekly or biweekly with their teachers of record to review progress, discuss coursework, and plan next steps toward graduation, college, and career readiness. The school's Academic Counselor assists students with FAFSA completion, four-year academic planning, and coordination with college systems and instructors. Although students are encouraged to take greater ownership of their learning in high school, parents and guardians continue to play an important role by supporting daily follow-through, monitoring completion of assignments, and partnering with teachers to ensure that expectations are met.

Shared Experiences Across All Grade Levels:

Every RCA student meets regularly with their assigned credentialed teacher to review progress, assess completed work, and set new goals. Meeting frequency is responsive to student need and may increase based on academic performance, work completion, or the level of support needed by the student or family. These meetings are central to RCA's instructional model. They foster accountability, reflection, and continuous improvement while ensuring that each student's instructional program remains aligned with California academic standards and the requirements of independent study under Education Code sections 51745 through 51749.6.

RCA's structure encourages flexibility and autonomy while maintaining clear expectations and consistent support. Whether participating in onsite instruction, attending enrichment activities, or working independently at home with guidance from families, students remain connected to a learning community that values curiosity, collaboration, and achievement. A typical day at RCA reflects the school's mission to provide a safe, rigorous, and flexible educational experience in which every student is known, supported, and empowered to reach their full potential.

9. A Typical Day in the Life of an RCA Teacher

A typical day at Redding Collegiate Academy (RCA) reflects the balance between individualized instruction, family partnership, and accountability that defines the school's educational model. Each credentialed teacher serves as the teacher of record for a group of students, maintaining responsibility for instructional design, progress monitoring, and compliance with all independent study requirements under Education Code sections 51745 through 51749.6.

An RCA teacher begins the day by reviewing communication from families and students through ParentSquare or email, responding to questions about assignments, pacing, and instructional materials. Teachers prepare for the day's activities by reviewing student work samples, updating personalized learning plans (PLPs), and analyzing recent assessments to identify areas requiring targeted support or enrichment.

Teachers meet with students and parents both onsite and virtually according to the student's learning schedule and needs. Meetings typically include reviewing completed assignments, assessing student understanding, setting short-term goals, and providing instruction in specific subject areas. Frequency of meetings varies based on student performance, work completion, and the level of parent and student support needed.

Throughout the week, teachers provide direct instruction during onsite classes, small-group workshops, and tutoring sessions in subjects such as English language arts, mathematics, science, and high school electives. Instruction in core academic areas is enhanced through standards-aligned lessons, lab-based experiences, and project-based applications. Teachers deliver additional support for high school students enrolled in elective and concurrent college courses, helping them manage pacing and maintain academic balance. Between sessions, teachers monitor independent study progress, verify work samples, and record time value in accordance with state requirements.

RCA teachers collaborate regularly with the school's Academic Counselor and administrative team to ensure that student learning plans align with college and career readiness goals, graduation requirements, and state standards. Teachers participate in weekly collaboration sessions focused on instructional improvement, assessment analysis, and student engagement strategies.

Parent collaboration remains a central part of every teacher's day. Teachers provide training, modeling, and ongoing feedback to help parents support instruction at home, particularly in the elementary and middle grades. For high school students, teachers maintain consistent communication to ensure families are informed about progress, assignments, and postsecondary planning milestones.

Teachers conclude their day by documenting attendance and engagement records, reflecting on instructional practices, and planning upcoming lessons and student meetings. Reflection and preparation are integral to each day's close, allowing teachers to adjust strategies and resources to meet evolving student needs.

The role of an RCA teacher is dynamic, balancing individualized academic support, accountability, and relationship building. Each day exemplifies the school's mission to provide high-quality, flexible, and student-centered instruction in partnership with families. RCA teachers ensure that every student receives the guidance, structure, and encouragement necessary to thrive within a nonclassroom-based learning model.

10. Plan for Special Education

Redding Collegiate Academy (RCA) is committed to providing a high-quality, inclusive educational program that serves the needs of all students, including those with disabilities. As a dependent charter school of the Enterprise Elementary School District (EESD), RCA participates as part of the Shasta County Special Education Local Plan Area (SELPA). The District, as the Local Educational Agency (LEA) for special education purposes, retains responsibility for ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and all applicable provisions of California Education Code sections 56000–56046 and Title 5 of the California Code of Regulations.

RCA provides a learning environment where students with disabilities are educated in the least restrictive environment (LRE) to the maximum extent appropriate. The school, in coordination with EESD, ensures that all eligible students receive a Free Appropriate Public Education (FAPE) and have access to the full range of services and supports available through the District's continuum of placements.

Assurances of Compliance

RCA affirms compliance with all state and federal laws governing special education, including but not limited to:

- Individuals with Disabilities Education Act (IDEA, 20 U.S.C. § 1400 et seq.; 34 CFR Part 300)
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794; 34 CFR Part 104)
- Americans with Disabilities Act (ADA, 42 U.S.C. § 12101 et seq.; 28 CFR Part 35)
- California Education Code §§ 47640–47646 and 56000–56046, and implementing regulations in 5 CCR §§ 3000–3082
- The Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, as periodically updated by the Education Audit Appeals Panel (EAAP), including all sections pertaining to charter school special education compliance

RCA shall not rate, classify, or discriminate against a pupil on the basis of disability or eligibility for special education. The school ensures equal access to admissions, educational programs, and activities for all students.

Participation in SELPA

RCA participates in special education as part of the Enterprise Elementary School District's membership in the Shasta County SELPA. RCA does not operate as a separate LEA for special education purposes; EESD maintains all legal and fiscal responsibilities, including service provision, staffing, reporting, and compliance monitoring. RCA collaborates directly with the District's Director of Special Education to ensure adherence to all state and federal requirements.

RCA staff participate in District- and SELPA-sponsored professional development, procedural updates, and compliance activities. All policies and procedures governing identification, eligibility, assessment, placement, and provision of services for students with disabilities are implemented consistent with EESD requirements.

Child Find and Referral Process

RCA implements comprehensive Child Find procedures to identify, locate, and evaluate all students who may have disabilities and require special education or related services. Teachers monitor student performance and collaborate with parents when a disability is suspected. Referrals for assessment may be initiated by school staff, parents, or other appropriate individuals.

Upon receipt of parental consent, assessments are conducted by qualified specialists in accordance with Education Code §§ 56320–56329 and 34 CFR § 300.301. Evaluations are completed within 60 days of receipt of consent (excluding school breaks longer than five days). Parents are informed of their rights to an Independent Educational Evaluation (IEE) at public expense under 34 CFR § 300.502. Procedural safeguards are provided at referral, evaluation, and at least once annually.

IEP Development and Implementation

When a student is determined eligible for special education, an Individualized Education Program (IEP) is developed by a multidisciplinary team that includes the parent or guardian, the student (when appropriate), the teacher of record, special education staff, and other relevant professionals.

The IEP outlines the student's present levels of performance, annual goals, accommodations, and services. All services are delivered by appropriately credentialed personnel, and progress toward goals is reported to parents as frequently as for general education students. Teachers collaborate with special education staff to ensure that instruction and materials are adapted to support access to the general curriculum.

For students age 16 and older (or younger, if appropriate), the IEP includes transition services designed to promote postsecondary education, employment, and independent living, consistent with 20 U.S.C. § 1414(d)(1)(A)(i)(VIII) and 34 CFR § 300.43.

Service Delivery and Least Restrictive Environment

RCA and EESD ensure that students with disabilities are educated with nondisabled peers to the greatest extent appropriate. Removal from the general education environment occurs only when the nature or severity of the disability prevents satisfactory progress even with supplementary aids and services.

Services provided may include, but are not limited to:

- Specialized Academic Instruction (SAI)
- Speech and Language Therapy
- Occupational Therapy
- Counseling and Mental Health Services
- Adapted Physical Education
- Consultation and Support Services

RCA's independent study structure allows for flexible scheduling of services in coordination with each student's Personalized Learning Plan (PLP) and Individualized Education Program (IEP). Services are provided in person by appropriately credentialed special education staff or licensed specialists, typically during onsite learning sessions or at designated district locations. When appropriate and agreed upon by the IEP team, certain related services such as speech and counseling may be delivered remotely to support student access and continuity. This structure ensures that all students receive the services outlined in their IEPs in compliance with state credentialing and delivery requirements.

Parent and Family Involvement

Parents and guardians are essential partners in the special education process. RCA provides regular opportunities for collaboration through IEP meetings, progress conferences, and communication between teachers and specialists. Parents receive written notice of all meetings, proposed actions, and procedural safeguards in their primary language whenever feasible.

Parents are informed annually of their rights under IDEA and Section 504, including the right to request mediation or due process hearings. RCA staff assist parents in understanding assessment results and participating meaningfully in the IEP process.

Professional Development and Collaboration

RCA teachers receive annual training on differentiation, accommodations, modifications, and inclusive practices. Special education staff participate in District and SELPA professional learning and workshops on compliance, IEP development, and instructional strategies.

General and special education teachers collaborate regularly to implement Universal Design for Learning (UDL) strategies and tiered interventions, ensuring access and engagement for all learners.

Teachers also engage in weekly collaboration sessions focused on instructional improvement, assessment analysis, and student engagement strategies. These sessions allow for continuous refinement of inclusive practices and data-driven decision-making.

Dispute Resolution

When disagreements arise regarding identification, evaluation, placement, or services, RCA adheres to the dispute resolution procedures established by EESD. Parents are encouraged to resolve concerns informally with school staff and the District's Special Education Department.

If issues remain unresolved, parents may pursue state-level mediation or due process hearings consistent with Education Code §§ 56500–56509 and 34 CFR §§ 300.506–300.518. All timelines and procedures established under state and federal law are followed.

Fiscal and Reporting Responsibility

As a dependent charter, RCA's special education funding, staffing, and reporting are managed through EESD. The District is responsible for:

- Compliance with maintenance of effort (MOE) and federal reporting requirements;
- Accurate collection and submission of special education data;
- Fiscal management of IDEA Part B and state special education allocations; and
- Employment and supervision of special education personnel.

RCA ensures timely submission of documentation, student data, and service logs necessary for state and SELPA reporting. All fiscal practices conform to Education Code § 41020 and the Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, as periodically updated by the EAAP.

Monitoring, Data, and Continuous Improvement

RCA participates in EESD's ongoing monitoring of compliance indicators, including disproportionality, significant discrepancy, timely assessment completion, and IEP implementation fidelity.

Data are used to guide professional development, program improvement, and the equitable allocation of resources. RCA contributes to District and SELPA-wide evaluations of service effectiveness and submits annual updates to ensure alignment with state performance targets under the California State Performance Plan (SPP) and Annual Performance Report (APR).

Summary

Redding Collegiate Academy ensures that students with disabilities are fully included in its educational program and supported by qualified professionals. The school provides access to FAPE in the least restrictive environment, safeguards procedural rights, and maintains collaboration among parents, teachers, and specialists. Through its partnership with EESD and the Shasta County SELPA, RCA upholds all legal and ethical responsibilities to identify, assess, and serve students with disabilities while continually improving program quality and compliance.

Element 2 – Measurable Pupil Outcomes

1. Overview of Accountability and Continuous Improvement

Redding Collegiate Academy (RCA) is committed to continuous improvement through the use of multiple, aligned measures to evaluate student progress and overall school effectiveness. As a nonclassroom-based independent study charter school serving students in grades TK–12, RCA utilizes state-required assessments, locally selected diagnostic and formative tools, and ongoing qualitative measures to ensure that all students are progressing academically, socially, and developmentally.

Measurable pupil outcomes are aligned with California's state priorities, RCA's Local Control and Accountability Plan (LCAP), the California School Dashboard, the School Plan for Student Achievement (SPSA), and the expectations of the Western Association of Schools and Colleges (WASC). RCA uses these outcomes to guide instructional decision-making, individualized student support, and schoolwide improvement efforts in accordance with Education Code section 47605(b)(5)(A)(ii).

Measurable pupil outcomes are reviewed in the context of each student's Personalized Learning Plan to ensure that progress expectations remain rigorous, appropriate, and responsive to individual student needs.

2. Alignment With State Priorities and RCA's LCAP

RCA's measurable pupil outcomes are aligned with the state priorities identified in Education Code section 52060(d) and reflected in RCA's LCAP goals and metrics. These priorities include, but are not limited to:

- Pupil Achievement
- Student Engagement
- School Climate
- Conditions of Learning
- Course Access
- College and Career Readiness

Progress toward these outcomes is monitored annually through the California School Dashboard and RCA's LCAP reporting cycle. Data is reviewed and disaggregated, where

applicable, to inform instructional planning and targeted supports while maintaining student privacy for small subgroups.

3. Academic Achievement Outcomes

RCA measures academic achievement through a combination of state and local assessments aligned to grade-level standards.

Primary academic outcome measures include:

- Performance on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Mathematics for students in grades 3–8 and 11
- Participation rates in state assessments
- Performance trends and growth indicators reported on the California School Dashboard
- Local benchmark and diagnostic assessments used to monitor individual student progress over time

For grade levels not assessed by CAASPP, including transitional kindergarten through grade two, RCA utilizes district-approved assessment measures to monitor academic readiness, early literacy and numeracy development, and student growth aligned to grade-level standards.

Recent School Performance Overview and Dashboard data reflect growth trends in English Language Arts and Mathematics, including positive movement in Distance from Standard for multiple student groups. RCA uses these results in conjunction with Personalized Learning Plans to adjust instruction and provide targeted academic supports.

4. Student Engagement and Attendance Outcomes

Student engagement is a critical indicator of success in an independent study setting. RCA measures engagement through:

- Attendance and chronic absenteeism rates reported via CALPADS and the California School Dashboard
- Evidence of work completion and progress toward individualized learning goals
- Regular teacher-student contact and documented instructional interaction
- Participation in scheduled instructional supports, onsite academic sessions, and intervention activities

- Implementation of Tiered Reengagement Strategies when students demonstrate reduced engagement

In an independent study environment, engagement is demonstrated through a combination of attendance reporting, work completion, regular teacher-student contact, and documented progress toward individualized learning goals. RCA continuously monitors these indicators to ensure students remain actively participating in their educational programs.

5. School Climate and Social-Emotional Outcomes

RCA evaluates school climate using both state-reported indicators and local measures, including:

- Suspension rates
- Results from local climate and engagement surveys
- Parent and student feedback collected through surveys, advisory meetings, and community engagement activities

RCA has consistently demonstrated positive outcomes in school climate indicators, including maintaining a zero suspension rate in recent reporting years. These outcomes reflect RCA's emphasis on creating a safe, supportive, and inclusive learning environment that promotes student well-being, belonging, and positive relationships.

6. College and Career Readiness Outcomes

RCA prepares all high school students for postsecondary success through rigorous academic coursework, concurrent enrollment opportunities, Career Technical Education, Work Experience Education, and individualized academic planning.

Measurable outcomes related to college and career readiness include:

- Graduation rates reported on the California School Dashboard
- Completion of graduation requirements aligned to state standards
- Participation in concurrent enrollment opportunities with local colleges, including Shasta College
- Completion of Career Technical Education and Work Experience Education requirements, where applicable

- Monitoring of college and career indicators reported through state accountability systems

RCA works collaboratively with local colleges and postsecondary institutions to support college and career readiness. These partnerships provide students with opportunities for concurrent enrollment, exposure to college coursework and expectations, and access to campus-based programs, presentations, and resources that support informed postsecondary planning and successful transitions beyond high school.

RCA offers high school coursework that is approved for University of California and California State University A–G requirements, where applicable. Course offerings are reviewed to ensure alignment with postsecondary entrance expectations and to support students pursuing four-year college pathways, while also accommodating alternative postsecondary goals based on individual student interests and plans.

RCA provides structured postsecondary planning supports, including four-year academic planning, guidance on admissions processes, and assistance with financial aid awareness and completion of the Free Application for Federal Student Aid (FAFSA) and related resources. These supports are designed to help students and families make informed decisions regarding postsecondary options.

Recent graduation and postsecondary readiness data demonstrate positive outcomes and continued improvement over time. RCA has maintained strong graduation outcomes across multiple academic years, while increasing the percentage of students meeting College and Career Indicator criteria. Postsecondary readiness measures reflect growth in student participation in concurrent enrollment coursework, completion of A–G–approved coursework, and classification as “prepared” on the California School Dashboard. RCA also monitors college and career outcomes for student subgroups, including students experiencing homelessness, and has demonstrated strong graduation and postsecondary readiness outcomes for these students.

7. Outcomes for English Learners

RCA serves a small population of English learners. Outcomes for English learners are measured through:

- Performance on the English Language Proficiency Assessments for California (ELPAC)
- Progress toward English language proficiency
- Access to standards-aligned instruction and appropriate language supports
- Individualized monitoring through Personalized Learning Plans

Due to the size of this subgroup, public reporting may be limited to protect student privacy; however, RCA closely monitors individual student progress to ensure equitable access, support, and opportunity.

8. Outcomes for Students With Disabilities

Students with disabilities at RCA participate in the general education curriculum to the maximum extent appropriate, consistent with their Individualized Education Programs (IEPs).

Measurable outcomes for students with disabilities include:

- Participation and performance on CAASPP or California Alternate Assessments, as designated by IEPs
- Progress toward IEP goals
- Graduation and completion outcomes
- Attendance, engagement, and participation indicators

For high school students with disabilities, measurable outcomes also include participation in postsecondary transition planning activities aligned to individual student goals. Beginning no later than age sixteen, and earlier when appropriate, transition planning is incorporated into the IEP process to support preparation for postsecondary education, employment, and independent living. Progress toward transition goals is monitored through annual IEP reviews and ongoing collaboration among students, families, teachers, and district special education staff.

9. Local Assessment and Progress Monitoring

In addition to state assessments, RCA uses local measures to monitor student progress throughout the year. These include curriculum-based assessments in English Language Arts and Mathematics, diagnostic and benchmark tools to identify learning gaps and growth, and ongoing review of student work samples and performance data.

Local assessment data is used to supplement state accountability measures and to provide timely feedback to students and families. Assessments are administered on an ongoing and as-needed basis, using a combination of formative, diagnostic, and benchmark measures selected by credentialed teachers to monitor progress and inform instructional adjustments.

In addition, local assessments administered by RCA are aligned to the academic standards and expectations established by the Enterprise Elementary School District. Assessment data is incorporated into district data systems, which utilize a variety of academic performance indicators to support instructional decision-making, monitor student progress, and guide school improvement efforts in alignment with district goals and objectives.

Local assessment data is reviewed in conjunction with Personalized Learning Plans to adjust pacing, instruction, and supports as appropriate for each student.

10. Reporting, Review, and Use of Data

RCA reviews measurable pupil outcomes annually through the LCAP development process, the SPSA review cycle, analysis of California School Dashboard results, and ongoing accreditation review through WASC. Data is shared with staff, families, and community partners to promote transparency, accountability, and informed decision-making.

Findings from these reviews inform instructional planning, professional collaboration, targeted student supports, and refinement of schoolwide practices to ensure RCA continues to meet the needs of its diverse student population within a nonclassroom-based independent study model.

ELEMENT 3: METHODS OF ASSESSMENT

1. Assessment Philosophy and Purpose

Redding Collegiate Academy (RCA) views assessment as a foundational and ongoing component of effective personalized learning. In a nonclassroom-based independent study model, assessment serves not as an endpoint, but as a starting point for understanding each student's academic readiness, learning profile, interests, and instructional needs.

Assessments are administered early in a student's enrollment and are integral to the development of each student's Personalized Learning Plan. The primary purpose of these initial assessments is to establish a clear academic baseline in English Language Arts and Mathematics and, for younger students, to assess developmental and educational readiness for engaging in academic content. Establishing an accurate baseline enables teachers to design individualized instructional plans that align with students' current skill levels while intentionally supporting academic growth over time.

Consistent with research-based best practices, RCA emphasizes the use of assessment to *inform instruction rather than merely evaluate performance*. Teachers use assessment data to prescribe learning pathways that respond to student strengths, address identified learning gaps, and incorporate student interests to promote engagement and motivation. This approach supports differentiated pacing, allowing students to progress forward or deepen learning as appropriate, rather than being constrained by age-based grade-level expectations alone.

From a student and family perspective, RCA's assessment philosophy is grounded in the belief that education is most effective when it is done *with* students and families rather than *to* them. Student voice and parent input are central to the assessment process. Teachers gather multiple forms of evidence, including formal assessment results, work samples, observations, and structured teacher-student discourse. This qualitative information functions as an essential instructional guide, complementing quantitative assessment data and providing deeper insight into how students learn, what motivates them, and what supports are most effective.

Assessment at RCA is not static. Teachers regularly review student progress and adjust Personalized Learning Plans based on ongoing evidence of learning. This process allows teachers to prioritize instruction for maximum educational benefit, strengthen instructional alignment across learning environments, and respond proactively to emerging academic or developmental needs. Through this continuous cycle of assessment, reflection, and adjustment, RCA supports students in closing learning gaps, advancing beyond grade-level expectations when appropriate, and engaging in learning experiences that are responsive to their academic, social, and emotional development.

A key component of RCA's assessment philosophy is the collaborative relationship among instructional staff. Teachers of record work closely with educators who provide onsite classes, workshops, and academic supports to ensure that assessment-informed accommodations and instructional strategies are consistently implemented. Ongoing communication between teachers of record and onsite instructors supports coherence across instructional settings and ensures that assessment data meaningfully informs day-to-day instruction for each student.

Ultimately, RCA's assessment practices are designed to support holistic student growth. The school's purpose in assessment extends beyond academic achievement to include the development of positive character strengths, social and emotional well-being, and the skills associated with long-term success in school, the workplace, and the broader community. RCA recognizes that a healthy, supportive school culture is closely connected to academic success, and assessment practices are intentionally aligned to foster environments in which students can thrive both academically and personally.

2. Statewide Assessment Systems

Redding Collegiate Academy (RCA) participates in all required statewide assessment systems to measure student achievement, language development, and progress toward California's academic standards. These assessments provide standardized, externally validated measures of student learning and are used as one component of RCA's comprehensive assessment framework.

RCA administers the California Assessment of Student Performance and Progress (CAASPP) to eligible students in grades three through eight and grade eleven, including assessments in English Language Arts and Mathematics. RCA also administers the CAASPP Science assessments to eligible students at the required grade levels, in accordance with state testing requirements. Participation in statewide assessments is monitored to ensure compliance while maintaining appropriate testing conditions for students enrolled in an independent study program.

When required, and as determined through the Individualized Education Program (IEP) process, RCA administers the California Alternate Assessments for students whose educational needs indicate that alternate assessments are appropriate. These assessments are provided in accordance with state and federal requirements and are aligned to each student's instructional program and IEP goals.

To assess English language development, RCA administers the English Language Proficiency Assessments for California (ELPAC) to all eligible English learners. Initial and summative ELPAC results are used to monitor progress toward English language proficiency and to inform instructional planning and language support services. Assessment data is reviewed in conjunction with classroom-based evidence and Personalized Learning Plans to support equitable access to rigorous instruction.

Statewide assessment results are reviewed at the individual student level, subgroup level, and schoolwide level. Teachers analyze results to identify trends in performance, areas of strength, and instructional priorities. In an independent study environment, statewide assessment data is used alongside local assessments and qualitative evidence to inform instructional adjustments, targeted supports, and continuous improvement efforts rather than as a sole indicator of student progress.

