



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.

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 Mistletoe Lane, Redding, California 96002

Regular Meeting of the Governing Board

Wednesday, March 11, 2026, 5:30 p.m. (OPEN SESSION)

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: Teacher, Cook, SEPHA Aide, Health Clerk, EXPAND Group Leader, CIA Aide, Behavior Tech Aide. [GC § 54957]
 - b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Resolution #2604 Notice of Non-Reelection-Probationary 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 FEBRUARY 4, 2026 BOARD MEETING MINUTES**
8. **REPORTS AND PUBLIC FORUM**
 - 8.1 **REPORTS**
 - 8.1.1 School Presentation & Essential
 - 8.1.2 EETA Report
 - 8.1.3 CSEA Report
 - 8.1.4 Superintendent's Report
 - 8.2 **PUBLIC FORUM**
 - 8.3 **ADMINISTRATIVE REPORTS**
 - (PH) 8.3.1 Redding Collegiate Academy Charter Renewal
 - (PH) 8.3.2 Redding Collegiate Academy Ethnic Studies Course
 - 8.4 **INSTRUCTION REPORTS**
 - 8.4.1 Conference and Staff Development Report
 - 8.5 **BUSINESS REPORTS**
 - 8.5.1 Financial Report
 - 8.5.2 Enrollment Report
 - 8.5.3 Audit Findings Corrective Action Plan Report
9. **ACTION ITEMS**
 - 9.1 **ADMINISTRATIVE ACTION**
 - (PH) 9.1.1 Approve Extended School Year Waiver Request
 - 9.1.2 Approve Updated Board Policies
 - 9.2 **HUMAN RESOURCES ACTION**
 - (C) 9.2.1 Resignations
 - (C) 9.2.2 University Agreements
 - 9.2.3 Approve Employment
 - 9.2.4 Approve EETA MOUs
 - 9.2.5 Approve CSEA MOUs
 - 9.2.6 Approve Director of Facilities Job Description
 - 9.2.7 Adopt Resolution #2605 Lincoln's Birthday Observance
 - 9.2.8 Approve Administrator Day to Day Substitute Salary Schedule
 - 9.3 **INSTRUCTION ACTION**
 - 9.3.1 Approve Trip Request/s

9.4 BUSINESS ACTION

(C) 9.4.1 Warrant List

(C) 9.4.2 Updated Transportation Plan

(C) 9.4.3 Isom Advisors Contract Renewal

(C) 9.4.4 Audit Contract, Christy White, Inc

9.4.5 Second Interim

9.4.6 Resolution #2607 Issuance and Sale of 2026 General Obligation
Refunding Bonds

(PH) 9.4.7 Approve Use of Educator Protection Account Funds

9.4.8 Approve Construction Documents for 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: Teacher, Cook, SEPHA Aide, Health Clerk,
EXPAND Group Leader, CIA Aide, Behavior Tech Aide. [GC §
54957]

b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Resolution
#2604 Notice of Non-Reelection-Probationary 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:

7.0 Approve Board Meeting Minutes from February 4, 2026

9.2.1 Resignations

9.2.2 University Agreements

9.4.1 Warrant Listings

9.4.2 Updated Transportation Plan

9.4.3 Isom Advisors Contract Renewal

9.4.4 Audit Contract, Christy White, Inc

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: _____

7.0 MINUTES OF THE FEBRUARY 4, 2026, REGULAR BOARD MEETING

Approve the minutes of the February 4, 2026, Regular Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY: _____

SECONDED BY: _____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
MINUTES OF THE FEBRUARY 4, 2026 REGULAR MEETING OF THE GOVERNING BOARD
1155 MISTLETOE LANE, FAMILY LITERACY CENTER

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

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 ~*absent*

Bonnie Hyatt

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

Alta Mesa students Maise Havlina and Javier Moreno led the Pledge of Allegiance.

Board Member Littau requested that item 7.1 be removed from the consent agenda.

Board Member Hyatt motion to approve items 7.2, 9.2.1, 9.4.1, and 9.4.2, seconded by Board Member Shaddix, the agenda order and consent agenda items 7.2, 9.2.1, 9.4.1, and 9.4.2 were approved. (YES: Shaddix, Littau, Hyatt, Wright. ABSENT: Valles.)

Board Member Littau requested a change to item 8.2 Public Forum. Superintendent Armelino clarified that the BP in reference applies to members of the public requesting agenda items, not board members. On motion of Board Member Littau, seconded by Board Member Hyatt, the minutes of the January 7, 2026 Regular Meeting of the Board were approved as amended. (YES: Shaddix, Littau, Hyatt, Wright. ABSENT: Valles.)

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

5. Pledge of Allegiance
6. Agenda Order/Consent Agenda
- 7.1 Minutes of January 7, 2026 Board Meeting

On consent motion of Board Member Hyatt, seconded by Board Member Shaddix, the minutes of the January 22, 2026 Special Board Meeting were approved. (YES: Shaddix, Littau, Hyatt, Wright. ABSENT: Valles.)

Alta Mesa Principal Kristen Crites shared a presentation titled “Soaring to Excellence: The Alta Mesa Eagle Way.”

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

There was no EETA Report.

There was no CSEA Report.

Superintendent Armelino highlighted the recent Reading River Bowl competition between Redding and Enterprise Elementary School Districts. As part of the event, local Shasta College football players visited EESD schools to read to students.

There were no comments from the public.

Principal Chuck Seligman of Redding Collegiate Academy presented and submitted to the board the Charter Renewal for RCA. The Charter Renewal was met with positive feedback from Board Member Littau.

Assistant Superintendent of Instructional Services, Tiffany Rodrigues, presented the Conference and Staff Development Report. Mrs. Rodrigues then shared the number of observations and professional development opportunities.

Mrs. Rodrigues then presented the LCAP Mid-Year Report for the District, which included available mid-year outcome data related to metrics identified in the LCAP. Mrs. Rodrigues reviewed mid-year expenditure and implementation data on all actions identified in the LCAP. Board Member Littau asked some clarifying questions, which Mrs. Rodrigues provided.

Mrs. Rodrigues then presented the LCAP Mid-Year Report for Redding Collegiate Academy. Principal Seligman addressed some questions from Board Member Littau.

Chief Business Official Deborah Williams shared the Financial Report. She then reviewed the actuals and the expenditures for the month of January.

She went on to report the District current enrollment of 3,581, an increase of 6 students from last month.

Mrs. Williams reviewed for the Board the Workers’ Compensation Liability Report, which indicated no unfunded liabilities with regard to Workers’ Compensation.

Superintendent Heather Armelino presented new and/or updated Board Policies.

- 0450 BP Comprehensive Safety Plan (updated)
- 1340 BP Access to District Records (updated)
- 1445 BP Response to Immigration (new and renumbered)
- 5125 BP Student Records (updated)
- 5125.1 BP Release of Directory Information (updated)

- 7.2 Minutes of January 22, 2026 Special 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 Redding Collegiate Academy Charter Renewal
- 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 RCA
- 8.5.1 Financial Report
- 8.5.2 Enrollment Report
- 8.5.3 Workers’ Compensation Liability Report
- 9.1.1 Board Policies

Board Member Littau asked for additional details on BP 1340, BP 5125, and BP 0450.

- BP 1340: inquired about public records request fees. It was clarified that parents/guardians are not charged for educational records.
- BP 5125: questioned the necessity for gathering student social media information. It was clarified that this CSBA based policy is reactive, allowing districts to address issues like cyberbullying or potential threats.
- BP 0450: asked about reviewing tactical plans with Law Enforcement in closed session per this policy. Superintendent clarified that currently Principals at each site meet with LE and review their plans. Board Member Littau requested that the Board invite the SRO to closed session.

On motion of Board Member Hyatt, seconded by Board Member Shaddix new and/or updated Board Policies/Administrative Regulations were adopted. (YES: Hyatt, Shaddix, Littau, Wright. ABSENT: Valles.)

Superintendent Armelino presented Board Policy 5145 Response to Immigration for approval to rescind as it is being replaced by Board Policy 1445 Response to Immigration. On motion of Board Member Hyatt, seconded by Board Member Littau, the Board voted to rescind. (YES: Littau, Hyatt, Shaddix, Wright. ABSENT: Valles.)

Superintendent Armelino presented the Comprehensive Safety Plans. On motion of Board Member Hyatt, seconded by Board Member Shaddix, the Board approved the Comprehensive Safety Plans. (YES: Hyatt, Littau, Shaddix, Wright. ABSENT: Valles.)

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

- Raven Walworth, Behavior Tech Aide, Boulder Creek
- Eric Fischer, Teacher, Lassen View
- Jessica Kortuem, Teacher, Mistletoe
- Holly Kiker, Teacher, Mistletoe
- Kerry Lavin, Teacher, Rother
- Wendy Krause, Cook, Rother
- Deena Orr, Special Ed Aide, Shasta Meadows
- Kathy Dennison, Teacher, Shasta Meadows
- Mikayla Nason, Expand Group Leader, Shasta Meadows
- Tracy Hickie, Teacher, Shasta Meadows

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

- Jessica Van Riper, Speech Pathologist, 1.0 FTE, TBD

Classified

- Haley Wiley, CIA Aide, 3.5 hours, Boulder Creek
- Barbara Volstad, CIA Aide, 5.5 hours, Boulder Creek
- Nancy Soderstrom, Special Ed Aide, 5.75 hours, Rother
- Amy Tejada, CIA Aide, 3.67 hours, Shasta Meadows
- Ashley Hansen, CIA Aide, increase to 5.75 hours, Shasta Meadows

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

9.1.2 Rescind Old Board Policy

9.1.3 Comprehensive Safety Plans

9.2.1 Resignations

9.2.2 Employment

On motion of Board Member Hyatt, seconded by Board Member Shaddix, the Board approved the following field trip: Parson 8th Grade College Visit to Southern Oregon University on March 9, 2026. (YES: Shaddix, Littau, Hyatt, Wright. ABSENT: Valles.)

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

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

CBO Deborah Williams reviewed the assumptions upon which the budget will be based. On motion of Board Member Hyatt, seconded by Board Member Littau, the budget assumptions were approved. (YES: Littau, Hyatt, Shaddix, Wright. ABSENT: Valles.)

Director of Technology Eric Bergren presented the E-Rate internet service contract with Shasta County Office of Education to the board for approval. On motion of Board Member Shaddix, seconded by Board Member Hyatt, the E-Rate internet service contract was approved. (YES: Littau, Hyatt, Shaddix, Wright. ABSENT: Valles.)

Deborah Williams (CBO), reviewed highlights and findings from the Audit Report. Overall, the District received a positive audit report, and on motion of Board Member Shaddix, seconded by Board Member Hyatt, the Audit Report was approved. (YES: Shaddix, Littau, Hyatt, Wright. ABSENT: Valles.)

Mrs. Williams presented the application for exemption from the required expenditures for classroom teachers' salaries on the basis that the payment of teacher salaries are in excess of those paid by other comparable school districts. On motion of Board Member Hyatt, seconded by Board Member Shaddix, the application was approved. (YES: Hyatt, Littau, Shaddix, Wright. ABSENT: Valles.)

Maintenance and Operations Director Ron Cushman presented Resolution #2603 Boulder Creek Fire Alarm System Phase 1 for adoption. On motion of Board Member Hyatt, seconded by Board Member Littau, Resolution #2603 was adopted. (YES: Shaddix, Littau, Hyatt, Wright. ABSENT: Valles.)

Mr. Cushman shared that CHYBA (California Heritage Youth Build Academy) is building a new High School at the end of Del Monte Street.

Board Member Littau inquired about the timeline for the updated board member onboarding handbook and about recognizing our SRO. Superintendent Armelino proposed a handbook review workshop in April and agreed recognizing our SRO was a positive idea.

Mrs. Rodrigues announced that at the recent Folsom Jazz Festival Competition Parsons Jazz Choir achieved 'Superior' ratings and earned seven soloist awards surpassing several high school competitors.

Superintendent Armelino took a moment to recognize former Principal Caryn Emerson in the audience.

The next Regular Board Meeting of the Board will take place March 11, 2026, at 5:30 p.m. (Open Session).

Other important dates shared:

9.3.1 Field Trip Request

9.4.1 Warrant List

9.4.2 Surplus

9.4.3 Budget Assumptions

9.4.4 E-Rate Internet Service Contract

9.4.5 Annual Audit Report

9.4.6 Application for Exemption

9.4.7 Resolution 2603 Boulder Creek Fire Alarm System Phase I

10. Planning Matters

11.1 Items from the Floor

11.2 Future Meeting Dates

11.3 Other Important Dates

- February 6: Lassen View's Sweetheart Dance
- February 13: Rother Valentines Family Dane
- February 25: Lassen View Family Game Night @ 5:30 pm
- February 26: Alta Mesa Family STEAM night @ 5:30 pm
- February 27: Boulder Creek Wax Museum @ 9 am
- March 2: PACE Dr. Seuss Family Breakfast 9-10:00 am

At 6:49 p.m., the meeting was adjourned to Closed Session.

At 7:04 p.m., the meeting was reconvened to Open Session.

On motion of Board Member Littau, seconded by Board Member Hyatt, the Leave of Absence request for Employee #492921 was approved. (YES: Hyatt, Littau, Shaddix, Wright. ABSENT: Valles.)

On motion of Board Member Wright, seconded by Board Member Littau, Resolution #2601, Notice of Non-Reelection for Temporary Teachers was approved. (YES: Littau, Shaddix, Hyatt, Wright. ABSENT: Valles.)

On motion of Board Member Hyatt, seconded by Board Member Wright, Resolution #2602, Notice of Non-Reelection of Permit Teachers was approved. (YES: Hyatt, Littau, Shaddix, Wright. ABSENT: Valles.)

The meeting was adjourned at 7:10 p.m.

BONNIE HYATT, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 11th day of March, 2026.

HEATHER ARMELINO
Secretary to the Governing Board

11.4 Adjourn to Closed Session

12. Closed Session

13. Reconvene to Open Session and Report of Action Taken in Closed Session

14. Adjournment

8.1 RECOGNITION AND REPORTS

8.1.1 SCHOOL PRESENTATION & ESSENTIAL PIECE

Parsons Principal Kyle Vierra presents: Student Leadership through ROAR.

Teacher and Band Director, Sal D'Acquisto, and Custodian, Doug Mead, will be presented the Essential Piece Award for the month of March in recognition of their dedication and service to the Parsons Jr High community.

8.1.2 EETA REPORT

None.

8.1.3 CSEA REPORT

None.

8.1.4 SUPERINTENDENT'S REPORT

California Dashboard.

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, presents RCA's charter renewal. Due to the length of the document, it's not printed in the agenda. You can access it by clicking on the link below

[RCA Charter Renewal](#)

A public hearing will be held to obtain comments from the community.

8.3.1 REDDING COLLEGIATE ACADEMY ETHNIC STUDIES COURSE

Chuck Seligman, Principal of Redding Collegiate Academy, presents RCA's Ethnic Studies course.

A public hearing will be held to obtain comments from the community.



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

DATE: **FEBRUARY 23, 2026**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **CHUCK SELIGMAN, RCA PRINCIPAL**

The California Department of Education requires one semester of Ethnic Studies as a graduation requirement, commencing with pupils graduating in the 2029–30 school year.

The *Introduction to Ethnic Studies* course curriculum is being presented to the Board for a Public Hearing and has been developed by Redding Collegiate Academy (RCA) in collaboration with EESD Instructional Services, in order to best align with the local needs of the school's program while meeting all state requirements.

The new curriculum would be integrated during the 2026-27 school year in order to adhere to the state graduation requirement.

Introduction to Ethnic Studies

Redding Collegiate Academy (050391)

[New Course Approved](#)

Mar 6, 2024
charles seligman

Basic Course Information

Title:	Introduction to Ethnic Studies
Transcript abbreviations:	Intro to Ethnic Studies / CP Ethnic Studies /
Local Course Codes:	9163 /
Length of course:	Half Year
Subject area:	College-Preparatory Elective (G) / History / Social Science
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	9th, 10th, 11th, 12th
Course learning environment:	Classroom Based

Course Description

Course overview:	This Ethnic Studies course investigates the multifaceted study of various ethnic groups and their experiences within the United States. It encompasses an approach which examines the history, culture, politics, and social issues pertaining to marginalized communities. This course aims to foster understanding, empathy, and critical thinking about the diverse narratives that shape our society. This Ethnic Studies course is designed to empower students by exploring the histories, contributions, and struggles of different ethnic groups, including African Americans, Native Americans, Asian Americans, Latino/a/x Americans, Irish Americans, Jewish Americans, and Indian Americans. It emphasizes the importance of recognizing and valuing the perspectives of these communities, challenging stereotypes, and promoting social justice. The curriculum explores the intersectionality of race, class, and gender, highlighting the interconnectedness of various forms of oppression and privilege. Students engage in a variety of engaging units of instruction designed to build a comprehensive understanding of the experiences of diverse ethnic groups. Students will analyze the effects of colonization, immigration, and systemic discrimination, while also examining resistance movements and the contributions of ethnic communities to American society. This Ethnic Studies course seeks to cultivate inclusive citizenship, encourage critical inquiry, and inspire students to actively participate in creating a more equitable and just society.
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Question Dominant Narratives

Unit Summary: In this unit, students explore America's diversity, challenge the traditional "Master Narrative" in American history, and examine the impact of immigration waves on American society. They also analyze diverse narratives in literature and connect historical events to contemporary issues.

Main Ideas Covered:

- Challenging the traditional "Master Narrative" in American history.
- Celebrating the rich mosaic of cultures that have shaped America.
- Understanding immigration patterns and motivations throughout history.
- Exploring diverse narratives in American literature.
- Connecting historical events to contemporary American society.

 Unit Assignment(s):

Independent Practice: Each student should individually write a short paragraph reflecting on the importance of considering diverse perspectives in studying history. They should also discuss how understanding the experiences of various racial and ethnic groups can lead to a more comprehensive understanding of American history.

Demonstration of New Knowledge: To demonstrate their understanding, students can create a one-page infographic highlighting the key takeaways from the chapter. Students should use visuals and concise text to represent the historical experiences of the different racial and ethnic groups discussed.

Ways Students Can Demonstrate Mastery:

- Create a quick concept map illustrating key relationships between ideas.
- Develop a one-page infographic highlighting essential information.
- Write a persuasive paragraph or short argument defending a viewpoint.
- Design a quick sketch or diagram to visually represent a process or concept.
- Write a reflective journal entry discussing personal insights gained.
- Analyze a short primary source excerpt and write a brief response.
- Develop a short list of probing questions to stimulate further inquiry.
- Write a one-paragraph reflection on how the content relates to real-life situations.
- Design a mini-poster featuring key terms and their definitions.
- Write a short dialogue or script between two characters discussing the topic.

Slavery in Colonial America

In this unit, students explore the intricate history of slavery in colonial America, focusing on Virginia and New England, while considering the experiences of enslaved Africans.

Students begin by uncovering the hidden origins of slavery in colonial America. They delve into the brutal journey of the Middle Passage, understanding the emotional and physical hardships faced by African captives during their voyage to the Americas. This exploration prompts students to empathize with the African American experience and consider its impact on the growth of slavery.

The unit continues by distinguishing between indentured servitude and slavery in early Virginia. Students analyze the legal distinctions, labor conditions, and treatment of indentured servants versus enslaved Africans, fostering critical thinking about the evolving institution of slavery. They also reflect on the economic and social factors contributing to the transition from indentured servitude to slavery.

Next, students examine the legislative changes that institutionalized slavery in the Virginia colony. Analyzing primary sources and legislative records, they gain insights into the motivations behind these laws and their consequences. Students reflect on how the Virginia Slave Codes solidified the differences between indentured servitude and slavery and contributed to racial discrimination.

The unit then shifts its focus to slavery in the New England colonies, emphasizing its economic and social impact. Students explore how the growth of industries, such as shipbuilding and agriculture, fueled the demand for enslaved labor and contributed to the region's development. They also consider the treatment and conditions of enslaved individuals, comparing New England with Southern colonies.

Finally, students learn about the Underground Railroad and its significance in aiding enslaved individuals' escape to freedom. They discover the origins, routes, and courageous conductors, like Harriet Tubman, who played vital roles in this network. This lesson prompts students to reflect on the Underground Railroad's role in the abolitionist movement and its impact on African American history.

Throughout this unit, students engage in critical inquiry, historical empathy, and nuanced understanding of the complex history of slavery in America. The content underscores the significance of considering the experiences of enslaved individuals, the evolution of slavery's legal framework, and the role of resistance in shaping American history.

Unit Assignment(s):

Independent Practice:

Students participate in a brief group discussion or mini-debate on the topic: "Indentured Servitude vs. Slavery: Advantages and Disadvantages for Colonists."

Closure: Revolutionary Pictionary

In this creative closure activity, students will participate in "Revolutionary Pictionary," a fun and engaging way to reinforce key concepts and events related to the American Revolution, specifically based on the content from Chapter 4, "Hidden Origins of Slavery."

Instructions:

- Prepare a list of key terms, figures, or events related to the content from Chapter 4. Write each term on a small piece of paper or index card.
- Divide the class into two teams. If the class is small, students can play individually.
- Set up a whiteboard or easel with a marker for each team.
- Choose one student from each team to start as the drawer. These students will alternate in each round.
- The teacher randomly selects a term from the prepared list and shows it only to the drawer from each team.
- The drawers have 30 seconds to draw a visual representation of the term on the whiteboard without using any letters or numbers.
- The rest of the students in each team must guess the term based on the drawing within the time limit.
- Each correct guess earns the team a point.
- Continue rotating the drawers and playing rounds until all terms have been used or for a set time period.

Example Terms:

- **Indentured Servant**
- **Middle Passage**
- **Bacon's Rebellion**
- **Slave Codes**
- **Triangular Trade**
- **Tobacco Plantations**
- **Jamestown Colony**
- **African Captives**
- **Virginia Slave Laws**
- **Plantation Labor**

Discussion Questions:

- How did drawing and guessing help reinforce your understanding of the American Revolution concepts related to slavery and its origins?
- Were there any challenging terms to draw or guess? Why?
- How does this activity illustrate the importance of effective communication and creativity in learning historical topics?

Probing Questions for Small Group Discussion:

- How did the legal status of indentured servants differ from that of enslaved Africans in Virginia?
- What were some similarities in the treatment and living conditions of indentured servants and enslaved Africans?
- How did the demand for labor influence the transition from indentured servitude to slavery?
- How did racial prejudices and attitudes contribute to the establishment of slavery in Virginia?

Native American Communities in the United States

This unit provides an exploration of the history and experiences of Native American communities in the United States. It covers a range of critical concepts and essential questions, fostering a holistic understanding of Native American history and its lasting impact.

The unit begins by examining the historical trajectory of Native American communities, including early contact with European settlers, forced removals, and the establishment of reservations. It explores the complexities of colonization, broken treaties, and conflicts, shedding light on the resilience and challenges faced by Native American communities.

Students examine the ethical implications of policies like the Indian Removal Act of 1830 and the devastating consequences of events like the Trail of Tears. They also learn about the long-term legacy of Indian Removal, including the loss of land and cultural heritage, and the ongoing struggles of Native American communities.

The unit helps students study the various forms of resistance and resilience displayed by Native American communities throughout history, highlighting the strategies used to resist oppressive policies and the importance of cultural resilience in combating stereotypes and discrimination.

Students examine contemporary Native American activism and the issues that Indigenous communities face today. They analyze the historical roots of these challenges and explore strategies for addressing them, emphasizing the role of advocacy and understanding in promoting justice and equality.

The unit provides a thorough and empathetic exploration of Native American history and its relevance to understanding the past and present experiences of Indigenous peoples in the United States.

 Unit Assignment(s):

Independent Practice: Individually, students will write a reflective journal entry, expressing their empathy for the Native American communities that experienced Indian Removal.

Closure: Invite volunteers to share their journal entries, fostering empathy and understanding among the students. Summarize the lasting impact of Indian Removal on Native American communities.

Demonstration of New Knowledge: Students will create a short reflective poem or haiku capturing the essence of the emotions and experiences of Native American communities during the Trail of Tears.

African Americans and Racial Inequality

Students explore the experiences of African Americans during the 19th century in both the Northern and Southern regions of the United States. The unit seeks to cultivate inclusive citizenship by shedding light on the challenges faced by African Americans and inspiring critical inquiry into the complex history of racial inequality in America.

Students will study the intricacies of life in slavery, examining the harsh conditions endured by enslaved individuals in the South and the pervasive racism and discrimination faced by those in the ostensibly free North. Key questions that students will grapple with include:

1.
How did the experiences of African Americans differ between the Northern and Southern regions during slavery?
2.
What were the primary challenges faced by African Americans striving for freedom and equality during this era?
3.
How did prominent figures like David Walker and Frederick Douglass contribute to the abolitionist movement and the fight for social change?
4.
What role did education play in empowering African Americans to advocate for their rights?

To encourage active participation in creating a more equitable and just society, the unit employs various teaching strategies, including role-play, primary source analysis, debates, and discussions. These methods aim to foster empathy, critical thinking, and an understanding of historical perspectives.

The unit emphasizes the importance of understanding historical context in informing present-day activism against injustice. Students are encouraged to draw parallels between the challenges faced by African Americans in the 19th century and contemporary issues related to civil rights and social justice. By exploring the legacy of activists like Frederick Douglass and recognizing their contributions, students are inspired to engage in discussions and actions aimed at creating a more inclusive and equitable society.

This unit serves as an exploration of African American history during a pivotal period, encouraging students to reflect on the past and continue to learn about the ongoing struggle for justice and equality.

 Unit Assignment(s):

Objective: Students will analyze the living conditions of African Americans in the North and South during slavery, focusing on the experiences of David Walker and the impact of his writings.

Anticipatory Set: Show images depicting the living conditions of slaves on plantations and in Northern ghettos to engage students' emotions and empathy.

Input:

- Provide historical context on African Americans' living conditions in the North and South during slavery.
- Introduce David Walker's background and his experiences as a free black man witnessing the atrocities of slavery.
- Present excerpts from Walker's *Appeal to the Coloured Citizens of the World* to highlight his call for resistance and the abolition of slavery.

Modeling: Facilitate a discussion on the implications of Walker's *Appeal*, analyzing its strong language and how it challenged the views of both white abolitionists and African Americans.

Checking for Understanding:

- **Group Role Play:** Divide students into groups to reenact scenes from Walker's *Appeal*, illustrating the powerful arguments he made against slavery.
- **Mini-Debate:** Organize a brief debate where students take on the roles of pro-slavery and anti-slavery advocates, using evidence from historical texts and Walker's *Appeal* to support their arguments.

Guided Practice:

- **David Walker's Legacy:** In groups, students will research the impact of David Walker's writings on the abolitionist movement and discuss how his ideas resonate with social justice movements today.
- **Primary Source Analysis - Excerpts from Slave Narratives:** Students will work in pairs or small groups to analyze selected excerpts from slave narratives collected during the Federal Writers' Project. These narratives were firsthand accounts of former slaves' experiences during slavery and their journey to freedom. Students will be provided with guided questions to explore the emotions, challenges, and resilience expressed by the individuals in the narratives.

Guiding Questions:

What emotions and experiences do the narratives reveal about the lives of enslaved individuals?

How did enslaved individuals resist oppression and maintain their sense of identity and culture?

What challenges did these individuals face in their quest for freedom, and what strategies did they employ to escape slavery?

How did their narratives contribute to the abolitionist movement and inspire others to take action?

- **Mapping the Underground Railroad:** In pairs or small groups, students will use historical maps and resources to create a visual representation of the Underground Railroad network. They will identify key routes, safe houses (known as "stations"), and prominent conductors (individuals who helped enslaved people escape to freedom). Students will discuss the significance of this clandestine network in facilitating escapes and supporting the abolitionist cause.

Guiding Questions:

How did the Underground Railroad operate, and why was it essential for escaping slavery?

What risks did both the conductors and escaped slaves face while navigating the Underground Railroad?

How did the existence of the Underground Railroad challenge the institution of slavery and influence public opinion about abolition?

- **Role-Play: A Conductor's Dilemma:** In a role-play activity, students will take on the roles of conductors assisting escaped slaves on the Underground Railroad. They will encounter various challenges and dilemmas during their journey, such as encountering suspicious individuals, overcoming physical obstacles, and finding safe hiding places. Through the role-play, students will gain insights into the risks and courage involved in supporting the abolitionist cause and helping others achieve freedom.

Guiding Questions:

What decisions would you make as a conductor in challenging situations to ensure the safety and success of the escapees?

How did conductors communicate with each other and with escaped slaves to coordinate their movements?

What personal motivations and beliefs might drive individuals to become conductors on the Underground Railroad?

Independent Practice:

In pairs, students will:

- **Write a persuasive paragraph** defending David Walker's viewpoint on the necessity of resistance against slavery.
- **Design a quick sketch or diagram** to visually represent the living conditions of slaves in the North and South.
- **Create a brief slideshow presentation** with key takeaways from Walker's *Appeal* and its significance in the fight against slavery.

Closure: Summarize the main points discussed in class and lead a brief discussion on the importance of understanding historical perspectives to inform present-day activism against injustice.

Probing Questions for Small Group Discussions:

- What aspects of David Walker's personal experiences contributed to his strong stance against slavery?
- How did Walker's *Appeal* challenge the views of white abolitionists?

- **In what ways** were the living conditions of African Americans different in the North and South during slavery?
- Why do you think some abolitionists criticized Walker's *Appeal* for its strong language?
- How can Walker's ideas be applied to modern-day social justice movements?

Additional Resources:

- **David Walker's Appeal to the Coloured Citizens of the World** - Read Walker's powerful abolitionist pamphlet, which advocated for the rights and freedom of African Americans.
- **Photographs of Slavery in America** - Explore a collection of photographs documenting the harsh living conditions of slaves on Southern plantations and in Northern cities.
- **The Life of David Walker** - Learn more about David Walker's life, activism, and contributions to the abolitionist movement through this National Park Service article.
- **The Underground Railroad: Escape from Slavery** - Investigate the significance of the Underground Railroad as a network of secret routes and safe houses used by African Americans to escape slavery.
- **Slave Narratives from the Federal Writers' Project** - Access firsthand accounts of former slaves' experiences during slavery and their quest for freedom.
- **The Thirteenth Amendment to the US Constitution** - Read the Thirteenth Amendment, which abolished slavery in the United States.
- **Civil War Photographs: African Americans in the Union Army** - Explore photographs of African Americans serving in the Union Army during the Civil War, highlighting their contributions to the fight for freedom.

Irish Immigration

The unit is an exploration of the transformative period of America's ethnic landscape during the early 19th century, with a specific focus on Irish immigrants and their experiences.

Throughout the unit, students will study the multifaceted aspects of Irish immigration to the United States. They will examine the causes that drove millions of Irish people to seek refuge in America, including English conquest, the impact of the Great Famine, economic hardships, religious persecution, and more. These inquiries encourage students to reflect on the challenges faced by immigrant communities and the broader context of discrimination and displacement, promoting a deeper understanding of historical events.

One key question posed to students is: "How did English conquest and land seizure impact the Irish population?" This question prompts critical analysis of the historical forces that contributed to Irish immigration and allows students to engage with issues of social justice and equity.

Another aspect explored in the unit is the conditions Irish immigrants endured during their voyage to America. Students will investigate the overcrowding, lack of sanitation, disease outbreaks, and limited access to food and water. This exploration fosters empathy and an appreciation for the resilience of Irish immigrants, inspiring students to actively participate in creating a more just society by recognizing the challenges faced by immigrant communities.

A central theme of the unit is the examination of Irish folklore and legends, allowing students to understand the significance of cultural preservation during times of change and immigration. By studying Irish myths and legends, students gain insights into the cultural heritage of immigrant communities, promoting inclusive citizenship through appreciation of diverse traditions.

Lastly, the unit underscores the lasting legacy of Irish immigration in American society. Students explore the contributions of Irish Americans in various fields, such as politics, labor movements, arts, literature, and sports. By recognizing the achievements and struggles of Irish immigrants and their descendants, students are encouraged to actively participate in creating a more equitable and just society that values the contributions of immigrant communities.

The unit is intended to be an educational experience that engages students in critical inquiry, promotes inclusive citizenship, and inspires active participation in building a more equitable and just society by examining the history, challenges, contributions, and cultural heritage of Irish immigrants in the United States.

Unit Assignment(s):

Objective: Students will analyze the factors that led to the massive emigration of Irish people to the United States during the 19th century.

Anticipatory Set: Show a map of Ireland and the United States, and ask students to speculate on why so many Irish people left their homeland for America.

Input: Present a brief overview of "The Flight From Ireland," highlighting the historical context of English oppression, the Great Famine, and economic hardships that prompted Irish emigration.

Modeling: Facilitate a class discussion on the various factors that contributed to Irish emigration, using probing questions like:

- How did English conquest and land seizure impact the Irish population?
- What role did the Great Famine play in driving people to emigrate?
- How did economic changes in Ireland affect the livelihood of the Irish people?

Checking for Understanding:

Students will participate in a "Four Corners" activity, where they will physically move to different corners of the classroom that represent different factors contributing to Irish emigration. They will justify their choices with a short explanation.

Factors contributing to Irish Emigration:

- Economic hardship and poverty
- The Great Famine and widespread crop failures
- English colonization and land seizure
- Religious persecution and discrimination
- Lack of employment opportunities
- Political instability and repression
- Escape from forced evictions and harsh living conditions
- Desire for better opportunities and a new start in America

Guided Practice: In small groups, students will analyze primary source excerpts related to the causes of Irish emigration. They will create a brief summary and answer a set of guiding questions about each source.

Independent Practice: Individually or in pairs, students will create a quick concept map illustrating the key relationships between the various causes of Irish emigration.

Closure: In a short reflective journal entry, students will discuss their insights into the complexities of Irish emigration and its impact on both Ireland and the United States.

Additional Resources:

- [Irish Potato Famine](#): This link provides an in-depth overview of the Great Famine that struck Ireland in the mid-19th century and its devastating impact on Irish society.
- [Irish Emigration to America](#): This resource offers insights into the reasons behind Irish emigration to the United States, including economic, political, and social factors.
- [The Life of Irish Immigrants in America](#): This National Park Service article provides a glimpse into the challenges and experiences faced by Irish immigrants upon arrival in the United States.

- [Irish Diaspora](#): Learn about the dispersion of Irish people across the globe due to emigration, including the significant Irish presence in the United States.
- [Impact of Irish Emigration on Ireland](#): Examine the consequences of Irish emigration on the economy, society, and culture of Ireland.
- [The Causes of the Irish Potato Famine](#): Delve into the factors that contributed to the devastating Irish Potato Famine and its implications for Irish emigration.
- [Reasons for Irish Emigration](#): Explore additional reasons that drove Irish people to leave their homeland and seek opportunities in other countries.

American Expansion and Conflicts with Mexico

This unit examines the period of American expansion and conflicts with Mexico during the 19th century.

Throughout the unit, students will study the causes and consequences of the Mexican-American War, analyzing the factors that led to the conflict and its impact on both the United States and Mexico. One key question posed to students is: "What role did the concept of Manifest Destiny play in the Mexican-American War?" This question engages students in critical analysis of the ideologies and motivations behind westward expansion and its implications for justice and equity.

The unit also examines significant events and perspectives related to the Mexican-American War, such as the Battle of the Alamo. Students will explore the battle from different viewpoints, fostering empathy and understanding for the complexities of historical events. They will investigate questions like: "What were the main reasons that led the Texans to defend the Alamo?" and "How did the outcome of the battle impact the course of the Texas Revolution?" These questions encourage students to consider diverse perspectives and promote inclusive citizenship.

The unit delves into the Treaty of Guadalupe Hidalgo, allowing students to analyze its impact and the controversies surrounding its terms. They will explore the changing borders and the rights of Mexicans in the ceded territories, emphasizing the long-term consequences of historical agreements on justice and equity.

Students will engage with the portrayal of historical figures from the Mexican-American War from varying viewpoints, evaluating the influence of historical memory on public perception. By studying figures like General Zachary Taylor and General Santa Anna, students will reflect on how historical memory shapes our understanding of individuals and events. This component encourages critical inquiry and challenges students to consider the complexities of historical figures' legacies.

This unit offers an educational journey that encourages critical examination, empathy development, and the attainment of a nuanced comprehension regarding historical occurrences and their influence on notions of justice and fairness. Its core objective is to foster an inclusive sense of citizenship and ignite a commitment to engage actively in forging a more impartial and equitable society, all achieved through a comprehensive exploration of the various dimensions of the Mexican-American War.

 Unit Assignment(s):

Objective:

Students will examine the impact of the Mexican-American War on indigenous peoples in the regions affected by the conflict and reflect on the long-term consequences for their communities.

Anticipatory Set:

Begin the lesson by discussing the diversity of indigenous cultures in the regions where the war took place. Prompt students to think about how these communities might have been affected by the war and subsequent territorial changes.

Input:

Present a historical account of how the Mexican-American War impacted indigenous peoples in areas like California, New Mexico, and Texas. Discuss the displacement of native communities and the loss of their traditional territories.

Modeling:

Model how to create a concept map or graphic organizer to illustrate the various ways in which indigenous peoples were affected by the war.

Checking for Understanding:

Conduct a quick gallery walk activity where students showcase and discuss visual representations (e.g., drawings, diagrams) depicting the impact of the war on indigenous communities.

Guided Practice:

Divide students into small groups and assign each group a different indigenous community to research. In their groups, students will develop a set of probing questions to stimulate further inquiry about the challenges faced by their assigned community during and after the Mexican-American War. For example:

- How did the war affect the traditional way of life for the [assigned indigenous community]?
- What were the major consequences of territorial changes for their community?
- How did the [assigned indigenous community] resist or adapt to the changes brought on by the war?

Independent Practice:

Students will individually create a brief infographic highlighting the key challenges and long-term consequences faced by indigenous communities due to the Mexican-American War.

Closure:

Summarize the main points covered in the lesson and emphasize the importance of understanding the historical context to address contemporary challenges faced by indigenous communities.

Additional Resources:

- [California Indian History](#)
- [Indigenous Peoples of New Mexico](#)
- [Comanche Ethnography and History](#)
- [The Rise And Fall Of The Comanche 'Empire'](#)
 - [National Museum of the American Indian](#)

This unit explores the profound impact of California's integration into the United States on business with Asia, resulting in a significant influx of Chinese immigrants. Through their studies, students will discover how Aaron H. Palmer's ambitious plan to import Chinese laborers played a pivotal role in constructing the transcontinental railroad and cultivating California's fertile lands.

As students progress through this unit, they will immerse themselves in the challenges faced by Chinese migrants in their homeland, leading them to journey to California in search of gold and employment opportunities. Their contributions to the labor force, especially in the goldfields and the construction of the Central Pacific Railroad, will be a central focus. Students will study the escalating resentment and discrimination that culminated in the passage of the Chinese Exclusion Act in 1882.

The unexpected opportunity that arose following the 1906 earthquake, allowing Chinese immigrants to bring their families, will also be explored. Students will examine how this led to a surge in the American-born Chinese population and the unique challenges faced by Chinese Americans, caught between two cultures.

Throughout their studies, students will engage in critical inquiry by asking key questions such as: How did the Gold Rush impact Chinese immigration, and what challenges did Chinese immigrants face during this period? What role did the Chinese Exclusion Act play in shaping the experiences and opportunities of Chinese immigrants in California? How did the earthquake of 1906 affect Chinese immigration and American-born Chinese communities?

This unit aims to cultivate inclusive citizenship by encouraging students to explore the experiences of Chinese immigrants and their struggles for civil rights and recognition in American society. It seeks to inspire active participation in creating a more equitable and just society by fostering empathy for the challenges faced by Chinese immigrants and promoting critical analysis of the discriminatory policies they encountered. Through these lessons, students will gain a nuanced understanding of the complexities of immigration history and its implications for contemporary society.

 Unit Assignment(s):

Objective:

Students will explore the impact of immigration on American society, focusing on the experiences of diverse immigrant groups.

Anticipatory Set:

Begin the lesson with a quick jigsaw activity. Assign different student groups to research and present on the contributions of various immigrant communities to American society. Each group should create a mini-diagram or flowchart to visually represent their findings.

Input:

Present an overview of the diverse immigrant groups that have come to America throughout history. Highlight their contributions to culture, economy, and society. Use images, stories, and videos to engage students.

Modeling:

Model a brief virtual or in-person group project to solve a real-world problem related to immigration. Divide the class into groups and assign each group a contemporary immigration-related issue to explore. Students will work together to propose solutions or strategies to address the issue.

Checking for Understanding:

Conduct a brief role-play scenario in which students explore different perspectives on immigration. Assign roles to students, such as an immigrant seeking a better life, a government official responsible for immigration policies, and a concerned citizen (establish classroom norms to create a safe place where a role

play may be conducted in a socially appropriate manner).

Guided Practice:

Form small groups and assign each group a specific immigrant community that faced challenges upon arrival in the United States. Students will engage in a quick think-pair-share activity to exchange ideas about how these communities overcame obstacles and contributed to American society.

Independent Practice:

Students will write a persuasive paragraph or short argument defending the importance of embracing diversity and the positive impact of immigration on American society. They should support their claims with evidence from historical and contemporary examples.

Closure:

Conduct a class discussion on the significance of immigration to the United States and its role in shaping the nation's identity. Encourage students to consider how embracing diversity contributes to a vibrant and resilient society.

Additional Resources:

- [Library of Congress: Immigration](#)
- [Ellis Island: The Immigrant Experience \(National Park Service\)](#)
- [Angel Island Immigration Station \(California State Parks\)](#)
- [U.S. Immigration Policy](#)
- [Immigration and Nationality Act of 1965](#)
- [Teaching Tolerance: Immigration](#)

The Complexity of Native American Relations

In this unit, students will critically analyze the momentous closure of the American frontier in the late 1800's and its profound implications for Native Americans. They will delve into Frederick Jackson Turner's influential but contentious theory regarding the frontier's role in shaping American identity. Students will explore key episodes such as the Massacre at Wounded Knee, triggered by the spread of the Ghost Dance among Native Americans. Students will examine figures like General George Armstrong Custer and Commissioner of Indian Affairs Francis A. Walker, each with their own perspectives on frontier warfare and Native American policy.

The unit will probe legislative milestones like the Dawes Act of 1887, designed to dissolve reservations and encourage individual land ownership among Native Americans. Through these multiple lenses, students will study the complex tapestry of Native American relations, governmental policies, and cultural shifts, exploring how the closing of America's frontier forever altered the nation's trajectory.

Key questions to ask students throughout this unit include: How did the concept of the frontier contribute to the shaping of American identity? What role did the Ghost Dance movement play in Native American cultural expression, and how did it impact their communities? How did differing viewpoints on Indian policy reflect broader debates about cultural diversity? What were the potential benefits and drawbacks of cultural assimilation for both Native American communities and the larger society? How did different Indian policies, such as the Indian Removal Act and Dawes Act, impact the cultural, social, and economic lives of Native American communities? What cultural elements contributed to the resilience of Native American communities throughout history?

In this unit, students explore Native American perspectives, gaining an understanding of the challenges they faced, and promoting critical analysis of the policies and events that shaped their history. Through these lessons, students will gain depth in their understanding of Native American experiences, resilience, and the enduring impact of historical policies on their communities.

 Unit Assignment(s):

- Objective:** Examine the effects of various Indian policies on Native American communities.
- Anticipatory Set:** Share a short video clip featuring oral histories of Native Americans discussing the challenges they faced due to government policies.
- Input:** Introduce different Indian policies, including the Indian Removal Act, Dawes Act, and Indian Boarding Schools.
- Modeling:** Provide case studies of specific tribes and their experiences with Indian policies.
- Checking for Understanding:** Ask students to work in pairs to create a brief dialogue between two Native American individuals from different tribes, discussing the impact of government policies on their lives.
- Guided Practice:** In small groups, students analyze a visual representation (chart, infographic, or map) depicting changes in Native American populations over time.
- Independent Practice:** Students write a reflective journal entry, considering how the perspectives shared in the video clip align with or challenge the historical accounts presented.
- Closure:** In a class discussion, students share their journal reflections and insights gained from exploring the personal stories of Native Americans.
- Demonstration of New Knowledge:** Students create a short comic strip illustrating the challenges and resilience of Native American communities in response to government policies.

Small Group Discussion Questions:

1. How did different Indian policies, such as the Indian Removal Act and Dawes Act, impact the cultural, social, and economic lives of Native American communities?
2. What are the common themes in the personal stories shared by Native Americans regarding the effects of government policies?

List of Indian Policies:

1. Indian Removal Act (1830)
2. Dawes Act (1887)
3. Indian Boarding Schools

Additional Resources:

1. [Wounded Knee Massacre Eyewitness Accounts](#)
2. [Carlisle Indian Industrial School Photographs](#)

Japanese Immigration

In this unit, students embark on an educational journey that delves into the multifaceted narratives of Japanese immigration to the United States. Throughout this unit, students will engage in a rich exploration of the motivations, challenges, and contributions of Japanese immigrants during the late 19th century.

Students study the economic factors that drove Japanese migrants to seek better opportunities in the United States, particularly in response to economic struggles in Japan. Unlike Chinese immigrants, Japanese migration involved a significant female presence due to the Japanese government's strategies to establish stable communities. The unit addresses the practice of picture brides, influenced by arranged marriages and transcontinental exchanges of photographs, which adds depth to the narrative. The unit highlights the significant role that the Japanese played in Hawaii's sugarcane industry, despite

encountering racial hierarchy and discrimination that hindered their advancement. The arduous plantation life underscores the intense physical demands and regimented routines faced by Japanese laborers. This unit emphasizes the complexities of their experiences, contributions, and the challenges they confronted in their pursuit of a better life in America.

Key questions specific to the Japanese immigration narrative:

1.
What were the economic factors that motivated Japanese immigrants to seek better opportunities in the United States?
2.
How did the practice of picture brides reflect the unique strategies employed by the Japanese government to foster stable immigrant communities?
3.
In what ways did the Japanese immigrants contribute to the sugarcane industry in Hawaii, and how did they navigate racial hierarchy and discrimination?
4.
What were the challenges faced by Japanese laborers on sugarcane plantations, and how did they persevere in the face of adversity?

Throughout the unit, students engage in various activities, such as exploring the cultural and historical significance of Japanese "Money Trees," understanding the art of Japanese calligraphy (Shodo), unveiling the picture bride phenomenon, and examining the challenges and triumphs of Japanese immigrants in Hawaii's sugarcane fields. Additionally, students will analyze the cultural and societal interactions that arose from the Japanese immigrant experience in the United States, fostering an appreciation for diversity and cultural enrichment.