RCA uses results from statewide assessments as part of its accountability and reporting obligations, including the California School Dashboard and the Local Control and Accountability Plan (LCAP). These data contribute to the evaluation of measurable pupil outcomes and support transparent communication with families, community partners, and the authorizing district regarding student performance and program effectiveness.

Consistent with its assessment philosophy, RCA recognizes that statewide assessments represent one measure of student learning within a broader, individualized instructional context. As such, statewide assessment data is integrated thoughtfully into instructional planning and decision-making processes to support personalized learning and sustained student growth.

3. Local and Classroom-Based Assessments

In addition to statewide assessment systems, Redding Collegiate Academy (RCA) utilizes a comprehensive set of local and classroom-based assessments to monitor student learning, guide instructional planning, and support individualized educational programming. These assessments are aligned to California academic standards and district expectations and are selected by credentialed teachers based on instructional purpose and student needs.

Local and classroom-based assessments at RCA include a balanced use of formative, diagnostic, and benchmark measures. These assessments are administered throughout the instructional cycle to provide timely information about student progress in English Language Arts, Mathematics, and other content areas. Assessment practices are designed to support differentiated instruction, flexible pacing, and personalized learning pathways consistent with RCA's independent study model.

Teachers use diagnostic assessments early in enrollment and at key transition points to identify student strengths, learning gaps, and areas requiring targeted support. Formative assessments, including curriculum-embedded checks for understanding, observations, and analysis of student work, are used regularly to inform day-to-day instructional decisions. Benchmark assessments are used periodically to evaluate progress toward grade-level standards and to support broader instructional planning.

RCA places significant value on qualitative evidence of student learning. Teachers gather and analyze work samples, project artifacts, writing samples, and performance-based tasks, as well as engage in structured teacher-student discourse to gain insight into student understanding, learning strategies, and areas for growth. This qualitative information complements quantitative

assessment data and provides a more complete picture of student progress within a personalized learning environment.

Local assessment data is reviewed collaboratively by teachers of record and instructional staff providing onsite classes, workshops, and academic supports. Ongoing communication among instructional staff ensures that assessment-informed strategies, accommodations, and instructional priorities are implemented consistently across learning environments. This collaborative approach supports instructional coherence and allows teachers to adjust instruction to maximize educational benefit for each student.

Assessment results are used to inform the development and ongoing refinement of each student's Personalized Learning Plan. Teachers use assessment evidence to adjust instructional focus, pacing, curriculum selection, and support strategies in collaboration with students and families. This continuous cycle of assessment, reflection, and adjustment enables RCA to support students in closing learning gaps, progressing toward grade-level expectations, and advancing beyond grade level when appropriate.

Consistent with RCA's assessment philosophy, local and classroom-based assessments are used as instructional tools rather than solely evaluative measures. The purpose of these assessments is to support student growth, strengthen family-school partnerships, and ensure that instructional decisions are responsive to the academic, social, and emotional needs of each student.

4. Assessment Practices for Transitional Kindergarten Through Grade Two

Redding Collegiate Academy (RCA) recognizes that assessment practices for transitional kindergarten through grade two must be developmentally appropriate, instructional in purpose, and responsive to the unique learning needs of young students. In these early grades, assessment is used to support readiness for academic learning, inform instructional planning, and guide the development of strong foundational skills in English Language Arts and Mathematics.

Because students in grades TK–2 do not participate in statewide summative assessments, RCA utilizes district-approved assessment measures aligned to California academic standards to monitor early literacy, early numeracy, and overall academic readiness. These assessments provide teachers with timely information regarding student progress and inform instructional decisions within each student's Personalized Learning Plan.

Consistent with state law, all students in kindergarten through grade two participate in a Reading Difficulties Risk Screener. Parents and guardians are notified of results within required timelines, and instructional supports are provided for students identified as at risk.

Assessment practices for younger learners emphasize observation, work samples, performance tasks, and ongoing formative measures rather than single, high-stakes testing events. Teachers gather evidence of learning through multiple sources, including student work, reading and

writing samples, math activities, and structured instructional interactions. This approach allows teachers to assess not only academic skills, but also learning behaviors, developmental progress, and readiness for increasingly complex academic tasks.

Parent and guardian involvement is an essential component of assessment in the early grades. Teachers work closely with families to explain assessment results, provide guidance on instructional strategies, and support learning at home. Families receive regular feedback on student progress and are active partners in adjusting instructional approaches to meet student needs. This collaborative process reinforces the shared responsibility for student learning and strengthens the home-school partnership that is central to RCA's educational model.

Assessment data for TK–2 students is reviewed regularly to identify early learning gaps and to provide timely intervention and support. Teachers use assessment results to adjust instructional pacing, recommend targeted resources, and design learning experiences that build confidence, engagement, and foundational academic skills. When appropriate, assessment information may also be used to support referrals for additional services or further evaluation in accordance with applicable laws and procedures.

RCA utilizes district-approved assessment measures for grades TK–2 and locally selected diagnostic, formative, and benchmark assessments for other grade levels. Specific assessment tools may be updated over time to ensure alignment with district expectations, instructional best practices, and student needs.

Through these assessment practices, RCA ensures that young learners are supported in developing strong academic foundations while fostering curiosity, confidence, and a positive disposition toward learning. Assessment at the TK–2 level is intentionally aligned with RCA's commitment to personalized learning, developmental appropriateness, and meaningful family engagement.

5. Assessment Practices for Independent Study

Redding Collegiate Academy (RCA) implements assessment practices that are intentionally designed to support a nonclassroom-based independent study instructional model while maintaining strong instructional oversight, accountability, and alignment with state and district requirements. Assessment in independent study is integrated into ongoing instructional interactions and is closely tied to each student's Personalized Learning Plan.

Consistent with independent study requirements and RCA's Independent Study Master Agreement, credentialed teachers of record are responsible for overseeing student progress, monitoring academic achievement, and evaluating evidence of learning. Teachers of record regularly assess student work and performance to determine whether students are making satisfactory progress toward individualized learning goals and grade-level expectations.

Assessment in the independent study setting is based on multiple sources of evidence rather than reliance on a single measure. Evidence of student learning may include completed

assignments, projects, written work, assessments, demonstrations of learning, and other standards-aligned academic products. Teachers review this evidence during scheduled instructional meetings and through ongoing communication with students and families to ensure progress is appropriately documented and supported.

RCA's independent study assessment practices emphasize regular teacher-student interaction and timely feedback. Teachers use assessment information to guide instructional focus, adjust pacing, recommend targeted supports, and determine when additional intervention or reengagement strategies may be necessary. Assessment results are documented in accordance with RCA's independent study procedures and are used to support both instructional decision-making and engagement monitoring, as applicable.

Assessment practices also support instructional coherence across learning environments. Teachers of record collaborate with educators providing onsite classes, workshops, and academic supports to ensure that assessment-informed accommodations, instructional strategies, and expectations are implemented consistently. This collaboration allows assessment data gathered in one instructional setting to inform instruction in others, strengthening continuity and alignment for each student.

Parent and guardian involvement remains central to assessment in independent study. Teachers communicate assessment results regularly with families, provide guidance on instructional strategies, and work collaboratively with parents and guardians to support learning at home. This shared approach reinforces the educational partnership that is fundamental to successful independent study and supports consistent expectations across learning environments.

Through these assessment practices, RCA ensures that independent study students receive ongoing instructional oversight, timely feedback, and individualized support. Assessment is used not only to evaluate progress, but to actively guide instruction, promote student engagement, and ensure that learning remains aligned with state standards, district expectations, and each student's personalized educational goals.

6. Monitoring Student Engagement and Progress

Redding Collegiate Academy (RCA) monitors student engagement and academic progress as an essential component of its nonclassroom-based independent study program. Engagement and progress are reviewed continuously to ensure that students are benefiting from independent study and are supported in meeting their individualized learning goals.

Continued participation in independent study is based on students demonstrating satisfactory academic progress, participation in scheduled instructional meetings, and completion of assigned work consistent with each student's Personalized Learning Plan. Teachers of record review both the quantity and quality of student work to determine whether learning expectations are being met and whether instructional adjustments or additional supports are needed. These practices ensure that attendance and engagement are meaningfully connected to demonstrated learning rather than task completion alone.

Regularly scheduled meetings involving students, parents or guardians, and teachers of record serve as a primary mechanism for monitoring progress. These meetings provide opportunities to review assessment results, evaluate work samples, discuss instructional priorities, and address academic or social-emotional needs. Ongoing communication allows teachers and families to work collaboratively to support student success and maintain alignment across learning environments.

RCA implements Tiered Reengagement Strategies to support students who require additional assistance to remain engaged in their educational program. These strategies are responsive to varying levels of need and may include increased instructional contact, targeted academic support, supplemental resources, and additional guidance for students and families. Reengagement efforts are designed to be supportive and proactive, with the goal of addressing challenges early and maintaining student participation in independent study.

When students experience ongoing academic difficulty, health-related challenges, or other barriers to learning, RCA staff collaborate to provide appropriate supports. Teachers and support staff meet regularly to review student progress and identify interventions through academic support meetings and Student Study Team processes. When warranted, RCA follows established procedures to evaluate the need for additional accommodations or services, including the development of Section 504 Plans or referrals for special education assessment in accordance with applicable laws.

Monitoring engagement and progress is intended to ensure that students receive timely, appropriate instructional, academic, and social-emotional support that promotes meaningful learning and continued success in independent study.

7. Use of Assessment Data to Inform Instruction

Redding Collegiate Academy (RCA) uses assessment data as a central tool for guiding instructional planning and improving student learning outcomes. Assessment results are reviewed regularly by credentialed teachers to inform instructional decisions, prioritize learning objectives, and ensure that instruction remains responsive to individual student needs within a nonclassroom-based independent study environment.

Teachers of record analyze assessment data in conjunction with qualitative evidence such as student work samples, observations, and instructional discussions. This comprehensive review allows teachers to identify patterns of progress, areas requiring additional support, and opportunities for enrichment or acceleration. Assessment data is used to refine instructional strategies, adjust pacing, and select learning experiences that best support student growth.

Instructional decisions informed by assessment data are reflected in ongoing updates to each student's Personalized Learning Plan. Teachers collaborate with students and families to review progress, clarify learning goals, and determine next instructional steps. This process ensures that assessment data leads directly to actionable instructional adjustments rather than functioning as a standalone evaluation.

RCA emphasizes collaboration among instructional staff in the use of assessment data. Teachers of record regularly communicate with educators providing onsite classes, workshops, and academic supports to share assessment insights and coordinate instructional approaches. This collaboration supports consistency in expectations, alignment of instructional strategies, and effective implementation of accommodations and supports across learning environments.

Assessment data is also used to inform the provision of targeted supports and interventions. When assessment results indicate that a student may benefit from additional assistance, teachers work collaboratively to identify appropriate instructional strategies, supplemental resources, or increased instructional contact. These supports are implemented proactively to promote continued engagement and academic progress.

At the schoolwide level, assessment data is reviewed by staff to identify instructional trends, areas of strength, and opportunities for program improvement. These analyses inform professional collaboration, instructional planning, and refinement of schoolwide practices to ensure alignment with academic standards, district expectations, and RCA's educational philosophy.

Through the intentional use of assessment data, RCA ensures that instruction remains dynamic, responsive, and focused on continuous improvement. Assessment serves as a tool for strengthening teaching and learning, supporting student engagement, and promoting meaningful academic growth within the independent study model.

8. Assessment for English Learners

Redding Collegiate Academy (RCA) uses assessment practices to ensure that English learners are appropriately supported in developing English language proficiency while accessing rigorous, standards-aligned academic instruction. Assessment for English learners is integrated into RCA's broader assessment framework and is used to inform instructional planning, monitor progress, and guide the provision of targeted language supports.

English learners are assessed using multiple measures, including statewide English language proficiency assessments and locally selected classroom-based assessments. Teachers review English language development data in conjunction with academic performance evidence, work samples, and instructional observations to develop a comprehensive understanding of each student's language acquisition and academic progress.

Assessment results are used by teachers of record to guide instructional decisions and to determine appropriate instructional strategies and supports. Teachers incorporate assessment findings into each student's Personalized Learning Plan to ensure that instruction is responsive to language development needs and aligned with grade-level content standards. Instructional adjustments may include targeted language development supports, scaffolding of academic content, and differentiated instructional strategies designed to promote both language acquisition and academic success.

RCA emphasizes ongoing monitoring of English learner progress rather than reliance on single assessment points. Teachers regularly review assessment data to evaluate student growth, identify emerging needs, and adjust instructional approaches as necessary. This continuous review supports timely intervention and ensures that English learners remain actively engaged and supported within the independent study program.

Reclassification determinations are made using assessments and criteria established by the Enterprise Elementary School District and administered by designated district staff, in accordance with applicable state requirements. Teachers of record review reclassification data in collaboration with district staff to ensure instructional supports are adjusted appropriately following reclassification decisions. Following reclassification, student academic progress is reviewed in alignment with district monitoring practices to ensure continued access to instruction and supports as needed.

Assessment information is shared with students and families to promote understanding of language development progress and to support learning at home, consistent with district practices for parent communication and involvement. Teachers work collaboratively with families to explain assessment results, discuss instructional strategies, and provide guidance that reinforces language development across learning environments.

At the schoolwide level, assessment data for English learners is reviewed to identify trends, evaluate the effectiveness of instructional practices, and inform continuous improvement efforts. RCA uses this information to refine instructional supports and ensure equitable access to learning opportunities for English learners.

Through these assessment practices, RCA supports English learners in developing English language proficiency while making meaningful academic progress. Assessment is used as a tool to guide instruction, strengthen family partnerships, and promote equitable outcomes within RCA's nonclassroom-based independent study model.

9. Assessment for Students With Disabilities

Redding Collegiate Academy (RCA) assesses students with disabilities in a manner that ensures full compliance with federal and state law while supporting individualized access to a rigorous educational program within a nonclassroom-based independent study setting. Assessment practices for students with disabilities are aligned with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and applicable provisions of the California Education Code and Title 5 of the California Code of Regulations.

Students with disabilities are assessed using multiple measures to monitor academic progress, inform instructional planning, and evaluate progress toward Individualized Education Program (IEP) goals. Assessment practices are individualized and determined through the IEP process, with consideration given to each student's unique needs, strengths, and learning profile. Assessments may include statewide assessments, local and classroom-based measures, work

samples, performance tasks, and other forms of evidence aligned to state standards and IEP objectives.

Students with disabilities participate in statewide assessments, including the California Assessment of Student Performance and Progress (CAASPP) and CAASPP Science assessments, with appropriate accommodations or designated supports as specified in their IEPs. When required by the IEP, students participate in the California Alternate Assessments in accordance with state and federal requirements. Assessment decisions are made by the IEP team and are documented to ensure both access and validity of results.

Assessment data is used by credentialed teachers of record and special education staff to guide instruction, monitor progress toward IEP goals, and determine the effectiveness of instructional strategies and supports. Assessment results are reviewed regularly as part of ongoing instructional oversight and during IEP meetings, annual reviews, and triennial evaluations, as applicable.

RCA provides independent study as an instructional option for students with disabilities when determined appropriate through the IEP process. Placement in independent study is based on the IEP team's determination that the nonclassroom-based instructional model is suitable to meet the student's educational needs and provide access to a free appropriate public education. This determination is individualized and revisited as needed to ensure continued appropriateness of placement and services.

Assessment practices support collaboration among general education teachers, special education staff, and district leadership. Teachers of record work closely with onsite instructional staff and service providers to ensure that assessment-informed accommodations and instructional strategies are implemented consistently across learning environments. Ongoing communication supports instructional coherence and fidelity to IEP requirements.

When assessment data or observed progress indicates that a student may require additional supports, RCA may utilize Student Study Team processes as part of a broader review of assessment data and instructional supports. These collaborative reviews are used to consider instructional strategies, general education interventions, and next steps, and do not replace or delay referral for special education assessment when warranted.

Assessment information is shared with parents and guardians in a clear and timely manner. Families are active participants in reviewing assessment results, discussing student progress, and contributing to instructional planning through the IEP process and ongoing communication with teachers. RCA values family partnership as a critical component of effective assessment and instructional decision-making.

Through these assessment practices, RCA ensures that students with disabilities are supported in making meaningful academic progress while receiving individualized services and accommodations. Assessment is used as a tool to guide instruction, uphold student rights, and

ensure access to an educational program that is responsive, inclusive, and aligned with each student's IEP within the independent study model.

10. Reporting Assessment Results to Families

Redding Collegiate Academy (RCA) is committed to transparent, timely, and meaningful communication with families regarding student assessment results. Assessment information is shared with students and parents or guardians as results become available, ensuring that families are informed partners in the learning process.

Student assessment results are reviewed with families regardless of the assessment source. This includes results from state-required assessments, local and classroom-based assessments, and curricular assessments associated with instructional materials, whether textbook-based or delivered through digital platforms. Teachers of record communicate assessment findings in a clear and understandable manner, emphasizing how results relate to student progress, learning goals, and instructional planning.

Assessment results are typically reviewed during scheduled instructional meetings involving students, parents or guardians, and teachers of record. These conversations provide opportunities to discuss academic progress, identify areas of strength and need, and collaboratively determine next steps for instruction and support. When appropriate, assessment information may also be shared through additional communication methods to ensure timely access to results.

RCA emphasizes the use of assessment results as tools for supporting student growth rather than as isolated evaluative measures. Teachers work collaboratively with families to interpret assessment data, explain instructional implications, and provide guidance on strategies that may support learning at home. This approach reinforces the educational partnership between the school and families and supports continuity across learning environments.

For students receiving additional services or supports, including English learners and students with disabilities, assessment results are reviewed in coordination with applicable plans and processes. Families are informed of how assessment data informs Personalized Learning Plans, Section 504 Plans, and Individualized Education Programs, as appropriate, and are actively involved in reviewing progress and planning instructional adjustments.

Through consistent and transparent communication of assessment results, RCA ensures that families remain informed, engaged, and empowered partners in their children's education. Reporting assessment results is an integral component of RCA's commitment to personalized learning, accountability, and continuous improvement within a nonclassroom-based independent study model.

11. Continuous Improvement and Review

Redding Collegiate Academy (RCA) engages in an ongoing process of reflection, review, and continuous improvement to ensure that assessment practices remain effective, responsive, and aligned with student needs. Assessment data is used not only to inform individual instruction, but also to guide program evaluation and instructional refinement at the schoolwide level.

Teachers and instructional staff regularly review assessment data to identify trends in student learning, instructional strengths, and areas for growth. These reviews occur through collaborative staff discussions focused on instructional improvement, analysis of student progress, and alignment of instructional practices with academic standards and schoolwide goals. This reflective process supports informed decision-making and continuous refinement of instructional strategies.

Assessment practices are reviewed periodically to ensure they remain developmentally appropriate, aligned with district expectations, and responsive to the needs of a diverse student population. RCA may adjust assessment approaches, instructional supports, or monitoring practices as needed to reflect changes in student needs, instructional priorities, or state and district guidance. This flexibility allows RCA to maintain effective assessment systems while preserving the integrity of its personalized, nonclassroom-based instructional model.

Continuous improvement efforts also include reviewing the effectiveness of tiered reengagement strategies and academic supports. Assessment data is used to evaluate whether interventions are successfully supporting student engagement and progress, and adjustments are made as needed to strengthen supports for students requiring additional assistance.

RCA incorporates feedback from students, families, and staff as part of its continuous improvement process. Family input and student perspectives provide valuable insight into how assessment practices and instructional supports are experienced across learning environments and inform ongoing program refinement.

Through this continuous improvement and review process, RCA ensures that assessment practices remain purposeful, effective, and aligned with its educational philosophy. Ongoing reflection and refinement support RCA's commitment to academic growth, meaningful engagement, and high-quality instruction within a personalized independent study program.

ELEMENT 4: GOVERNANCE STRUCTURE

1. Governance Philosophy and Legal Status

Redding Collegiate Academy (RCA) is a dependent charter school authorized and operated by the Enterprise Elementary School District (EESD) in accordance with the California Education Code governing charter schools. As a dependent charter, RCA is governed by the Enterprise Elementary School District Governing Board, which serves as the governing board for all schools within the district, including RCA.

RCA's governance philosophy is grounded in accountability, transparency, and alignment with districtwide policies and procedures while supporting the school's distinctive educational program and mission. The governance structure is designed to ensure that RCA operates in full compliance with applicable state and federal law, district Board Policies and Administrative Regulations, and the terms and conditions of its approved charter.

As the authorizing and governing entity, the EESD Governing Board retains ultimate authority and fiduciary responsibility for RCA. This includes, but is not limited to, oversight of academic performance, fiscal management, personnel practices, student discipline, special education services, and compliance with all legal requirements applicable to public schools and charter schools in California. RCA operates as an integral part of the district's public school system and is subject to the same governance framework that applies to other district-operated schools, except where specific charter provisions lawfully provide otherwise.

RCA's school leadership operates under the direction and authority of the Enterprise Elementary School District through its Superintendent or designee and in alignment with district-adopted Board Policies and Administrative Regulations. Day-to-day operations, instructional leadership, and program implementation are carried out by the RCA Principal, consistent with district governance structures and delegated administrative authority.

The governance framework for RCA emphasizes ethical leadership, responsible stewardship of public resources, and decision-making that prioritizes student learning and well-being. Through this structure, RCA maintains clear lines of accountability between the school, district administration, and the Governing Board, supporting both compliance and continuous improvement.

2. Role of the Authorizing District and Governing Board

As a dependent charter school, Redding Collegiate Academy (RCA) is authorized and governed by the Enterprise Elementary School District (EESD). The EESD Governing Board serves as the governing board for RCA and exercises oversight authority consistent with its role for all district-operated schools, in accordance with California Education Code and district-adopted Board Policies and Administrative Regulations.

The EESD Governing Board is responsible for approving RCA's charter and any material revisions, monitoring the school's academic performance and fiscal condition, and ensuring compliance with applicable state and federal laws. The Governing Board provides policy direction and oversight through the adoption and enforcement of Board Policies and Administrative Regulations that apply to RCA, except where specific charter provisions lawfully provide otherwise.

The Governing Board acts through the Superintendent, who serves as the district's chief executive officer and is responsible for implementing Board policy, supervising district administrators, and overseeing the day-to-day operation of district programs, including RCA. Oversight of RCA's operations, instructional program, and compliance activities is exercised through established district administrative structures and reporting processes.

As the authorizing entity, EESD conducts ongoing oversight of RCA consistent with statutory requirements. This oversight may include, but is not limited to, review of academic performance data, fiscal reports, annual independent audits, compliance documentation, and other information required to fulfill the district's responsibilities as a charter authorizer. The purpose of this oversight is to ensure that RCA is meeting the terms of its charter, operating in a fiscally responsible manner, and providing a high-quality educational program to students.

The EESD Governing Board retains ultimate fiduciary responsibility for RCA and ensures that the school operates in alignment with district priorities, legal requirements, and public accountability standards. Through this governance structure, RCA benefits from district-level oversight and support while maintaining the ability to implement its distinctive educational program within the framework of a dependent charter school.

3. Role of School Leadership (RCA Principal)

The day-to-day leadership and administration of Redding Collegiate Academy (RCA) is the responsibility of the RCA Principal, who serves as the site administrator and instructional leader for the school. The Principal operates under the direction and supervision of the Enterprise Elementary School District Superintendent or designee and is responsible for implementing the educational program, policies, and procedures of the district and the approved charter.