As students explore these topics, they will develop a deeper understanding of the complexities of immigration history and its profound impact on contemporary society. This unit seeks to inspire students to critically reflect on the challenges faced by immigrants, the dreams that drive them, and the enduring contributions they make to the United States, thus encouraging them to actively participate in creating a more equitable and just society.

 Unit Assignment(s):

Objective: To analyze the cultural and societal interactions that arose from the Japanese immigrant experience in the United States.

Anticipatory Set: Begin by asking students to reflect on the ways in which different cultures enrich communities and create new opportunities.

Input: Introduce the concept of cultural exchange and interactions among diverse groups, using the Japanese immigrant experience as a case study.

Modeling: Share stories of cultural exchanges between Japanese immigrants and other groups, such as interactions with Native Hawaiian communities or exchanges with other immigrant communities.

Checking for Understanding: Have students discuss in pairs or small groups the potential benefits and challenges of cultural interactions within a community.

Guided Practice: In groups, students will create a cultural exchange scenario involving Japanese immigrants and another cultural group. They will present their scenario and discuss how it could impact both communities positively.

Independent Practice: Individually, students will write a short reflection on the importance of cultural interactions in fostering understanding and unity within diverse communities.

Closure: Share and discuss the students' cultural exchange scenarios, emphasizing the potential for mutual enrichment and collaboration.

Demonstration of Learning: Students' reflections will showcase their comprehension of the significance of cultural interactions in fostering harmonious communities.

Additional Resources:

- 1. [Compare & Contrast: America and Japan](#)
- 2. [Cultural Differences Between the USA and Japan](#)
- 3. [Japanese Americans](#)

Russian Jewish Immigration

In this unit, students embark on an extensive exploration of the Russian Jewish immigration narrative to the United States during the late 1800's.

Throughout the unit, students explore the historical context and factors that pushed Russian Jews to seek refuge and new opportunities in the United States, including persecution, economic hardship, and political instability. Key questions specific to Russian Jewish immigration include:

- 1.
What were the push factors that compelled Russian Jews to leave their homeland and immigrate to the United States?
- 2.
How did the promise of freedom and economic prosperity influence Russian Jewish immigrants' decisions to come to America?

Students engage in various activities to explore different aspects of this immigration narrative. They learn about the emotional journey of Russian Jewish immigrants as they aspired to start their lives in America, with a focus on dreams, motivations, and the challenges faced. Lessons include activities such as creating dialogues between immigrants, summarizing the push factors in concise paragraphs, and crafting visual representations of emotional journeys.

Key sample questions for these lessons include:

- 1.
How did symbols like Ellis Island and the Statue of Liberty impact the emotions and aspirations of Russian Jewish immigrants?
- 2.
What role did dreams and hopes play in motivating Russian Jewish immigrants to seek a new life in America?
- 3.
How did overcoming challenges contribute to personal growth and the ability to make significant contributions to society?

The unit examines the challenges Russian Jewish immigrants encountered when settling in the United States, including language barriers, housing issues, and discrimination. Students also delve into the contributions of Russian Jewish immigrants to American society in various fields such as arts, sciences, business, and politics. They reflect on the importance of recognizing and celebrating immigrant contributions to the nation's cultural, economic, and social fabric.

The unit addresses how Russian Jewish immigrants preserved and reshaped their cultural heritage while adapting to American society, emphasizing the significance of cultural preservation in shaping individual and collective identities. Lessons include activities like creating dialogues between generations about the importance of cultural heritage and designing mini-posters featuring key terms related to cultural preservation and identity.

Students examine the lasting impact of Russian Jewish immigrants on American society, exploring how their contributions have influenced arts, sciences, politics, entrepreneurship, and more. They analyze the broader influence of Russian Jewish immigrants and reflect on the ongoing contributions of immigrants to American society.

Throughout this unit, students develop a deeper understanding of immigration history and its profound impact on contemporary society. They are encouraged to critically reflect on the challenges faced by immigrants, the dreams that drive them, and the enduring contributions they make to the United States.

 Unit Assignment(s):

Objective: Students will explore the challenges faced by Russian Jewish immigrants in their journey to establish new lives in the United States and the contributions they made to American society.

Anticipatory Set: Ask students to brainstorm the types of challenges immigrants might encounter when settling in a new country.

Input: Present a comprehensive overview of the difficulties Russian Jewish immigrants encountered upon arrival in the United States, including language barriers, housing issues, and discrimination.

Modeling: Share stories of specific Russian Jewish immigrants who overcame challenges and made significant contributions in various fields, such as arts, sciences, and business.

Checking for Understanding: Discuss the ways in which challenges can either hinder or motivate immigrants to succeed in a new country.

Guided Practice: Divide students into small groups and assign each group a different field (e.g., arts, sciences, business). Have them research and present the achievements of Russian Jewish immigrants in that field.

Independent Practice:

1. **Write:** Summarize the main challenges faced by Russian Jewish immigrants upon arrival in the United States in a concise paragraph.
2. **Create:** Develop a brief slideshow presentation highlighting the key achievements of Russian Jewish immigrants in various fields.
3. **Analyze:** Write a short analysis of how overcoming challenges can lead to personal growth and contributions to society.

Closure: Reflect on the importance of recognizing and celebrating the contributions of immigrants to the cultural, economic, and social fabric of a nation.

Additional Resources:

1. [Cultural Contributions of Jewish Immigrants](#)
2. [Several Relevant Sources](#)
3. [From Odessa to New York City: The Unique Legacy of America's Soviet Jewry](#)

Mexican and Sikh Immigration and Societal Challenges

This unit begins with an examination of the motivating factors that spurred Mexican immigration to the United States. Students will delve into the drivers behind this migration, rooted in the pursuit of enhanced living conditions, escape from poverty, and responses to the tumultuous Mexican Revolution. Students will examine key questions such as:

1.
What factors motivated Mexican immigrants to leave their homeland and seek opportunities in a foreign land?
2.
How did the Mexican Revolution influence people's decisions to leave their homeland?
3.
How might political instability affect migration?

The unit continues with a look into the labor experiences of Mexican immigrants. Students explore Mexican immigrants' active participation in labor movements and the adversity they encountered while striving for improved working conditions. These lessons highlight the resilience and determination of Mexican laborers. Key ideas include:

1.
The significant contributions of Mexican immigrants to industries such as construction, agriculture, and labor movements.
2.
The challenges faced by Mexican laborers and their involvement in improving working conditions.
3.
The impact of Mexican laborers' participation in labor movements on their communities and society as a whole.

As the unit progresses, students will learn about the unique interactions between Mexican immigrants and Sikh immigrants from India. This exploration uncovers cross-cultural relationships, cultural exchanges, and contributions to American society, showcasing the multicultural fabric of the nation. Students will ponder questions like:

1.
How did Mexican and Sikh immigrants interact and form relationships in the United States?
2.
What are the similarities and differences in the cultural exchanges between Mexican and Sikh immigrants?
3.
How do interactions between different immigrant groups contribute to American diversity?

Continuing their journey through Mexican immigration history, students will examine the challenges endured by Mexican immigrants due to racial segregation, discriminatory practices, and limited access to education and opportunities. This critical examination encourages reflections on the profound implications of such adversities for individuals and communities. Key ideas include:

1.
The historical experiences of racial segregation and discrimination faced by Mexican immigrants.
2.
The limitations placed on Mexican immigrants in accessing shops, cafes, schools, and opportunities.
3.
The long-term effects of segregation and discrimination on individuals and communities.

The unit culminates in an exploration of the repatriation movement of the 1930's. Students will delve into its effects on Mexican immigrants, the injustices they endured when forcibly displaced, and the enduring repercussions on families and communities.

This unit serves as a poignant reminder of the historical injustices that continue to impact society today. Critical questions include:

1.
What were the causes and consequences of the repatriation movement in the 1930s?
2.
How did economic challenges and nativist sentiments lead to the forced deportation of Mexican immigrants?
3.
What were the psychological, economic, and social consequences of repatriation on individuals and families?

Objective: In this lesson, students will learn about the interactions between Mexican immigrants and Sikh immigrants from India, exploring their relationships, cultural exchanges, and contributions to American society.

Anticipatory Set: Display images of Mexican and Sikh immigrants working together in fields or other settings. Ask students to identify the similarities and differences in their clothing, appearance, and interactions.

Input: Present the concept of interactions between Mexican and Sikh immigrants using the provided content. Discuss how these groups met while working in similar industries, formed relationships, and contributed to the multicultural fabric of American society.

Modeling: Share anecdotes or stories that highlight the cultural exchanges between Mexican and Sikh immigrants, focusing on their shared experiences and how their marriages blended traditions.

Checking for Understanding: Initiate a class discussion on the significance of these cross-cultural relationships. Ask students to reflect on how interactions between different immigrant groups contribute to American diversity.

Guided Practice: Assign students to pairs and provide each pair with a brief description of a cultural exchange between a Mexican and Sikh immigrant. Have them create a dialogue or short skit portraying the interaction, focusing on understanding and respect.

Independent Practice: Ask students to choose one of the following activities to demonstrate their understanding:

1. Write a journal entry from the perspective of a Sikh immigrant reflecting on their experiences working alongside Mexican immigrants and forming relationships.
2. Create a collaborative artwork depicting the blending of Mexican and Sikh cultural symbols, such as traditional foods, clothing, and music.
3. Compose a short fictional story about a Mexican and Sikh couple who navigate challenges related to their cultural differences.

Closure: Invite students to share their creative projects with the class, highlighting the positive outcomes of cross-cultural interactions and relationships.

Additional Resources:

1. [Cultural Exchanges Between Mexican and Sikh Immigrants](#)
2. [Shared Traditions and Blended Families](#)
3. [Diversity Enriching American Society](#)
4. [Punjabi Sikh-Mexican American Community](#)

Blacks Arrive in Northern Cities

In this unit, students will undertake an exploration of the African American Great Migration, a pivotal chapter in American history. They will examine the motivations behind this mass movement, the cultural awakening of the Harlem Renaissance, the challenges faced by African Americans in Northern cities, the influential leaders and civil rights movements that emerged during this period, and the enduring legacy of the Great Migration on American society.

Students will begin by learning about the factors that led to the Great Migration, prompting African Americans to leave the South for Northern cities in the early 20th century. They will explore push and pull factors, economic and social conditions in the South, and opportunities available in Northern cities.

The unit will also immerse students in the cultural significance of the Harlem Renaissance. They will explore artistic and literary achievements, delve into the works of Langston Hughes, Zora Neale Hurston, and other prominent figures, and reflect on how this cultural movement shaped African American culture and American society.

Students will analyze the challenges faced by African Americans during the Great Migration, including discrimination and urban life. They will investigate housing segregation, racial violence, and limited job opportunities in Northern cities, gaining insights into the hardships endured by migrants.

The unit will spotlight key leaders and movements that emerged during the Great Migration and their contributions to civil rights. Students will learn about figures like W. E. B. Du Bois, Marcus Garvey, and A. Philip Randolph, understanding their roles in advocating for social justice.

Students will explore the lasting impact of the Great Migration on African American communities and American society. They will examine shifts in demographics, voting patterns, and the emergence of urban centers, recognizing the enduring legacy of this historical event.

As students navigate this unit, they will encounter thought-provoking questions designed to nurture critical inquiry:

1. What factors compelled African Americans to undertake the Great Migration, leaving the South for Northern cities in the early 20th century?
2. How did the Harlem Renaissance contribute to cultural and artistic expression within African American communities and impact American culture as a whole?
3. What were the primary challenges and adversities that African Americans encountered upon their migration to Northern cities, including housing discrimination, racial violence, and limited job opportunities?
4. Who were the key leaders and movements that emerged during the Great Migration, and what role did they play in advocating for civil rights and social justice?
5. What enduring legacy does the Great Migration hold for African American communities and American society, particularly in terms of cultural contributions, politics, and demographics?
6. How can an understanding of the Great Migration and its historical context inform our approach to addressing contemporary issues of racial inequality and social justice?

Through thoughtful examination and reflection on these questions (while engaging in embedded unit activities and projects), students will not only gain historical knowledge but also develop critical thinking skills and a deeper understanding of the complexities of American history. This unit seeks to inspire students to actively engage in the ongoing pursuit of a more equitable and just society by examining the lessons and legacies of the past.

 Unit Assignment(s):

- Objective:** Students will explore the cultural significance of the Harlem Renaissance in the early 20th century.
- Anticipatory Set:** Show iconic artworks and play jazz music from the Harlem Renaissance era to immerse students in the cultural atmosphere of the time.
- Input:** Discuss the artistic and literary achievements of the Harlem Renaissance, emphasizing the contributions of Langston Hughes, Zora Neale Hurston, and other prominent figures.

Modeling: Present excerpts from Langston Hughes' poems and discuss their themes and impact on literature.

Checking for Understanding: Students will complete a short online quiz or interactive activity to assess their understanding of key figures and artistic expressions of the Harlem Renaissance.

Guided Practice: In small groups, students will participate in a brief group discussion on the impact of the Harlem Renaissance on African American culture and American society.

Independent Practice: Students will design a quick sketch or diagram to visually represent a significant aspect of the Harlem Renaissance, such as jazz music or literature.

Closure: Summarize the importance of the Harlem Renaissance in shaping African American culture and its broader impact on American society.

Demonstration of New Knowledge: Students will create a one-page infographic highlighting essential information about the Harlem Renaissance.

Additional Resources:

1. [Harlem Renaissance Overview](#)
2. [Langston Hughes Poetry](#)
3. [Jazz and Blues Music](#)
 - [Louis Armstrong](#)
 - [Chick Webb](#)
 - [Timeline of African American Music](#)
 - [Duke Ellington \(1943\)](#)
 - [Billy Holiday](#)
4. [The Harlem Renaissance Cultural Explosion, in Photographs \(video\)](#)

WWII-Ethnic Inequalities in the USA and While Serving in the Military

In this unit on World War II and its profound impact on America's diverse ethnic groups, students will embark on an educational journey that will inspire them to actively participate in creating a more equitable and just society.

Key unit focal points:

1. **Diverse Perspectives:** Throughout this unit, students will delve into the experiences of various ethnic groups, including Japanese Americans, African Americans, Chinese Americans, Mexican Americans, Native Americans, and Jewish Americans. They will gain a deep understanding of the challenges, sacrifices, and contributions made by these communities during World War II.
2. **Impact of War:** Students will study how World War II shaped the lives and aspirations of these ethnic communities. They will explore the ways individuals and groups responded to the call of duty, both on the battlefield and on the homefront. By examining primary sources, personal stories, and historical accounts, students will appreciate the complex web of events that unfolded during this period.
3. **Struggles for Equity:** The unit will critically examine the racial tensions and injustices that prevailed during World War II, such as segregation, discrimination, and the internment of Japanese Americans. Students will explore the social and political movements that emerged in response to these challenges, including the civil rights movement and the fight for justice and equality.

4. Global Perspectives: In addition to understanding the domestic impact of the war, students will broaden their horizons by studying the geopolitical changes that occurred after WWII. They will explore the formation of international organizations like the United Nations and engage in discussions about the role of diplomacy and cooperation in maintaining global peace.

To reinforce their learning and actively participate in promoting a more equitable society, students can choose from a range of engaging project options based on the content discussed:

Oral History Project: Students organize a collection of personal accounts stories from internet sources that reflect the experience of living through WWII.

Multicultural Recipe Book: By compiling a multicultural recipe book with historical context and personal stories, students will not only celebrate diverse culinary traditions but also learn about the cultural exchanges that occurred during the war.

Holocaust and Human Rights Art Exhibition: Through this project, students can create an art exhibition showcasing the impact of the Holocaust and the importance of human rights, raising awareness and fostering empathy.

Civil Rights Timeline: Students can develop a multimedia timeline highlighting key events in the civil rights movement during and after WWII, emphasizing the struggles, triumphs, and ongoing challenges.

Diplomacy Simulation: By participating in a diplomacy simulation, students will gain insights into post-war geopolitics and international cooperation, simulating real-world negotiations and decisions.

Civil Rights Speech: This project involves writing and delivering a persuasive speech on the importance of civil rights and social justice, allowing students to express their views and advocate for change.

By actively engaging in these projects, students will not only apply their historical knowledge but also develop crucial skills such as research, communication, empathy, and advocacy. They will be inspired to contribute to positive change in their communities, embodying the unit's mission of inclusive citizenship, critical inquiry, and the pursuit of a more equitable and just society.

 Unit Assignment(s):

Objective: Students will understand the impact of World War II on the American home front.

Anticipatory Set: Show a brief video montage of World War II-era newsreels and home front scenes, asking students to jot down any observations or questions that arise.

Input: Discuss the key aspects of the American home front during World War II, including rationing, the role of women, and the internment of Japanese Americans. Use images and stories from the era to bring these topics to life.

Modeling: Model how to create a quick concept map illustrating the relationships between rationing, women's roles, and Japanese internment.

Checking for Understanding: Ask students to share their concept maps in pairs and discuss any differences or similarities.

Guided Practice: In small groups, students participate in a brief group discussion on the ethical implications of Japanese internment during the war. Use probing questions like:

- How do you think Japanese Americans felt about internment?
- What might have been the government's reasoning for internment?
- Were there alternatives to internment that the government could have considered?

Independent Practice: Students write a paragraph on the injustice of Japanese internment during World War II.

Closure: Summarize the main points covered in the lesson and have students share their paragraphs in a brief class discussion.

Additional Resources:

1. [Executive Order 9066](#): The document authorizing Japanese internment during World War II.
2. [Rationing During WWII](#): The rationing system.
3. [Rosie the Riveter](#): Rosie the Riveter Inspired Women to Serve in World War II
4. [Japanese Internment Photos: A collection of photographs from internment camps](#).
5. [War Bonds Posters: Propaganda posters encouraging support for the war effort](#).
6. [America on the Homefront](#): From the National Archives of Boston.
7. [Women in the Workforce](#): Materials showcasing the contributions of women to the wartime workforce.

The Journey Toward Social Justice For Various Ethnic Groups

In this unit, students will journey through the post-World War II history of the United States. The primary focus of this exploration will be the experiences, struggles, and achievements of different ethnicities, women, and teenagers, with a commitment to fostering inclusive citizenship, encouraging critical inquiry, and inspiring active participation in the ongoing pursuit of a more equitable and just society.

Key Unit Focal Points:

1. **Diverse Ethnic Perspectives:** Throughout this unit, students will delve into the unique journeys of America's racial, ethnic, and religious minorities who, having served their country in World War II, returned home to confront discrimination. They will explore the challenges, triumphs, and contributions made by African Americans, Japanese Americans, Mexican Americans, Native Americans, and Jewish Americans during this transformative period.
2. **Fight for Equality:** Students will study the ways in which these ethnic groups actively challenged discriminatory practices and fought for their rights. They will analyze pivotal moments such as A. Philip Randolph's demand for military equality, the Supreme Court's landmark decision against California's discriminatory laws, and legislative changes that granted citizenship to immigrants regardless of skin color.

3. **Civil Rights Movement:** This unit delves into the birth of the civil rights movement, sparked by Rosa Parks' courageous act of civil disobedience and led by inspiring figures like Martin Luther King Jr. Students will examine the strategies employed by African Americans to dismantle racial segregation and injustice, paving the way for a more inclusive America.

4. **Alliances and Challenges:** The unit also explores alliances formed between African Americans and Jewish Americans within the civil rights movement. It addresses the financial support, legal assistance, and unity between these communities while acknowledging the challenges posed by economic disparities and class divisions.

5. **Economic Inequality:** Despite legal changes, students will study the persistence of economic disparities for African Americans. Discrimination in employment and the relocation of jobs to suburban areas will be examined, as well as the social unrest and riots that ensued in the 1960's.

6. **Youth Activism:** Young people played a vital role in the civil rights movement, organizing protests, sit-ins, and facing arrests. Students will explore the bravery and determination of teenagers, recognizing their contributions in shaping a more equitable society.

7. **Ongoing Struggles:** The unit will conclude with an understanding that despite significant progress, the fight for equality and justice continued into the 21st century. It acknowledges the historical milestone of Barack Obama's election as the first nonwhite president while recognizing that racial and economic disparities persist, emphasizing the ongoing need for societal transformation.

Key Questions for Students:

1.
How did World War II impact the experiences and perspectives of African Americans, Japanese Americans, Mexican Americans, Native Americans, and Jewish Americans in the United States?
2.
What strategies and key figures led to advancements in civil rights during and after World War II for these diverse ethnic groups?
3.
What were the contributions of these ethnicities to the civil rights movement, and how did they shape a more inclusive America?
4.
What challenges and successes were associated with alliances formed within the civil rights movement, particularly between African Americans and Jewish Americans?
5.
How did economic inequality persist for African Americans despite legal changes in the United States?
6.
How did youth activism play a significant role in the civil rights movement, and what impact did it have on the ongoing struggle for equality?
7.
What ongoing challenges related to racial and economic disparities exist in the present day, and how can society address them?

Through these inquiries, students will not only increase their understanding of this transformative period in American history but will also be inspired to actively participate in the ongoing journey towards a more equitable and just society. This unit serves as a beacon of knowledge and empowerment, fostering a deep appreciation for the diverse tapestry of American life and the unyielding spirit of those who have strived for equity and justice.

Objective: Students will explore the contributions of women to the civil rights movement and understand the challenges they faced.

Anticipatory Set: Show a brief [video clip](#) (scroll to key points in this video) highlighting the role of women in the civil rights movement.

Input: [Provide an overview of the significant women who played crucial roles in the civil rights movement](#), such as Rosa Parks, Ella Baker, and Fannie Lou Hamer.

Modeling: Discuss how these women challenged societal norms and contributed to the movement. Share quotes or speeches from them.

Checking for Understanding: Have students complete a short online quiz or interactive activity to assess their understanding of the contributions of women in the civil rights movement.

Guided Practice: Divide students into small groups and assign each group a different woman from the civil rights movement. Have them create an infographic highlighting her life and contributions.

Independent Practice: Ask each student to write a reflective journal entry discussing the significance of women's involvement in the civil rights movement.

Closure: Summarize the key points about the role of women in the civil rights movement.

Demonstration of New Knowledge: Students can demonstrate their understanding by creating a mini-poster featuring key terms and their definitions related to women in the civil rights movement.

Additional Resources:

1. [Ella Baker: Who was she?](#)
2. [Fannie Lou Hamer's Testimony at the Democratic National Convention \(a portion of the testimony\)](#)
3. [Daisy Bates' Role in the Little Rock Nine](#)
4. [Women in the Civil Rights Movement](#)

Wave of New Arrivals

In the unit, students will explore the diverse tapestry of America's immigrant communities. This unit will immerse students in the experiences, motivations, and challenges faced by immigrants arriving in the United States during the 1960's and beyond. Through the lens of Chinese, Caribbean, Vietnamese, Afghan, and Mexican immigrants, students will gain insight into the impact of immigration laws, the resilience of refugees, and the economic realities of Mexican immigrants. The unit will culminate in an examination of the youth-led DREAM Act movement, fostering empathy and understanding while encouraging critical inquiry into immigration issues.

Key Learning Objectives:

1. **Diverse Immigrant Perspectives:** Throughout this unit, students will explore the influx of new immigrants to the United States during the 1960's and beyond. They will delve into the experiences, motivations, and challenges faced by immigrants from different backgrounds, including those from China, the Caribbean, Vietnam, and Afghanistan, each driven by unique circumstances and aspirations.
2. **The Impact of Immigration Laws:** Students will study how immigration laws shaped the arrival of new immigrants. They will analyze the consequences of the elimination of restrictive quotas in 1965 and how this liberation allowed for a surge in Asian immigration, particularly the Chinese, who came in pursuit of education, job opportunities, and a fresh start.
3. **Refugee Experiences:** The unit will also examine the arrival of Vietnamese refugees fleeing the devastation of war and the subsequent challenges they faced when building new lives in the United States. Students will understand how war and conflict can shape migration patterns and influence the resettlement experience.

4. **Afghan Refugees and Anti-Muslim Hostility:** The unit highlights the plight of Afghan refugees escaping the turmoil in their homeland. It delves into the unique challenges they encountered, including anti-Muslim hostility, as they integrated into American society. The objective is to foster empathy and understanding.

5. **Mexican Immigration and Economic Realities:** By the 21st century, the U.S. saw a significant population of undocumented immigrants, primarily from Mexico. Students will explore the economic factors, including NAFTA, driving Mexican immigration. They will also learn about the dangers and challenges these immigrants faced while seeking better opportunities.

6. **The Youth-Led DREAM Act Movement:** The unit culminates in an exploration of the DREAM Act movement led by young activists in 2011. These students courageously shared their undocumented status to advocate for a path to citizenship. Students will analyze the impact of their activism on immigration rules and the broader societal conversation.

Key Questions for Students:

1.
What factors motivated immigrants from China, the Caribbean, Vietnam, and Afghanistan to come to the United States during the 1960's and beyond?
2.
How did changes in immigration laws, particularly the elimination of restrictive quotas, impact the arrival of immigrants and their experiences in the U.S.?
3.
What challenges did Vietnamese refugees face when seeking refuge in the United States, and how did they navigate cultural shifts, especially among younger generations?
4.
How did Afghan refugees cope with the challenges of integrating into American society, including anti-Muslim sentiments?
5.
What economic factors drove Mexican immigration to the U.S., and what dangers did these immigrants face when crossing the border?
6.
What role did young activists play in advocating for immigration reform through the DREAM Act, and what impact did their efforts have on immigration rules and opportunities for undocumented students?

Through these inquiries, students will not only gain a deeper understanding of the complex and diverse narratives of immigrant communities but also develop a heightened sense of empathy, social awareness, and civic engagement. This unit serves as a platform for appreciating the contributions of immigrants to American society and recognizing the significance of a diverse and inclusive nation that continuously evolves through cultural exchange and adaptation.

Unit Assignment(s):

Objective: Students will examine the challenges faced by new immigrant communities and the support systems available to them.

Anticipatory Set: Show images of immigrant communities in the United States. Ask students to identify the challenges these communities might face.

Input: Discuss the various challenges new immigrants encounter, such as language barriers, discrimination, and economic difficulties. Explore how community organizations and government programs offer support.

Modeling: Share a short video featuring interviews with immigrants who have overcome challenges and succeeded in the United States. Highlight their resilience and determination.

Checking for Understanding: Divide students into groups and have each group research a specific challenge faced by immigrants (e.g., language barriers, discrimination in the workplace). Groups should present their findings to the class.

Guided Practice: Organize a classroom discussion on the role of community organizations and government initiatives in assisting new immigrants. Encourage students to share their thoughts on how they can contribute to these efforts.

Independent Practice: Assign students a project where they create an informational brochure or series of social media posts about local resources available to immigrants in their community. Include contact information and available services.

Closure: Discuss the importance of empathy and support for immigrants facing challenges. Encourage students to reflect on what they've learned.

Demonstration of Knowledge: Students will demonstrate their knowledge by developing a one-page infographic highlighting essential information about challenges and support for new immigrants.

Additional Resources:

- 1. [Supporting Immigrant Communities in America](#)
- 2. [Challenges Faced by New Afghan Immigrants](#)
- 3. [Language Barriers and Immigration](#)
- 4. [Anti-Discrimination Laws and Immigrant Rights](#)

We Will All Be Minorities

Embracing Diversity in America:

This unit focuses on understanding America's multicultural history and its significance in shaping the nation's identity. It highlights the prediction that whites will become a minority in the U.S. population and its implications, explores key points from President Clinton's speech on race, showcases examples of ethnic diversity in America, and encourages discussions on the importance of acknowledging and celebrating diversity in today's society. Students engage in small group discussions about specific multicultural aspects of American history, create infographics on key moments in America's multicultural history, and discuss the significance of embracing diversity for the nation's identity.

 Unit Assignment(s):

Objective: Students will understand the concept of America's multicultural history and its significance in shaping the nation's identity.

Anticipatory Set: Begin the lesson by asking students to think about what makes America a diverse and unique nation. Encourage them to share their thoughts in pairs or small groups.

Input:

- Present the chapter's title, "We Will All Be Minorities," and its significance in the context of American history.
- Provide a brief overview of the author's experience helping President Clinton write a speech on race.
- Discuss the prediction that whites will become a minority in the U.S. population and its implications.
- Share key points from President Clinton's speech, including the multicultural aspects of America's history.

Modeling: Showcase examples of ethnic diversity in America, such as Ellis Island, Chinatown, and cultural contributions like music and literature.

Checking for Understanding: Engage students with questions:

- 1. Why is the prediction that whites will become a minority significant?

- 2. What contradictions in American history did President Clinton highlight in his speech?
- 3. Why is acknowledging and celebrating diversity important in today's society?

Guided Practice: In small groups, have students discuss a specific multicultural aspect of American history, like the internment of Japanese Americans during World War II or the contributions of a particular ethnic group.

Independent Practice: Students will create a one-page infographic highlighting key moments in America's multicultural history, including events, contributions, and challenges faced by different ethnic groups. They should use visuals and concise text to convey the information.

Closure: Have students share their infographics with the class, highlighting the diversity in America's history. Discuss the significance of embracing this diversity and how it contributes to the nation's identity.

Demonstration of New Knowledge: Students will demonstrate their understanding through the creation of infographics, showcasing key points from the lesson (stated in "Independent Practice").

Probing Questions for Small Group Discussions:

- 1. How do you think America's history would be different without the contributions of diverse ethnic groups?
- 2. Can you identify any instances of multiculturalism in your own community?
- 3. How can we promote unity and understanding among different ethnicities in our society today?

Additional Resources:

- 1. [Ellis Island History](#) - Explore the history of Ellis Island, a symbol of immigration and diversity.
- 2. [Kids Meet a Survivor of the Japanese-American Internment](#) (video)
- 3. [Langston Hughes Poetry](#) - Read poems by Langston Hughes, an influential African American poet.

Latino American Immigrants in the United States: A Rich Tapestry of Diversity and Contributions

The unit titled "Latino American Immigrants in the United States: A Rich Tapestry of Diversity and Contributions" is a comprehensive educational journey divided into several key sections, designed to cultivate inclusive citizenship, encourage critical inquiry, and inspire students to actively participate in creating a more equitable and just society. Here's a summary of the educational content covered in each part of the unit:

Historical Roots: The Journey from South America In this part, students will explore the historical factors and global events that have shaped the immigration journey of South Americans to the United States. They will study both push and pull factors influencing migration. Key questions include: "How has the political and humanitarian crisis in Venezuela influenced South American immigration to the United States?"

The Mosaic of South American Origins: Diversity is the focus here, as students delve into the countries of origin of South American immigrants. They will study cultural contributions from various South American nations, promoting cross-cultural understanding.

Immigration Pathways and Naturalization: Students will gain insights into the immigration pathways followed by South American immigrants, such as family-sponsored, employment-based, and the Diversity Visa program. The importance of naturalization and citizenship will be explored.

Socioeconomic Characteristics: Education and Employment In this part, students will analyze data on educational attainment and employment distribution among South American immigrants compared to the U.S.-born population. This analysis encourages critical thinking about disparities and opportunities.

Language and Bilingualism: Language and bilingualism's role in South American immigrants' lives will be explored. Students will consider how language bridges communities and fosters cross-cultural understanding.

Challenges and Resilience: This part acknowledges the challenges faced by South American immigrants, such as immigration status uncertainty, discrimination, and economic disparities. It also highlights their resilience in overcoming these

obstacles, inspiring students to appreciate their strength.

Cultural Contributions: Festivals, Music, and Cuisine Students will explore South American immigrants' cultural contributions, including festivals, music, and cuisine. This promotes cultural exchange, celebration, and cross-cultural understanding.

Latinx Heritage Month: Celebrating Diversity The final part emphasizes the significance of Latinx Heritage Month in recognizing diversity, celebrating culture, and fostering inclusivity within the Latinx community, including South American immigrants.

Throughout the unit, students will engage in activities such as debates, creative expression, political exploration, and discussions. They will probe questions like:

- How did the personal narratives you explored shed light on the diversity of South American immigrants?
- What motivates South American immigrants to become involved in U.S. politics, and what issues do they prioritize?
- How do cultural contributions from South American immigrants enhance American society?
- How can challenges faced by South American immigrants lead to personal growth and success?

By addressing these questions and exploring various facets of South American immigration, the unit seeks to cultivate inclusive citizenship, encourage critical inquiry, and inspire students to actively participate in creating a more equitable and just society. Through understanding and appreciation of the immigrant experience, students are encouraged to embrace diversity, empathize with challenges, and celebrate contributions to American society.

 Unit Assignment(s):

Objective: Students will explore the rich cultural contributions of South American immigrants to the United States through creative expression.

Anticipatory Set: Begin the lesson by playing traditional music from various South American countries. Ask students to share their thoughts and observations about the music.

Input: Provide an overview of the diverse cultural backgrounds of South American immigrants, including their music, dance, cuisine, and art. Highlight the ways in which these cultural elements have enriched American society.

Modeling: Show examples of South American art, music, or dance performances. Discuss the cultural significance and history behind these forms of expression.

Checking for Understanding: Conduct a class discussion about the importance of preserving and celebrating cultural diversity in the United States. Encourage students to share their thoughts on the impact of immigrant cultures.

Guided Practice: Divide the class into groups and assign each group a specific South American country or cultural aspect (e.g., Argentine tango, Brazilian samba, Peruvian cuisine). In their groups, students will research and prepare a brief presentation about the cultural contributions of their assigned topic.

Independent Practice: Have each group present their findings to the class using various forms of creative expression, such as dance, music, cooking demonstrations, or art displays. Encourage them to showcase the unique features of their assigned culture.

Demonstration of New Knowledge: After the presentations, facilitate a class discussion where students reflect on the importance of cultural diversity in the United States and how South American immigrants have enriched the nation's cultural tapestry.

Closure: Conclude the lesson by emphasizing the value of cultural exchange and understanding. Encourage students to continue exploring and appreciating the contributions of immigrant communities.

Probing Questions for Group Discussions:

- 1. How do cultural expressions like music, dance, and cuisine help preserve and share the heritage of South American immigrants?
- 2. What impact have South American cultural contributions had on American society and popular culture?
- 3. Why is it important to celebrate and honor the traditions and customs of immigrant communities?
- 4. How can we continue to promote cultural diversity and understanding in our communities?

Additional Sources:

- 1. [South American Music - Smithsonian Folkways](#)
- 2. [South American Cuisine](#)
- 3. [South American Dance Styles - Dance Magazine](#)
- 4. [Latino Art and Artists](#)

Course Materials

Literary Texts							
Title		Author		Publisher	Edition	Website	Read in entirety
A Different Mirror for Young People: A History of Multicultural America		Steffoff, R. (Ed.). (2012)--(Original work published 1993 by R. Takaki)		Seven Stories Press	2012 (16th printing)	[empty]	Yes
Other							
Title	Authors	Date	Course material type	Website			
Latino American Immigrants in the United States: A Rich Tapestry of Diversity and Contributions	Charles Seligman	2023	Supplemental	https://drive.google.com/file/d/1FgANY3tuZC6Em6aEglkhW8Mgkpd4DM5k/view?usp=sharing			
Ethnic Studies Lesson Pack for Introduction to Ethnic Studies	Charles Seligman	2023	Lesson Pack	https://www.teacherspayteachers.com/Product/Ethnic-Studies-Lesson-Pack-for-Introduction-to-Ethnic-Studies-10549612			
Introduction to Ethnic Studies	Charles Seligman	2023	Supplemental	https://www.teacherspayteachers.com/Product/Introduction-to-Ethnic-Studies-10549495			

8.4.1 CONFERENCE AND STAFF DEVELOPMENT REPORT

The Governing Board encourages EESD staff members to be lifelong learners and to attend conference pertinent to his/her instructional focus. The Superintendent is to inform the Board of the personnel involved and the nature of the conference that has been approved. In each instance, individuals request permission to attend conferences three weeks in advance if possible. According to these provisions, conference attendance has been approved as enumerated below:

2/12-2/15/26	CSNO Annual Conference-School Nursing Topics Monterey, CA	Anne Decamp Tami Raney Kayla Colburn
2/13-2/15/26	UFLI Academy Orlando, Florida	Abby Webb Terrie Reed Tamarie Ackernecht Irma Gonzalez Christina Stevenson
2/28-3/02/26	Career Technical Education Sacramento, CA	Christina Costa

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

After-School Professional Development

February 3rd

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

- 27 Certificated employees and 1 Admin attended this training.

February 4th

IAB's Handscoring -Attendees got a refresher on handscoring IABs as we gear up for CAASPP testing in the spring.

- 4 Certificated employees attended this training.

February 6th

Site Lit Meeting- Sit Lits met to focus on literacy initiatives and tutoring, assessment and progress monitoring practices, state testing accommodations and logistics, data tracking and intervention planning, and coordination for upcoming events and professional development.

- 7 Certificated employees and 1 Admin attended this training.

February 11th

The Writing Rope -Attendees explored the multiple components needed for fluent, skilled writing. And discussed practical applications for the classroom.

- 7 Certificated employees attended this training.

February 12th

Virtual Math Training - Which One is Unique? - Attendees will join an online training course through SCOE to discuss this week's Math Training on Which one is Unique strategies.

- 5 Certificated employees attended this training.

Health Trainings for February 2026 provided by the district nurses:

CPR

- 5 Certificated/Classified attended

EpiPens

- 5 Certificated/Classified attended

Narcan

- 5 Certificated/Classified attended

Seizure First Aid

- 5 Certificated/Classified attended

Medication Admin.

- 1 Certificated/Classified attended

Asthma

- 8 Certificated/Classified attended

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 06/30/2026			
			Budget	Actual	Encumbrance	Balance Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	45,161,573.00	26,727,261.18		18,434,311.82	41%
Federal Revenue	(8100-8299)	2,814,841.00	676,246.23		2,138,594.77	76%
Other State Revenue	(8300-8599)	11,284,857.00	5,815,495.03		5,469,361.97	48%
Other Local Revenue	(8600-8799)	5,755,630.00	4,228,104.80		1,527,525.20	27%
Total Revenues		65,016,901.00	37,447,107.24		27,569,793.76	42%
EXPENDITURES						
Certificated Salaries	(1000-1999)	24,756,601.00	15,787,066.30	7,784,206.33	1,185,328.37	5%
Classified Salaries	(2000-2999)	11,746,014.00	7,512,919.44	3,523,027.32	710,067.24	6%
Employee Benefits	(3000-3999)	15,383,439.00	8,443,799.38	4,455,619.88	2,484,019.74	16%
Books and Supplies	(4000-4999)	2,926,081.00	1,079,540.80	899,226.05	947,314.15	32%
Services & Operating Expenses	(5000-5999)	10,560,483.00	6,356,362.86	859,000.93	3,345,119.21	32%
Capital Outlay	(6000-6999)	5,531,648.00	2,595,377.13	312,003.14	2,624,267.73	47%
Other Outgo	(7100-7299, 7400-7499)	180,000.00	137,796.34	.00	42,203.66	23%
Transfer of Indirect Costs	(7300-7399)	(275,408.00)	.00	.00	(275,408.00)	100%
Total Expenditures		70,808,858.00	41,912,862.25	17,833,083.65	11,062,912.10	16%
Operating Surplus/(Deficit)		(5,791,957.00)	(4,465,755.01)	(22,298,838.66)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8900-8929)	3,586,857.00	.00		3,586,857.00	100%
Interfund Transfers Out	(7600-7629)	50,000.00	50,000.00	.00	0.00	0%
Total Other Financing Sources/Uses		3,536,857.00	(50,000.00)	.00	3,586,857.00	101%
Net Surplus/(Deficit)		(2,255,100.00)	(4,515,755.01)	(22,348,838.66)		
Beginning Fund Balance		25,933,749.00	25,933,747.90	25,933,747.90		
Net Ending Fund Balance		23,678,649.00	21,417,992.89	3,584,909.24		
*** calculated ***						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		6,201,401.00	.00			
BoardDesignated - 9780		15,240,000.00	.00			
Reserve Economic Uncertainties - 9789		2,000,000.00	.00			
Ending Fund Balance		23,441,401.00	.00			

Fund Balance Summary (SACS)

Fund 09 - Redding Collegiate		Fiscal Year 2026 through 06/30/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	3,165,493.00	1,504,542.00		1,660,951.00	52%
Federal Revenue	(8100-8299)	4,568.00	.00		4,568.00	100%
Other State Revenue	(8300-8599)	359,047.00	167,795.78		191,251.22	53%
Other Local Revenue	(8600-8799)	33,994.00	99.97		33,894.03	100%
Total Revenues		3,563,102.00	1,672,437.75		1,890,664.25	53%
EXPENDITURES						
Certificated Salaries	(1000-1999)	1,533,760.00	965,993.11	464,691.33	103,075.56	7%
Classified Salaries	(2000-2999)	307,374.00	203,061.16	101,163.08	3,149.76	1%
Employee Benefits	(3000-3999)	772,661.00	403,128.48	210,736.16	158,796.36	21%
Books and Supplies	(4000-4999)	198,655.00	18,922.07	24,681.50	155,051.43	78%
Services & Operating Expenses	(5000-5999)	720,485.00	81,098.41	523.68	638,862.91	89%
Transfer of Indirect Costs	(7300-7399)	141,200.00	.00	.00	141,200.00	100%
Total Expenditures		3,674,135.00	1,672,203.23	801,795.75	1,200,136.02	33%
Operating Surplus/(Deficit)		(111,033.00)	234.52	(801,561.23)		
Beginning Fund Balance		628,645.00	628,643.38	628,643.38		
Net Ending Fund Balance		517,612.00	628,877.90	(172,917.85)		
*** calculated ***						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		370,612.00	.00			
BoardDesignated - 9780		147,000.00	.00			
Ending Fund Balance		517,612.00	.00			

8.5.2 ENROLLMENT REPORT

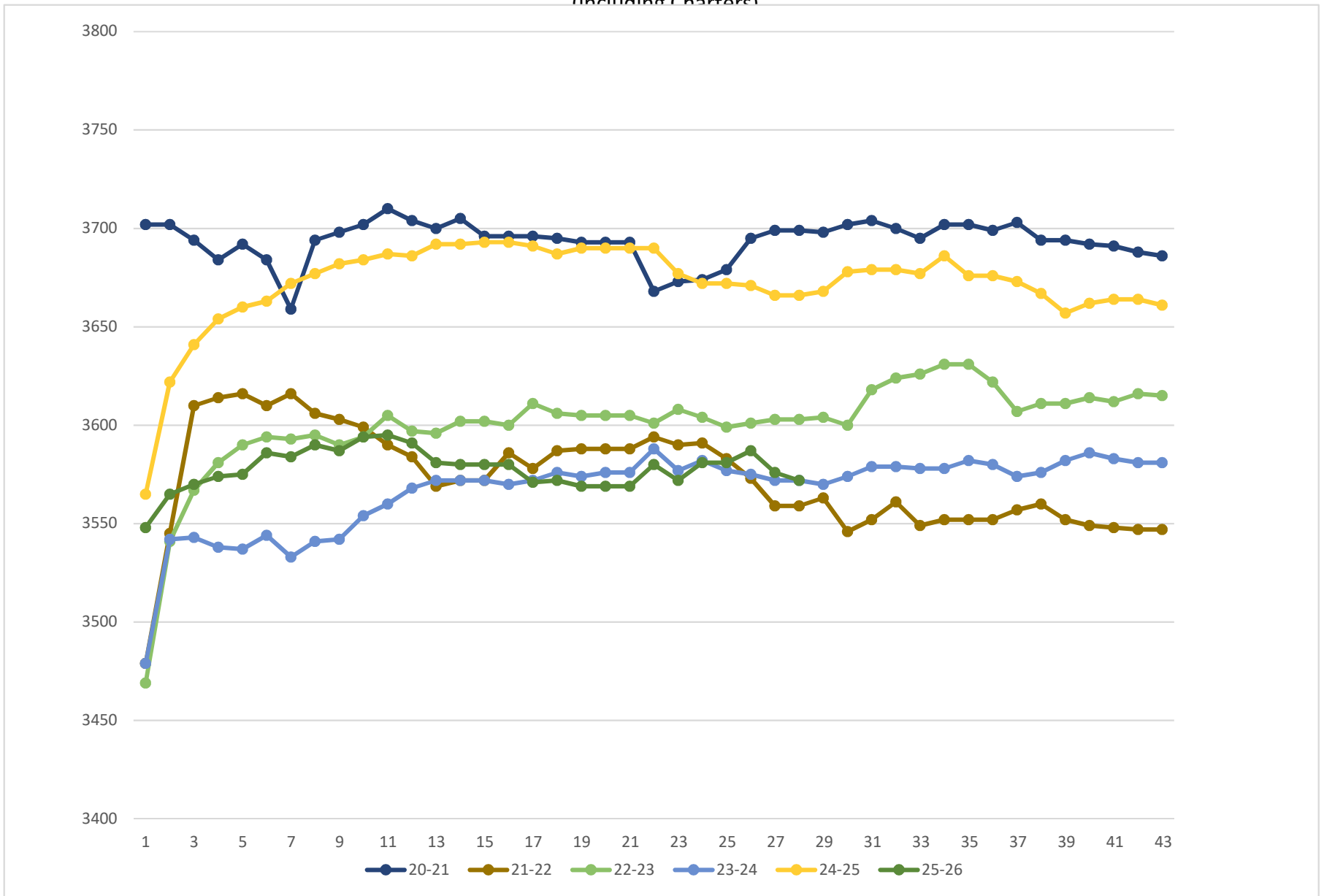
Deborah Williams, Chief Business Official, will report the current enrollment.