The RCA Principal provides leadership for all aspects of the school's operations, including instructional oversight, student services, staff supervision, family engagement, and compliance with applicable laws and regulations. In carrying out these responsibilities, the Principal ensures that RCA's educational program is implemented with fidelity to the charter while remaining aligned with district priorities, Board Policies, and Administrative Regulations.

Instructionally, the Principal is responsible for supervising credentialed teachers and instructional staff, supporting high-quality teaching and learning, and ensuring that curriculum, assessment, and instructional practices are aligned with California academic standards and district expectations. The Principal oversees the implementation of RCA's nonclassroom-based

independent study model, including monitoring instructional quality, student engagement, and academic progress.

The Principal is also responsible for ensuring that RCA complies with all applicable requirements related to independent study, special education, student discipline, health and safety, and student support services. This includes coordination with district departments and administrators to ensure that students receive appropriate services and supports, including special education, English learner services, and Section 504 accommodations, as applicable.

In matters of personnel, the Principal participates in the supervision, evaluation, and professional development of assigned staff in accordance with district policies, collective bargaining agreements, and delegated authority. The Principal supports a professional school culture that emphasizes collaboration, ethical conduct, and continuous improvement.

The RCA Principal serves as the primary liaison between the school and district administration, families, and community partners. Through effective communication and collaboration, the Principal ensures that the school operates transparently and responsively, and that families are meaningfully engaged in their children's education.

Through this leadership role, the RCA Principal supports the successful implementation of the charter program, promotes student achievement and well-being, and ensures that RCA operates as an accountable and integral part of the Enterprise Elementary School District.

4. Decision-Making and Oversight

Decision-making at Redding Collegiate Academy (RCA) occurs within a clearly defined governance and administrative framework that ensures accountability, transparency, and alignment with district policy. As a dependent charter school, RCA's decision-making processes are integrated within the Enterprise Elementary School District's established governance structures.

The Enterprise Elementary School District Governing Board is responsible for policy-level decision-making and oversight for RCA, consistent with its role for all district-operated schools. The Governing Board exercises this authority through the adoption of Board Policies and Administrative Regulations, approval of the charter and material revisions, and oversight of academic performance, fiscal operations, and legal compliance.

Administrative decision-making is carried out through the Superintendent or designee, who is responsible for implementing Board policy and overseeing district operations, including RCA. The Superintendent provides supervisory oversight of the RCA Principal and ensures that school-level decisions align with district priorities, legal requirements, and the terms of the approved charter.

At the school level, the RCA Principal is responsible for operational and instructional decision-making within the scope of delegated authority. This includes decisions related to

curriculum implementation, instructional practices, student supports, staff supervision, and daily school operations. The Principal exercises professional judgment to implement RCA's educational program while remaining aligned with district policies, procedures, and oversight expectations.

Decision-making at RCA is informed by data, professional collaboration, and input from families and community partners. The RCA Principal and instructional staff review student performance data, assessment results, and engagement information to guide instructional and programmatic decisions. When appropriate, the Principal collaborates with district administrators and community partners to address areas requiring additional support or coordination.

Oversight mechanisms ensure that decisions made at the school level are monitored for effectiveness and compliance. These mechanisms may include regular reporting to district administration, review of academic and fiscal data, internal audits, and compliance monitoring consistent with district procedures. Oversight is intended to support effective decision-making, promote continuous improvement, and ensure adherence to legal and fiduciary responsibilities.

Through this structured approach to decision-making and oversight, RCA maintains clear lines of authority and accountability. The governance framework ensures that decisions are made at the appropriate level, are informed by data and professional expertise, and support the school's mission of providing a high-quality, personalized educational program within the Enterprise Elementary School District.

5. Parent, Student, and Community Partner Input

Redding Collegiate Academy (RCA) values meaningful input from parents and guardians, students, and community partners as an essential component of effective school governance and continuous improvement. While governance authority rests with the Enterprise Elementary School District Governing Board, RCA actively seeks and considers input to inform school practices, instructional priorities, and program development.

Parents and guardians play a central role in the educational program at RCA and are engaged through frequent parent meetings, regular communication, instructional conferences, and schoolwide events. Families provide input on student progress, instructional needs, and school climate through ongoing collaboration with teachers and the RCA Principal. This input supports responsive instructional planning and strengthens the partnership between home and school.

Student input is incorporated through ongoing instructional interactions and personalized learning processes. Students are encouraged to reflect on their learning, participate in goal setting, and provide feedback on instructional experiences. Student perspectives inform instructional adjustments, engagement strategies, and the overall learning environment, consistent with RCA's emphasis on student voice and active participation in their educational experience.

RCA engages community partners to enhance educational opportunities and support student learning. Community partners may include institutions of higher education, local businesses, service organizations, and enrichment providers that support instructional programming, college and career readiness, and student engagement. Input from community partners helps inform program offerings and ensures that learning experiences remain relevant and connected to the broader community.

Formal and informal input is gathered through a variety of methods, including the School Site Council, parent meetings, surveys, instructional conferences, school events, and ongoing communication. The RCA Principal reviews input from parents, students, and community partners and considers this feedback when making site-level decisions, in collaboration with district administration as appropriate.

Input from parents, students, and community partners does not replace the authority of the EESD Governing Board or district administration, but serves as an important source of information to support informed decision-making and continuous improvement. Through these engagement practices, RCA fosters a collaborative school culture that values partnership, responsiveness, and shared commitment to student success.

6. Conflict of Interest and Ethical Standards

Redding Collegiate Academy (RCA) operates in accordance with all applicable conflict of interest laws, ethical standards, and transparency requirements governing public schools in California. As a dependent charter school of the Enterprise Elementary School District (EESD), RCA is subject to the same ethical expectations, legal obligations, and enforcement mechanisms that apply to all district-operated schools.

Members of the EESD Governing Board, district administrators, and RCA staff are required to comply with applicable provisions of state law and district-adopted Board Policies and Administrative Regulations related to conflicts of interest, ethical conduct, and financial disclosure. These requirements include, but are not limited to, laws governing financial interests in contracts, disclosure of economic interests, ethical decision-making, and avoidance of actual or perceived conflicts of interest.

RCA does not maintain separate conflict of interest or ethics policies independent of the district. Instead, the school operates fully within the district's established governance framework, including procedures for disclosure, review, and management of potential conflicts of interest. Compliance is supported through district processes, training requirements, and oversight mechanisms designed to ensure transparency, accountability, and public trust.

Ethical standards are integral to RCA's governance and operational practices. Decisions affecting the school are made in the best interests of students and the public, consistent with legal requirements and professional norms. Through adherence to district policies and state law, RCA ensures that its operations reflect integrity, responsibility, and stewardship of public resources.

7. Transparency, Accountability, and Public Records

Redding Collegiate Academy (RCA) operates in a manner that promotes transparency, accountability, and public trust, consistent with the requirements applicable to public schools in California. As a dependent charter school of the Enterprise Elementary School District (EESD), RCA is subject to the same transparency and accountability standards that apply to all district-operated schools.

The Enterprise Elementary School District Governing Board conducts its meetings in accordance with open meeting laws, and actions related to RCA are taken in public session as required by law. Notices, agendas, and meeting materials are made available to the public through district-established processes, ensuring transparency in governance and decision-making.

RCA complies with all applicable public records requirements. Records related to school operations, governance, and compliance are maintained in accordance with district policies and legal requirements, and are made available for public inspection upon request, consistent with the California Public Records Act and district procedures. Requests for public records related to RCA are processed through established district channels to ensure timely and appropriate responses.

Accountability for RCA's academic performance, fiscal operations, and legal compliance is maintained through district oversight processes. These processes may include review of academic data, fiscal reporting, independent audits, compliance monitoring, and reporting required by state and federal agencies. RCA cooperates fully with district oversight and reporting requirements and provides information necessary to support accountability and continuous improvement.

Through adherence to these transparency and accountability practices, RCA ensures that its operations remain open, responsible, and aligned with public expectations. This governance framework supports informed public participation, effective oversight, and confidence in RCA's stewardship of public resources.

ELEMENT 5: EMPLOYEE QUALIFICATIONS AND EMPLOYMENT PRACTICES

Redding Collegiate Academy (RCA) employs qualified, credentialed personnel to ensure the effective delivery of its educational program and full compliance with applicable state and federal laws. As a dependent charter school of the Enterprise Elementary School District (EESD), RCA's employment practices, credentialing requirements, and personnel policies are aligned with district-adopted Board Policies, Administrative Regulations, and collective bargaining agreements, except where specific charter provisions lawfully provide otherwise.

All teachers providing instruction at RCA hold appropriate California teaching credentials and are assigned in accordance with credentialing requirements applicable to the grade levels and subject areas they serve. RCA ensures that instruction, assessment, and supervision of student learning are conducted by credentialed teachers, consistent with Education Code requirements governing certificated assignments and independent study programs, including Education Code section 44865.

Within RCA's nonclassroom-based independent study model, credentialed teachers serve as teachers of record and are responsible for instructional oversight, monitoring student progress, assessing student learning, and maintaining academic accountability. Independent study instruction is supervised by certificated employees, and instructional responsibilities are structured to ensure compliance with credentialing and assignment requirements applicable to California public schools.

RCA strives to ensure that all academically required credential areas are appropriately covered in order to meet the instructional needs of its students. In support of this goal, RCA may include more than one credentialed teacher on a student's Independent Study Master Agreement when necessary to provide subject-specific instruction or academic support aligned with the student's Personalized Learning Plan. In such cases, the teacher of record retains primary responsibility for instructional oversight and assessment, while additional credentialed teachers provide instruction or support within their authorized credential areas. This approach enhances instructional access and support while maintaining clear accountability and compliance with credentialing requirements.

Employment, supervision, evaluation, and professional development of RCA staff are conducted in accordance with district policies and procedures. The RCA Principal participates in staff supervision and evaluation under the direction of the Superintendent or designee and in alignment with district-established evaluation systems. Professional development opportunities are provided to support continuous improvement in instructional practice, independent study implementation, student engagement, and compliance with legal and programmatic requirements.

RCA does not employ staff outside of district-established employment systems. All personnel practices, including hiring, assignment, evaluation, discipline, and professional development, are administered through the Enterprise Elementary School District to ensure consistency, equity, and compliance with applicable laws and negotiated agreements.

Through these employment practices, RCA ensures that students are supported by qualified, credentialed educators who are prepared to deliver high-quality instruction within a personalized, nonclassroom-based independent study model. This staffing framework supports instructional quality, legal compliance, and RCA's commitment to meeting the diverse academic needs of its students.

ELEMENT 6: HEALTH AND SAFETY

1. General Commitment to Student Health and Safety

Redding Collegiate Academy (RCA) is committed to providing a safe, healthy, and supportive learning environment for all students, staff, and families. As a dependent charter school of the Enterprise Elementary School District (EESD), RCA operates in full alignment with all applicable federal and state laws, local ordinances, and district-adopted Board Policies and Administrative Regulations governing student health, safety, and welfare.

RCA follows the same health and safety standards, procedures, and expectations applicable to all district-operated schools within the Enterprise Elementary School District. Health and safety practices at RCA are implemented through district systems and protocols and are not separate from those of the district. These practices are applied in a manner that reflects RCA's nonclassroom-based independent study instructional model while ensuring that students participating in onsite instruction, activities, and services are provided appropriate supervision and safeguards consistent with district requirements.

2. School Safety Planning and Emergency Preparedness

RCA implements and maintains a comprehensive School Safety Plan in accordance with California law and Enterprise Elementary School District requirements. The School Safety Plan addresses emergency preparedness, response, and recovery procedures, including but not limited to fire safety, earthquakes, lockdowns, evacuations, medical emergencies, and communication protocols.

The School Safety Plan is reviewed and updated annually in alignment with district procedures and applicable legal requirements. RCA's Safety Plan is coordinated with districtwide emergency response systems to ensure consistency, clarity of roles, and effective communication during emergencies.

RCA staff participate in required emergency drills and trainings as established by the district. Emergency procedures are communicated to students and families, as appropriate, and are implemented consistently during onsite instructional activities and school-sponsored events.

3. Facilities Safety and Supervision

Redding Collegiate Academy (RCA) operates at 3200 Adams Lane, Redding, California, a district-approved site within the Enterprise Elementary School District. All facilities used by RCA meet applicable local, state, and federal health, safety, and building standards and are subject to the same inspection, maintenance, and oversight processes as other district-operated school sites.

Facilities used for onsite instruction, workshops, tutoring, laboratories, and student activities comply with applicable fire, safety, and occupancy requirements and are maintained in accordance with district policies and procedures. Facility use, maintenance, and safety compliance are coordinated through district systems to ensure ongoing alignment with health and safety standards.

During onsite instructional activities and school-sponsored events, students are appropriately supervised by credentialed staff or authorized personnel in accordance with district supervision requirements. Supervision practices are aligned with district expectations and are designed to ensure student safety while supporting meaningful instructional and enrichment experiences.

4. Student Health Services and Medical Protocols

RCA complies with all state and district requirements related to student health services, including immunization requirements, medication administration, communicable disease protocols, and access to health-related supports. Health services and protocols are implemented through district systems and in accordance with district Board Policies and Administrative Regulations.

Parents and guardians are responsible for providing current health information and notifying the school of relevant medical conditions, allergies, or health needs. RCA staff follow district-established procedures for responding to medical concerns and emergencies and for maintaining the confidentiality of student health records.

5. Mandated Reporting and Child Abuse Prevention

All RCA employees are mandated reporters and receive training in accordance with California law and district requirements. Staff are required to report suspected child abuse or neglect in compliance with legal mandates and district procedures.

RCA implements Enterprise Elementary School District policies related to child abuse prevention, reporting, and response. These practices are aligned with district training, reporting protocols, and oversight systems and are designed to ensure student safety and legal compliance.

6. Background Checks and Employee Clearance

All RCA employees and volunteers who have direct contact with students are subject to background checks, fingerprinting, and clearance requirements consistent with state law and district policies. Clearance procedures are administered through district systems to ensure that all individuals working with students meet applicable legal and district requirements prior to assignment.

7. Student Discipline and Behavioral Supports

RCA implements student discipline and behavioral support practices in alignment with Enterprise Elementary School District policies and applicable law. Expectations for student conduct are communicated to students and families, and disciplinary procedures are applied fairly, consistently, and in accordance with district-established processes.

Behavioral supports emphasize positive engagement, clear expectations, and proactive strategies to support student success. Discipline practices are implemented in a manner that supports student well-being and learning and are consistent with district guidance and RCA's educational philosophy.

8. Independent Study Considerations

RCA's health and safety practices reflect the structure of its nonclassroom-based independent study program while remaining fully aligned with district expectations. Although a significant portion of instruction occurs outside of traditional classroom settings, RCA ensures that students participating in onsite instruction, activities, assessments, or services are provided a safe, supervised environment consistent with district standards.

Families are partners in supporting student health and safety during independent study. RCA provides guidance and communication to families regarding safety expectations, attendance at onsite activities, and emergency procedures, consistent with district protocols.

9. Insurance Coverage

RCA is covered under the Enterprise Elementary School District's insurance programs, including general liability, property, workers' compensation, and other insurance required by law. Insurance coverage for RCA is maintained through district systems and applies in the same manner as for other district-operated schools.

10. Continuous Review and Compliance

Health and safety practices at RCA are subject to ongoing review through district oversight, staff training, compliance monitoring, and annual planning processes. RCA cooperates fully with district administration and regulatory agencies to ensure continued compliance with all applicable health and safety requirements.

Through full alignment with Enterprise Elementary School District policies, procedures, and oversight systems, RCA ensures that health and safety practices remain consistent, effective, and responsive while supporting the school's personalized independent study model.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Redding Collegiate Academy (RCA) is committed to serving a student population that reflects the racial and ethnic diversity of the communities within the Enterprise Elementary School District (EESD) and the surrounding geographic area from which the school draws its students. RCA's enrollment practices and educational program are designed to promote equitable access, inclusion, and nondiscrimination in accordance with applicable state and federal law.

As a dependent charter school of EESD, RCA operates in alignment with district-adopted Board Policies and Administrative Regulations related to nondiscrimination, equal educational opportunity, and access for all students. RCA complies with all applicable provisions of state and federal law, including Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance.

RCA does not use admission criteria, enrollment practices, or educational requirements that would exclude or discourage students from enrolling based on race, ethnicity, national origin, language status, disability, gender, sexual orientation, religion, or any other protected characteristic. Enrollment is open to all eligible students consistent with charter school law, and RCA does not screen or select students based on academic achievement, family background, or other discriminatory factors.

RCA's educational program is designed to be accessible and responsive to a diverse student population. The school's nonclassroom-based independent study model, combined with onsite instructional supports and enrichment opportunities, is intended to meet the needs of students from varied racial, ethnic, cultural, and socioeconomic backgrounds. Instructional practices emphasize personalization, family partnership, and culturally responsive approaches to support equitable participation and academic success.

RCA monitors enrollment patterns and student participation as part of its ongoing review of program effectiveness and equity. When appropriate, the school works collaboratively with district administration to ensure that outreach, communication, and enrollment practices support broad access and are consistent with district priorities and legal requirements.

Through alignment with Enterprise Elementary School District policies, adherence to state and federal nondiscrimination laws, and implementation of inclusive educational practices, RCA seeks to achieve and maintain a racial and ethnic balance that is reflective of the community it serves and consistent with the purposes of the Charter Schools Act.

ELEMENT 8: ADMISSION REQUIREMENTS

Redding Collegiate Academy (RCA) is open to all students who are eligible to attend public school in the State of California and who reside within the geographic boundaries permitted by charter school law. As a dependent charter school of the Enterprise Elementary School District (EESD), RCA administers its admissions process in alignment with applicable state and federal law and district-adopted Board Policies and Administrative Regulations.

Redding Collegiate Academy is a tuition-free public school, and no fees are charged for enrollment or participation in the educational program.

Admission to RCA is non-discriminatory and does not exclude students based on race, ethnicity, national origin, religion, gender, gender identity, sexual orientation, disability, academic achievement, language proficiency, family income, or any other protected characteristic. RCA does not require entrance examinations, academic prerequisites, or screening criteria as a condition of enrollment.

Prior to enrollment, RCA meets with students and families to share information about the school's educational program, independent study instructional model, and program expectations, and to learn about student interests, learning goals, and family needs. These meetings are informational and collaborative in nature and are intended to support informed decision-making by families. Participation in these meetings is not used to screen, select, or deny enrollment to any student.

Enrollment at RCA is voluntary. Participation in nonclassroom-based independent study occurs only with the informed consent of the student's parent or guardian and, where applicable, the student. Independent study is offered as an instructional option consistent with California law and is not assigned involuntarily.

Following enrollment, students and parents or guardians are required to participate in scheduled instructional meetings with credentialed teachers of record and to comply with the terms of the RCA Independent Study Master Agreement. These requirements support instructional oversight, student engagement, and academic progress and are conditions of continued participation in the independent study program, not conditions of admission.

RCA admits students on a space-available basis. If the number of students seeking admission exceeds the school's capacity, a public random drawing (lottery) shall be conducted in accordance with Education Code requirements. Admission preferences, if any, shall be applied only as permitted by law and in alignment with district policies. The lottery process shall be transparent, fair, and non-discriminatory.

RCA does not discourage or counsel students out of enrollment based on anticipated academic performance, special education status, English learner status, or perceived need for services or supports. Students with disabilities may enroll when independent study is determined to be an

appropriate instructional setting by the student's Individualized Education Program (IEP) team, consistent with applicable law.

Enrollment procedures, timelines, and requirements are communicated clearly to families through district-approved channels. RCA works collaboratively with district administration to ensure that admissions practices remain consistent with district enrollment processes, independent study requirements, and applicable legal standards.

Through these admission practices, RCA ensures equitable access to its educational program while maintaining full compliance with state law, federal civil rights requirements, and Enterprise Elementary School District governance structures.

ELEMENT 9: FINANCIAL AUDITS, ACCOUNTING, AND REPORTING

Redding Collegiate Academy (RCA) operates in accordance with sound fiscal management practices and applicable legal requirements governing public school finance in California. As a dependent charter school of the Enterprise Elementary School District (EESD), RCA's financial operations, accounting practices, and fiscal oversight are fully integrated within the district's financial systems and governance framework.

RCA's financial records are maintained in accordance with generally accepted accounting principles (GAAP) and applicable state and federal requirements. Fiscal management, budgeting, accounting, and internal controls are administered through the Enterprise Elementary School District and are subject to district-adopted Board Policies and Administrative Regulations governing financial operations, internal controls, and oversight.

The EESD Governing Board retains ultimate fiduciary responsibility for RCA's financial operations. Fiscal oversight is exercised through the Superintendent or designee, who is responsible for implementing Board policy, overseeing district financial systems, and ensuring compliance with all applicable fiscal requirements. RCA does not maintain separate or independent fiscal systems outside of those established by the district.

RCA is included in the district's annual independent audit conducted in accordance with Education Code section 41020. The audit is performed by an independent auditor selected by the district and is conducted in conformity with the Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, as issued and periodically updated by the Education Audit Appeals Panel. Audit procedures include all applicable sections pertaining to charter schools, including those related to nonclassroom-based instruction, independent study, and determination of funding, as required by law.

Audit findings, if any, are reported through the district's established processes and are addressed in accordance with district procedures and legal requirements. RCA cooperates fully with district administration and auditors to ensure timely resolution of any audit findings or recommendations.

Financial reporting for RCA is conducted through district systems and includes budget development, interim financial reports, and year-end reporting, as applicable. Fiscal information related to RCA is reviewed through district oversight processes and reported to the EESD Governing Board in accordance with district practices and legal requirements.

Through integration with Enterprise Elementary School District fiscal systems, adherence to Board Policies and Administrative Regulations, and compliance with state audit and reporting

requirements, RCA ensures responsible stewardship of public funds. This fiscal framework supports transparency, accountability, and the long-term sustainability of RCA's educational program.

ELEMENT 10: CLOSURE PROCEDURES

Redding Collegiate Academy (RCA) acknowledges its responsibility to provide for the orderly closure of the school in the event that the charter is revoked, not renewed, or voluntarily surrendered. As a dependent charter school of the Enterprise Elementary School District (EESD), any closure of RCA shall occur under the authority and direction of the EESD Governing Board and in compliance with applicable state and federal law.

1. Authority for Closure

The Enterprise Elementary School District Governing Board retains sole authority to approve, implement, and oversee the closure of Redding Collegiate Academy. Closure actions shall be carried out in accordance with Education Code section 47605(b)(5)(N), district-adopted Board Policies and Administrative Regulations, and any additional requirements imposed by the authorizing agency or applicable law.

2. Notification of Closure

In the event of a closure, EESD shall ensure timely written notification to parents and guardians of enrolled students, staff, and other required parties. Notification shall include information regarding the effective date of closure, student transition support, and the availability of student records.

3. Student Records

All student records, including cumulative files, special education records, and any other required educational records, shall be maintained and transferred in accordance with state and federal law. As a dependent charter, RCA student records are maintained within district systems, and upon closure, custody of all records shall remain with the Enterprise Elementary School District.

EESD shall ensure that student records are made available to parents, guardians, and receiving schools in a timely manner consistent with legal requirements.

4. Student Transition Support

In the event of closure, the Enterprise Elementary School District shall support the orderly transition of students to other public school programs, including district-operated schools, as appropriate. Families shall be provided with information and assistance to support continuity of educational services.