		Oppor/SpEd/		Regular	TCHR/STU		RCA
Site	Regular	Self-Cont	Total	Teachers	RATIO	Grade	Enrlm
						TK	12
Alta Mesa	248	50	298	11.00	22.55	K	12
						1st	14
Boulder Creek	818	16	834	36.00	22.72	2nd	8
						3rd	9
Lassen View	408	14	422	19.00	21.47	4th	19
						5th	6
Mistletoe	648	14	662	28.00	23.14	6th	16
						7th	23
PACE	46	0	46	4.00	11.50	8th	17
						9th	17
Parsons	486	15	501	23.00	21.13	10th	17
						11th	31
Rother	242	23	265	11.00	22.00	12th	32
						Total	233
Shasta Meadows	297	14	311	13.00	22.85		
						District	
TOTALS	3193	146	3339	145.00	167.36	Totals	3572

TK	210
K	335
1st	328
2nd	345
3rd	353
4th	353
5th	333
6th	327
7th	276
8th	333
SDC	146
RCA	233
Total District	3572

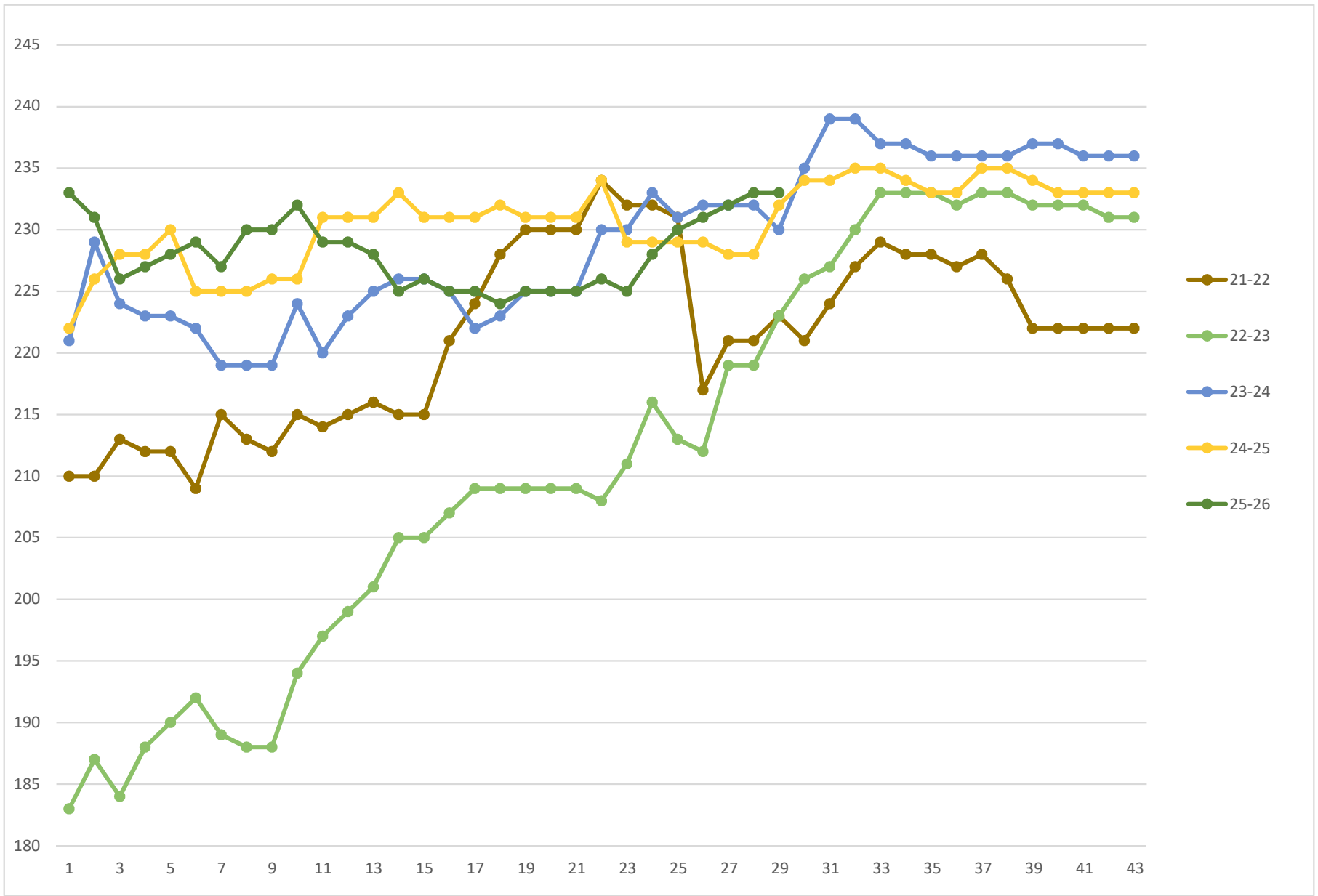
	District		Present	Classrm
Grade	Staffing	Students	Classrm	Tchrs
Levels	Ratio	Enrolled	Tchrs	Needed
TK	24.00	210	9	9
K	30.00	335	16.33	11
1st-3rd	30.00	1026	46.66	34
4th-5th	30.00	686	27	23
6th-8th	*25	936	44.5	37
Total		2,983	134.49	106
*Includes Prep period adjustment & P.E. teachers				
(One additional teacher for every 5 6-8th grade teachers)				

Enterprise Elementary School District Weekly Enrollment Comparison (including Charters)



3/2/2026

RCA Weekly Enrollment Comparison



3/2/2026

8.5.3 AUDIT FINDINGS CORRECTIVE ACTION PLAN REPORT

Deborah Williams, Chief Business Official, will present the audit findings corrective action plan report.

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: February 24, 2026

TO: Heather Armelino, Superintendent

FROM: Deborah Williams, Chief Business Official

RE: Report on Audit Finding Corrective Action Plan

The audit firm of Horton, McNulty and Saeteurn, LLP has completed our financial statement audit for 2024/2025. There were four audit findings for which we have implemented corrective action,

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

AB 3627 (Jan 1995) requires SCOE to review audit exceptions and determine whether exceptions have been corrected or have an acceptable plan of correction.

Attached please find the corrective action plans to be provided to SCOE. We are required to return this reporting to SCOE.

Please place this on the March 11, 2026 Board Agenda as a Business Report to the Board of our corrective action plans to the Audit findings in the 2024/2025 audit.

Shasta County Schools

2024/25 Audit Finding Corrective Action

*Please complete and submit by March 15, 2026

District	Enterprise Elementary School District
Finding No.	2025-001
Page(s)	
# of attachments	
District Contact	Tasha Myatt, tmyatt@eesd.net

Describe below specific corrective action used in resolving the audit finding

Please address each individual item with the finding. You will need to provide all documentation which supports the specific action taken toward resolving the finding; i.e. copies of amended reports, corrective action plans, written procedures, agendas, and staff inservices, etc.

If the State requested a response on this finding, please attach a copy of their documents and your response.

Response (or attach memo):

Our Corrective actions include the following:

The District applied for Exemption from the Required Expenditures for Classroom Teachers’ Salaries, pursuant to Education Code Section 41372, which was approved at a later EESD School Board meeting.

Enterprise Elementary School District

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2025

(Continued)

SECTION IV FINDINGS

STATE AWARDS AUDIT

CLASSROOM TEACHER SALARIES

61000 (2025-001)

State Compliance

Condition The District is not in compliance with the required minimum percentage for payment of classroom teachers' compensation under *California Education Code*, Section 41372(b). The District's percentage of current expense of education for classroom teachers' compensation was 57.71% for the fiscal year ended June 30, 2025.

Criteria *California Education Code* Section 41732(b), requires the District to expend 60% or greater of the District's current expense of education for payment of classroom teachers' compensation.

Effect The current expense of education for the District was \$52,103,283, and classroom teachers' compensation was \$30,070,106, resulting in a deficiency of \$1,193,165.

Cause The cause of the noncompliance is an increasing amount of expenditures from unrestricted funds under the local control funding formula, which makes meeting the required minimum percentage for payment of classroom teachers' compensation more difficult.

Context This is an annual required calculation.

Repeat Finding This is a repeat finding of item 2024-001 that was reported in the previous year and is listed in the summary schedule of prior audit findings.

Recommendation The District should implement procedures to ensure that a minimum of 60% of the current expense of education is for classroom teachers' compensation. We recommend that the District apply for an exemption with the County Superintendent of Schools, or deposit the deficiency of \$1,193,165 with the County Superintendent of Schools. If no application for exemption is approved, the District should add the deficiency of \$1,193,165 to the amounts to be expended for compensation of classroom teachers during the next fiscal year.

Response The District plans to apply for an exemption.

Shasta County Schools

2024/25 Audit Finding Corrective Action

*Please complete and submit by March 15, 2026

District	Enterprise Elementary School District
Finding No.	2025-002
Page(s)	
# of attachments	
District Contact	Tasha Myatt, tmyatt@eesd.net

Describe below specific corrective action used in resolving the audit finding

Please address each individual item with the finding. You will need to provide all documentation which supports the specific action taken toward resolving the finding; i.e. copies of amended reports, corrective action plans, written procedures, agendas, and staff inservices, etc.

If the State requested a response on this finding, please attach a copy of their documents and your response.

Response (or attach memo):

Our Corrective actions include the following:

The District has increased procedures to monitor that the information from the school facility inspection tool is input into the School Accountability Report Card correctly, consistent with Education Code Section 17002(d).

Enterprise Elementary School District

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2025

(Continued)

SCHOOL ACCOUNTABILITY REPORT CARD

72000 (2025-002)

State Compliance

Condition For one of four school sites selected for testing (Mistletoe Elementary), the information on safety, cleanliness, and adequacy of school facilities contained in the School Accountability Report Card (SARC) was inconsistent with the school facility inspection tool.

Criteria Pursuant to *California Education Code*, Section 33126, the SARC should provide certain data by which a parent can make a meaningful comparison between schools. Pursuant to *California Education Code*, Section 33126(b)(8), the SARC should include information on safety, cleanliness, and adequacy of school facilities, consistent with the information collected in the school facility inspection tool pursuant to *California Education Code*, Section 17002(d).

Effect The District is not in compliance with the requirements of *California Education Code*, Section 33126(b)(8).

Cause Due to clerical error, the SARC was not updated to agree to the school facility inspection tool.

Context The sample is statistically valid. This is an annual compliance requirement.

Repeat Finding No, this is not a repeat finding.

Recommendation We recommend that the District management ensure that the school facility tool agrees to the information reported in the SARC.

Response The District's administration will implement procedures during fiscal year 2025-26 to comply with the recommendation.

Shasta County Schools

2024/25 Audit Finding Corrective Action

*Please complete and submit by March 15, 2026

District	Enterprise Elementary School District
Finding No.	2025-003
Page(s)	
# of attachments	
District Contact	Tasha Myatt, tmyatt@eesd.net

Describe below specific corrective action used in resolving the audit finding

Please address each individual item with the finding. You will need to provide all documentation which supports the specific action taken toward resolving the finding; i.e. copies of amended reports, corrective action plans, written procedures, agendas, and staff inservices, etc.

If the State requested a response on this finding, please attach a copy of their documents and your response.

Response (or attach memo):

Our Corrective actions include the following:

The District no longer utilizes third party services to operate the expanded learning opportunities program but would require the additional contract language if required in the future pursuant to Education Code Section 8483.4(b).

Enterprise Elementary School District

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2025

(Continued)

STATE COMPLIANCE (Expanded Learning Opportunities Program)

40000 (2025-003)

State Compliance

Condition The District contracted with a third party to operate the expanded learning opportunities program (ELOP) but did not require the third party to notify the District by the next working day following, and to subject a written report within seven days of, the occurrence of any health or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and certain other events.

Criteria Pursuant to *California Education Code*, Section 8483.4(b), when a local educational agency contracts with a third party to operate ELOP, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in *California Education Code*, Section 8483.4(c).

Effect The District is not in compliance with *California Education Code*, Section 8483.4(b).

Cause Unknown.

Context This is an annual compliance requirement.

Repeat Finding No, this is not a repeat finding.

Recommendation We recommended the District require a third party operating ELOP to provide the required health and safety notifications by including the requirement in the contract with the third party.

Response The District's administration will adopt procedures during the 2025-26 fiscal year to comply with the recommendation.

Shasta County Schools

2024/25 Audit Finding Corrective Action

*Please complete and submit by March 15, 2026

District	Enterprise Elementary School District
Finding No.	2025-004
Page(s)	
# of attachments	
District Contact	Tasha Myatt, tmyatt@eesd.net

Describe below specific corrective action used in resolving the audit finding

Please address each individual item with the finding. You will need to provide all documentation which supports the specific action taken toward resolving the finding; i.e. copies of amended reports, corrective action plans, written procedures, agendas, and staff inservices, etc.

If the State requested a response on this finding, please attach a copy of their documents and your response.

Response (or attach memo):

Our Corrective actions include the following:

The District no longer enrolls early transitional kindergarten students and will continue to comply with all other requirements pursuant to Education Code Section 48000.15(d)(3) and Education Code Section 48000.15(d)(1).

Enterprise Elementary School District**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

June 30, 2025

(Continued)

STATE COMPLIANCE (Transitional Kindergarten)

40000 (2025-004)

State Compliance

Condition In the current year, of the three transitional kindergarten classes selected for testing, one class included an early enrollment student, and did not maintain a class size of less than 20 pupils as required pursuant to *California Education Code*, Section 48000.15(d)(3), and did not maintain an adult-to-pupil ratio of 1:10 pursuant to *California Education Code*, Section 48000.15(d)(1).

Criteria Pursuant to *California Education Code*, Section 48000.15(d)(3), transitional kindergarten classes that include early enrollment students, may not exceed 20 students. In addition, pursuant to *California Education Code*, Section 48000.15(d)(1), for those same classes, the District is required to maintain an average of at least one adult to every ten pupils enrolled.

Effect The District was not in compliance with the required classroom size for transitional kindergarten classes which included an early enrollment student. In accordance with *California Education Code*, Section 48000.15(e)(1)(B), the penalty is calculated as follows:

P-2 ADA for all TK classrooms with one or more early enrollment children (a)	20.83
TK/K-3 grade span adjustment rate (GSA rate) (b)	\$ 1,043
TK Average Class Size Penalty [(a) x (b)]	\$ 21,726

In addition, the District was not in compliance with the required transitional kindergarten classroom adult to pupil ratio. In accordance with *California Education Code*, Section 48000.15(e)(1)(A), the penalty is calculated as follows:

Average pupils enrolled per class	23.0
Average number of adults per class	2.0
Adult to Pupil Ratio	11.5
Sum of average pupils	22.5
Required ratio divisor	10.0
Adults Needed to Meet 10:1	2.5
Number of additional adults needed (a)	0.5
Twenty less the statewide absence rate of 6.18% (b)	18.8
Transitional kindergarten add-on rate (c)	\$ 3,077
Adult-to-Pupil Ratio Penalty [(a) x (b) x (c)]	\$ 28,924

Enterprise Elementary School District

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2025

(Continued)

Cause Unknown.

Context The sample is statistically valid. The item noted appears isolated.

Repeat Finding No, this is not a repeat finding.

Recommendation We recommend that funding totaling \$50,650 be returned to the California Department of Education. We also recommend that the District implement a mechanism to track their compliance with transitional kindergarten and early enrollment average and adult-to-pupil ratios throughout the year to monitor compliance with transitional kindergarten average class enrollment and adult-to-pupil ratio requirements.

Response The District's administration will implement procedures during the 2025-26 fiscal year to comply with the recommendation.

CERTIFICATION OF CORRECTIVE ACTION 2024/25 AUDIT FINDINGS AND RECOMMENDATIONS

DISTRICT NAME: Enterprise Elementary School District

**The superintendent certifies that all corrective action(s) specified
in the attached pages(s) have been reviewed by the district's
Governing Board and assures that corrective procedures have
been implemented and will be used in the ensuing years.**

District Superintendent

Date

For additional information:

Contact: Tasha Myatt

Phone: 530-224-4100

**Submit one Certification of Correction Action covering all findings together with an
Audit Finding Corrective Action form and corresponding documentation for each
finding to externalbusiness@shastacoe.org**

9.1.1 APPROVE REVISED DATES FOR GENERAL WAIVER REQUEST (SPECIAL EDUCATION) EXTENDED SCHOOL YEAR

The revised dates for the California Department of Education General Waiver Request for Special Education Extended School year is presented for approval.

A public hearing will be held to obtain input from the community.

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: January 26, 2026
TO: Heather Armelino, Superintendent
FROM: Annie Payne, Director of Special Education
RE: Extended School Year 2025-26

Per the Individuals with Disabilities Education Act (IDEA) and California Code of Regulations section 3043, Extended School Year services are special education services provided during extended school breaks to a student with a disability who meets identified criteria as determined by the student's IEP team.

In accordance with the California Department of Education's General Waiver Requirements for Extended School Year (ESY), the Enterprise Elementary School District (EESD) respectfully requests the approval of a waiver from the required 20-day ESY model. This waiver seeks permission to implement a 13-day instructional model with a daily schedule of 6 hours and 15 minutes, rather than the traditional 20-day model with 6 hours of instruction per day. The proposed session will run from June 9, 2026, to June 26, 2026, meeting the required minimum of 80 instructional hours. EESD will collaborate with the Redding School District to deliver the program. This modified schedule will support the recruitment of highly qualified special education teachers and reduce transportation costs, ensuring effective use of resources while maintaining high-quality services for students with special needs.

A Public Hearing will be held to receive input on the proposed ESY program for EESD.

Please place this on the March 11, 2026, Board Agenda as an Administrative Action Item. The requested action will be to approve the ESY Waiver for the 2025-26 school year following a Public Hearing.

9.1.2 ADOPT UPDATED BOARD POLICIES

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.

4119.21 BP Professional Standards

4119.24 BP Maintaining Appropriate Adult-Student Interactions

5144.1 BP Suspension and Expulsion/Due Process

Any discussion or questions before we vote?

Proposed Action: Adoption.

MOTION MADE BY:_____

SECONDED BY:_____

9.2.1 RESIGNATIONS

Approve resignations.

Name	Last Work Date
Sheena Johnson	6/5/26
Lorene “Lori” Duke	6/5/26
Annie Payne	6/30/26
Kristin Brown	6/9/26
Meuy Saechao	2/26/26
Teresa Turner	1/27/26
Elizabeth “Beth” Burdett	6/30/26
Elani “Lani” Gordon	3/6/26
Ronald “Ron” Cushman	12/30/26

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

9.2.2 APPROVE UNIVERSITY AGREEMENTS

The Grand Canyon University and San Francisco State University agreements are presented to the board for approval.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

Field Placement Affiliation Agreement Between GCU and Enterprise Elementary School District

1. **PARTIES:** This Agreement (the “Agreement”) is entered into on this 07/16/2025 day by and between Grand Canyon University (“GCU”) and Enterprise Elementary School District located at 1155 Mistletoe Lane Redding, CA 96002 hereafter referred to as the (the “District”).
2. **PURPOSE:** The purpose of this non-exclusive Agreement is to establish the terms and conditions under which candidates of GCU may participate in College of Education (“COE”) Practicum/Field Experience, Student Teaching, Educational Administration Internships, or College of Humanities and Social Sciences (“CHSS”) School Counseling (SC) Practicum/Internships at the schools located in the District.
3. **TERM:** The term of this Agreement begins 07/16/2025 and ends 07/16/2028.
4. **Roles & Definitions:**
 - **Candidate:** The Candidate is defined as the student who is actively enrolled in a COE or CHSS program of study who works to fulfill all Practicum/Field experience, Student Teaching, Educational Administration Internships, or SC Practicum/Internships.
 - **Mentor:** The Mentor is defined as the teacher/educator hosting the COE or CHSS candidate in practicum/field experiences or educational administration internships.
 - **Cooperating Teacher:** The COE Cooperating Teacher (the “CT”) is defined as the teacher in whose classroom the candidate is placed to complete the student teaching experience. The CT must be certified, endorsed, and/or licensed as a teacher.
 - **School Counseling (“SC”) Site Supervisor:** The SC Site Supervisor is defined as the clinical site supervisor in whose supervision the Candidate is placed to complete the practicum/internship field experience expectations for school counselors in training (“SCITs”). The SC Site Supervisor must meet the requirements as outlined in the Graduate Field Experience Manual.
 - **GCU Faculty Supervisor:** The GCU Faculty Supervisor is defined as the GCU approved supervisor who has oversight responsibility for the evaluation of the candidate during Student Teaching or SC Practicum/Internships.
 - **Practicum/Field Experience:** Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection. Practicum/field experiences require the candidate to observe and interact in diverse, real-life educational settings, and to apply the theories and concepts learned in program coursework.
 - **Student Teaching:** Student teaching is the capstone experience at the end of the initial teacher licensure program that provides candidates with the opportunity to demonstrate mastery of knowledge and skills in a classroom setting during the 15/16-week experience, dependent on program of study.
 - **Educational Administration Internships:** Educational Administration Internships are field-based learning opportunities for candidates enrolled in an Educational Administration program leading to principal licensure under the direct supervision of a certified school administrator.
 - **School Counseling (“SC”) Practicum/Internships:** SC Practicum/Internships are field-based learning opportunities for candidates enrolled in school counseling programs leading to initial licensure under the direct supervision of a certified school counselor.
5. **RESPONSIBILITIES OF THE DISTRICT:**
 - 5a. The District shall provide participating candidates with field placement experiences in a school of the District under direct supervision of a host teacher (“Cooperating Teacher”), host mentor

(“Mentor”), or SC Site Supervisor that meets the minimum GCU qualification requirements as outlined in the applicable program manual (See Appendices).

5b. The District shall ensure that the Cooperating Teacher/Mentor/SC Site Supervisor provides oversight, feedback and mentoring to GCU’s participating candidates. Cooperating Teacher/Mentor/SC Site Supervisor expectations are outlined in the applicable program manual. (See Appendices.)

5c. The District shall provide the participating candidate prior to the start of the field placement with any District policies and procedures to which the candidate is expected to adhere to during the candidate’s field placement while on District premises.

5d. The District shall allow a GCU faculty supervisor (the “GCU Faculty Supervisor”) virtual and/or in-person access to the host school and classroom for the specific purpose of observing the participating candidate or consulting with the SC Site Supervisor.

5e. The District shall through the involvement of the Cooperating Teacher/Mentor/SC Site Supervisor, communicate with the GCU Faculty Supervisor and candidate to provide feedback on the candidate’s performance which will be used by the GCU Faculty Supervisor for completion of the candidate’s formal evaluation.

5f. The District shall have the right to refuse a candidate for field placement or may terminate the field placement of any candidate based upon its good faith determination that the candidate is not meeting performance standards or is otherwise deemed unacceptable to the District. Notices of such decisions shall be provided to GCU in writing and shall state reasons for such decisions.

5g. The District shall provide participating candidates with immediate first aid for work-related injuries or illnesses, such as blood or body fluid exposure.

5h. The District shall promptly and thoroughly investigate any complaint by any participating candidate or GCU regarding unlawful discrimination or harassment at the field placement site or involving employees or agents of the field placement site and take prompt and effective remedial action when discrimination or harassment is found to have occurred and to promptly notify GCU of the existence and outcome of any complaint of harassment by, against or involving any participating candidate.

5i. The District shall support the candidate in compliance with all policies of GCU that pertain to this Agreement as outlined in the University Policy Handbook and applicable program manuals. Please refer to the program manuals regarding recording, virtual services, and informed consent requirements(see Appendices).

5j. The District shall comply with all federal, state, and local statutes and regulations applicable to the performance of the Agreement.

6. RESPONSIBILITIES OF GCU:

6a. GCU shall not provide compensation to Mentors or SC Site Supervisors hosting candidates for Practicum/Field Experiences, Educational Administration Internships, SC Practicum/Internships, or Student Teaching in the instance where the candidate is employed as a full-time teacher of record.

6b. GCU shall pay a \$500 stipend to Cooperating Teachers hosting student teaching candidates per each 15/16-week session of full-time service. Longer or shorter sessions will be paid on a pro-rated basis.

6c. GCU shall pay the stipend upon the completion of the student teaching semester provided all paperwork has been submitted.

6d. GCU shall provide a GCU Faculty Supervisor for candidates completing the student teaching, SC practicum/internships or educational administration internships to evaluate a candidate’s performance

through virtual and/or in-person observations. The GCU Faculty Supervisor will meet requirements and expectations as outlined in the applicable program's handbook.

6e. GCU shall require that all candidates who must enter a field placement site provide GCU with a current and clear copy of a background check. GCU will prohibit candidates from moving forward in the field placement process until this document is received. University will inform that credential candidates and university supervisors have appropriate TB and fingerprinting clearance.