5. Disposition of Assets and Public Funds

As a dependent charter school, RCA does not hold assets independent of the Enterprise Elementary School District. All public funds, equipment, instructional materials, and other assets used by RCA are the property of the district. Upon closure, all assets and funds shall remain with or revert to the Enterprise Elementary School District and shall be disposed of or reassigned in accordance with district procedures and applicable law.

Outstanding obligations, if any, shall be addressed through district fiscal systems consistent with legal requirements.

6. Final Accounting and Reporting

The Enterprise Elementary School District shall ensure that any required final financial reporting related to RCA is completed in accordance with applicable state and federal requirements. RCA shall be included in district audit and reporting processes as required through the effective date of closure.

7. Compliance with Prior Charter and Legal Requirements

These closure procedures are consistent with the closure provisions contained in RCA's prior charter and reflect the school's continued operation as a dependent charter within the Enterprise Elementary School District. No separate dissolution process is required beyond those procedures established by the district and required by law.

AFFIRMATIONS AND ASSURANCES STATEMENT

As the lead petitioner, I, Chuck Seligman, hereby certify that the information submitted in this application for renewal of the charter for Redding Collegiate Academy (“RCA”), a dependent charter school of the Enterprise Elementary School District (“EESD”), is true to the best of my knowledge and belief.

This petition is submitted for renewal of the charter originally granted by the EESD Governing Board and seeks to continue operations under a new five-year term beginning July 1, 2027, and ending June 30, 2032.

Pursuant to California Education Code § 47605(c)(1), the petitioners hereby affirm and assure that RCA shall comply with all applicable federal, state, and local laws, regulations, and policies, as they may be amended throughout the term of this charter.

Legal Affirmations

1. State Standards and Student Assessment

RCA shall meet or exceed all statewide academic standards and conduct student assessments required pursuant to the Education Code §§ 60605, 60640–60649, and 60800, and any successor statutes, and shall comply with participation requirements for all statewide testing programs applicable to pupils in noncharter public schools.

(Ref: Ed. Code § 47605(c)(1); 5 CCR § 11967.5.1(f)(1))

2. Authorizer and Employer Relationship

RCA shall operate as a dependent charter school under the legal authority and governance of the Enterprise Elementary School District Governing Board, which shall serve as the chartering authority and the exclusive public school employer for all RCA employees for purposes of the Educational Employment Relations Act.

(Ref: Ed. Code § 47605(c)(6); BP/AR 0420.4)

3. Nonsectarian Operation

RCA shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition.

(Ref: Ed. Code § 47605(e)(1))

4. Admission and Enrollment

RCA shall admit all pupils who wish to attend the school, subject to capacity. Should the number of students who wish to attend exceed the school’s capacity, admission shall be determined by a public random drawing in accordance with Education Code § 47605(e)(2) and EESD Board Policy 0420.4.

5. Non-Discrimination

RCA shall not discriminate against any student, employee, or other person on the basis of race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, pregnancy, childbirth or related medical condition, parental or marital status, reproductive health decision-making, physical or mental disability, medical condition, sex, sexual orientation, gender identity, gender expression, veteran or military status, or genetic information, or association with any person or

group with such characteristics.

(Ref: Ed. Code §§ 200, 220, 234.1; Title IX, 34 CFR § 106; BP 0410 (EESD, rev. Sept. 2024))

6. Students with Disabilities

RCA shall adhere to all provisions of federal and state law related to students with disabilities, including but not limited to the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

7. Credentialing and Qualifications

All RCA teachers shall hold a valid Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's assigned teaching position at the time of hire.

(Ref: Ed. Code § 47605(l); CTC Guidance 2024)

8. Health and Safety

RCA shall implement and maintain a comprehensive School Safety Plan that addresses all elements set forth in Education Code § 32282(a)(2)(A–N) as amended effective July 1, 2025, including emergency response, communication, mental health, and cyber-incident procedures. The plan shall be reviewed, updated, and approved annually by the EESD Governing Board.

(Ref: Ed. Code §§ 32280–32289; 2025 Audit Guide § R)

9. Independent Study / Nonclassroom-Based Instruction

RCA shall comply with all provisions of Education Code §§ 51745–51749.6 governing independent study and nonclassroom-based instruction. Participation in independent study shall be voluntary. RCA shall ensure live interaction and synchronous instruction, maintain verifiable Tiered Reengagement procedures, attendance records, and time-value documentation, and provide all students with access to devices and connectivity sufficient for full participation in the educational program.

10. Instructional Time and Attendance

RCA shall, for each fiscal year, offer at minimum the number of instructional minutes per grade level as required by Education Code § 47612.5(a)(1)(A–D) and shall maintain accurate daily attendance records.

(Ref: 2025 Audit Guide §§ AA, EE)

11. Fiscal Management and Annual Audit

RCA shall maintain sound fiscal practices in accordance with Generally Accepted Accounting Principles (GAAP) and shall participate in an annual independent audit in accordance with Education Code § 41020. The audit shall be conducted in conformity with the *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, as updated annually by the Education Audit Appeals Panel (EAAP), and shall include all applicable sections pertaining to charter schools.

12. Retirement Systems

RCA employees shall continue to participate in CalSTRS, CalPERS, or Social Security, as applicable, through the Enterprise Elementary School District.

(Ref: Ed. Code § 47611)

13. Local Control and Accountability Plan (LCAP)

RCA affirms that its educational goals, measurable outcomes, and actions are aligned with the state priorities identified in Education Code § 52060(d). As a dependent charter school of the Enterprise Elementary School District (EESD), RCA develops and maintains its own Local Control and Accountability Plan (LCAP), which reflects the unique goals and performance indicators of its nonclassroom-based

independent study program. RCA's LCAP is reviewed and approved by the EESD Governing Board and aligns with the district's broader LCAP. Progress toward these goals is reported annually through Redding Collegiate Academy's LCAP and on the California School Dashboard. (*Ref: Ed. Code §§ 47605(b)(5)(A), 47606.5, 52060–52077*)

14. Data Privacy and Digital Security

RCA shall comply with all applicable student data privacy laws, including the Family Educational Rights and Privacy Act (FERPA), the Student Online Personal Information Protection Act (SOPIPA, Bus. & Prof. Code § 22584 et seq.), and Education Code § 49073.1 (AB 1584).

15. Community Engagement

RCA shall maintain a collaborative partnership with families and community organizations, consistent with EESD Board Policies 0010, 0200, and 0420.4, ensuring meaningful consultation in decision-making processes and renewal planning.

16. Federal and State Law Compliance

RCA shall comply with all applicable federal, state, and local laws and regulations, including any new requirements enacted during the term of this charter, and with future updates to the Education Audit Guide issued by the EAAP.

Certification

I hereby certify that all affirmations and assurances contained herein are true and correct, and that Redding Collegiate Academy shall operate in accordance with all applicable federal, state, and local laws during the term of this charter.

Submitted by:

Chuck Seligman, Principal and Lead Petitioner
Redding Collegiate Academy

Date: 1/21/2026



RCA Master Agreement

School Year_____

Entry Date_____

Exit Date_____

			• M • F
Name		Date of Birth	Grade
			Gender
Address		City	
		Zip	
Home Phone	Work Phone	Cell Phone	School Of Residence
		Last School Attended	

OBJECTIVE: The purpose of this arrangement is to enable the student to keep current with grade level studies for the period covered by this agreement. This agreement is to enable the student to successfully reach the objectives and complete assignments identified in the Curriculum Guides and/or course contracts that will be a part of this agreement.

- With the support of the parent/guardian, the student will submit assignments on or before their due date.
- Independent study assignments shall be completed no more than 1 week after assigned for all grade levels and types of program. However, when necessary, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and the date it is due, up to the termination date of the agreement.
- The Enterprise Elementary School District (EESD) will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- The student's work will be evaluated by the method/s specified in the Parent Handbook and Work Cover Sheet.
- After 3 missed assignments, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.
- If at any time, it is the judgment of the parent or the teacher/advisor that significant progress is not being made toward the mutually-agreed upon objectives, the student will be referred to a more appropriate program.
- Elementary (grades TK-8): Students will receive a report card which includes their progress toward meeting grade level standards as measured by district and state academic assessments.
- High School (grades 9-12): Students will earn the number of credits necessary to meet academic requirements for graduation as determined by their 4-year academic plans.
- Additional academic support in order to address the needs of students who are not performing at grade level, or who need support in other areas will have their weekly assignment record adjusted to include: increased on- site/electronic "synchronous" and "live interaction."
- Independent study is an optional educational alternative in which no student may be required to participate.
- In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

Expectations Regarding Assignments

Academic Progress Monitoring

With the support of the parent/guardian, the student will submit assignments on or before their due date. We agree on regular submitting of the student's work as follows:

We agree on regular reporting and sending progress of the student's work as follows:

Frequency: Monthly Other _____

Place: School Office Other _____

Time: Varies Other _____

Manner: Conference Other _____

Frequency: Monthly Other _____

Place: School Office Other _____

Time: Varies Other _____

Manner: Conference Other _____

Instructional Plan

Students participating in the independent study program for 15 school days or more are expected to participate in live interaction and synchronous instruction as follows:

- For students in TK through grade 3: students will be offered daily synchronous instruction Monday through Friday at a designated time within the established RCA schedule.
- For students in grades 4-8: daily live interaction will be offered "daily" at a designated time within the established RCA schedule. Synchronous instruction will be offered at least once weekly at a designated time within the established RCA schedule.
- For Students in grades 9-12: Synchronous instruction will occur at least once weekly at a designated time within the established RCA schedule.

"Designated Time" may change throughout the day based on the teacher schedules.

Top

Objectives, Methods of Study and Methods of Evaluation

The student is to complete the grade level listed above. All grade level objectives will be consistent with the curriculum and objectives established by RCA. Objectives and standards for the grade level are described in the RCA Curriculum guides. The student will complete the studies listed below during the term of the agreement as they are outlined in the RCA Curriculum guides and/or course contracts for both elementary and secondary grades.

- Language Arts
- Math
- Science
- Social Studies
- PE Other

The methods of study and methods of evaluation may include, but are not limited to:

- Completed Assignment
 - Report (written, oral)
 - Test/Quiz (written, oral)
 - Reading
- Interview
 - Project
 - Experiment/Lab
- Demonstration/Presentation
 - Individual Assignments
 - Digital Curriculum

Satisfactory Educational Progress

To remain on independent study a student must make satisfactory educational progress. In addition to the number of missed

assignments or absences that will be allowed before an evaluation is conducted to determine whether it is in the best interests of a student to remain in independent study, or whether the student should return to the regular school program, as provided in BP/AR 6158 and 6158.1 and in this Agreement, the student's level of satisfactory progress shall be considered. Satisfactory educational progress will be determined based on all of the following indicators:

- A. The Student's achievement and engagement in the independent study program, as indicated by the Student's performance on applicable student-level measures of student achievement and student engagement set forth in paragraphs (4) and (5) of subdivision (d) of Education Code section 52060;
- B. The completions of assignments, assessments, or other indicators that evidence that the student is working on assignments;
- C. Learning required concepts, as determined by the supervising teacher; and
- D. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Academic Supports

Academic and other supports will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health support. These supports include, but are not limited to, having their weekly assignment record adjusted to include: increased on-site/electronic "synchronous" and "live interaction.

(Student) I UNDERSTAND THAT:

- Independent study is an optional form of education that I have voluntarily chosen.
- As if enrolled in a traditional comprehensive school,
 - I am entitled to textbooks, supplies, supervision by my teachers, and all of the services/resources received by other children enrolled in my grade at school.
 - I have the same rights as other students in my grade at school.
 - I must follow the discipline code and behavior guidelines of the school/district.
- Failing to complete assignments may result in re- view of this agreement, and I may not be allowed to continue in Independent Study.
- Independent Study is voluntary, and I have the continuing option to return to the traditional public school of residence.
- Copying/pasting or other forms of plagiarism are not acceptable.

I AGREE TO:

- Be supervised by and meet regularly with my teacher.
- Complete my assigned work by its due date, as explained to me by my teacher and described in my written assignments to at least the minimum performance requirements of the course.
- Adhere to academic honesty guidelines.
- Take all required tests on the Redding Collegiate Academy campus.

(Parent/Guardian) I UNDERSTAND THAT:

- Recognizing that the major objective of Independent Study is to provide a voluntary educational alternative for my child, I understand the conditions listed under "Student" as well as the following:
- Learning objectives are consistent with and evaluated in the same manner that they would be if s/he were enrolled in a regular classroom program.
 - If my child has an IEP, the IEP must specifically provide for enrollment in Independent Study in order to qualify.
 - A teacher will meet with my child and me to direct the child's study and measure progress toward the objectives in this agreement.
 - We understand that according to the district policy for grades TK-12, the maximum length of time allowed between the assignment and its due date is four (4) weeks.
 - I may appeal to the school administrator any decision about my child's placement or school program according to the Enterprise Elementary School District procedures.

I AGREE TO:

- Supervise my child while s/he is completing assignments and ensure the submission of all completed assignments.
- Promptly reschedule any missed appointments.
- Provide transportation to/from the school site for my child.
- Reimburse the cost of replacement/repair of damaged or lost books and other school property checked out to my child.
- Ensure that my child complies with academic honesty guidelines.
- Check my email and the Redding Collegiate Academy website a minimum of once each week to maintain ongoing communication regarding curriculum, testing, and other information.
- Attend all scheduled conferences and all scheduled tests.

Signatures: Before the commencement of independent study projected to last for 15 school days or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days, this agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under 18 years of age, the certificated employee responsible for the general supervision of independent study, and for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student.

My signature indicates that I have read and agree to the entirety of this agreement and the conditions set forth herein.

Student	Date	Supervising Teacher	Date
Parent/Guardian	Date	Teacher	Date
Teacher	Date	Teacher	Date
Teacher	Date	Principal	Date

RCA Tiered Reengagement Strategies

Tier 1 — Early Support & Reconnection

Trigger:

Students who miss one to two synchronous sessions or demonstrate irregular Daily Live Interaction (DLI), or who complete asynchronous work but show minimal or inconsistent live participation, enter Tier 1.

Goals:

The goal is to re-establish routine contact, clarify expectations, and identify early barriers such as scheduling conflicts, technology issues, or motivation concerns.

Strategies:

Teachers should contact the parent or guardian by phone, text, or email within 24 hours of a missed DLI. Families should be reminded of the importance of consistent live participation. Alternative meeting times or brief one-on-one check-ins can be offered if the group format is difficult. Attendance and participation expectations should be reinforced, and all communication and follow-up plans documented in the student work record. If absences continue, notify administration and the student services clerk early in the attendance period so that it can be logged and monitored.

Examples:

"Parent contacted via phone. Explained importance of live participation. Parent appreciated call and will support student log-in tomorrow."

"Held brief Google Meet to review barriers. New session time scheduled to restore DLI compliance."

Tier 2 — Targeted Intervention & SST Support

Trigger:

Tier 2 begins when a student misses three or more synchronous sessions, has a week or more of limited DLI, or shows minimal academic progress or ongoing disengagement despite Tier 1 contact.

Goals:

The purpose is to address persistent barriers through a collaborative plan, monitor engagement

more closely, and review academic performance to determine if instructional supports and pacing are effective.

Strategies:

An SST (Student Study Team) meeting should be scheduled within five school days. A reengagement plan is created with measurable attendance, interaction, and academic goals. Instructional plans are modified when students are not exhibiting sufficient academic progress. Adjustments may include increased synchronous support, pacing changes, or added tutoring opportunities. These reengagement and instructional plan modifications also help determine whether independent study remains an appropriate option for the student. Teachers may increase synchronous contact frequency, such as more frequent academic check-ins. Coordination should occur with the academic dean and principal, for support. All participation, DLI progress, and academic interventions should be documented weekly.

Examples:

"Tier 2 triggered due to ongoing lack of engagement and declining academic progress. Continued participation and instructional adjustment plan developed and submitted to administration."

"SST meeting held. Parent and student agreed to additional weekly check-ins and modified assignments to rebuild DLI consistency and academic progress."

Tier 3 — Administrative Review & Withdrawal Consideration

Trigger:

Tier 3 is initiated when there is continued absence from synchronous instruction and DLI after Tier 2 interventions, an ongoing lack of academic progress despite instructional modifications and reengagement efforts, or no response to communication efforts or participation plans.

Goals:

The focus is on conducting a final review to determine next steps under the Master Agreement.

Strategies:

Tier 3 correspondence is issued in the form of a Truancy Letter and a customized Summary Meeting Letter from the principal. Both letters are logged in PowerSchool, added to the student's cumulative file, and mailed home to the parent or guardian. A meeting with the principal or designee is required within five school days to review attendance, engagement, and academic progress. Cumulative DLI records, synchronous participation logs, academic data, and intervention history are reviewed. A determination is made regarding whether continued independent study is appropriate or if an alternate educational placement is necessary. Attendance concerns and truancy documentation are logged and maintained by administration.

Examples:

"Tier 3 Summary Meeting Letter sent by principal to family regarding continued disengagement and insufficient academic progress. Meeting scheduled to determine next steps and review placement suitability."

"Despite support and outreach, student continues to miss weekly synchronous sessions and DLI, with minimal academic growth. Administrative review initiated and documented by administration."

Reminders

Synchronous instruction is conducted through onsite workshops, tutoring sessions, and online meetings led by designated teachers and teachers of record. These live instructional opportunities provide direct instruction, academic guidance, progress monitoring, and engagement accountability.

Daily Live Interaction (DLI) refers to evidence of student–teacher connection each scheduled instructional day.

Reengagement actions, instructional modifications, and academic monitoring should be documented in the student work record and through other means such as email, phone conversations, and in-person meetings.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redding Collegiate Academy - Enterprise Elementary School District

CDS Code: 45699710135848

School Year: 2025-26

LEA contact information:

Heather Armelino

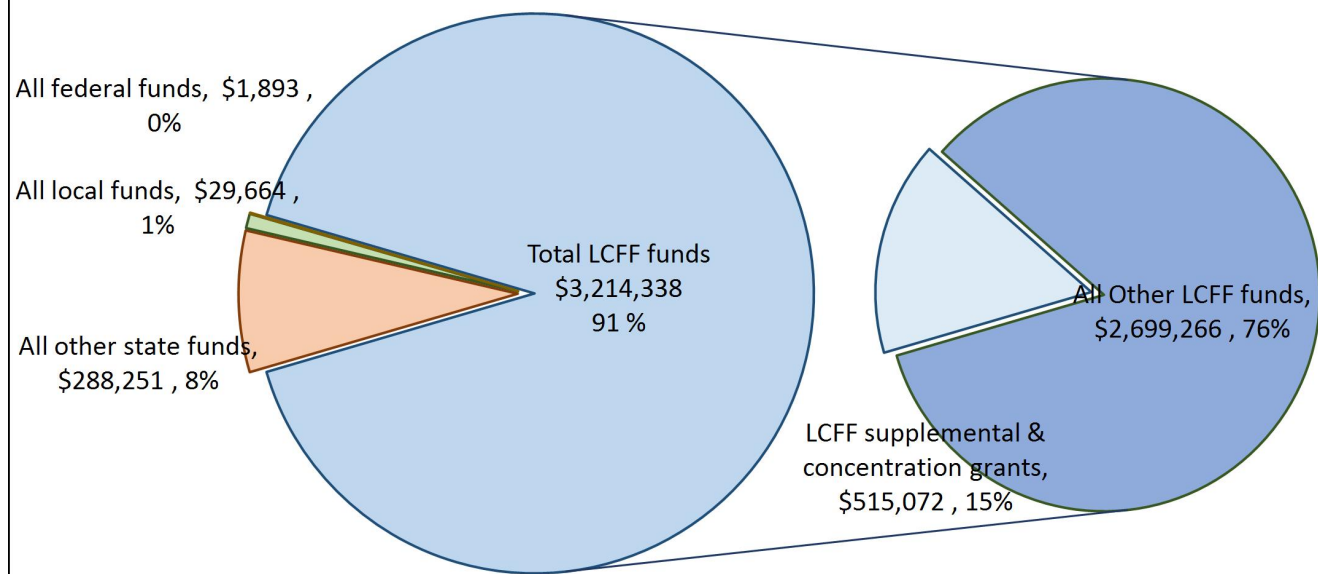
Superintendent

(530) 224-4100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

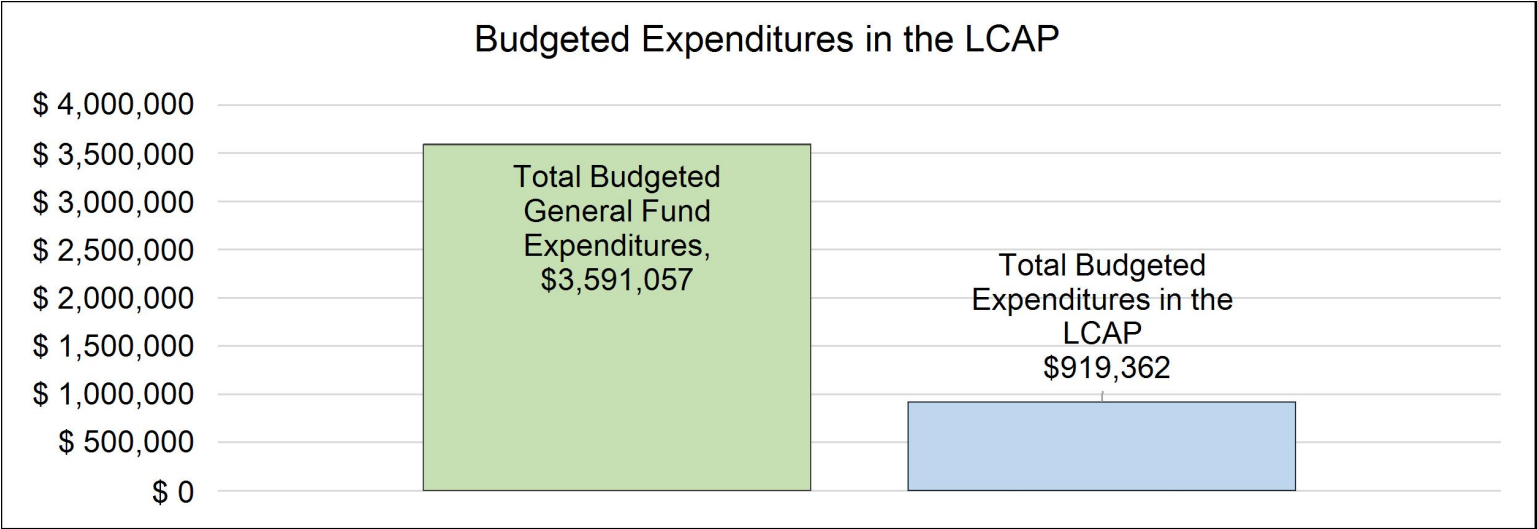


This chart shows the total general purpose revenue Redding Collegiate Academy - Enterprise Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redding Collegiate Academy - Enterprise Elementary School District is \$3,534,146, of which \$3214338 is Local Control Funding Formula (LCFF), \$288251 is other state funds, \$29664 is local funds, and \$1893 is federal funds. Of the \$3214338 in LCFF Funds, \$515072 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Top

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Redding Collegiate Academy - Enterprise Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redding Collegiate Academy - Enterprise Elementary School District plans to spend \$3591057 for the 2025-26 school year. Of that amount, \$919362 is tied to actions/services in the LCAP and \$2,671,695 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Classroom teachers, administrators, aides, curriculum, supplemental instructional supplies, safety measures, custodial, maintenance, utilities, and insurance are not included in the LCAP.