6f. GCU shall promptly and thoroughly investigate any complaint by any participating candidate or the District regarding unlawful discrimination or harassment at the field placement site or involving employees or agents of the field placement site and take prompt and effective remedial action when discrimination or harassment is found to have occurred and to promptly notify the District of the existence and outcome of any complaint of harassment by, against or involving any participating candidate.

6g. GCU shall support the candidate in compliance with all policies of District that pertain to this Agreement as outlined in policy handbook and applicable program manuals.

6h. GCU shall comply with all federal, state, and local statutes and regulations applicable to the performance of the Agreement.

7. CANDIDATE COMPLIANCE WITH GCU AND DISTRICT POLICIES and PROGRAMMATIC HANDBOOKS:

Candidates accepted to the District for field placement shall be subject to all applicable policies and regulations of the District and GCU. Prior to assignment of candidates to the District, GCU will advise candidates of any specific requirements that must be met to participate in the applicable field placement. These specific requirements are outlined in the applicable program manual. (See Appendices.) Failure to complete the requirements will result in non-placement of candidates.

8. PAID POSITIONS/EMPLOYMENT: GCU does not solicit, source, or guarantee paid opportunities or employment for candidates. GCU may allow a candidate to maintain a paid position during Student Teaching or SC Practicum/Internship if deemed appropriate by the District and the role is in alignment to the candidate's university program of study, setting and coursework requirements and desired certification. The candidate must have an appropriately certified mentor/Cooperating Teacher/SC Site Supervisor available at the school site. Candidates requesting to hold a paid position must complete additional documentation that requires written approval from the District. Requests to student teach or SC practicum/internship in a paid position are reviewed by the applicable College on a case-by-case basis and are not guaranteed.

9. INSURANCE AND LIABILITY

9a. College of Education (Practicum/Field Experience, Student Teaching, Educational Administration

Internships): GCU will maintain in full force and effect, at its sole expense and written by carriers acceptable to District:

- Commercial General Liability (Minimum Requirements):
Limits of Liability:
 \$1,000,000 Each Occurrence
 \$2,000,000 General Aggregate
 \$2,000,000 Products/Completed Operations Aggregate
 \$1,000,000 Personal Injury/Advertising Injury
 \$5,000 Medical Payments
Coverage:
 Premises/Operation Liability
 Medical Payments Liability
 Contractual Liability
 Personal Injury Liability
 Independent Contractors
- Professional Liability, as related to Educational Services:

Limits of Liability:

\$1,000,000 Each wrongful act

\$1,000,000 Aggregate

- Automobile Liability:

Limits of Liability:

\$1,000,000 Combined Single Limit

- Sexual Abuse or Molestation Liability:

Limits of Liability:

\$1,000,000 Each

\$1,000,000 Aggregate

9b. College of Humanities and Social Sciences (CHSS) School Counseling: Each candidate will be required to provide proof of his/her own professional liability insurance in the amounts of \$1,000,000 per claim/\$3,000,000 aggregate to the GCU field experience office.

- Commercial General Liability (Minimum Requirements):

Limits of Liability:

\$1,000,000 Combined Single Limit

\$2,000,000 General Aggregate

\$1,000,000 Products Aggregate

\$1,000,000 Personal Injury

\$5,000 Medical Payments

Coverage:

Premises/Operation Liability

Medical Payments Liability

Contractual Liability

Personal Injury Liability

Workers' Compensation: The University and the District shall each maintain workers' compensation coverage applicable to their respective employees. The University agrees to maintain workers' compensation coverage for credential candidates to which this Agreement applies, and such coverage will be the only such coverage applicable to such credential candidates. By virtue of the coverage provided by the University, the District will also be considered to have secured payment of compensation for such individuals as provided in subd. (d) of section 3602 of the Labor Code.

10. FERPA: GCU and the District agree to protect the candidate's and/or student's educational records in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g ("FERPA") and any applicable policy of GCU and the District. To the extent permitted by law, GCU and the District may share information from a candidate's and/or student's educational records with each other so that each can perform its respective responsibilities under this Agreement but shall not disclose or share educational records with any third party without the candidate's and/or student's prior written consent.

11. CONFIDENTIALITY: GCU shall inform each participating candidate of Federal law governing the confidentiality of District student information, including FERPA. The District shall inform each participating candidate of any applicable State law governing the confidentiality of student information. The District shall also inform each participating Cooperating Teacher, Mentor, or SC Site Supervisor that they are bound to maintain in confidence, any documents or other confidential information about the participating candidate and GCU to which they might have access. Any breach of confidentiality by a participating candidate, Cooperating Teacher, Mentor, or SC Site Supervisor shall be grounds for immediate termination of the field placement.

12. INDEMNIFICATION AND HOLD HARMLESS: University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

13. USE OF MARKS AND LOGOS; RIGHT OF PUBLICITY: The District hereby grants GCU the right and license to publish and/or use District's logos or trademarks for all purposes connected with the promotion of the Agreement. Notwithstanding the foregoing license, District shall retain all right, title, and interest in and to District's logos and trademarks. District shall allow GCU to publicize District, the Agreement and the related programs in all advertising, publicity, and promotion, including GCU websites, and social media. GCU's right to utilize District's logos and trademarks and right of publicity will survive the termination or expiration of this Agreement for a reasonable period of time until GCU is able to revise and update such materials, websites, and social media.

14. ASSIGNMENT: The provisions of this Agreement shall inure to the benefit of and shall be binding upon the successors of the parties hereto. Neither this Agreement nor any of the rights or obligations here under may be transferred or assigned without prior written consent of the other party.

15. NOTICES: Notices under this Agreement shall be in writing and mailed electronically, or delivered to the parties as follows:

Grand Canyon University

COE/CHSS Affiliations

COEAffiliations@gcu.edu

Subject: Enterprise Elementary School District Affiliation Agreement Notification

School/District Information

Enterprise Elementary School District

1155 Mistletoe Lane

Redding, CA 96002

16. MODIFICATION OF AGREEMENT: This Agreement may be modified only by written amendment executed by both parties.

17. TERMINATION: Either party, upon thirty (30) days written notice to the other party, may terminate this Agreement.

18. PARTNERSHIP/JOINT VENTURE/EMPLOYMENT: Nothing herein shall in any way be construed or intended to create a partnership or joint venture between the parties or to create the relationship of principal and agent between or among any of the parties. Candidates are not employees, independent contractors, or agents of GCU. The relationship between candidates and the District shall be determined by the District according to its policies and agreements with the candidates.

19. INDEPENDENT CONTRACTOR: The relationship between Cooperating Teachers (hosting College of Education student teachers) and GCU shall be that of an independent contractor and shall not be deemed to be that of an employer-employee relationship, joint venture, or partnership. Cooperating Teachers shall be solely responsible for the payment of their own state and federal income tax and self-employment tax as applicable.

20. NONDISCRIMINATION: The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990 and the regulations related thereto. The parties will not discriminate against any individual including but not limited to employees or applicants for employment and/or candidates because of race, religion, creed, color, sex, age, disability, veteran status, or national origin. This section shall not apply to discrimination in employment on the basis of religion that is specifically exempt under the Civil Rights Act of 1964 (42 U.S.C. §2000 e).

21. GOVERNING LAW: This Agreement shall be governed in all respects, whether as to validity, construction, capacity, performance, or otherwise, by the laws of the State of Arizona, without giving effect to its conflict of laws rules. Any dispute, controversy, or claim arising out of or in connection with this Agreement shall be settled by confidential arbitration under the Rules for Commercial Arbitration of the American Arbitration Association, by one arbitrator reasonably familiar with the business pertaining to the services covered by the Agreement, appointed in accordance with such Rules. The arbitrator shall apply the laws of the State of Arizona to the merits of any dispute or claim. Judgment on the award entered by the arbitrator may be entered in any court having jurisdiction thereof.

In witness whereof, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officials thereunto duly authorized as of the date first above written.

Grand Canyon University

By: 
Signature
Name: Dr. Meredith Critchfield
Title: Dean, College of Education
Date: 2/10/2026

By: 
Signature
Name: Dr. Anna Edgeston
Title: Assistant Dean of College of Humanities and Social Sciences
Date: 2/10/2026

Enterprise Elementary School District

By: _____
Signature
Name: _____
Title: _____
Date: _____

Appendices

GCU University Policy Handbook (UPH)

[University Policy Handbook](#)

College of Education (COE) Appendix

[Clinical Field Experience Handbook](#)

(For candidates in all College of Education programs.)

[Student Teaching Manual](#)

(For candidates enrolled in initial teacher licensure programs.)

[Master of Education in Educational Administration Internship Manual](#)

(For candidates in the Educational Administration program with start dates **prior to May 2, 2024.**)

[Master of Education in Educational Administration Internship Manual](#)

(For candidates in the Educational Administration program with start dates **on or after May 2, 2024.**)

College of Humanities and Social Sciences (CHSS) Appendix

[College-of-Humanities-and-Social-Sciences-Graduate-Field-Experience-Manual_9.1.2023.pdf \(gcu.edu\)](#)

MEMORANDUM OF AFFILIATION
THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY
ON BEHALF OF
SAN FRANCISCO STATE UNIVERSITY
AND
ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1. San Francisco State University (University) has an approved and accredited Nursing Program, which requires clinical experience and the use of clinical facilities and Enterprise Elementary School District (Agency) has suitable clinical facilities for furnishing these experiences. It is for the mutual benefit of the parties that the student(s) of the Nursing Program use the facilities of the Agency for clinical learning experiences. Such learning experiences will consist of the School providing the students, and the Agency providing the facilities.
2. There will be coordinated planning by Agency and University of the educational experience. While at the Agency's facility, the student(s) will be subject to the Agency's rules, regulations, and confidentiality standards. Student(s) will not be considered employees of Agency.
3. This Memorandum is governed by and shall be construed in accordance with the laws of the State of California.
4. Agency will provide an environment that is appropriate to the learning needs of the student(s) and meets the written objectives of the program of study. Agency staff will be of adequate number and quality so as to ensure the safe and continuous health care services of the patients/clients. Agency shall have ultimate responsibility for client care and services. Agency will provide an orientation to the faculty and students which includes expectations of the Agency regarding student affiliation, policy and procedures which impact patient/client care, and general information which assists in the socialization of the faculty and student to the Agency.
5. The University's Nursing faculty and the Agency's preceptor(s) will evaluate the performance of the student(s) according to guidelines outlined in the approved curriculum. University or Agency may remove student(s) from an Agency learning experience either at the request of the University or Agency following mutual review. Such removal will not be in violation of the law or the University's non-discrimination policy.
6. The University will monitor and coordinate with Agency all instruction provided at Agency to assigned student(s). The Director of the School of Nursing and/or the responsible faculty member will be available for conference or assistance as might be required by the Agency during the educational experience. The University will be responsible for the professional activities of the student(s) and conduct, including any disciplinary action that might be required, while student is, (are) at Agency.
7. Schedules and student assignments will be developed so as to enhance the goals of the Nursing program and complement the primary mission of the Agency.
8. Agency and University each shall maintain in full force Commercial Liability Insurance and Professional Liability Insurance with limits no less than \$2,000,000/4,000,000 aggregate. Evidence of such coverage shall be furnished upon request by Agency and University.
9. University will provide Accident Medical Expense coverage to students for injury or disease arising out of the Agency's facility while participating in the Institution's Nursing Program. Limits provided by the Accident Medical Expense coverage are \$50,000 per Covered Accident.
10. University and Agency agree to defend, indemnify and hold one another, their respective officers, employees, and agents harmless from and against all liability, loss, or claims for injury or damages caused by or resulting from negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.
11. This is an agreement by and between independent contractors, these being the University and the Agency.
12. This term of this Memorandum shall commence on January 1, 2026 and shall expire on December 31, 2030.

13. Any and all exhibits attached hereto are incorporated herein by reference and made a part of this Agreement.

Exhibit A: Board of Registered Nurses (BRN) Language

Exhibit B: COVID-19 Representation

WITNESS THEREOF, this Agreement has been executed by and on behalf of the parties hereto and shall be effective upon the date of the last signature below.

San Francisco State University

By _____

Steven Chang Date

Director of Support Services, Public Works, and Auxiliary

Procurement

1600 Holloway Avenue

San Francisco, CA 94132

415/338- 2547, stevenchang@sfsu.edu

Enterprise Elementary School District

By _____

_____ Date _____

_____ (Title)

1155 Mistletoe Lane

Redding, CA 96002

530/224.4100, trodrigues@eesd.net

Exhibit A

Board of Registered Nurses (BRN) Language

1. Assurance of the availability and appropriateness of learning environment in relation to the program's written objectives:

Permit each student who is designated by the University to receive clinical experience at the Agency which shall furnish and permit such students and University instructors reasonable access to appropriate clinical facilities for such clinical experience.

Maintain the clinical facilities used for clinical experience in such a manner that said facilities shall at all times conform to the curriculum requirements of the University.

2. Provision for the orientation of faculty and students:

Student must attend an orientation of AGENCY facilities provided by SCHOOL instructors or AGENCY staff. Instructors and precepted students shall receive an orientation to the AGENCY.

3. A specification for responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students.

Student Supervision: Students shall perform services for patients only when under the supervision of a registered, licensed or certified clinician/professional. Such registered professionals are to be certified or licensed in the discipline in which supervision is provided. Students shall work, perform assignments, and participate in ward rounds, clinics, staff meetings, and in-service educational programs at the discretion of their supervisors designated by the Agency.

4. Assurance that staff is adequate in number and quality to ensure safe and continuous health care services for patients.

Students are trainees, not employees, and are not to replace Agency staff.

Agency shall retain full and medical responsibility for the care of patients and will maintain professional and administrative supervision of students in so far as their presence affects the operation of the Agency and/or the direct and indirect care of patients.

5. Provisions for continuing communication between the facility and the program.

Designate a faculty member to coordinate with a designee of the Agency in the planning of the clinical experiences to be provided students. Notify, by-way-of instructors, Agency's program supervisor in advance of:

1. Student schedules
2. Placement of students in clinical assignments
3. Changes in clinical assignments

Permit the Agency Program Supervisor and other designated personnel to attend meetings of the University's Faculty or any committee thereof (except the Retention, Tenure and Promotion Committee), to coordinate the clinical experience program provided under this Agreement.

Notify the University's clinical instructors, in advance, of any change in the Agency's Program Supervisors appointments.

Make available current copies of publications dealing with policies and procedures of the Agency.

6. A description of the responsibilities of Faculty assigned to the facility utilized by the program.

Faculty is responsible for providing students with opportunities to assume increasing responsibility for the nursing care of patients in acute care and/or long-term care settings. Faculty is responsible for student supervision including administration of treatments, dispensing of medications and reporting of significant changes in patient condition to agency staff. Faculty facilitates students in clinical application of theoretical knowledge and technical skills in providing nursing care to acutely and chronically ill patients. Faculty is responsible for evaluating assignments including clinical nursing care plans, formal written papers, peer presentations, and clinical performance using a standardized assessment rubric.

EXHIBIT B

COVID-19 Representation

AGENCY is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as “COVID-19”. AGENCY is familiar with and informed about the Centers for Disease Control and Prevention (“CDC”) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. AGENCY, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, AGENCY will take steps to comply with the modified, changed or updated guidelines or directives.

If at any time AGENCY becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the UNIVERSITY of that fact.

9.2.3 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
Heidi Rupp	RCA	Teacher	1.0
Mackenzie Lowe	TBD	Teacher	1.0
Brittney Lanning	TBD	Teacher	1.0
Haley Petitt	TBD	Teacher	1.0

Classified

Name	Site	Position	Hours
Susan Wishon	AM	Cook	5.0
Johanna Windt (Change in class/decrease in hours from 6.0) (26/27 school year)	AM	SEPHA Aide - SDC	5.75
Camay Bryant (Increase in hours from 3.92)	AM	Health Clerk	6.0
Andrea Wilson (Increase in hours from 5.75)	BC	Health Clerk	6.0
Barbara Reed (Change in class)	DO	Cook	8.0
Melissa Rodgers	LV	Expand Group Leader	6.0
Sabrina Paz (Increase in hours from 4.25/ site change)	LV	CIA Aide	5.75
Andrea Watkins (Increase in hours from 4.92)	LV	Health Clerk	6.0
Nora Valera-Farias (Increase in hours from 5.75)	MI	Health Clerk	6.0
Alison Burdett	PJH	Cook	5.0
Allison Graham (Increase in hours from 5.75)	PJH	Health Clerk	6.0

Beth Burdett (Increase in hours from 3.92)	RO	Health Clerk	6.0
Mackenzie Struthers	SM	Expand Group Leader	6.0
Anne Southworth	SM	Expand Group Leader	6.0
Sydney Locker (Change in class)	SM	Behavior Tech Aide	3.92
Kirsten Rouse	SM	CIA Aide	5.25
Priscilla Cortez (Increase in hours from 3.92)	SM	Health Clerk	6.0

Proposed Action: Approval.

MOTION MADE BY: _____
SECONDED BY: _____

9.2.4 APPROVE EETA MEMORANDUMS OF UNDERSTANDING

Meagan Hawley-Stone, HR Director, presents EETA's Memorandums of Understanding.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: FEBRUARY 12, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: MEAGAN HAWLEY-STONE, HUMAN RESOURCES

RE: APPROVAL OF EETA MEMORANDUMS OF UNDERSTANDING

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

1. Expanded Learning Opportunities Program (ELOP) Compensation (January 27, 2026)
2. Extended School Year (ESY) Compensation (January 27, 2026)
3. EXPAND! Teacher (February 9, 2026)
4. Long Term Independent Study (February 9, 2026)
5. Leader In Me (Coaching & Development) Lead Teacher (February 9, 2026)

Please present to the Board at their March 11, 2026, meeting for approval.

**Enterprise Elementary School District & EETA
Memorandum of Understanding
January 27, 2026**

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

Intersession Camp(s) & Summer Expanded Learning Opportunities Program (ELOP):

The District will post opportunities for Summer SOAR and Intersession Camps for unit members to express interest. The posting for each program will include the time commitment (start/end dates) and any professional development. Unit members who cannot commit to the entirety of the Intersession Camp or Summer program will be given the option to work as an on-call substitute teacher.

Duty Day: Selected teachers will work a 6.5-hour workday:

- 4 hrs direct student instruction
- 2 hrs (prep, group transition support, recess, etc.)
- 0.5 hr. duty-free lunch period

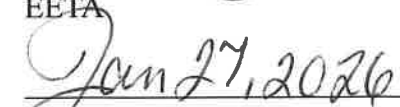
Teacher Compensation:

- Teacher Daily ELOP Rate: \$390 per day
- \$60 per hour (if working less than a full day)

This Memorandum of Understanding is for the 2025/26 and 2026/27 Intersession Camps & Summer ELOP programs through the first working day of August 2027. Any continuation will be brought to the EETA/EESD Negotiations.

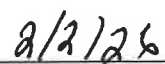
This agreement has been accepted by both parties as of the date listed below.



EETA


Date



Heather Armelino, Superintendent


Date

**Enterprise Elementary School District & EETA
Memorandum of Understanding
January 27, 2026**

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

Extended School Year (ESY):

The 2025/26, Extended School Year will run June 9, 2026 - June 26, 2026. The program will be closed on June 19, 2026.

The District will pay selected unit members \$65 per hour (6.5 hours per day) for performing the duties of teacher or speech pathologist for ESY. Selected unit members will complete a timecard and submit a timecard for ESY by 4pm on June 26th. Payment will be made on July supplemental payroll.

ESY Attendance Incentive (2025/26 District hosted ESY):

In addition to their hourly rate, Unit members that complete ESY with zero absences will be paid a stipend of \$750, or if absent no more than one day, shall be paid a stipend of \$300.

If the unit member is absent greater than one day of ESY there will be no additional stipend above their hourly rate.

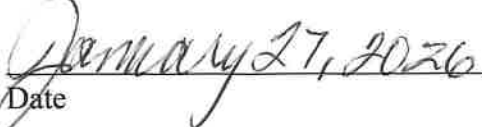
Redding School District plans to host ESY for the 2026/27 school year. EESD may need to provide in-home teacher or speech pathologist services. If in-home services are needed the District will pay \$65 per hour of approved services.

This Memorandum of Understanding is for the 2025/26 (District hosted) and 2026/27 (Non-District hosted) school years. Any continuation beyond the 2026/27 school year will be negotiated.

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



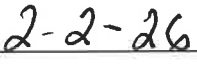
EETA



Date



Heather Armelino, Superintendent



Date

**Enterprise Elementary School District & EETA
Memorandum of Understanding
February 9, 2026**

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

EXPAND! Teacher:

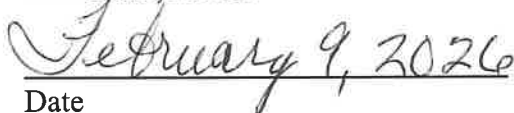
- 1) For the purposes of the EXPAND! Teacher a unit member's school starting and ending time (Article 11) will be 10:30 am to 5:30 pm. Start and end time may be adjusted with mutual agreement or for unit members that are less than full-time.
- 2) The EXPAND! Teacher will provide individual, small group and whole group instruction/supervision as needed by the school site/expand program.
- 3) All other provisions of the collective bargaining agreement apply.

These teachers are funded out of the Expanded Learning Opportunity Program (ELOP).

This Memorandum of Understanding is for the 2026/27 and 2027/28 school year. Any continuation of the EXPAND! Teacher beyond the 2027/28 school year will be brought to the EETA/EESD Negotiations or be extended with a new MOU.

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


Lori Duke, EETA


Date


Heather Armelino, Superintendent


Date

**Enterprise Elementary School District & EETA
Memorandum of Understanding
February 9, 2026**

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

Long Term Independent Study:

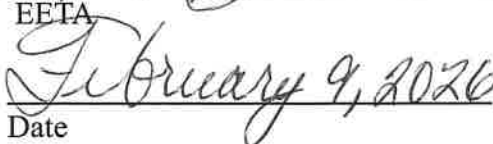
In addition to the compensation for Independent Study in Article 4 Section 27, a classroom teacher also performing the duties of a Long Term Independent Study teacher may timecard up to two (2) hours per week to meet the requirements of TK-3rd daily synchronous instruction or 4th-8th daily live interaction and weekly synchronous instruction.

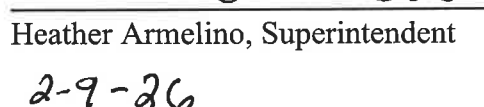
The two (2) hours will be per student unless synchronous instruction is provided in a group.

Long Term Independent Study is defined as greater than fifteen (15) days.

This Memorandum of Understanding is for Long Term Independent Study is for the 2025/26, 2026/27, and 2027/28 school year. Any continuation beyond the 2027/28 school year will be negotiated.