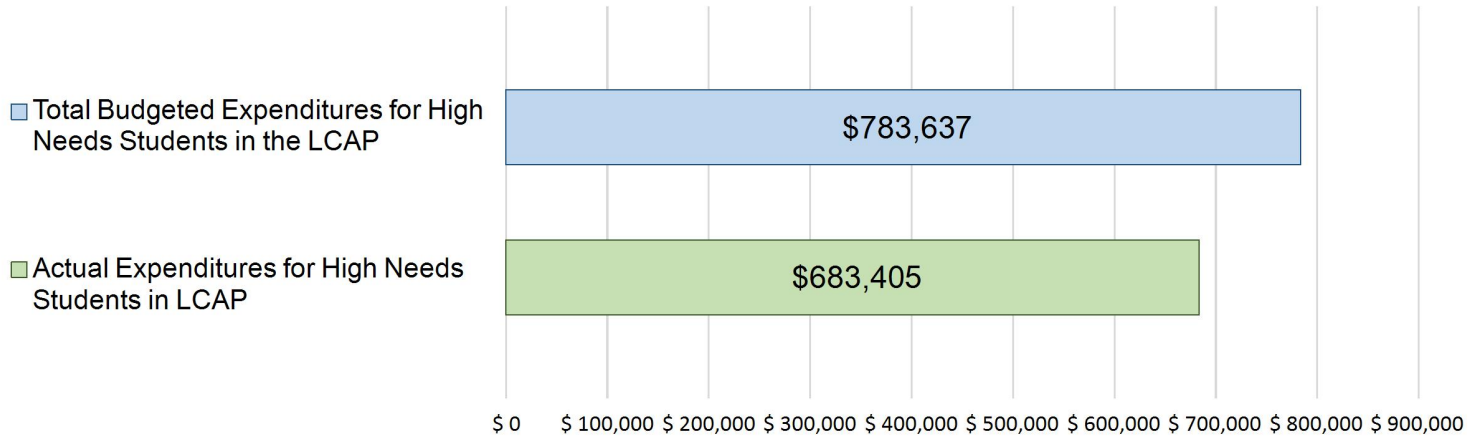
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Redding Collegiate Academy - Enterprise Elementary School District is projecting it will receive \$515072 based on the enrollment of foster youth, English learner, and low-income students. Redding Collegiate Academy - Enterprise Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redding Collegiate Academy - Enterprise Elementary School District plans to spend \$810449 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Redding Collegiate Academy - Enterprise Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redding Collegiate Academy - Enterprise Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Redding Collegiate Academy - Enterprise Elementary School District's LCAP budgeted \$783637 for planned actions to increase or improve services for high needs students. Redding Collegiate Academy - Enterprise Elementary School District actually spent \$683405 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$100,232 had the following impact on Redding Collegiate Academy - Enterprise Elementary School District's ability to increase or improve services for high needs students:

There were some instructional materials and memberships that came in less than budgeted or were not purchased such as Edgenuity, Franklin Covey, A+ and archery supplies. There were other programs such as Gate and science camp that did not happen. There was also a vacant classroom aide position that did not get filled which resulted in the actual expenditures for 2024-25 less than the total budgeted expenditures.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redding Collegiate Academy - Enterprise Elementary School District	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Redding Collegiate Academy (RCA) is a K–12 Independent Study charter school currently serving 234 students from Transitional Kindergarten through 12th grade. RCA offers a flexible, high-quality academic program tailored to meet the unique needs of each student and family. With a commitment to academic excellence and personalized learning, RCA empowers students to thrive in an environment that respects individuality and fosters curiosity.

Why Families Choose RCA:

Families join RCA for a variety of meaningful reasons, including:

The ability to progress through curriculum at a personalized pace

The freedom to customize their child's learning journey

Access to a dedicated and knowledgeable staff with a strong reputation for building positive, supportive relationships

The flexibility to accommodate frequent travel or residency in remote areas

Support for students managing health challenges that limit attendance in traditional school settings

A preference for a smaller, more personal learning environment

A desire for a break from the social pressures of traditional public schools

The opportunity to pursue enrichment activities and educational experiences not typically available in conventional settings

A welcoming community of like-minded homeschool families, offering collaboration and peer support

RCA is more than a school—it’s a community where students are inspired to think critically, explore their passions, and prepare for a bright future.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes:
According to the 2024 CA School Dashboard, there were no student groups in red. RCA improved by 2.6% points in Chronic Absenteeism. Suspensions and Graduation rates are in the blue, and Chronic Absenteeism is in the green.
Socioeconomically disadvantaged students increased by 26.2 Difference from Standard (DFS) points in ELA.
Early Literacy: As of Trimester 2 of 2024-25, 62% of students are at or above standard on the Basic Phonics Skills Test (BPST) in 1st grade (57%) and 2nd grade (67%).

Identified Needs:
According to the 2024 CA School Dashboard:
RCA decreased by .5 points in ELA, changing from yellow to orange. White students declined by 3.1 points in DFS, changing from yellow to orange.
RCA decreased by 6.4% to 10.7% of students being "prepared" for College/Career.
RCA decreased by 9.7 points in Math, changing from yellow to orange. White students declined by 5.9 points in DFS, changing from yellow to orange.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	RCA met with and gathered input from teachers on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. 01/29/24: Sped Collaboration Meeting - LCAP input February 2024: Staff Survey Input 03/04/24: Site staff meeting - LCAP input March/April 2024: - Site Council/Parent Advisory - LCAP 05/22/24: Public Hearing 2024-2027 LCAP February 2025: Staff Survey Input 3/3/25: Site Staff meetings: LCAP input March 2025: Site Council/Parent Advisory - LCAP 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP
Principal/Administrator	RCA met with and gathered input from the principal on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. 02/07/24: Administrative Council meeting - LCAP input 03/04/24: Site staff meetings - LCAP input 05/22/24: Public Hearing 2024-2027 LCAP 2/26/25: Administrative Council meeting - LCAP input

Educational Partner(s)	Process for Engagement	Agenda for February 4, 2026 Regular Board Meeting
	3/3/25: Site Staff meetings: LCAP input March 2025: Site Council/Parent Advisory - LCAP 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP	
Other School Personnel	RCA met with and gathered input from other school personnel on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. February: Staff Survey Input 03/04/24: Site staff meetings - LCAP input March/April 2024: - Site Council/Parent Advisory - LCAP 03/25/24: Rother & PACE - Equity Multiplier input on goals, metrics, actions 05/22/24: Public Hearing 2024-2027 LCAP February 2025: Staff Survey Input 3/3/25: Site Staff meetings: LCAP input March 2025: Site Council/Parent Advisory - LCAP & Equity Multiplier input 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP	
Parents	RCA provided opportunities to gather input from parents on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. February 2024: Family Survey Input 02/07/24: Mid-Year LCAP Update to the Board 03/13/24: DELAC Meeting March/April 2024: - Site Council/Parent Advisory - LCAP February 2025: Family Survey Input 02/05/25: Mid-Year LCAP Update to the Board 03/19/25: DELAC Meeting 3/27/25: Educational Partners Meeting March 2025: - Site Council/Parent Advisory - LCAP	

Educational Partner(s)	Process for Engagement	Agenda for February 4, 2026 Regular Board Meeting
	05/28/25: Public Hearing 2024-2027 LCAP	
Students	RCA provided opportunities to gather input from students. The most participation was from the surveys given to students 3rd-8th grades. February 2024: Student Survey Input 05/22/24: Public Hearing 2024-2027 LCAP February 2025: Student Survey Input 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP	
Community	RCA provided opportunities to gather input from the community on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. 01/16/24: Differentiated Assistance meeting with SCOE 02/07/24: Mid-Year LCAP Update to the Board 02/09/24: SCOE meeting regarding Differentiated Assistance 03/28/24: LCAP community input meeting 05/22/24: Public Hearing 2024-2027 LCAP 02/05/25: Mid-Year LCAP Update to the Board 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP	

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Influences: The input from educational partners was instrumental in creating the LCAP. Specifically, continuing small class sizes, well-rounded opportunities for students, communication efforts, and safety.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	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	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

RCA is a unique school in that it is an independent study charter school. RCA must continue to focus on essential standards, accelerated learning, and additional academic support for students who are struggling in order to address unfinished learning and decrease the achievement gap that exists for low income, ELL, and FY. Actions are needed in order to demonstrate comparable achievement to other school sites in the district and state.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students who make progress toward meeting standards as measured by CAASPP. Pupil Achievement (Priority 4)	In 2023, 43.36% of students met or exceeded grade level standard on the CAASPP test in English/Language Arts and 18.6% in Math. ELA: 3rd-5th: Not enough students to disseminate data, 6th: 33%, 7th: 52%, 8th: 48%, 11th: 49%	In 2024, 44.65% of students met or exceeded grade level standard on the CAASPP test in English/Language Arts and 16.96% in Math. ELA: 3rd-4th: Not enough students to disseminate data, 5th: 58%, 6th:		50% or more of students will meet/exceed standards in ELA and at least 25% in math according to CAASPP.	Increased by 1.29% in ELA, have 5.35% left to meet target. Decreased by 1.64% in Math, have 8% left to meet target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: 3rd-5th: Not enough students to disseminate data, 6th: 42%, 7th: 37%, 8th: 13%, 11th: 9%	64%, 7th: 46%, 8th: 58%, 11th: 28% Math: 3rd-4th: Not enough students to disseminate data, 5th: 33%, 6th: 18%, 7th: 23%, 8th: 19%, 11th: 6%			
1.2	Early Literacy/BPST (1st & 2nd gr) Pupil Achievement (Priority 4)	2024 T2 Basic Phonics Skills Test (BPST). Data reflects the percent of students meeting grade level standard: Total: 76% 1st: 78% 2nd: 75%	2025 T2 Basic Phonics Skills Test (BPST). Data reflects the percent of students meeting grade level standard: Total: 62% 1st: 57% 2nd: 67%		At least 80% of students in 1st & 2nd grade will meet grade level benchmarks as measured by the BPST.	Decreased by 14%, now have 18% left to meet target.
1.3	IXL Reading Pupil Achievement (Priority 4)	In T2 2024, 41% of I students scored at or above grade level in ELA. 2024 T2 IXL Snapshot 2* assessment data reflecting the percent of students scoring at or above grade level standard: Reading: 2nd: 75%, 3rd: 100%, 4th: 38%, 5th: 43%, 6th: 75%, 7th: 55%, 8th: 53%*	In T2 2025, 61% of I students scored at or above grade level in ELA. 2025 T2 IXL Snapshot 2 assessment data reflecting the percent of students scoring at or above grade level standard: Reading: 2nd: 100%, 3rd: 92%, 4th: 100%, 5th:		At least 65% of students will score at or above grade level in Reading as measured by IXL.	Increased by 20% in Reading in IXL, have 4% left to meet target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th: 60%, 10th: 67%, 11th: 14%, 12th: 22% *in 2024, 2-8th grade students were assessed through iReady.	83%, 6th: 56%, 7th: 76%, 8th: 61% 9th: 44%, 10th: 70%, 11th: 35%, 12th: 17%			
1.4	IXL Math Pupil Achievement (Priority 4)	In T2 2024, 9% of students scored at or above grade level in math. 202 T2 IXL Snapshot 2* assessment data reflecting the percent of students scoring at or above grade level standard: Math: 2nd: 46%, 3rd: 100%, 4th: 13%, 5th: 29%, 6th: 13%, 7th: 33%, 8th: 30%* 9th: 27%, 10th: 9%, 11th: 0%, 12th: 0% *in 2024, 2-8th grade students were assessed through iReady.	In T2 2025, 32% of students scored at or above grade level in math. 2025 T2 IXL Snapshot 2 assessment data reflecting the percent of students scoring at or above grade level standard: Math: 2nd: 100%, 3rd: 92%, 4th: 75%, 5th: 50%, 6th: 27%, 7th: 22%, 8th: 15% 9th: 36%, 10th: 15%, 11th: 19%, 12th: 8%		At least 50% of students will score at or above grade level in Math as measured by IXL.	Increased by 23% in Math in IXL, have 18% left to meet target.
1.5	Sufficient access to standards-aligned instructional materials. Basic Services: Conditions of Learning (Priority 1)	Every pupil at RCA has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.	Every pupil at RCA has sufficient access to standards-aligned instructional materials as evidenced by		Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by	Met Target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			annual textbook audit.		annual textbook audit.	
1.6	Access to Broad Course of Study (Priority 7)	All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.	All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.		All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.	Met Target.
1.7	Implementation of State Standards: Conditions of Learning (Priority 2)	The implementation of state board-adopted academic content and performance standards for all students, including the programs and services to enable English learners to access the CCSS and	The implementation of state board-adopted academic content and performance standards for all students, including the programs and		The implementation of state board adopted academic content and performance standards for all students, including the programs and	Met Target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the ELD standards for purposes of gaining academic content knowledge and English language proficiency	services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.		services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	
1.8	Credentialed Teachers Basic Services: Conditions of Learning (Priority 1) Maintenance	In 2023-24, 45% of teachers in RCA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	In 2024-25, 55% of teachers in RCA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.		50% of teachers in RCA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Surpassed target by 5%.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented. RCA is seeing success with incorporating instruction and materials to meet student needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Our expenditures came in less than budgeted for several reasons. We purchased an online software for instructional materials that was more cost effective than the software that we originally planned to procure. We had a vacancy in a classroom aide position that we were unable to fill. And lastly, our technology support salaries came in lower than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1- Instructional Materials - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.5 (met target), and Metric 1.6 (met target). RCA needs more time to show growth in Metric 1.2.

Action 1.2- Professional Development - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.5 (met target), and Metric 1.6 (met target). RCA needs more time to show growth in Metric 1.2.

Action 1.3- Collaboration - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), and Metric 1.5 (met target). RCA needs more time to show growth in Metric 1.2.

Action 1.4 - Academic Intervention - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.5 (met target), and Metric 1.6 (met target). RCA needs more time to show growth in Metric 1.2.

Action 1.5 - Effective Use of Technology - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.5 (met target), Metric 1.6 (met target), and Metric 1.7 (met target). RCA needs more time to show growth in Metric 1.2.

Action 1.6 - Class Size Reduction - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.6 (met target), and Metric 1.7 (met target). RCA needs more time to show growth in Metric 1.2.

Action 1.7 - EL Support- Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math)

Action 1.8 - Special Education Support - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes planned for this goal, metrics, target outcomes, or actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
g 1.1	Instructional Materials	Along with the use of adopted curriculum, using supplemental programs (including but not limited to IXL,) (Math Programs- effect size , etc.) and materials to meet	\$73,706.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student needs (Comprehensive Instructional Programs - effect size .72, Phonics Instruction - effect size .70). May include digital curriculum. (AMIMDBG)		
1.2	Professional Development	Provide professional development (including materials and supplies) via staff development days, release days, summer trainings, coaching, and after-school opportunities to build capacity in effective instruction, CCSS, curriculum implementation: literacy, science, math, social studies, academic language development, ELD standards (integrated & designated), UDL. Afterschool trainings on the Science of Reading. (Several teaching strategies - effect sizes vary) New Teachers will participate in the district's 2-year Research to Action program (specific professional development designed for teachers new to the district), Teacher Induction, and internships if needed. Mentor teachers for new teachers. Attend relevant conferences (Title II) (Professional Development Programs - effect size 1.2) Instructional Coach for certificated staff	\$65,261.00	Yes
1.3	Collaboration	Twenty weekly collaboration hours will be provided to teachers during the school year with a focus on teaching & learning and use of student data or evidence of learning and build collective teacher efficacy (effect size 1.57)	\$62,938.00	Yes
1.4	Academic Intervention	Aide support and supplementary materials to provide small group, targeted instruction to underperforming students (LI, ELL, FY). May include aides in TK classrooms to decrease staff:student ratio (Reducing class size - effect size .21) Use of Analytics program to determine academic need (Performance Matters - Title I)	\$66,687.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Effective Use of Technology	Continue instructional technology coaching (Edtech coach) to provide staff development and training for teachers and students to enhance learning, as well as certificated coaching on Chromebooks. Focus is to prepare our students for 21st century learning and mastery of California Standards and continued implementation of Google Suite for Education. Upgrade classroom smartboards. (Information communications technology - effect size .47) Maintain funding for digital learning programs to support instruction. (Online and digital tools - effect size .29) Purchase and/or replace technology infrastructure/tools/equipment, including cybersecurity tools. Maintain classified and certificated support staff to support technology assets. Ensure Access/Connectivity for students - 1:1 devices; Internet access if needed (Technology with elementary students - effect size .44)	\$245,690.00	Yes
1.6	Class Size Reduction	Maintain reduced teacher:student ratios in TK-3 classes to increase service and opportunities for students. Additional teachers allows for an average class size of 22 students (Reducing class size - effect size .21)	\$130,062.00	Yes
1.7	EL Support	Maintain interpreter services and family liaison support to promote ELL progress (Title III). Additional tutoring groups will be offered, during school day (Supplemental Concentration) or after school (ELOP). Classroom schedules will indicate daily, designated ELD instruction. Professional development for all teachers who teach integrated and designated ELD (cost in Action 1.2)		Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Special Education Supports	Special ed staff will be provided training in the development, implementation, and revision of effective Behavior Intervention Plans. Special ed staff will be provided professional development on deescalation strategies, supporting positive behavior, Site administrators will receive training in de-escalation and safe restraint procedures, such as ProAct, and ongoing professional development on alternatives to suspension.		No

Agenda for February 4, 2026 Regular Board Meeting

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster a culture of safety and belonging with meaningful partnerships that provide a well-rounded educational experience.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

RCA is unique in that it is a charter school for Independent Study. Many students attend this school because of preference or need to have a different school environment. We still strive to offer ways for students to engage and connect with school in a positive manner and address social-emotional and behavioral challenges. By increasing connectivity with students and families, multiple opportunities for activities, clubs, sports, and other well-rounded educational offerings, as well as active 2- way communication, the RCA can improve in all metrics. School safety remains of paramount importance. The effects of the pandemic have led to an increased need for social-emotional support as evidenced by survey responses, increased counseling referrals and threat assessments. As a result, the RCA has developed actions to increase efforts to support student well-being at the Tier 1 prevention level and Tier 2 intervention level. Additionally, measures to provide physical safety on campus will be increased/improved so that educational partners input remains high with regard to feeling safe at school and knowing what to do in an emergency. These include the need for improved/increased transportation, counseling and behavior tech support, professional development, health services, SRO, facility upgrades, etc

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1 94	Chronic Absence Rate Pupil Engagement (Priority 5)	According to the 2023 CA Dashboard, RCA's Chronic Absenteeism rate was 9.8%.	According to the 2024 CA Dashboard, RCA's Chronic Absenteeism rate was 7.1%.		The Chronic Absenteeism rate will be below 8%.	Reduced by 2.7%. Surpassed goal by .9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Suspension Rate School Climate (Priority 6)	According to the 2023 CA Dashboard, the suspension rate of unduplicated students was at 0%	According to the 2024 CA Dashboard, the suspension rate of unduplicated students was at 0%		Maintain 1% or less suspension rate.	Maintained goal.
2.3	Student Survey Data Pupil Engagement (Priority 5)	In 2024, 91% of students answered "yes" or "most of the time" to the question, "I like my school."	In 2024, 91% of students answered "yes" or "most of the time" to the question, "I like my school."		Maintain an average of 90% or more of positive responses on student survey question, "I am happy at this school."	Maintained goal.
2.4	Pupil outcomes in subject areas described in 51210 and 51220 (a)-(i), including Social Studies, PE, Art, Health, Music) Other Pupil Outcomes (Priority 8)	In 2023-24, all students have access to well-rounded educational opportunities as indicated in class schedules.	In 2024-25, all students have access to well-rounded educational opportunities as indicated in class schedules.		All students have access to well-rounded educational opportunities as indicated in class schedules.	Maintained goal.
2.5	Parent Survey Participation Parent Involvement (Priority 3)	In 2024, 58 parents responded to their school's survey.	In 2025, 63 parents responded to their school's survey.		At least 90 parents/families will respond to the school survey.	Increased by 5. 27 parents until goal is reached.
2.6	By 2024, at least 90 parents/families will respond to the school survey.	As of January 2024 the suspension rate for students with disabilities is 0%.	As of January 2025 the suspension rate for students with disabilities is 0%.		The suspension rate for students with disabilities will maintain 1% or less.	Maintained goal.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	School Facilities maintained in good repair. Basic Services (Priority 1)	0 Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0 Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)		0 Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	Maintained goal.
2.8	Expulsion Data School Climate: Engagement (Priority 6)	RCA had 0 expulsions in 2023-24.	RCA had 0 expulsions in 2024-25 as of February 2025.		RCA will have 0 expulsions.	Maintained goal.

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Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented. RCA has unique challenges due to the nature of being an Independent Study school. Keep in constant communication with families and students has been a big part of the successes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Our expenditures came in less than budgeted as we planned for more extracurricular activities than we were able to participate in.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1- Attendance Support - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 2.7%), and Metric 2.4 (maintained goal).
 Action 2.2 - Supporting Parent Involvement - Deemed effective based on Metric 2.5 (increased participation by 5).
 Action 2.3 - Well-Rounded Education, Sports, and Activities - Deemed effective based on Metric 2.3 (remained above goal),and Metric 2.4 (maintained goal).

Action 2.4 - Student and Staff Well-being - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 6%), Metric 2.2 (reduced Suspension rate by 1.3% and surpassed goal), Metric 2.3 (remained within 3% of goal based on student survey results), Metric 2.5 (maintained overall attendance. 1% needed to meet goal), and Metric 2.6 (maintained 0 jr. high students dropping out of school).
 Action 2.5 - School Climate - Deemed effective based on Metric 2.3 (remained above goal)
 Action 2.6 - Supporting Healthy Living - Deemed effective based on Metric 2.3 (remained above goal)
 Action 2.7 - Facilities- Deemed effective based on Metric 2.7 (maintained goal)
 Action 2.8 - Safety - Deemed effective based on Metric 2.6 (maintained goal) and Metric 2.9 (maintained goal).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are not cahnges to the goal, metrics, target outcomes, or actions in 2025-26.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance/Enrollment Support	RCA will utilize SART teams to intervene with families of students with poor attendance. Includes professional development for staff and paid time and/or subtime for meetings. Includes marketing for the community to know of RCA.	\$5,000.00	Yes
2.2	Promoting Parent Involvement	Communication with parents will be provided by, but not limited to, the following: School Messenger, Remind, Newsletters, district/school website. RCA will offer Family events to welcome parents to the school. RCA families have access to district sponsored Parent Ed Classes, such as Love & Logic or Beyond Consequences. The district will provide staff development on parent involvement (cost included Goal 1.2). Annual Surveys will be given to gather parent input, as well as general educational partner input meetings and Site Councils. The district will employ a Communications Coordinator to maintain and develop messaging for parents and schools.	\$16,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
				Agenda for February 4, 2026 Regular Board Meeting Yes
2.3	Well-Rounded Education, Sports, and Activities	RCA will maintain multiple opportunities for students to participate in extracurricular activities, including athletics and other clubs. Science Camp opportunities. Supplemental enrichment partnerships with community organizations (art, music, dance, physical fitness, etc.) RCA will provide an Archery program. (AMIMDBG) GATE offered to students with exceptional skills.	\$58,801.00	
2.4	Student/Staff Well-being	The district will maintain counselors and behavior techs at each school site in order to support the mental health and well-being of students. (LREBG) To support the implementation of an effective school counseling program, district counselors will purchase materials and participate in the monthly School Counselor Collaborative provided by the Shasta County Office of Education, annual suicide prevention trainings, other professional development, and monthly district meetings. Counselors will utilize intervention curriculum/materials (i.e., Zones) for addressing social skills or other self-management skills, and help develop support resources such as classroom calm corners and/or sensory rooms/wellness centers. (Behavioral Intervention Programs - effect size .62).	\$30,087.00	
2.5	School Climate	SEL and Leadership curriculum (Leader in Me) for teachers grades TK-8 (Self-efficacy - effect size .92). Staff will be trained in the "7 Habits of Highly Effective People," and Capturing Kids' Hearts (Motivation/Character Programs - effect size .34). (AMIMDBG) PBIS- Behavior tracking in PowerSchool. RCA will be trained in Restorative Justice practices.	\$120.00	

Action #	Title	Description	Total Funds	Contributing
2.6	Supporting Healthy Living	Tobacco Prevention program (TUPE) will be implemented in jr. high. Maintain Health services including district nurses, and LVN Health curriculum in 5th grade and jr. high.		Agenda for February 4, 2026 Regular Board Meeting
2.7	Facilities and Maintenance	Maintain HVAC systems and safety improvements made to facilities.		
2.8	Safety	RCA will use the service of Raptor Technology to effectively screen and monitor all school visitors and volunteers. Maintain security cameras around the school to improve visibility and safety. Upgrades to the telephone systems Safety Notification system (Catapult)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	RCA will implement strategies and activities to increase awareness and preparedness for College & Career.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

RCA has been building a high school program over the last few years and now has over 100 students enrolled in grade 9-12. This has resulted in an increased need for a registrar to ensure appropriate course enrollment and transcripts. Currently, RCA does not have a CTE pathway and needs to develop one. They also have not had any students participate in AP exams or college preparation exams. The percentage of students who have successfully completed A-G courses is also very low at 4%. RCA needs to focus on preparing its high school students for UC/CSU entrance (A-G requirements).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	High School Graduation Rate Pupil Engagement (Priority 5)	RCA's graduation rate was 100% for 2022-23.	RCA's graduation rate was 100% for 2024-25.		In 2025-26, RCA's graduation will 95% or greater.	Maintained. Goal was reached.
3.2	A-G Courses	10.8% of pupils in 2023-24 have successfully completed courses that satisfy the requirements for entrance to the University of California	15.8% of pupils in 2024-25 have successfully completed courses that satisfy the requirements for entrance to the		20% of pupils will successfully complete courses that satisfy the requirements for entrance to the University of	Increased by 5%. Need 4.2% to reach goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and the California State University	University of California and the California State University		California and the California State University	
3.3	High School Dropout rate Pupil Engagement (Priority 5)	0 students dropped out of high school in 2023-24.	0 students dropped out of high school in 2024-25 as of January 2025.		By 2026-27, no high school students will drop out of school.	Maintained. Goal was reached.
3.4	Middle School dropout Rate	No middle school students have dropped out of school as of January 2024.	No middle school students have dropped out of school as of January 2025.		By 2026-27, no middle school students will drop out of school.	Maintained. Goal was reached.
3.5	College Preparedness Assessments	In 2023-24, 5 students (13.5%) met the college/career indicator by completing at least two semesters of college coursework.	In 2024-25, 17 students (44.7%) met the college/career indicator by completing at least two semesters of college coursework.		10% of pupils will participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness	Maintained. Goal was reached.
3.6	CTE Course Completion	No pupils who successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards	In 2024-25, 6 students (15.8%) successfully completed courses that satisfy the requirements for career technical education sequences or programs of study		10% or more of pupils will successfully complete courses that satisfy the requirements for career technical education sequences or programs of study	Still working toward goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and frameworks as of January 2024.	that align with state board-approved career technical education standards and frameworks.		that align with state board-approved career technical education standards and frameworks.	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions and any relevant challenges and successes experienced with implementation.

All actions were implemented.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures were slightly more than budgeted due to pay raises.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1- CTE Pathways- Deemed effective based on Metric 3.6 (met goal)
Action 3.2- Registrar- Deemed effective based on Metric 3.1 (reached goal) and Metric 3.3 (maintained goal).
Action 3.3- College Prep Exams- Deemed effective based on Metric 3.5 (met goal).
Action 3.4- Ethnic Studies- Deemed effective based on Metric 3.1 (reached goal).
Action 3.5 - Membership- Deemed effective based on Metric 3.2 (increased by 5%) and Metric 3.3 (maintained goal).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There will be no changes to the goal, metrics, target outcomes, or actions in 2025-26.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE Pathways	RCA will offer a Career Tech Ed sequence aligned with state board-approved standards and frameworks. (Resource 7370 Science, Engineering & Ag secondary programs)	\$35,000.00	No
3.2	Registrar	RCA will increase registrar services to support increased completion of A-G and CTE courses. Naviance for course tracking.	\$124,664.00	Yes
3.3	College Prep Exams	RCA will implement activities to encourage students to take college preparedness to increase college and career readiness.	\$0.00	No
3.4	Ethnic Studies	RCA will offer Ethnic Studies curriculum.		No
3.5	Membership	RCA will maintain memberships to stay on the forefront of information for students to be college and Career ready (WASC Membership, A Plus)	\$5,086.00	Yes

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$514425	\$38754

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.082%	0.000%	\$0.00	19.082%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
104 1.1	Action: Instructional Materials Need: Achievement gap in English Learners, Foster Youth, and Low Income students. Scope: Schoolwide	Access and interaction with research-based, standards-aligned curriculum and supplemental programs to meet student needs schoolwide due to large percentage of low-income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Professional Development Need: Achievement gap in English Learners, Foster Youth, and Low Income students. Scope: Schoolwide	Identify effective instructional strategies and build capacity in staff to meet student needs schoolwide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
1.3	Action: Collaboration Need: Achievement gap in English Learners, Foster Youth, and Low Income students. Scope: Schoolwide	Identify effective instructional strategies, promote teacher efficacy to meet students schoolwide due to the large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5
1.4	Action: Academic Intervention Need: Achievement gap in English Learners, Foster Youth, and Low Income students. Scope: Schoolwide	Address Tier 2 academics with differentiated, small group instruction schoolwide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
105 1.5	Action: Effective Use of Technology Need:	Access to digital curriculum and tools to support student achievement schoolwide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Achievement gap in English Learners, Foster Youth, and Low Income students. Scope: Schoolwide		
1.6	Action: Class Size Reduction Need: Achievement gap in English Learners, Foster Youth, and Low Income students. Scope: Schoolwide	Create lower adult to student ratios LEA-wide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.6, 1.7
2.1	Action: Attendance/Enrollment Support Need: High rates of chronic absenteeism and declining enrollment. Scope: LEA-wide	Increasing positive communication with families and providing needed resources, LEA wide due to high percentage of Low Income students.	2.1, 2.5
2.2	Action: Promoting Parent Involvement Need: Low participation of families of English learners, Foster Youth, and Low Income students.	Increase connectivity and 2-way communication of families, LEA wide due to high percentage of Low Income students.	2.4

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	Action: Well-Rounded Education, Sports, and Activities Need: Under-resourced students lack opportunities for experiences that provide a foundation for further learning and development. Scope: LEA-wide	Provides opportunities to learning, engagement, and development, LEA wide due to high percentage of Low Income students.	2.3, 2.5
3.2	Action: Registrar Need: Small percentage of students completing CTE or A-G requirements. Scope: Schoolwide	Registrar will manage schedules and help students and families plan to graduate with requirements met, school-wide due to large percentage of low-income students.	3.1, 3.2, 3.3, 3.5, 3.6
3.5	Action: Membership Need: Special circumstances for independent study students Scope:	Memberships help answer questions and give guidance to issues pertaining to I.S students, school-wide due to large percentage of low income students.	3.1

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	Action: EL Support Need: Achievement gap in English Learners Scope: Limited to Unduplicated Student Group(s)	Providing designated ELD instruction and additional supports.	1.1

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

PCA plans to use additional concentration grant funding to decrease staff to student ratio and continue to focus on individual student learning.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		219:1
Staff-to-student ratio of certificated staff providing direct services to students		18:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2695874	514425	19.082%	0.000%	19.082%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$810,449.00	\$108,913.00	\$0.00	\$0.00	\$919,362.00	\$689,911.00	\$229,451.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Materials		Yes	School wide				\$0.00	\$73,706.00	\$40,000.00	\$33,706.00			\$73,706.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$65,261.00	\$0.00	\$65,261.00				\$65,261.00	
1	1.3	Collaboration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$62,938.00	\$0.00	\$62,938.00				\$62,938.00	
1	1.4	Academic Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$35,475.00	\$31,212.00	\$66,687.00				\$66,687.00	
1	1.5	Effective Use of Technology	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$209,236.00	\$36,454.00	\$245,690.00				\$245,690.00	
1	1.6	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$130,062.00	\$0.00	\$130,062.00				\$130,062.00	
1	1.7	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners										
1	1.8	Special Education Supports	Students with Disabilities	No			Specific Schools: RCA									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Attendance/Enrollment Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.2	Promoting Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$13,809.00	\$2,451.00	\$16,260.00				\$16,260.00	
2	2.3	Well-Rounded Education, Sports, and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$12,769.00	\$46,032.00	\$48,801.00	\$10,000.00			\$58,801.00	
2	2.4	Student/Staff Well-being							\$30,087.00	\$0.00		\$30,087.00			\$30,087.00	
2	2.5	School Climate							\$0.00	\$120.00		\$120.00			\$120.00	
2	2.6	Supporting Healthy Living														
2	2.7	Facilities and Maintenance														
2	2.8	Safety														
3	3.1	CTE Pathways	All	No			9-12		\$5,610.00	\$29,390.00		\$35,000.00			\$35,000.00	
3	3.2	Registrar	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$124,664.00	\$0.00	\$124,664.00				\$124,664.00	
3	3.3	College Prep Exams	All	No			All Schools 9-2		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Ethnic Studies	All	No			9-12									
3	3.5	Membership	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$0.00	\$5,086.00	\$5,086.00				\$5,086.00	

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2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2695874	514425	19.082%	0.000%	19.082%	\$810,449.00	0.000%	30.063 %	Total:	\$810,449.00
								LEA-wide Total:	\$70,061.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$740,388.00

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Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Materials	Yes	Schoolwide			\$40,000.00	
1	1.2	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		\$65,261.00	
1	1.3	Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income		\$62,938.00	
1	1.4	Academic Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income		\$66,687.00	
1	1.5	Effective Use of Technology	Yes	Schoolwide	English Learners Foster Youth Low Income		\$245,690.00	
1	1.6	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income		\$130,062.00	
1 1.2 1	1.7	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Attendance/Enrollment Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
2	2.2	Promoting Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$16,260.00	
2	2.3	Well-Rounded Education, Sports, and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$48,801.00	
3	3.2	Registrar	Yes	Schoolwide	English Learners Foster Youth Low Income		\$124,664.00	
3	3.5	Membership	Yes	Schoolwide	English Learners Foster Youth Low Income		\$5,086.00	

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2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$928,646.00	\$791,258.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Materials	Yes	\$70,778.00	16400
1	1.2	Professional Development	Yes	\$57,459.00	56843
1	1.3	Collaboration	Yes	\$55,893.00	57558
1	1.4	Academic Intervention	Yes	\$70,157.00	51285
1	1.5	Effective Use of Technology	Yes	\$251,184.00	213106
1	1.6	Class Size Reduction	Yes	\$126,912.00	128459
1	1.7	EL Support	Yes		0
1	1.8	Special Education Supports	No		0
2	2.1	Attendance/Enrollment Support	Yes	\$5,000.00	2092
2	2.2	Promoting Parent Involvement	Yes	\$1,000.00	592
2	2.3	Well-Rounded Education, Sports, and Activities	Yes	\$50,748.00	23233

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)	Agenda for February 4, 2026 Regular Board Meeting
2	2.4	Student/Staff Well-being		\$29,593.00	30410	
2	2.5	School Climate		\$428.00	0	
2	2.6	Supporting Healthy Living			0	
2	2.7	Facilities and Maintenance			0	
2	2.8	Safety			0	
3	3.1	CTE Pathways	No	\$77,444.00	77444	
3	3.2	Registrar	Yes	\$125,506.00	129129.50	
3	3.3	College Prep Exams	No		0	
3	3.4	Ethnic Studies	No		0	
3	3.5	Membership	Yes	\$6,544.00	4707	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
558,320	\$783,637.00	\$683,405.00	\$100,232.00	0.000%	0.000%	0.000%

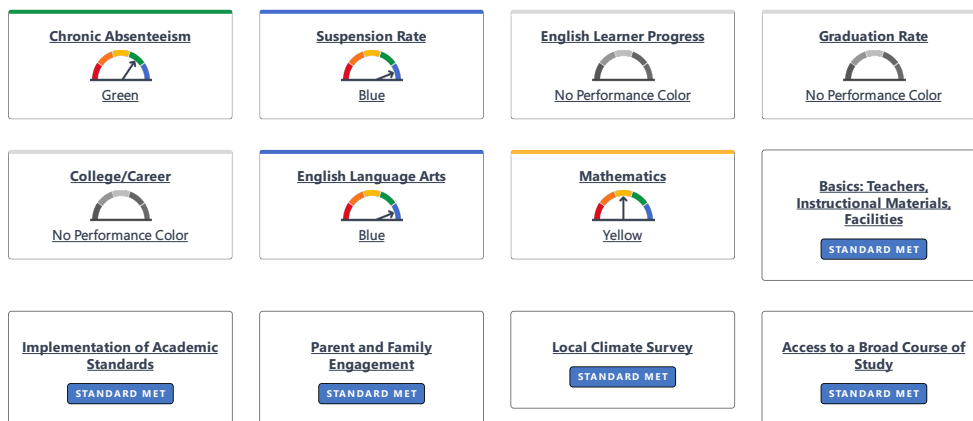
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Materials	Yes	\$47,778.00	16400		
1	1.2	Professional Development	Yes	\$57,459.00	56843		
1	1.3	Collaboration	Yes	\$55,893.00	57558		
1	1.4	Academic Intervention	Yes	\$70,157.00	51285		
1	1.5	Effective Use of Technology	Yes	\$251,184.00	213106		
1	1.6	Class Size Reduction	Yes	\$126,912.00	128459		
1	1.7	EL Support	Yes				
2	2.1	Attendance/Enrollment Support	Yes	\$5,000.00	2092		
2	2.2	Promoting Parent Involvement	Yes	\$1,000.00	592		
2	2.3	Well-Rounded Education, Sports, and Activities	Yes	\$38,748.00	23233		
3	3.2	Registrar	Yes	\$125,506.00	129130		
3	3.5	Membership	Yes	\$4,000.00	4707		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover Percentage (12 divided by 9)
2,563,692	558,320	0	21.778%	\$683,405.00	0.000%	26.657%	\$0.00	0.000%

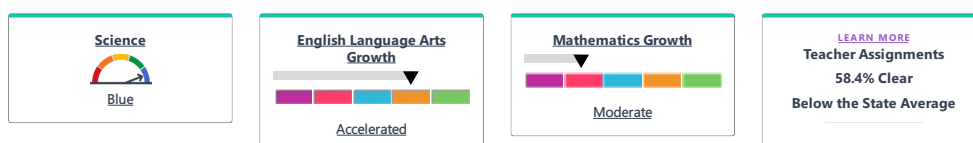
Redding Collegiate Academy

Explore the performance of Redding Collegiate Academy under California's Accountability System.



Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



School Details

NAME Redding Collegiate Academy	ADDRESS 3200 Adams Lane Redding, CA 96002-2523	WEBSITE http://rca.eesd.net/	GRADES SERVED K-12
CHARTER Yes	DASHBOARD ALTERNATIVE SCHOOLS STATUS No	LCAP Download the LCAP	

REDDING COLLEGIATE ACADEMY

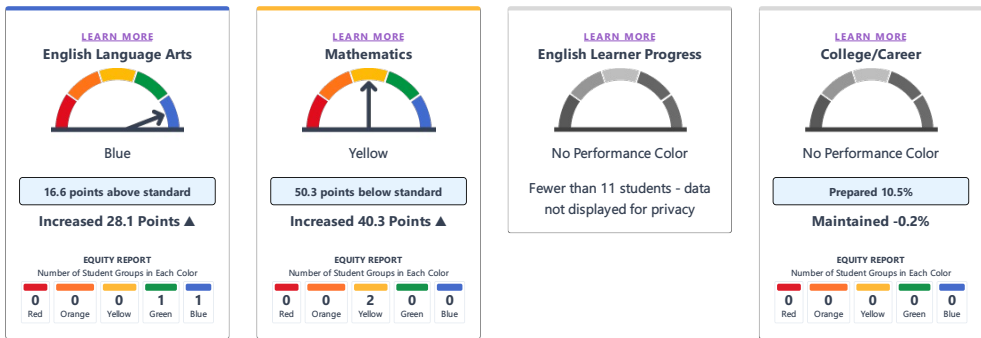
Student Population

Explore information about this school's student population.

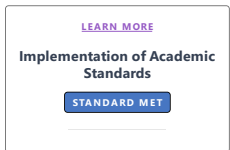
Enrollment 219	Socioeconomically Disadvantaged 58.4%	English Learners 0.5%	Foster Youth 0%
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Academic Performance

View Student Assessment Results and other aspects of school performance.

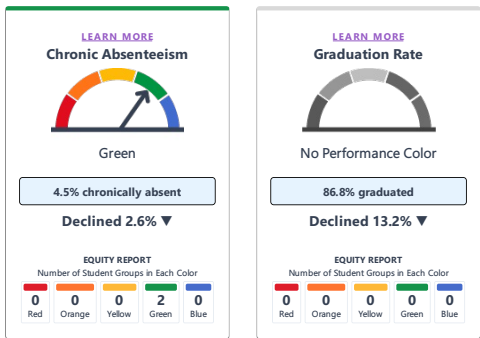


Local Indicators

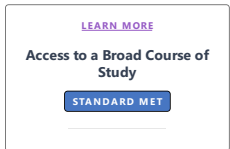


Academic Engagement

See information that shows how well schools are engaging students in their learning.

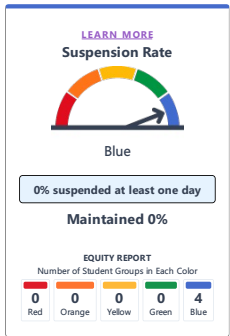


Local Indicators

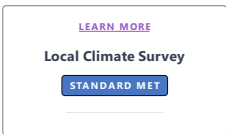
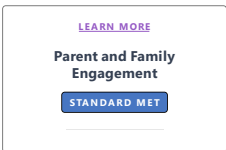
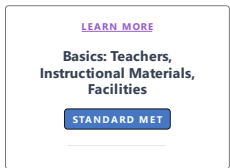


Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

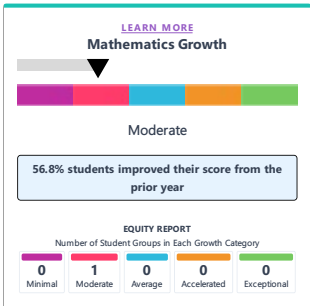
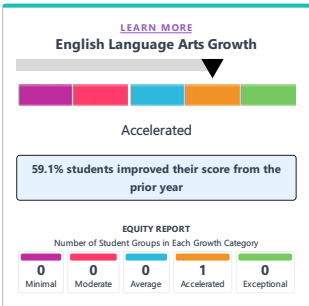
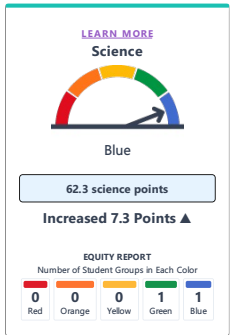


Local Indicators



Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



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

January 5th

Staff Development Day - A full-day staff development event where all certificated and classified employees came together to participate in a variety of professional learning sessions.

- All Certificated employees attended this training day.

January 8th

Virtual Math Training-Math Language Routines - Attendees joined this Math meeting virtually to learn more about Math Language Routines for their classrooms. • 4 Certificated employees attended this training.

January 13th

RISE - 1st and 2nd year teachers met for their monthly meeting to receive any support they may need.

- 29 Certificated employees and 1 Admin attended this training.

January 14th

Monthly Math Meeting TK-K - Attendees discussed Everyday Math Units and shared resources.

6 Certificated employees attended this training.

January 14th

Monthly Math Meeting 1st-2nd - Attendees discussed Supplemental lessons to Everyday Math lessons.

- 3 Certificated employees attended this training.

January 14th

Monthly Math Meeting 3rd-5th - Attendees discussed and reviewed Next Gen Math. • 6 Certificated employees attended this training.

January 14th

Monthly Math Meeting 6th-8th - Attendees discussed Building Thinking Classrooms and supplemental lessons.

- 2 Certificated employees attended this training.

January 15th

Mathematics Council: Inspiring Math Minds - This Mathematical Council webinar focused on strategies for building mathematical confidence in the classroom. • 4 Certificated employees attended this training.

January 16th

Site Lit Meeting -The meeting covered site updates and celebrations, logistics and feedback on PD and tutoring, literacy initiatives and

assessments, upcoming events and schedule adjustments, and coordination of districtwide supports and competitions, with an overall focus on improving literacy outcomes while streamlining systems and practices.

- 7 Certificated employees attended this training.

January 21st

Literacy: Intentional Conversations to Build Language Comprehension-

Attendees learned the "Strive for Five" conversation structure to support language and comprehension for their students. They listened to a podcast, discussed key points, and walked away with practical strategies they can use tomorrow in their classroom at any grade level.

- 9 Certificated employees attended this training.

Health Trainings for January 2026 provided by the district nurses:

CPR

- 4 Certificated/Classified attended

EpiPens

- 4 Certificated/Classified attended

Narcan

- 4 Certificated/Classified attended

Seizure First Aid

- 4 Certificated/Classified attended

Medication Admin.

- 4 Certificated/Classified attended

8.4.2 DISTRICT MID-YEAR LOCAL CONTROL AND ACCOUNTABILITY PLAN
UPDATE

The District's Mid-Year LCAP Update will be shared. Due to the length of the document, it is not printed in the agenda. You can access it by clicking the link below.

[LCAP Mid-Year Report for Enterprise Elementary School District](#)

8.4.3 LOCAL CONTROL AND ACCOUNTABILITY PLAN MID-YEAR UPDATE FOR REDDING COLLEGIATE ACADEMY

Redding Collegiate Academy's Mid-Year LCAP Update will be shared. Due to the length of the document, it is not printed in the agenda. You can access it by clicking the link below.

[LCAP Mid-Year Report for Redding Collegiate Academy](#)

8.5.1 FINANCIAL REPORT

Deborah Williams, Chief Business Official, will present the District's current financial report.