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


EETA

Date


Heather Armelino, Superintendent

Date

**Enterprise Elementary School District & EETA
Memorandum of Understanding
February 9, 2026**

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

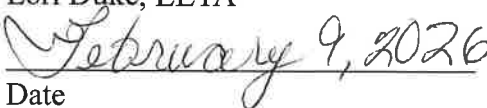
Leader In Me (Coaching & Development) Lead Teacher:

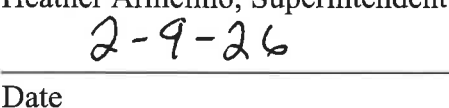
- 1) Unit Members selected shall receive a \$1,500 stipend (equivalent to approximately 34 extra hours). The stipend will be \$750 in December and \$750 for June. Lead Teacher selections will be made annually.
- 2) Unit Member must:
 - a. Be a teacher interested in championing Leader in Me, 7 Habits, and 4DX on their campus.
 - b. be willing attend trainings in the summer and during the school year.
 - c. Be willing to provide guidance, professional development, and support to colleagues
- 3) Unit Member will:
 - a. Be willing to provide professional development or updates at staff meetings and/or staff development days*
 - b. Be available to support site teachers
 - c. Facilitate action teams or collaboration
 - d. Meet with the Director of Instructional Services for training and check-in meetings
 - e. Be open to peer observations in your classroom

*In addition, the unit member will be paid for professional development days outside their work year based on Article 4 Section 19.

This Memorandum of Understanding is for the 2026/27 and 2027/28 school years. Any continuation of the Math Lead beyond the 2027/28 school year will be brought to the EETA/EESD Negotiations.

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


Lori Duke, EETA

Date


Heather Armelino, Superintendent

Date

9.2.5 APPROVE CSEA MEMORANDUMS OF UNDERSTANDING

Meagan Hawley-Stone, HR Director, presents CSEA's Memorandums of Understanding.

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: FEBRUARY 12, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: MEAGAN HAWLEY-STONE, HUMAN RESOURCES

RE: APPROVAL OF CSEA MEMORANDUMS OF UNDERSTANDING

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

1. Compensation for Intersession and Summer Compensation (January 23, 2026)
2. PACE/Wellness Coach/Preschool Stipend, Bus Driver Signing Bonus (October 15, 2025)

Please present to the Board at their March 11, 2026, meeting for approval and/or approval pending CSEA ratification.

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION AND
IT'S ENTERPRISE CHAPTER No.384
MEMORANDUM OF UNDERSTANDING (MOU)
January 23, 2026**

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

Intersession, Extended School Year (ESY) & Food Services Compensation:

The District will be running programs outside of the regular school days.
The District will pay the following hourly rates for individuals performing the duties below that are directly related to extended school year and intersession programs (includes summer feeding) needed during the 2025/26 and 2026/27 school years until the first school day of the 2027/28 school year.

Job Title	Hourly Rate
Attendance Clerk	\$30
Bus Driver	\$40
Cook	\$28
Health Clerk	\$30
Paraprofessional*	\$28
Site Facilitator	\$35

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

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

Article 9.20 is not applicable to the agreed upon hourly rates above.

This Memorandum of Understanding is until the first school day of the 2027/28 school year. Any continuation beyond that timeframe will be negotiated.

Recommended for approval by:

Enterprise Elementary School District
Association

Deborah Williams

Meagan Hawley-Ghe

California School Employees

Beth Burdett

Joan V. Nwaeze 1/30/26

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION AND
IT'S ENTERPRISE CHAPTER No.384
MEMORANDUM OF UNDERSTANDING (MOU)
October 15, 2025**

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

PACE Stipend: CSEA unit members will be eligible for a \$2,000 stipend to be paid in June if they acquire or maintain the District selected crisis response training certification (i.e. ProAct) and are assigned to PACE Academy.

Wellness Coach Certificate Stipend: CSEA unit members will be eligible for a \$1,000 stipend to be paid in June if they acquire/maintain the Wellness coach Certificate, are approved to track time spent with students, and track time monthly for potential reimbursement.

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

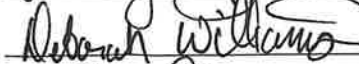
Signing Bonus for Bus Driver New Hires: The District will offer a \$2,000 signing bonus to all newly hired Bus Driver unit members. The newly hired unit members will be paid \$1,000, in their first paycheck. The remaining \$1,000 will be paid in their 6th month of employment, if the unit member is still in active paid status in a Bus Driver position and has not submitted a resignation at the time of payroll submission. New hire is defined as someone not currently employed in a permanent position and that has not previously received a signing bonus.

Extra Time: The District shall have the ability to time card extra time at the discretion and approval of the site or program administrator. This extra time shall not create a new position and/or become permanent time for the unit member that has accepted the extra time. The District will offer the extra time to unit members in detail in Article 7.7.

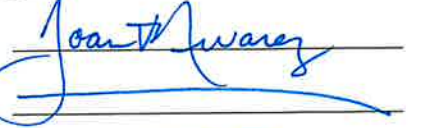
The MOU is for the 2025/26, 2026/27, & 2027/28 school year. The MOU will automatically expire June 30, 2028. Unit members are considered eligible for the stipends if they are in active paid status and have not submitted a resignation at the time of June payroll submission. It will not set a precedent, nor shall it be construed to establish a past practice. Any continuance of this agreement would require a new agreement.

Recommended for approval by:

Enterprise Elementary School District


California School Employees Association

9.2.6 DIRECTOR OF FACILITIES JOB DESCRIPTION

It is recommended the Board approve the job description for Director of Facilities.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____

Enterprise School District Job Description

Job Title: Director of Facilities (Classified Manager Position)
Reports To: Chief Business Official
Range: G
Prepared By: Human Resources
Prepared Date: February 11, 2026
Approved By: Board of Trustees
Approved Date:

SUMMARY

Under the supervision of the Chief Business Official, is responsible for the formulation and administration of the district wide facilities, maintenance, and operations. Plan, coordinate, supervise and participate in the work of District equipment operations, custodial, maintenance and grounds work. Works closely with administrators, acts as the lead person in the Maintenance and Operations department. Assist workers with repairs; maintain records, compile data and prepare routine reports. Supervise various activities including, but not limited to, special projects; prioritize, schedule, assign and inspect daily work projects; train and evaluate the performance of assigned staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Communicate effectively with others; good listener.
- Assume full management responsibility for all Maintenance and Operations Department services and activities including maintenance, construction and engineering, custodial, and grounds maintenance; recommends and administers policies and procedures.
- Act as liaison among internal, external district customer groups.
- Work independently and as a team member.
- Work well with vendors.
- Consult and collaborate with outside agencies in the design, installation, and maintenance of school and district sites
- Continuously monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures. Assess and monitor workload, administrative and support systems, and internal reporting relationships. Identify opportunities for improvement. Direct the implementation of changes.
- Select, train, motivate, supervise, evaluate, and correct deficiencies with assigned Maintenance and Operations Department personnel.
- Assist Site Administration with evaluation, supervision, and correction of deficiencies of site-based Maintenance and Operations personnel, such as, but not limited to, Custodian, Head Custodian, etc.
- Provide and/or coordinate staff training. Implement discipline and termination procedures.
- Plan, direct, and coordinate the Maintenance and Operations Department's work plan. Meet with staff to identify and resolve problems. Determine scheduling and assign projects and programmatic areas of responsibility. Review and evaluate work method, procedure, and completed projects.
- Confer with school administrators and staff to obtain scheduling information regarding athletic and special events; coordinate custodial, ground, and maintenance requirements with school and District-level staff.
- Perform inspections of school facilities and grounds; identify needed maintenance and repairs. Prepare and maintain records, files, logs, and reports related to personnel, inventory, work

requests, work performed, safety issues, and other reports related to assigned activities. Prioritize and coordinate duties and assignments to assure effective workflow and facility operations.

- Manage and participate in the development and administration of the Maintenance and Operations Department budget.
- Respond to and resolve difficult and sensitive citizen inquiries and complaints.
- Prepare cost, time, and labor estimates. Prepare plans and bids for major construction projects. Participate in the development of plans for remodeling projects.
- Abide by state and federal regulations, such as, but not limited to, DSA, DIR, CUPCCA, etc.
- Supervise the preventative maintenance program. Provide long-range planning in computerized maintenance operations.
- Test, order, receive, and store Maintenance and Operations supplies and equipment; maintain budgetary records and files related to purchases, work orders, and personnel; conduct period inventory; complete property loss forms as necessary.
- Determine needed equipment, materials, and supplies for maintenance operations; requisition a variety of supplies, tools, and equipment; review purchase requisitions submitted by staff and make recommendations for approval; assure proper receipt of ordered materials.
- Monitor compliance with appropriate laws, codes, and regulations, such as, but not limited to, monitor, review, and implement Asbestos, hazardous materials, Energy Management Program, etc.
- Implement maintenance and operations protocols, policies, and procedures.
- Project management.
- Maintain inventory on all district maintenance and operations equipment.
- Provide transportation to business-related tasks, such as, but not limited to, school site visits, professional development, etc.
- Perform related duties and responsibilities as required or assigned by the Chief Business Official.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The individual must have the ability to compile and maintain accurate, complete records and reports; knowledge of modern office technology, methods, practices and procedures; type and operate various office machines; maintain cooperative relationships with those contacted in the course of work; understand and carry out oral and written directions; meet the public tactfully and courteously, and provide assistance and service. The requirements listed below are representative of the knowledge, skill, and/or ability required. Knowledge of requirements of maintaining buildings and facilities in good repair. Knowledge of technical aspects of general maintenance work and building construction. Knowledge of methods, materials, tools, terminology, and equipment used in industrial custodial, routine grounds keeping, and maintenance work. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must provide a reliable private vehicle to perform job-related duties unless a vehicle is provided.

EDUCATION and/or EXPERIENCE

Associate's degree (A.A) or Bachelor's degree (B.A.) preferred from an accredited college or university with major coursework in engineering, architecture, industrial technology or a related field; Five (5) years of increasing responsibility in maintenance and operations; experience and knowledge of basic principles and management of custodian, maintenance, and grounds departments preferred. Two (2) years experience supervising/managing/leading a team preferred.

LANGUAGE SKILLS

- Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or board of directors.

- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from groups of administrators, clients, customers, all levels of staff, and the general public.
- Ability to communicate effectively with diversified groups and individuals.
- Ability to readily take direction and be able to follow through in an independent manner.

MATHEMATICAL SKILLS

- Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

CERTIFICATES, LICENSES, REGISTRATIONS

- Valid California driver's license.

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

While performing the duties of this job, the employee is regularly required to sit, talk, or hear. The employee frequently is required to stand, walk, and use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms, climb or balance, and taste or smell. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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

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

Superintendent

Date

Board (Clerk)

Date

9.2.7 RESOLUTION #2605 LINCOLN'S BIRTHDAY OBSERVANCE

Resolution #2605, authorizing the board to revise the date that the schools close in observance of Lincoln's Birthday, is presented to the Board for adoption.

PROPOSED ACTION: ADOPTION.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

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

Empowering every child, every day to create a better world

BEFORE THE BOARD OF TRUSTEES
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
SHASTA COUNTY, CALIFORNIA

RESOLUTION NO. 2605
LINCOLN'S BIRTHDAY OBSERVANCE

WHEREAS, Education Code §37220 authorizes the Board of Trustees by resolution, to revise the date upon which the schools of the District close in observance of Lincoln's Birthday;

WHEREAS, the District has secured agreement with affected labor groups and their representatives, to alter the school calendar and celebrate Lincoln's Birthday on February 16, 2027;

NOW, THEREFORE, be it resolved that the Board of Trustees of the Enterprise Elementary School District hereby revises the date upon which the schools of the district will close in observance of Lincoln's Birthday to February 16, 2027.

This Resolution was adopted at a regularly scheduled Board Meeting of the Enterprise Elementary School District held this 11th day of March 2026.

AYES: _____

NOES: _____

ABSENT: _____

Troy Wright, President
Board of Trustees
Enterprise Elementary School District
Shasta County, California

I, Bonnie Hyatt, Clerk of the Board of Trustees of the Enterprise Elementary School District, do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its meeting held on March 11, 2026.

Bonnie Hyatt, Clerk
Board of Trustees
Enterprise Elementary School District
Shasta County, California

9.2.8 ADMINISTRATOR DAY TO DAY SUBSTITUTE SALARY SCHEDULE

The updated administrator day to day substitute salary schedule is presented to the Board for approval.

Any questions or comments before we vote?

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



**Administrator Day-to-Day Substitute Salary Schedule
Effective March 12, 2026**

Regular Assignment	Full-Day	Half-Day
Administrator	\$400	\$200

Long Term Assignment (Beginning the 21 st day in a long term sub assignment)	Full-Day	Half-Day
Administrator	Step 1*	Half of Full-Day

Full-Day: 8.0 hours

Half-Day: up to 4.00 hours

*Administrator Salary Schedule Daily Rate

9.3.1 TRIP REQUEST

The following field trip is presented to the board for approval.

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: April 30 - May 3 Advisor(s) Hess & D'Acquisto

Organization Name: Parsons Music Departments

Educational Purpose of Trip: Compete in the WorldStrides Heritage Festival

Destination(s): Anaheim, CA

Transportation required: Charter Bus

Ratio of Adults to Students = 1 to 3

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

Overnight Accommodations:
Hotel, fingerprinted adult in each room with 3 students

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

Submitted by [Signature]
(Advisor)

Date 3/4/26

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 [Signature]
(Site Administrator)

Date 3/4/26

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 UPDATED TRANSPORTATION PLAN

The updated Transportation Plan is presented to the Board for approval.

Proposed Action: Consent Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MARCH 3, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: TRANSPORTATION PLAN

Beginning in the 2022/2023 fiscal year and in subsequent fiscal years, the State will provide an allowance (revenues) to local education agencies. The additional transportation allowance will equal 60 percent of the District's annual home to school transportation expenditures.

As a condition of receiving this allowance, California local education agencies must adopt a plan describing how unduplicated pupils will have access to home to school transportation at no cost. The plan must also describe how it will prioritize transportation services for students with disabilities and unduplicated pupils in grades TK through six. The plan must also describe the stakeholder groups consulted as part of the plan's development.

The Enterprise Elementary School District Transportation Plan is summarized below:

- In accordance with BP 3541, BP 3541.2, AR 3541 and AR 3541.2, District students who live outside of the designated walk zone are eligible for no cost home to school transportation services;
- In accordance with BP 3541.2 and AR 3541, the District ensures that appropriate transportation services are provided for students with disabilities when specified in their Individual Education Plan. In addition, the District honors requests for transportation for homeless/ foster youth residing within the city boundaries of Redding;
- In accordance with BP 3541, BP 3541.2, AR 3541 and AR 3541.2 the District provides zero cost home to school transportation for unduplicated pupils.

The District's Transportation Plan was developed in consultation with officials from the Shasta County Office of Education, Senior Transportation Planner, Deputy City Manager, CSEA, EETA, Administrators and confidential management staff.

Please place this Business action item on the March 11, 2026 board agenda as a consent item. It is recommended the board approve this action item.

Enterprise Elementary School District Redding, CA 96002

Transportation Plan

2025-26

Transportation Services:

1. Description of transportation services offered to pupils, and how the LEA will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. The Plan may provide for the LEA to partner with municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students:

Enterprise Elementary School District is a TK-8 district with an unduplicated pupil percentage of 70.96%. The District provides no cost home to school transportation for EESD students in accordance with AR 3541/ 3541.2 and Board Policies 3541/ 3541.2. These policies establish that all pupils who live outside the designated transportation boundaries of 3/4 mile for TK/Kindergarten, 1 mile for grades 4-5 and 1.5 mile for grades 6-8 who are eligible for home to school transportation. Students who are overflowed to a school due to overcrowding are also eligible for home to school transportation. The District will continue its practice of providing home to school transportation in accordance with AR 3541/3541.2 and BP 3541/3541.2. The District will also seek to partner with municipal agencies such as Redding Area Bus Authority (RABA) for students in 7th grade and up who live in district boundaries and attend the after-school care program at their District school by providing no cost transit passes.

2. Description of LEA's transportation services that would be accessible to pupils with disabilities, and homeless children and youth:

Students with disabilities comprise 17.5% of the District's enrollment. Homeless youth comprise roughly 2.0% of the District's enrollment. In accordance with AR 3541 and BP 3541.2, the District shall ensure that appropriate transportation services are provided for students with disabilities when specified in their individualized education program (IEP) plan. As adopted in board policy, the District makes home-to-school transportation available for students at no cost to parents/guardians. The District currently works with the Shasta County Office of Education to provide additional support for students so that students with disabilities do not spend an excessive amount of time on the bus compared to other students on home to school routes. The District also honors requests for transportation for homeless and foster youth residing within the city boundaries of Redding. This may include covering the costs for taxi services and/or gas in the form of gas cards. The District will continue to provide this resource/ transportation support in the future.

3. Description of how unduplicated pupils would be able to access available home-to-school transportation at no-cost to the pupils:

Enterprise Elementary School District's enrollment is 3,356 students. The District's unduplicated pupil percentage is 70.96%. As mentioned previously, the District provides no cost home to school transportation for all students outside the designated transportation boundaries. Due to staffing, the District is only able to

provide home to school transportation to approximately 10% of pupils in accordance with AR 3541/ 3541.2 and Board Policies 3541/ 3541.2. The District will continue its practice of providing home to school transportation in accordance with AR 3541/3541.2 and BP 3541/3541.2. The District is in need of additional bus drivers in order to increase the number of students it can provide home to school transportation services.

Consultations:

Enter description of the required plan consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils and other stakeholders.

On December 19, 2022 the Shasta County Office of Education facilitated a meeting between districts and local county authorities to consult in the development of the district's Transportation Plan. In attendance were the Senior Transportation Planner and Deputy City Manager. Local Air Quality Management and Air Pollution Control personnel were contacted and invited to attend but were not in attendance. A brief overview of Ed Code sections 41850.1 and 39800.1 was provided as background, highlighting the consultation requirements. Audit and plan requirements were discussed and districts shared some of their initial plans for the increase in transportation funding. Districts are looking for ways to increase the percentage of students who utilize their transportation services and increase the number of drivers. There are also equipment replacement needs that districts are looking to address with any increase in funding. There was some discussion regarding fleet replacement with several districts sharing their frustrations with the limitations of their electric buses. Representatives from the local transit authority shared the legal mandates that they are facing, requiring that they develop zero emission plans by 2026 and that all new vehicle replacements must be zero emission by 2029. Districts are not under those same requirements and are currently conducting a cost/benefit analysis as they consider any future electric bus purchases. Districts shared that their vehicle replacement plans are further complicated with the news that Cummins diesel engines will not be producing models that will be able to meet California's increasingly stringent emissions standards. Local transit authority officials shared that they would be interested in partnering with districts to explore grant writing opportunities to help fund equipment purchases and fleet replacement. Support for bus driver training options was also discussed. Next steps include clarification on what is allowable under Ed Code 39800.1c referring to "partnering with municipally owned transit systems to provide service pursuant to this section to middle school and high school pupils." Local county authorities were also willing and interested in reviewing draft district original transportation plans before plans were submitted to their board for approval on or before April 1, 2023. The District's transportation plan was completed with additional input from EESD staff, parents. Input from parent surveys collected in February 2023 was used to inform practical approaches for expanding transportation options for EESD, with priority placed on students in grades TK-6 and students with disabilities. The original plan was updated to include current year facts.

Board Approval Date: March 11, 2026

The Transportation Plan was developed in accordance with Education Code Sections 39800.1 and 41850.1.

9.4.3 ISOM ADVISORS CONTRACT

The renewal contract with Isom Advisors is submitted for approval.

Proposed Action: Consent Approval.

MOTION MADE BY: _____

SECONDED BY: _____

CONSULTING SERVICES AGREEMENT

This CONSULTING SERVICES AGREEMENT (this "Agreement") is dated as of the latest date set forth on the signature page hereto (the "Effective Date") and is entered into by and between Isom Advisors, a Division of Urban Futures Inc., a California corporation ("Advisor"), and Enterprise Elementary School District ("District").

RECITALS

WHEREAS, District wishes to issue certain bonds (the "Bonds") and desires that Advisor provide to District certain Consulting Services (defined below) with respect to the Bonds; and

WHEREAS, Advisor desires to provide to District certain Consulting Services with respect to the Bonds on the terms and subject to the conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants, agreements, representations, and warranties contained in this Agreement, the parties agree as follows:

AGREEMENT

1. **CONSULTING SERVICES.** District hereby retains Advisor to perform (i) the survey/poll services set forth on Exhibit A hereto (the "Survey/Voter Opinion Poll Services"), (ii) the financial planning services set forth on Exhibit B hereto ("the Financial Planning Services"), (iii) the financial advisory services set forth on Exhibit C hereto ("the Financial Advisory Services"); and (iv) the Continuing Disclosure services set forth on Exhibit D hereto (the "Continuing Disclosure Services"); and (v) the Annual Debt Transparency Report ("ADTR") services set forth on Exhibit E hereto (the "ADTR Services"); and Advisor hereby agrees to perform the Consulting Services pursuant to the terms and conditions of this Agreement.

From time to time, Isom Advisors may provide non municipal advisory services including, but not limited to placement of loans/leases, disclosure services without materiality analysis, and other administrative functions.

2. **INDEPENDENT REGISTERED MUNICIPAL ADVISOR ("IRMA").** If acting in the capacity of an Independent Registered Municipal Advisor ("IRMA") with regard to the IRMA exemption of the SEC Rule, the Advisor will review all third-party recommendations submitted to the Advisor in writing by the District.

3. **EFFECTIVE DATE, TERM AND CONDITIONS.** This Agreement shall be effective as of the Effective Date and shall remain in effect until (i) the 5-year (five-year) anniversary of the Effective Date (the "Term") or (ii) until the Agreement is terminated as set forth below. The parties may extend the Term for successive 1-year (one-year) periods upon mutual written agreement, or otherwise as the parties may agree in writing.

4. **COMPENSATION.** Compensation for the Consulting Services provided to District pursuant to this Agreement shall be as set forth in this Section 4. All fees and expenses are contingent on the success of the election with exception to Survey/Voter Opinion Poll

Services and Continuing Disclosure Services. Fees for Survey/Voter Opinion Poll Services, Financial Planning Services, Continuing Disclosure Services, and ADTR Services shall be paid from the District's general fund or other allowable sources. Fees for Financial Advisory Services shall be paid out of proceeds received by the District resulting from the sale of Bonds.

a. Fees.

i. For Survey/Voter Opinion Services (if needed), fees shall not exceed Twelve Thousand Five Hundred Dollars (\$12,500) and is to be paid upon presentation of results to the District. This sum covers the expenses for the creation of the initial survey instrument, cost of the telephone calls, interpretation of the data from the survey, and the presentation of survey results to the District.

ii. For Financial Planning Services, District shall pay to Advisor a fee of Thirty Thousand Dollars (\$30,000) payable upon the closing of the first series of Bonds or successful parcel tax measure.

iii. For Financial Advisory Services, District shall pay to Advisor a fee not to exceed Sixty-Five Thousand Dollars (\$65,000) for each series of Bonds sold, payable upon the closing of each series of Bonds (including, without limitation, the first).

iv. For Continuing Disclosure Services, should District utilize this service, the District shall pay an annual fee of Three Thousand Dollars (\$3,000), plus Five Hundred Dollars (\$500) for each additional reportable series with a maximum cost of Five Thousand Dollars (\$5,000), for the filing of customary continuing disclosure documents for each year of the Term existing after a closing of an issuance.

v. For Annual Debt Transparency Report ("ADTR") services, the District shall pay an annual fee of Five Hundred Dollars (\$500) per report filing, with a maximum total of Three Thousand Dollars (\$3,000), for the documentation and filing of the requirements pursuant to SB 1029, which requires individual filings for each debt issuance to be completed by January 31st of each year.

b. Expenses.

i. District shall reimburse Advisor for out-of-pocket expenses incurred by Advisor in the course of performance of Consulting Services at the actual cost of such expenses, not to exceed Three Thousand Dollars (\$3,000). Payment for any expenses pursuant to this Section 4(b) shall be made at the next following due date for payment of a fee pursuant to Section 4(a).