Fund Balance Summary (SACS)

Fund 01 - General		Fiscal Year 2026 through 01/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	45,272,693.00	24,100,385.18		21,172,307.82	47%
Federal Revenue	(8100-8299)	2,777,383.00	676,246.23		2,101,136.77	76%
Other State Revenue	(8300-8599)	11,316,855.00	4,090,424.88		7,226,430.12	64%
Other Local Revenue	(8600-8799)	4,258,406.00	2,940,101.89		1,318,304.11	31%
Total Revenues		63,625,337.00	31,807,158.18		31,818,178.82	50%
EXPENDITURES						
Certificated Salaries	(1000-1999)	24,823,967.00	11,833,084.07	11,597,361.38	1,393,521.55	6%
Classified Salaries	(2000-2999)	11,544,170.00	5,702,902.69	5,234,692.26	606,575.05	5%
Employee Benefits	(3000-3999)	15,318,396.00	6,198,657.96	6,668,256.07	2,451,481.97	16%
Books and Supplies	(4000-4999)	2,460,782.00	642,709.06	835,047.02	983,025.92	40%
Services & Operating Expenses	(5000-5999)	10,332,069.00	5,693,220.58	877,612.37	3,761,236.05	36%
Capital Outlay	(6000-6999)	4,662,032.00	1,634,875.71	407,653.48	2,619,502.81	56%
Other Outgo	(7100-7299, 7400-7499)	174,000.00	140,498.34	.00	33,501.66	19%
Transfer of Indirect Costs	(7300-7399)	(275,174.00)	.00	.00	(275,174.00)	100%
Total Expenditures		69,040,242.00	31,845,948.41	25,620,622.58	11,573,671.01	17%
Operating Surplus/(Deficit)		(5,414,905.00)	(38,790.23)	(25,659,412.81)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8900-8929)	3,265,000.00	.00		3,265,000.00	100%
Interfund Transfers Out	(7600-7629)	50,000.00	50,000.00	.00	0.00	0%
Total Other Financing Sources/Uses		3,215,000.00	(50,000.00)	.00	3,265,000.00	102%
Net Surplus/(Deficit)		(2,199,905.00)	(88,790.23)	(25,709,412.81)		
Beginning Fund Balance		25,933,749.00	25,933,747.90	25,933,747.90		
Net Ending Fund Balance		23,733,844.00	25,844,957.67	224,335.09		
*** calculated ***						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		5,555,685.00	.00			
BoardDesignated - 9780		1,675,000.00	.00			
Ending Fund Balance		7,230,685.00	.00			

Fund Balance Summary (SACS)

Fund 09 - Redding Collegiate		Fiscal Year 2026 through 01/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	3,228,363.00	1,262,056.00		1,966,307.00	61%
Federal Revenue	(8100-8299)	3,756.00	.00		3,756.00	100%
Other State Revenue	(8300-8599)	349,100.00	124,150.41		224,949.59	64%
Other Local Revenue	(8600-8799)	33,994.00	524.30		33,469.70	98%
Total Revenues		3,615,213.00	1,386,730.71		2,228,482.29	62%
EXPENDITURES						
Certificated Salaries	(1000-1999)	1,534,612.00	731,302.86	694,992.48	108,316.66	7%
Classified Salaries	(2000-2999)	307,374.00	153,147.60	151,244.62	2,981.78	1%
Employee Benefits	(3000-3999)	772,905.00	297,295.83	315,653.65	159,955.52	21%
Books and Supplies	(4000-4999)	211,901.00	16,529.92	16,958.20	178,412.88	84%
Services & Operating Expenses	(5000-5999)	717,418.00	70,632.85	265.68	646,519.47	90%
Transfer of Indirect Costs	(7300-7399)	140,966.00	.00	.00	140,966.00	100%
Total Expenditures		3,685,176.00	1,268,909.06	1,179,114.63	1,237,152.31	34%
Operating Surplus/(Deficit)		(69,963.00)	117,821.65	(1,061,292.98)		
Beginning Fund Balance		628,645.00	628,643.38	628,643.38		
Net Ending Fund Balance		558,682.00	746,465.03	(432,649.60)		
*** calculated ***						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		368,682.00	.00			
BoardDesignated - 9780		190,000.00	.00			
Ending Fund Balance		558,682.00	.00			

8.5.2 ENROLLMENT REPORT

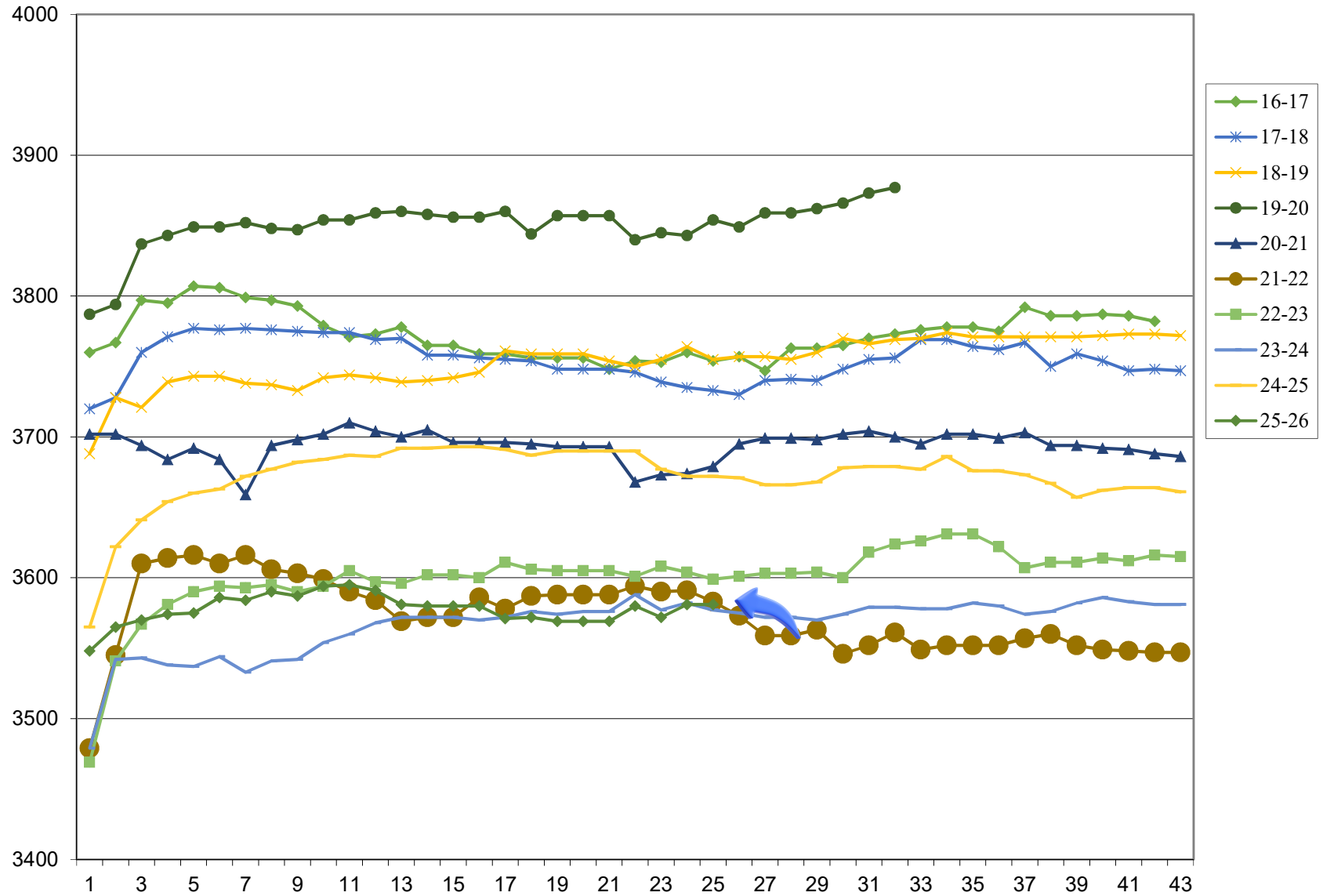
Deborah Williams, Chief Business Official, will provide the enrollment report.

		Oppor/SpEd/		Regular	TCHR/STU		RCA
Site	Regular	Self-Cont	Total	Teachers	RATIO	Grade	Enrlm
						TK	12
Alta Mesa	245	49	294	11.00	22.27	K	12
						1st	14
Boulder Creek	823	16	839	36.00	22.86	2nd	8
						3rd	9
Lassen View	406	14	420	19.00	21.37	4th	19
						5th	5
Mistletoe	656	14	670	28.00	23.43	6th	16
						7th	22
PACE	48	0	48	4.00	12.00	8th	17
						9th	16
Parsons	488	16	504	23.00	21.22	10th	17
						11th	31
Rother	243	23	266	11.00	22.09	12th	32
						Total	230
Shasta Meadows	296	14	310	13.00	22.77		
						District	
TOTALS	3205	146	3351	145.00	168.01	Totals	3581

TK	210
K	339
1st	327
2nd	345
3rd	355
4th	353
5th	334
6th	327
7th	282
8th	333
SDC	146
RCA	230
Total District	3581

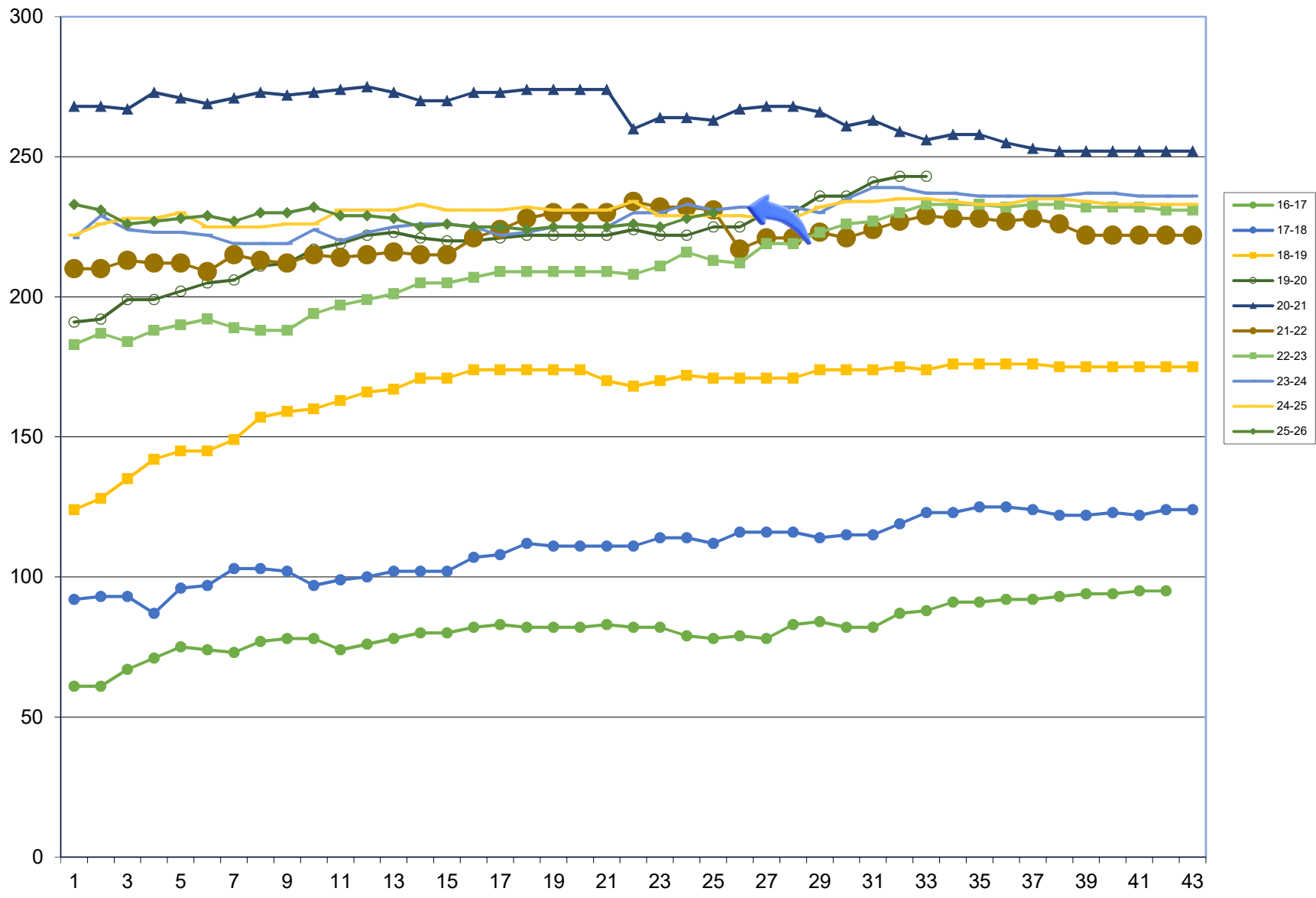
	District		Present	Classrm
Grade	Staffing	Students	Classrm	Tchrs
Levels	Ratio	Enrolled	Tchrs	Needed
TK	24.00	210	9	9
K	30.00	339	16.33	11
1st-3rd	30.00	1027	46.66	34
4th-5th	30.00	687	27	23
6th-8th	*25	942	44.5	38
Total		2,995	134.49	106
*Includes Prep period adjustment & P.E. teachers				
(One additional teacher for every 5 6-8th grade teachers)				

Enterprise Elementary School District Weekly Enrollment Comparison (including Charters)



1/26/2026

RCA
Weekly Enrollment Comparison



1/26/2026

8.5.3 WORKERS' COMPENSATION LIABILITY REPORT

The memorandum from Deborah Williams, Chief Business Official, provides information regarding any unfunded liability for Workers' Compensation.



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: JANUARY 27, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: WORKERS COMPENSATION LIABILITY

Education Code Section 42141 requires that the Governing Board of a school district is notified annually if there is any estimated unfunded liability for workers' compensation.

Our district is partially self-insured for workers' compensation benefits through Shasta Trinity Schools Insurance Group (STSIG). As stated on the attached memorandum from STSIG, the JPA has total assets sufficient to pay workers' compensation self-insured claims. Therefore, there is no estimated unfunded liability.

Please place this on the February 4, 2026 board agenda as a business report item.



MEMORANDUM

DATE: January 1, 2026
TO: WORKERS' COMPENSATION PROGRAM MEMBERS
FROM: Brooks Rice, Executive Director
SUBJECT: ANNUAL CERTIFICATION (EC42141) REGARDING WORKERS' COMPENSATION

Pursuant to EC 42141, each member district shall advise its Governing Board if there is an estimated unfunded liability for Workers' Compensation.

STATEMENT

The Shasta-Trinity Schools Insurance Group JPA has total assets sufficient to pay the Workers' Compensation self-insured claims and, therefore, has no unfunded liabilities.

Please advise your Governing Board of Compliance with the Education Code by reporting the above statement.

If you have any questions, please do not hesitate to contact the JPA at 530-221-6444.

Thank you,

Brooks Rice
Executive Director

9.1.1 ADOPT NEW AND/OR UPDATED BOARD POLICIES

New and/or updated Board Policies 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.

0450 BP [Comprehensive Safety Plan](#)

1340 BP [Access to District Records](#)

1445 BP [Response to Immigration](#) (New & Renumbered)

5125 BP [Student Records](#)

5125.1 BP [Release of Directory Information](#)

Any discussion or questions before we vote?

Proposed Action: Adoption.

MOTION MADE BY:_____

SECONDED BY:_____

9.1.2 RESCIND OUTDATED BOARD POLICY

The board is asked to approve the rescinding of the following outdated board policy. Due to the length of the document, it's not printed in the agenda. You can access it by clicking on the link below.

BP 5145.13 [Response to Immigration](#)

Any discussion or questions before we vote?

Proposed Action: Adoption.

MOTION MADE BY: _____

SECONDED BY: _____

9.1.3 APPROVE COMPREHENSIVE SAFETY PLANS

District schools have updated their Comprehensive Safety Plans.

The Comprehensive Safety Plans have been reviewed and approved by school site councils and are now presented to the Board for approval.

Due to the length of these documents, only the first few pages have been included in the agenda but they have been provided, in their entirety, to the Board for their review.

PROPOSED ACTION: APPROVAL.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: January 27, 2026

TO: Heather Armelino, Superintendent

FROM: Deborah Williams, CBO

RE: Comprehensive School Safety Plans

California *Education Code (EC)* sections 32280–32289 requires K-12 districts to annually review and approve Comprehensive School Safety Plans using a collaborative process involving staff and community stakeholders. In addition, Assembly Bill 1747 (Rodriguez), School Safety Plans, which became law in 2019, requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee also consult with the fire department and other first responder entities. Further, the law requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

District staff consulted with the Redding Fire Department and Redding Police Department to review and give feedback on the Comprehensive Safety Plans for the District's nine school sites. The Safety Committees at each school site met to revise the safety plans. Upon revision of the plans, the School Site Councils at each of the nine schools met to review and approve the plans.

It is recommended the Board approve the 2025/26 Comprehensive School Safety Plans for Alta Mesa, Boulder Creek, Lassen View, Mistletoe, PACE Academy, Parsons, Redding Collegiate Academy, Rother and Shasta Meadows.

School:

CDS Code: 45 69971 0000000

District: Enterprise Elementary School District Redding, CA 96002

Address: 1155 Mistletoe Lane
Redding, Ca 96002

Date of Adoption: February 4, 2026

Comprehensive School Safety Plan SB 187 Compliance Document

2025-26 School Year

OVERVIEW

The Comprehensive School Safety Plan Process & Templates are designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187. It is designed to be an electronic or hard copy safety plan.

The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is *NOT* intended to be a “grab and go” guide in an actual emergency.

GOAL(S)

The annual review and evaluation of the safety plan which is certified by the members of the School Safety Planning Committee and/or the School Site Council before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

1. Child Abuse reporting procedures
2. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
3. Procedures to notify teachers and counselors of dangerous students
4. Discrimination and Harassment policies
5. Safe ingress and egress to and from school
6. Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
7. School-wide Dress Code
8. Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan, which is included in the annual school accountability report card (SARC).

ASSESSMENT OF SCHOOL SAFETY

The following are data sources that may be used, but not limited too, for reviewing and analyzing the overall effectiveness of the Comprehensive School Safety Plan:

- Suspension and expulsion
- Student progress reports & term grades
- Law enforcement interventions and crime reports
- Staff, student, parent and community surveys
- Property loss, vandalism and insurance reports
- Elite Security and Cal Safety reports
- Discipline Logs

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School Safety Committee or Site Council Signature Page.....77

9.2.1 RESIGNATIONS

Approve resignations.

Name	Effective Date
Raven Walworth	1/16/2026
Eric Fischer	6/5/2026
Jessica Kortuem	6/05/2026
Holly Kiker	6/05/2026
Kerry Lavin	6/30/2026
Wendy Krause	1/05/2026
Deena Orr	1/05/2026
Kathy Dennison	6/10/2026
Mikayla Nason	1/16/2026
Tracy Hickle	6/12/2026

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

9.2.2 EMPLOYMENT

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

Certificated

Name	Site	Position	FTE
Jessica Van Riper	TBD	Speech Pathologist	1.0

Classified

Name	Site	Position	Hours
Haley Wiley	BC	CIA Aide	3.5
Barbara Volstad	BC	CIA Aide	5.5
Nancy Soderstrom	RO	Special Ed Aide - RSP	5.75
Amy Tejada	SM	CIA Aide	3.67
Ashley Hansen (Increase in hours from 5.25)	SM	CIA Aide	5.75

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____

9.3.1 TRIP REQUEST/S

Parsons 8th Grade College Visit to Southern Oregon University.
March 9, 2026

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: March 9th, 2026 Advisor(s) Kyle Vierra & Steve Konopacki

Organization Name: Parsons 8th Grade

Educational Purpose of Trip:

College Visit

Destination(s): Southern Oregon University

Transportation required: Charter Bus

Ratio of Adults to Students = 1:10

- ☒ 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:

N/A

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 Kyle Vierra
(Advisor)

Date 1/15/26

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 Kyle Vierra
(Site Administrator)

Date 1/15/26

Board Approval - Signature, Board Clerk

Date _____

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:_____

9.4.3 APPROVE BUDGET ASSUMPTIONS

Chief Business Official Deborah Williams will provide background information for establishing assumptions for budget planning purposes.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: January 26, 2026

TO: Heather Armelino, Superintendent

FROM: Deborah Williams, CBO

RE: 2026/27 Budget Assumptions – Enterprise Elementary School District & RCA

Each year we work with the Board to establish major budget assumptions, which we will use to build the next year's budget. These assumptions include Average Daily Attendance (ADA), State COLA, increases in LCFF funding, Unduplicated Pupil Count (UPC), and other funding proposals from the Governor's January budget proposal for next year. ADA-based revenue will represent a significant portion of the district general fund budget next year. Under the Local Control Funding Formula, the main components of our revenue include the Base Grant, Supplemental and Concentration Grants, all of which are ADA driven.

As always, it is important to remember the difference between enrollment and ADA. While we measure enrollment for many purposes, ADA is the key factor in determining LCFF revenue. While we must provide teachers, support staff, classrooms, etc., to serve our total enrollment, we are not fully funded for every student. State funding is not provided based on enrollment; rather, we are funded only for the actual days students attend class (ADA).

Over the past year, EESD has experienced an overall decrease in enrollment. RCA has also experienced a small decrease. However, until we have completed P-2 reporting, we will not know exactly how much to adjust our ADA assumption. Therefore, we believe the prudent figure to use for building the 2026/27 budget will be our current year P-2 ADA, which we will determine in April.

Following is a summary of the significant budget assumptions:

Description	Assumption	Considerations/Rationale
ADA	CY P2 ADA	Assume consistent with current year
COLA	2.41%	As proposed in January Governor Budget Proposal
EESD Funded UPC (Rolling Avg) Supplemental/Concentration	71.49%	Three year rolling average including current year UPC of 70.96%
RCA Funded UPC (Rolling Avg) Supplemental/Concentration	65.14%/65.14%	Three year rolling average including current year UPC of 66.38%
Other – MYP LCFF	SSC recommendations at Governor's May Revise	SSC (School Services of California) performs conservative actuarial projections of likely minimum level of funding increases

Attached is a copy of School Services of California Dartboard that we use for major assumptions.

Please place this on the February 4, 2026 Board Agenda as a Business Action Item with a recommendation the Board approve the major budget assumptions for next year's budget development.

SSC School District and Charter School Financial Projection Dartboard 2026-27 Governor's Budget

This version of the School Services of California Inc. (SSC) Financial Projection Dartboard is based on the 2026-27 Governor's Budget proposal. SSC has updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. SSC has also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS

Factor	2025-26 ¹	2026-27 ²	2027-28	2028-29	2029-30
Department of Finance Statutory COLA	2.30%	2.41%	3.06%	3.34%	3.14%

LCFF GRADE SPAN FACTORS FOR 2026-27

Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2025-26 Base Grants	\$10,256	\$10,411	\$10,719	\$12,423
Statutory COLA of 2.41%	\$247	\$251	\$258	\$299
2026-27 Base Grants	\$10,503	\$10,662	\$10,977	\$12,722
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$1,092	—	—	\$331
2026-27 Adjusted Base Grants ³	\$11,595	\$10,662	\$10,977	\$13,053
Transitional Kindergarten (TK) Add-On ⁴	\$5,679	—	—	—

*Average daily attendance (ADA)

OTHER PLANNING FACTORS

Factors	2025-26	2026-27	2027-28	2028-29	2029-30
California CPI	3.37%	3.08%	2.75%	2.68%	2.74%
California Lottery	Unrestricted per ADA	\$190.00	\$190.00	\$190.00	\$190.00
	Restricted per ADA	\$82.00	\$82.00	\$82.00	\$82.00
Mandate Block Grant (District)	Grades K-8 per ADA	\$39.09	\$40.03	\$41.25	\$42.63
	Grades 9-12 per ADA	\$76.48	\$78.32	\$80.72	\$83.42
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$20.52	\$21.01	\$21.65	\$22.37
	Grades 9-12 per ADA	\$58.21	\$59.61	\$61.43	\$63.48
Interest Rate for Ten-Year Treasuries	4.23%	4.36%	4.50%	4.40%	4.50%
CalSTRS Employer Rate ⁵	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁴	26.81%	26.40%	26.90%	26.10%	25.30%
Unemployment Insurance Rate ⁶	0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage ⁷	\$16.90	\$17.40	\$17.90	\$18.40	\$18.90

STATE MINIMUM RESERVE REQUIREMENTS FOR 2026-27

Reserve Requirement	District ADA Range
The greater of 5% or \$90,000	0 to 300
The greater of 4% or \$90,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

¹Applies to Adults in Correctional Facilities Program in the 2026-27 fiscal year

²Applies to Equity Multiplier, Special Education, Child Nutrition, State Preschool, Foster Youth Services Coordinating Program, Mandate Block Grant, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program.

³Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

⁴Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

⁵California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards.

⁶Unemployment rate in 2025-26 is final, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

⁷Minimum wage rates are effective January 1 of the respective year.

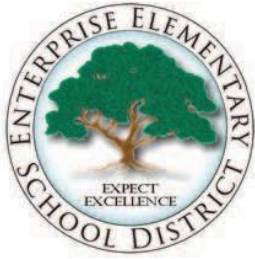
9.4.4 APPROVE INTERNET SERVICE E-RATE CONTRACT

The Internet Service E-Rate Contract is presented to the Board for approval.

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: JANUARY 26, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: ERIC BERGREN, DIRECTOR OF TECHNOLOGY SERVICES

RE: INTERNET SERVICE E-RATE CONTRACT APPROVAL

The District currently has an internet service provider contract with Shasta County Office of Education. The contract is scheduled to expire on June 30, 2026. Since we are at the end of our contract, we went out to bid and received only one bid. This bid was from the Shasta County Office of Education. The new contract will maintain all of the current services we have and will also reduce the costs we are paying.

Please place this item on the February 4, 2026, Board Agenda as a Business Action Item with a recommendation to award the Internet Service E-Rate contract to the vendor/contractor as listed.



SHASTA

COUNTY OFFICE OF EDUCATION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college.

Superintendent
Mike Freeman

Board of Education
Robert Brown
Jessica French
Authur Gorman
Jackie LaBarbera
Laura Manuel
Michael Orlicky
Teresa Roberts

January 16, 2026

Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

I am pleased you have selected the Shasta County Office of Education to provide you with your internet related services for the following sites:

1. 1,000 Mbps:
2301 Saturn Skyway
Redding, CA 96002
2. 1,000 Mbps:
505 Springer Drive
Redding, CA 96003
3. 1,000 Mbps:
705 Loma Vista Drive
Redding, CA 96002
4. 1,000 Mbps:
1225 Mistletoe Lane
Redding, CA 96002
5. 1,000 Mbps:
3200 Adams Lane
Redding, CA 96002
6. 1,000 Mbps:
750 Hartnell Avenue
Redding, CA 96002
7. 1,000 Mbps:
3200 Adams Lane
Redding, CA 96002
8. 1,000 Mbps:
795 Hartnell Avenue
Redding, CA 96002

9. 1,000 Mbps:
2825 Yana Avenue
Redding, CA 96002

The total cost of the services you have chosen includes Bundled Internet Access, Firewall, and Transport for your district as well as the cost of connectivity between the listed sites and SCOE's NOC located at 1644 Magnolia Avenue. The attached Letter of Agency (LOA) will allow SCOE to manage the change of any existing transport circuits on your behalf.

We have estimated the total cost of the services provided to you for E-Rate use, as well as your anticipated out-of-pocket cost, or net cost, based on your current publicly available E-Rate reimbursement percentage of 80%. At the time of the invoice, the actual E-Rate reimbursement percentage for the applicable year will be utilized.

The initial contract period will be for five years beginning July 1, 2026 and continuing through June 30, 2031. At the end of the initial term, an extension of terms of service for up to two (2) additional twelve (12) month periods may be mutually agreed upon by both parties. Extension pricing will be subject to price increases related to non-recurring and recurring services at the time and for the duration of the extensions(s).

If your district is currently under contract with SCOE for similar services as this agreement offers, we will cancel the older contract for those services and this one will be used in its place. Any overlapping contracts with other vendors are the responsibility of the district.

Bundled Internet Access, Firewall, and Transport			
Five Years Expiring June 30, 2031			
Cost of E-Rate Eligible Services		Estimated Net Cost to District	
Total Cost	Annual Cost	Total Cost	Annual Cost
\$428,495	\$85,699	\$85,699	\$17,140

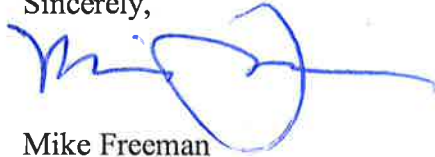
Our Information Technology department will prepare a pro-rate annual billing for you at no cost. In addition, we will submit your portion to be reimbursed from the SLD via SPI. If there is a portion of this service that is not E-Rate eligible due to the type of use intended, please notify SCOE of that percentage right away so that we can pro-rate our billing to SLD and add that difference to the District's invoice.

If, at any time after the execution of this agreement, funds are not appropriated to pay for the particular service described above, or USAC discounts are not received to enable the District to pay for that part of the service described above, the District may terminate this agreement as it relates to that particular service, without being subject to termination charges; provided however, that the District shall be obligated to pay all charges incurred through the Date of Termination prior to USAC discount, as well as any early termination fees SCOE may incur. The District shall use its best efforts to obtain funding or Universal Service discounts for the particular service described above.

Please sign below to execute the contract no earlier than twenty-eight days after the filing of your Form 470 and no later than the final filing date for the Form 471. Please do not hesitate to call should you have any questions.

By signing below, I acknowledge that I am a member of the CENIC Consortium and the K12HSN.

Sincerely,



Mike Freeman
Superintendent of Schools

Approved By: _____ Date: _____
Signature and Title

9.4.5 AUDIT REPORT

The accounting firm of Horton, McNulty & Saeteurn, LLP has completed the financial audit of the district and submitted their report to the state. The attached memorandum from Deborah Williams, CBO, provides snapshot information regarding the audit report.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: JANUARY 30, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: ANNUAL AUDIT

California Education Code 41020 requires local education agencies to obtain an independent audit on an annual basis in order to encourage sound fiscal management practices. Enterprise Elementary School District contracted with the local independent audit firm of Horton, McNulty & Saeteurn, LLP to complete our financial statement audit. The audit has been filed with the State Controller's Office in Sacramento, and meets all recommended guidelines. Copies of the report are distributed to the Board members for their review. The complete audit report is too large for inclusion in the agenda. Rather, a copy of the report is available in the District Office for review upon request.

In summary, the auditor's report concludes the District's financial statements fairly represent the financial picture of the District and comply with generally accepted accounting principles.

The Audit determined four audit findings:

- State Compliance (Classroom Teacher Salaries)
- State Compliance (School Accountability Report Card)
- State Compliance (Expanded Learning Opportunities Program)
- State Compliance (Transitional Kindergarten)

The District has a longstanding relationship with Horton, McNulty & Saeteurn, LLP. They worked collaboratively with business services staff to discuss all aspects of the audit, including findings. Business services staff worked tirelessly to ensure all records were complete and provided in a timely fashion.

Please place this as a business action item for the February 4, 2026 Board meeting. I recommend the Board accept the audit report.

9.4.6 APPROVE CLASSROOM TEACHERS SALARIES APPLICATION FOR EXEMPTION

The following memo from Deborah Williams, CBO provides information on the Audited Financial Statement Finding and the District's application for exemption from the required expenditures for classroom teachers' salaries.

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: JANUARY 30, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: CLASSROOM TEACHERS SALARIES APPLICATION FOR EXEMPTION

As noted in the Audited Financial Statement finding, State Compliance (Classroom Teacher Salaries), our District fell short in the minimum percentage of our budget required to be spent on classroom teacher salaries as required by EC 41372.

As such, we are requesting an exemption from this requirement as provided by law, with the reasoning that our payment of classroom teachers salaries are in excess of those paid by other comparable school districts. Attached is a comparison that includes salaries paid at the beginning, average, and maximum salary levels, plus the average annual employer contributions for health & welfare benefits.

Please place this as a business action item for the February 4, 2026, Board meeting. I recommend the Board accept the Application for Exemption from the Required Expenditures for Classroom Teachers' Salaries.

Classroom Teacher Salary Comparison

Beginning (BA +15 Units)	Salary	Benefits	Total Compensation
Enterprise Elem SD (2024/2025)	\$ 58,846	\$ 13,000	\$ 71,846
Redding Elem SD (2024/25)	\$ 58,469	\$ 12,250	\$ 70,719
Grant SD (2024/25)	\$ 56,001	\$ 12,000	\$ 68,001
Pacheco Union Elem SD (2024/25)	\$ 55,012	\$ 12,500	\$ 67,512
Cascade Elem SD (2024/25)	\$ 51,421	\$ 10,884	\$ 62,305
Cottonwood SD (2024/25)	\$ 50,862	\$ 11,500	\$ 62,362

Average (BA + 60, Step 10)	Salary	Benefits	Total Compensation
Enterprise Elem SD (2024/25)	\$ 92,796	\$ 13,000	\$ 105,796
Redding Elem SD (2024/25)	\$ 83,606	\$ 12,250	\$ 95,856
Grant SD (2024/25)	\$ 81,284	\$ 12,000	\$ 93,284
Pacheco Union Elem SD (2024/25)	\$ 73,246	\$ 12,500	\$ 85,746
Cottonwood SD (2024/25)	\$ 73,223	\$ 11,500	\$ 84,723
Cascade Elem SD (2024/25)	\$ 70,488	\$ 10,884	\$ 81,372

Maximum (BA + 75)	Salary	Benefits	Total Compensation
Enterprise Elem SD (2024/25)	\$ 120,835	\$ 13,000	\$ 133,835
Redding Elem SD (2024/25)	\$ 107,666	\$ 12,250	\$ 119,916
Grant SD (2024/25)	\$ 106,840	\$ 12,000	\$ 118,840
Pacheco Union Elem SD (2024/25)	\$ 104,918	\$ 12,500	\$ 117,418
Cottonwood SD (2024/25)	\$ 102,343	\$ 11,500	\$ 113,843
Cascade Elem SD (2024/25)	\$ 100,010	\$ 10,884	\$ 110,894

California Department of Education
Sample Form (Rev 03/2024)

**Application for Exemption from the Required Expenditures for Classroom
Teachers' Salaries**

Pursuant to Education Code Section 41372

To: County Superintendent of Schools

For 2025 fiscal year, the Enterprise Elementary School District
did not spend the minimum percentage of its budget on classroom teacher salaries as
required by *Education Code (EC)* Section 41372. We are requesting an exemption
from this requirement as provided by law.

Reason for request (Check one):

- ☐ Serious hardship to the school district (Please attach a written explanation, the
district's latest interim report, and a multiyear projection for the current and two
subsequent fiscal years that reflects the financial impact of meeting the
requirement of *EC* 41372.)
- ☒ Payment of classroom teacher salaries that are in excess of those paid by other
comparable school districts (Please attach a classroom teacher salary & benefits
comparison for at least three other comparable school districts. The comparison
should include annual classroom teacher salaries paid at the beginning, average,
and maximum salary levels plus the average annual employer contributions for
health & welfare benefits.)
- ☐ Deficiency is less than \$1,000.00 (exemption is automatically approved)

A. Deficiency Amount

(Source: Form CEA)

- | | |
|---|----------------------|
| 1. Enter the minimum percentage for your district type.
(60% Elementary/ 50% High School/ 55% Unified) | <u>60</u> % |
| 2. Enter the percentage spent by your district. | <u>57.71</u> % |
| 3. Percentage below the minimum.
(Line 1 minus line 2) | <u>2.29</u> % |
| 4. Enter the district's current expense of education (Form CEA) | \$ <u>52,103,283</u> |
| 5. Deficiency Amount.
(Line 3 times line 4) | \$ <u>1,193,165</u> |

B. Certification of the School District Governing Board

It is hereby certified that the information contained in this application is true and correct.

Signature of Authorized Official Title

Print Name of Authorized Official Date

C. Decision of the County Superintendent of Schools (Completed by the County Superintendent of Schools or Designee)

Based on my review of the information contained with this application, I have taken the following action with respect to the school district named on this application (Check one):

☐ I am granting the request for exemption from the requirements of *Education Code* Section 41372.

☐ I am granting a partial exemption from the requirements of *Education Code* Section 41372. The amount not exempted is \$_____ (A written explanation of the reason(s) for approving a partial exemption is attached.)

☐ I am denying the request for exemption from the requirements of *Education Code* Section 41372. (A written explanation of the reason(s) for denying the exemption is attached.)

It is hereby certified that the information contained in this application has been reviewed and is true and correct.

Signature of County Superintendent _____/_____
County Office/Date

Signature of Authorized Designee _____/_____
Title of Authorized Designee/Date

9.4.7 RESOLUTION #2603 BOULDER CREEK FIRE ALARM SYSTEM – PHASE I

Resolution #2603 Boulder Creek Fire Alarm System – Phase I Project is presented to the board for adoption.

Any discussion or questions before we vote?

PROPOSED ACTION: ADOPTION.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: JANUARY 29, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: PROJECT AND DESIGN AUTHORIZATION FOR BOULDER CREEK FIRE ALARM SYSTEM PHASE I

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

A portion of the existing fire alarm system at Boulder Creek was designed and installed in 1992. It is a proprietary system. With the construction of the new After School building, the system is required to be retrofitted/replaced to meet present day building codes. This project represents the necessary steps to design the new system, remove all existing fire alarm hardware components and replace both the devices and the wiring to meet the new code requirements.

A conceptual drawing showing a portion of the new system is attached for your review.

The preliminary budget allocation for this project is \$200,000, with funding to be provided by either ELOP Funds or any other appropriate project funding available. Due to our estimated project cost, we will plan to use the informal bid process under the authority granted by this resolution.

For this project, we propose to retain the architectural services of Semingson Architecture to complete the design and DSA plan check process. The contract for professional services is attached for your review.

Attached to this memo is Resolution #2603 which will provide delegated authorization for this project. Please place this on the February 4, 2026 Board Agenda as a Business Action Item requesting approval of the attached resolution.

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1155 Mistletoe Lane, Redding, CA 96002**

Resolution # 2603

**AUTHORIZING THE SUPERINTENDENT OR CBO
TO PROCEED WITH PROJECT AND DESIGN AUTHORIZATION FOR BOULDER
CREEK FIRE ALARM SYSTEM – PHASE I PROJECT**

WHEREAS, the District wishes to proceed with the retrofitting project of Boulder Creek Fire Alarm System, and

WHEREAS, this project qualifies as an eligible expenditure under the ELOP Funds or any other appropriate project funding available, and

WHEREAS, the Enterprise Elementary School District Board of Trustees desires to proceed with this project without delay,

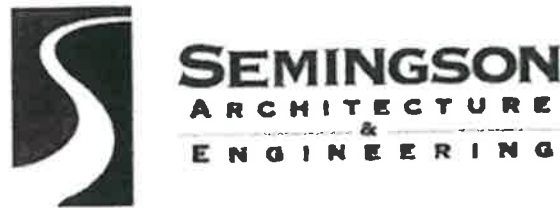
NOW THEREFORE BE IT RESOLVED that Heather Armelino, Superintendent, or Deborah Williams CBO, are hereby authorized to advertise this project through the formal bidding process, accept the lowest responsible bid, and any other activities necessary for completion of this project.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, county of Shasta, California, this fourth day of February 2026.

Bonnie Hyatt, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on February 4, 2026.

Heather Armelino
Secretary to the Board of Education



AUTHORIZATION FOR PROFESSIONAL SERVICES

Enterprise Elementary School District
ATTN: Ron Cushman
1155 Mistletoe Lane
Redding, CA 96002

HEREBY REQUESTS AND AUTHORIZES SEMINGSON ARCHITECTURE & ENGINEERING, INC. TO PERFORM THE FOLLOWING SERVICES:

PROJECT LOCATION: Boulder Creek Elementary School
PROJECT SCOPE: Phase I Fire Alarm System Replacement (Original Campus)

SCOPE OF WORK:

1. Prepare construction documents (plans and specifications) for the complete replacement of the existing fire alarm system that serves the original school structures (Simplex).
2. Design shall include connection to the new ACE classroom and existing Preschool building.
3. Perform site visits as necessary to verify all existing conditions related to fire alarm design.
4. New fire alarm system shall be designed by Ron Williams of Drafting Specialties, a consultant to Semingson A&E.
5. Submit project to DSA and request expediting of review.
6. Respond to all DSA plan check comments to ensure approval by DSA.
7. Assist District with bidding and construction administration.
8. Ensure project is completed and closed with certification at DSA.

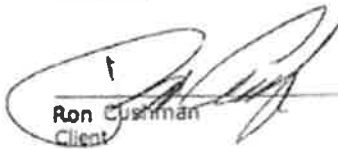
FEE:

Services shall be provided on an hourly basis per the attached hourly rate schedule with a Not-to-Exceed cap of: \$35,000

CLIENT'S RESPONSIBILITY:

Client shall provide all necessary information regarding existing site conditions and structures for the Boulder Creek Elementary School site.

Accepted:

 12/4/25 Date
Ron Cushman
Client

 12.4.25 Date
Judy Semingson
Semingson Architecture & Engineering, Inc.

**SEMINGSON ARCHITECTURE & ENGINEERING, Inc.
STANDARD TERMS AND CONDITIONS**

- 1. Authorization to Proceed**
Signing this form shall be construed as authorization by CLIENT to proceed with the work, unless otherwise provided for in the Authorization.
- 2. Direct Expenses**
SEMINGSON ARCHITECTURE & ENGINEERING, INC. Direct Expenses shall be those costs incurred on or directly for the CLIENT'S Project, including but not limited to tests and analyses, computer services, and printing services. Expenses shall be on the basis of actual charges when furnished by commercial sources, and on the basis of usual commercial charges when furnished by SEMINGSON ARCHITECTURE & ENGINEERING, INC.
- 3. Professional Standards**
SEMINGSON ARCHITECTURE & ENGINEERING, INC. shall be responsible, to the level of competency presently maintained by other practicing professional architects in the same type of work in CLIENT'S community, for the accuracy, and adequacy of designs, drawings, specifications, and other work and materials furnished under this Authorization. SEMINGSON ARCHITECTURE & ENGINEERING, INC. makes no other warranty, express or implied.
- 4. Limitation of Liability**
The CLIENT agrees to limit the liability of SEMINGSON ARCHITECTURE & ENGINEERING, INC. to the CLIENT, the project Owner, due to SEMINGSON ARCHITECTURE & ENGINEERING, INC., or its consultants' negligent acts, errors, or omissions, such that the total aggregate liability of SEMINGSON ARCHITECTURE & ENGINEERING, INC. to all those named shall not exceed the final fee of this Authorization.
- 5. Cost Estimates**
Any cost estimates provided by SEMINGSON ARCHITECTURE & ENGINEERING, INC. will be on a basis of experience and judgment, but since it has no control over market conditions or bidding procedures, SEMINGSON ARCHITECTURE & ENGINEERING, INC. cannot warrant that bids or ultimate construction costs will not vary from these cost estimates.
- 6. Termination**
Either CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. may terminate this Authorization by giving 30 days written notice to the other party. In such event, CLIENT shall forthwith pay SEMINGSON ARCHITECTURE & ENGINEERING, INC. in full for all work previously authorized and performed prior to effective date of termination. If no notice of termination is given, relationships and obligations created by this Authorization shall be terminated upon completion of all applicable requirements of the Authorization.
- 7. Arbitration**
All claims, disputes, and other matters in question, other than disputes over payment of fees for work performed, arising out of, or relating to, this Authorization, or the breach thereof, shall first be submitted to mediation in a form as agreed by parties prior to any other form of dispute resolution, unless delay in initiating arbitration or litigation would irrevocably prejudice one of the parties. If mediation is unsuccessful, either CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. may initiate a request for arbitration in accordance with the rules of the American Arbitration Association then obtaining, but consent of the other party to such a procedure is mandatory. No arbitration arising out of, or relating to, this Authorization may include consolidation, joinder, or in any other manner, any additional party, not a party to this Authorization.
- 8. Legal Expenses**
In the event legal action is brought by CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. against the other to enforce any of the obligations hereunder or arising out of any dispute concerning the terms and conditions hereby created, the losing party shall pay the prevailing party such reasonable amounts for fees, costs and expenses as may be set by the court, mediation or arbitration, or on appeal.
- 9. Payment to SEMINGSON ARCHITECTURE AND ENGINEERING, INC.**
Unless payment terms are described otherwise under FEE FOR SERVICES, monthly invoices will be issued by SEMINGSON ARCHITECTURE & ENGINEERING, INC. for all work performed under the terms of this Authorization. Invoices are due and payable 30 days from receipt. Interest at the rate of 1-1/2% per month will be charges on all past due amounts.
- 10. Enforceability**
In case any one or more of the provisions contained in this Agreement shall be held illegal, the enforceability of the remaining provisions contained herein shall not be impaired thereby.

**SEMINGSON ARCHITECTURE & ENGINEERING, Inc.
HOURLY RATES AND REIMBURSABLE CHARGES**

Principal Architect:	\$185
Project Architect:	\$160
AutoCAD Production	\$110
Clerical Support:	\$ 80
24"x36" bond copies:	\$2.50/sheet
8.5" x 11" copies:	\$0.20/sheet
Mileage:	\$0.65/mile
Consultants:	Cost + 10%
Per Diem Rate:	\$60/day/person

Interest on unpaid balances over 30 days shall be 1.5% per month (18% annually)

CALIFORNIA PROFESSIONAL LICENSES

ARCHITECT	THOMAS R. SEMINGSON	C13296
ARCHITECT	JUDY P. SEMINGSON	C24582

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

March 11, 2026 - Regular Board Meeting
Open Session (5:30 pm)

11.3 Other Important Dates

- February 6, 2026
 - Lassen View Sweetheart Dance
- February 13
 - Rother Valentines Family Dance
- February 25
 - Lassen View Family Game Night @ 5:30 pm
- February 26
 - Alta Mesa Family STEAM Night @ 5:30 pm
- March 2
 - PACE Dr. Seuss Family Breakfast 9:00-10:00 am

11.4 Adjournment to Closed Session

12. CLOSED SESSION

- a. PUBLIC EMPLOYMENT: Speech Pathologist, CIA Aide, Special Ed Aide. [GC § 54957]
- b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Leave of Absence Request: Employee #492921. Resolution #2601 Notice of Non-Reelection-Temporary Teachers; Resolution #2602 Notice of Non-Reelection-Permit Teachers. [GC § 54957]
- c. LABOR NEGOTIATIONS: [GC § 54957.6]
- d. LITIGATION: [GC § 54956.9]

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

14. ADJOURNMENT