5. **COVENANTS.**

a. District.

i. Access to Personnel. District will cooperate with Advisor by providing opportunities to consult with District personnel as Advisor deems reasonably necessary to perform the Consulting Services.

ii. Information. District agrees to provide on a timely, diligent and accurate basis, and to the best extent possible, all necessary information reasonably requested by Advisor for the purpose of performing the Consulting Services.

iii. Additional Professional Services. District agrees to provide or authorize additional professional services (e.g., legal counsel, paying agent) as Advisor deems reasonably necessary to complete the Consulting Services and the Bond issuance.

iv. Further Assurances. District agrees to take such further actions as may be necessary or appropriate to effectuate, carry out and comply with all of the terms of this Agreement and the transactions contemplated hereby.

b. Advisor.

i. Compliance with Laws. Advisor shall, at all times, comply with all laws, rules and regulations related to the subject matter of this Agreement and to which Advisor is subject.

ii. Non-Discrimination. Advisor shall not discriminate on the basis of a person's actual or perceived race, religious, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its services.

6. **TERMINATION.**

a. This Agreement may be terminated prior to the conclusion of the Term as follows:

i. By either party upon the other party's material breach of any of its representations, warranties or obligations under this Agreement, provided that such breach is not cured within thirty (30) days of receipt of notice specifying the breach.

ii. At any time upon mutual written consent of the Parties.

b. The District agrees that during the term and any subsequent terms of this contract that Advisor shall be the sole financial advisor in relation to the sale of the Bonds, and that no additional financial advisors shall be hired by the District for the services described in this Agreement without the written consent of Advisor.

7. **PROFESSIONAL LIABILITY INSURANCE**

Advisors will procure and maintain Professional liability insurance with the minimum limits of \$1,000,000 per occurrence. Professional liability coverage provided on a "claims made" basis shall be maintained for four years after expiration of the term (and any extensions) of this Agreement. In addition, the "retro" date must be on or before the date of this Agreement.

Advisors will furnish to District duly authenticated Certificates of Insurance and Endorsements evidencing maintenance of the insurance required under this Agreement and such other evidence of insurance as may be reasonably required by District from time to

time. Insurance must be placed with insurers with a current A.M. Best Company Rating equivalent "A VII."

Each insurance policy shall state or be endorsed to state that coverage shall not be canceled by either party, except after thirty (30) days (10 days for non-payment of premium) prior written notice by U.S. mail has been given to the District. Notwithstanding any commitment on the part of the insurer to provide such notice to the District, failure of Advisors to provide separate notice of any intent to cancel any policy or change policy providers, or of any actual or potential cancellation, shall constitute a breach of contract for which District shall be entitled to full indemnification under the Agreement.

Maintenance of specified insurance coverage is a material element of this Agreement, and Advisors' failure to maintain or renew coverage or to provide evidence of renewal during the term of this Agreement may be treated as a material breach of contract by District.

8. **CONFIDENTIALITY OF INFORMATION.** It is mutually agreed that Advisor shall regard all information received during the performance of services pursuant to this Agreement ("Confidential Information") as confidential and shall not disclose Confidential Information to any other person without prior consent of District. Confidential Information shall not include information that: (i) is, as of the time of its disclosure, or thereafter becomes, part of the public domain through a source other than Advisor; (ii) was known to Advisor as of the time of its disclosure; (iii) is independently developed by Advisor; or (iv) is subsequently learned from a third party not under a confidentiality obligation to District. In addition, Advisor shall be entitled to disclose Confidential Information to the extent such disclosure is requested by the order of a court of competent jurisdiction, administrative agency, or other governmental body, provided that Advisor shall provide prompt, advance notice thereof to enable District to seek a protective order or otherwise prevent such disclosure. The confidentiality obligations of Advisor shall survive the expiration or termination of this Agreement.

9. **ADDITIONAL MATTERS.**

a. **MSRB Rule G-10**

Pursuant to Municipal Securities Rulemaking Board Rule G-10, on Investor and Municipal Advisory Client Education and Protection, Municipal Advisors are required to provide certain written information to their municipal entity and obligated person clients, which include the following:

- Urban Futures, Inc. is currently registered as a Municipal Advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board.
- Within the Municipal Securities Rulemaking Board ("MSRB") website at www.msrb.org, The District may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules, along with how to file a complaint with financial regulatory authorities.

b. MSRB Rule G-42.

Pursuant to Municipal Securities Rulemaking Board ("MSRB") Rule G-42, on Duties of Non-Solicitor Municipal Advisors, Municipal Advisors are required to make certain written disclosures to clients, which include, amongst other things, Conflicts of Interest and any Legal or Disciplinary events of the Advisor and its associated persons.

As of the date of the Agreement, there are no actual or potential material conflicts of interest that the Advisor is aware of that might impair its ability to render unbiased and competent advice or to fulfill its fiduciary duty. If the Advisor becomes aware of any material potential conflict of interest that arise after this disclosure, the Advisor will disclose the detailed information in writing to the District in a timely manner.

The following are potential conflicts of interest to be considered.

i. Conflicts of Interest. The Advisor represents that in connection with the issuance of municipal securities, Advisor may receive compensation from an Issuer or Obligated Person for services rendered, which compensation is contingent upon the successful closing of a transaction and/or is based on the size of a transaction. Consistent with the requirements of MSRB Rule G-42, the Advisor hereby discloses that such contingent and/or transactional compensation may present a potential conflict of interest regarding the Advisors' ability to provide unbiased advice to enter into such transaction. The contingent fee arrangement creates an incentive for the Advisor to recommend unnecessary financings or financings that are disadvantageous to the District, or to advise the District to increase the size of the issue. This potential conflict of interest will not impair the Advisor's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Advisor.

(1) It should be noted that the Advisor's fees under this agreement may be based on hourly fees of the Advisor's personnel, with the aggregate amount equaling the number of hours worked by such personnel times an agreed-upon hourly billing rate. This form of compensation presents a potential conflict of interest because it could create an incentive for the Advisors to recommend alternatives that would result in more hours worked. This conflict of interest will not impair the Advisor's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Advisor.

(2) The Advisor's fees under this agreement may be a fixed amount established at the outset of the Agreement. The amount is usually based upon an analysis by District and the Advisor of, among other things, the expected duration and complexity of the transaction and the Scope of Services to be performed by Municipal Advisor. This form of compensation presents a potential conflict of interest because, if the transaction requires more work than originally contemplated, the Advisor may suffer a loss. Thus, the Advisor may recommend less time-consuming alternatives or fail to do a thorough analysis of alternatives. This conflict of interest will not impair the Advisor's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the District.

(3) The fee paid to the Advisor increases the cost of investment to the District. The increased cost occurs from compensating the Advisor for municipal advisory services provided.

(4) The Advisor serves a wide variety of other clients that may from time to time have interests that could have a direct or indirect impact on the interests of another of the Advisor's clients. For example, the Advisor serves as municipal advisor to other municipal advisory clients and, in such cases, owes a regulatory duty to such other clients just as it does to the District. These other clients may, from time to time and depending on the specific circumstances, have competing interests. In acting in the interests of its various clients, the Advisor could potentially face a conflict of interest arising from these competing client interests. The Advisor fulfills its regulatory duty and mitigates such conflicts through dealing honestly and with the utmost good faith with the District.

(5) If the Advisor becomes aware of any additional potential or actual conflict of interest after this disclosure, the Advisor will disclose the detailed information in writing to the Issuer in a timely manner.

(6) Furthermore, from time to time, the Advisor may perform non-municipal advisory work, including but not limited to bond ballot services for clients who may also be receiving municipal advisory services. Bond ballot services include campaign strategies, voter communication, campaign budgets, mailers, flyers, hand-outs, 'get out to vote' activities, and donations.

(7) The Advisor does not have any affiliate that provides any advice, service, or product to or on behalf of the client that is directly or indirectly related to the municipal advisory activities to be performed by the Advisor;

(8) The Advisor has not made any payments directly or indirectly to obtain or retain the District's municipal advisory business;

(9) The Advisor has not received any payments from third parties to enlist the Advisors' recommendation to the District of its services, any municipal securities transaction or any municipal finance product;

(10) The Advisor has not engaged in any fee-splitting arrangements involving the Advisor and any provider of investments or services to District;

(11) The Advisor does not have any legal or disciplinary event that is material to the District's evaluation of the municipal advisory or the integrity of its management or advisory personnel.

(12) The Advisor does not act as principal in any of the transaction(s) related to this Agreement.

Additional Background Disclosures. Organizational Structure, Non-Municipal Advisory Services, and Potential Conflicts of Interest

Firm Structure

Urban Futures, Inc. ("Urban Futures" or "UFI") is the parent entity of several affiliated divisions and operating brands, including Isom Advisors, District Advocates Group (DAG), and K12 Partners (collectively, the "Firm"). Certain services provided by the Firm constitute municipal advisory services, defined by Section 15B(e)(4)(A)¹ of the SEC Exchange Act, while other services are non-municipal advisory services and are not subject to MSRB and SEC Rules and Regulations, including the fiduciary standards.

Non-Municipal Advisory Services

From time to time, the Firm and its affiliated divisions may provide non-municipal advisory services that are separate from, and not part of, any municipal advisory engagement. These services may include, but are not limited to, the following:

- Placement of loans and leases
- Disclosure services provided without materiality analysis
- Program management
- Construction consulting and administration
- Facilities master planning and needs assessments
- Arbitrage rebate services
- Software solutions
- Bond ballot and election support services
- Economic Development
- Strategic Advisory Services (policy, program, and projects)
- Fiscal Impact Analysis
- Special District Formation Services
- P3 Consulting
- Other administrative or consulting services

¹ defines the term "municipal advisor" to mean a person that provides a) advice to or on behalf of a municipal entity or obligated person with respect to municipal financial products or the issuance of municipal securities, including advice with respect to the structure, timing, terms, and other similar matters concerning such financial products or issues; or (b) undertakes the solicitation of a municipal entity or obligated person.

Bond ballot and election support services may include campaign strategy support, voter communications, campaign budgeting, mailers, flyers, hand-outs, "get-out-the-vote" activities, and permitted campaign-related donations.

Division-Specific Non-Municipal Advisory Services

- District Advocates Group (DAG), a division of Urban Futures, Inc., provides program management, facility consulting, construction administration, and related services, including software-enabled solutions. These services are non-municipal advisory services, as they are not related to the issuance of municipal securities or related municipal financial products.
- K12 Partners, a division of Urban Futures, Inc., provides facilities master planning, needs assessments, and related services, including software-enabled solutions. These services are non-municipal advisory services, as they are not related to the issuance of municipal securities or related municipal financial products.

Strategic Partnerships, Ownership Interests, and Revenue Sharing

I. Athenate, Inc.

The Firm, through its K12 Partners division, has entered into a strategic partnership with Athenate, Inc.² to provide facilities master planning, needs assessments, software solutions, and other related services. In connection with this partnership, the parties agree to split net revenue from master planning and/or services and/or software contracts originated by the Firm. Certain employees of Urban Futures also hold ownership interests in Athenate, Inc. These services are non-municipal advisory services, as they are not related to the issuance of municipal securities or related municipal financial products.

II. California Municipal Statistics, Inc.

Certain employees of Urban Futures hold ownership interests in, and serve as directors of, California Municipal Statistics, Inc.³, an administrative company that collects publicly available data and prepares tables and reports, which can be used in official statements, disclosures documents, annual financial reports, rating agency presentations, and for other purposes. These services are non-municipal advisory services, as they are not related to the issuance of municipal securities or related municipal financial products.

² Certain employees of Athenate, Inc. (unrelated to UFI) are also involved with Modus Design Studio, Inc. (formerly Stacked, Inc.), an architecture firm, who may perform services on UFI's transactions. There is no direct relationship between UFI and Modus Design Studio, Inc.

³ California Municipal Statistics, Inc. acquired the assets of Urbics, LLC, a company that provides similar data, analytics, and administrative services. Such services may be offered or marketed under the California Municipal Statistics name, the Urbics name, or both.

Conflict Management and Fiduciary Duty

All of these non-municipal advisory services noted above may be provided to clients who also receive municipal advisory services from UFI and Isom Advisors, but such services are provided under separate agreements and outside the scope of municipal advisory services governed by MSRB Rule G-42.

Municipal Advisory Clients are under no obligation to retain DAG, K12 Partners, Athenate, Inc., California Municipal Statistics, Inc., or any affiliate for non-municipal advisory services and are encouraged to independently evaluate alternative service providers.

All of these roles noted above may result in financial or other benefits to Urban Futures, its affiliates, and/or certain employees of the Firm who also hold ownership in either Athenate, Inc. or California Municipal Statistics, Inc.

All of these relationships may present actual or potential conflicts of interest, including incentives to introduce or recommend certain services, vendors, software platforms, or delivery models. Each Issuer will be made aware of these relationships, to determine if they want to continue with or engage UFI or Isom Advisors as its Municipal Advisor.

UFI and Isom Advisors maintain policies and procedures reasonably designed to identify, manage, mitigate, and disclose actual and potential conflicts of interest. These policies are intended to ensure that any municipal advisory services are provided objectively, impartially, and in the best interests of the client, consistent with the Firm's fiduciary duty under SEC and MSRB Rules, including MSRB Rule G-42, Duties of Non-Solicitor Municipal Advisors.

The existence of non-municipal advisory services, ownership interests, revenue-sharing arrangements, or affiliated business relationships will not impair Urban Futures' or Isom Advisors' ability to provide unbiased and competent municipal advisory advice.

Ongoing Disclosure

If Urban Futures or Isom Advisors becomes aware of any additional actual or potential conflicts of interest after delivery of this disclosure, the Firm will promptly disclose such information in writing to the affected Issuer or Obligated Person, in accordance with MSRB Rule G-42.

ii. Legal or Disciplinary Events. The Advisor does not have any legal events or disciplinary history on the Advisors' Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation. The District may electronically access the Advisors' most recent Form MA and each most recent Form MA-I filed with the Commission using the name Urban Futures, Inc. at the following website: www.sec.gov/edgar/searchedgar/companysearch.html.

There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC. If any material legal or regulatory action is brought against Advisor, we will provide complete disclosure to the District in detail allowing the District to evaluate Advisor, its management and personnel.

c. Fiduciary Duty: Urban Futures Inc. is registered as a Municipal Advisor with the SEC and Municipal Securities Rulemaking Board ("MSRB"). As such, Urban Futures and Advisor has a Fiduciary duty to the District and must provide both a Duty of Care and a Duty of Loyalty that entails the following.

i. Duty of Care:

- (1) exercise due care in performing its municipal advisory activities;
- (2) possess the degree of knowledge and expertise needed to provide District with informed advice;
- (3) make a reasonable inquiry as to the facts that are relevant to District's determination as to whether to proceed with a course of action or that form the basis for any advice provided to District; and
- (4) undertake a reasonable investigation to determine that the Advisor is not forming any recommendation on materially inaccurate or incomplete information; the Advisor must have a reasonable basis for:
 - i) any advice provided to or on behalf of the District;
 - ii) any representations made in a certificate that it signs that will be reasonably foreseeably relied upon by the District, any other party involved in the municipal securities transaction or municipal financial product, or investors in the District securities; and
 - iii) any information provided to the District or other parties involved in the municipal securities transaction in connection with the preparation of an official statement.

ii. Duty of Loyalty: The Advisor must deal honestly and with the utmost good faith with the District and act in the District's best interests without regard to the financial or other interests of the Advisors. The Advisor will eliminate or provide full and fair disclosure (included herein) to the District about each material conflict of interest (as applicable). The Advisor will not engage in municipal advisory activities with the District as a municipal entity, if it cannot manage or mitigate its conflicts in a manner that will permit it to act in the District's best interests.

d. Governing Law; Jurisdiction. It is expressly understood that this Agreement and all questions arising hereunder shall be construed according to the laws of the State of California, without giving effect to conflicts of law principles. All actions or proceedings arising directly or indirectly from this Agreement shall be litigated in courts located within Shasta County, California. The parties consent to the jurisdiction thereof and the parties further agree not to disturb such choice of forum.

e. Independent Contractor: Both parties hereto in the performance of this Agreement will be acting in an independent capacity and not as agents, employees, partners or joint ventures with one another. Neither the Advisors nor the Advisors' employees are employee of the District and are not entitled to any of the rights, benefits, or privileges of the District's employees, including but not limited to retirement, medical, unemployment, or workers' compensation insurance.

Neither the District nor its officers, agents or employees shall have any control over the conduct of the Advisors or any of the Advisors' employees except as herein set forth, and the Advisors expressly agrees not to represent that the Advisors or the Advisors' agents, servants, or employees are in any manner agents, servants or employees of the District, it being understood that the Advisors, its agents, servants, and employees are as to the District wholly independent Advisors and that the Advisors' obligations to the District are solely such as are prescribed by this Agreement.

f. Political Contributions: Advisor may choose of its own free will to contribute time, money, or resources to political campaigns associated with the passage of a bond measure. Prior to signing this agreement, Advisor has not made, considered, or discussed a contribution to any campaign connected with the referenced bonds. This agreement does not obligate Advisor to contribute to any particular campaign or election. Advisor has in no way committed to or indicated a willingness to contribute time, money, or resources to any campaign, or to make any other contribution.

g. District Conflicts of Interest: No officer or employee of District shall have any financial interest, direct or indirect, in this Agreement nor shall any such officer or employee participate in any decision relating to the Agreement which affects his financial interest or the financial interest of any corporation, partnership or association in which he is, directly or indirectly, interested, in violation of any State statute or regulation. The Advisors warrants that it has not paid or given and will not pay or give any third party any money or other consideration for obtaining this Agreement.

h. Successors and Assigns: Except as otherwise provided herein, this Agreement shall not be assignable by either party without the express written consent of the other party hereto. Nothing in this Agreement, express or implied, is intended to confer upon any party other than the parties hereto or their respective successors and assigns any rights, remedies, obligations, or liabilities under or by reason of this Agreement, except as expressly provided in this Agreement.

i. Attorneys' Fees: In the event of any action to enforce or interpret this Agreement, including without limitation the recovery of damages for its breach, the prevailing party shall be entitled to recover from the other party its reasonable attorneys' fees and costs. Any judgment or order entered in such action shall contain a specific provision providing for the recovery of attorneys' fees and costs incurred in enforcing such judgment.

j. Amendments to Agreement: This Agreement may not be modified, amended or supplemented except by written instrument executed by all parties hereto.

k. Notice. All notices to be given by the parties hereto and other communications hereunder shall be in writing and shall be deemed effectively given: (i) upon personal delivery to the party to be notified; (ii) when sent by confirmed telex, electronic mail or facsimile if sent during normal business hours of the recipient, if not, then on the next business day; (iii) one (1) day after deposit with a nationally recognized overnight courier, specifying next day delivery, with written verification of receipt; or (iv) four days after deposit with a United States Post Office, first class postage prepaid and registered. All communications shall be sent as follows:

To Advisor:

Isom Advisors, a Division of Urban Futures Inc.
1470 Maria Lane, Ste. 315
Walnut Creek, CA 94596
Attn: Jonathan Isom, Chief Executive Officer
Telephone: (925) 478-7450
E-mail: jon@isonadvisors.com

To District:

Enterprise Elementary School District
1155 Mistletoe Ln.
Redding, CA 96002
Attn: Heather Armelino, Superintendent
Telephone: (530) 224-4100
E-mail: harmelino@eesd.net

l. Severability. If one or more provisions of this Agreement are held to be unenforceable under applicable law, such provision shall be excluded from this Agreement and the balance of the Agreement shall be interpreted as if such provision were so excluded and shall be enforceable in accordance with its terms.

m. Entire Agreement. This Agreement (including the Exhibits attached hereto) contains the entire understanding of the parties in respect of its subject matter and supersedes all prior agreements and understandings (oral or written) between the parties with respect to such subject matter. The Exhibits attached hereto constitute a part hereof as though set forth in full herein.

n. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the dates set forth below.

ADVISOR:

DISTRICT:

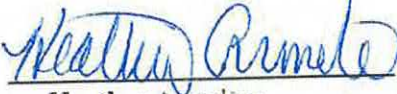
Isom Advisors, a Division of Urban Futures Inc.

Enterprise Elementary School District

By: 

Name: Jonathan Isom

Title: Chief Executive Officer

By: 

Name: Heather Armelino

Title: Superintendent

Dated: FEB 13, 2026

Dated: 2-13, 2026

EXHIBIT A

SURVEY/VOTER OPINION POLL SERVICES

- Prepare a voter survey to assist District to assess the feasibility of a voter approved funding measure in the District
- Test voter attitudes, specific project support, tax tolerances, and overall support for local school district funding measure
- Conduct telephone survey with a not to exceed amount of 400 voters that match demographics of those voting on proposed election dates
- Produce a written report of findings with complete cross tabulations
- Provide a survey results presentation to District to summarize results of voter survey

EXHIBIT B

FINANCIAL PLANNING SERVICES

- Review District project list and assist District in preparing a capital and financing plan
- Analyze the assessed valuation of District, calculate bonding capacity, and perform financial analysis to determine possible bond/parcel tax proceeds
- Create an election timeline and financing timeline; coordinate same with bond counsel, District, and county
- Recommend proposed bond/parcel tax amount, issuance schedule, and projects to be funded by bond/parcel tax program
- Conduct public information program to assess the feasibility of a bond/parcel tax program in District including providing information
- Assist in the preparation of a bond election/parcel tax resolution including preparing ballot language and detailed bond project list
- Prepare tax rate statement and estimates of tax rates for bond program
- If needed, prepare ballot arguments and rebuttals

EXHIBIT C

FINANCIAL ADVISORY SERVICES

- Analyze the bond market to determine timing, credit enhancement requirements, structure, bond amount, legal documentation requirements, rating requirements, and method of sale
- Assist District, as needed, to assemble bond finance team members including bond counsel, paying agent, trustee, and underwriter
- Prepare timeline, distribution lists, and term sheets to manage financing
- Manage bond issuance process including the coordination with other finance team members (bond counsel, paying agent, trustee, and underwriter, if needed)
- Define the proposed structure including sizing, call provisions, amortization schedule, and phasing of debt service repayment
- Review legal documents including district and county resolutions, bond purchase agreements, Preliminary Official Statement, and Official Statement
- Prepare rating agency and insurer presentation; negotiate with analysts of same
- Assist in preparation and train District members for rating agency meetings
- Analyze tax base and recommend appropriate tax structure
- For competitive sale, review Notice of Sale and Bid Form, distribute bid documents to qualified underwriters and post bid documents, monitor and verify bids on day of sale, and coordinate award of winning bid
- For negotiated sale, discuss structure and tax rate objectives with underwriter, review proposed structure and scale and make recommendations as appropriate, review fees, and review final pricing
- Review closing documents including tax opinion, arbitrage certificate, and continuing disclosure certificate
- Manage pre-closing and closing
- Attend board meetings as needed to explain bond sale, legal documents, and pricing summary

EXHIBIT D

CONTINUING DISCLOSURE SERVICES

- Annually review District's Continuing Disclosure requirements
- Submit to Municipal Securities Rulemaking Board the necessary filings and documentation in order to remain compliant with Continuing Disclosure requirements

EXHIBIT E

ANNUAL DEBT TRANSPARENCY REPORT ("ADTR") SERVICES

- Review ongoing District's Annual Debt Transparency Report ("ADTR") requirements.
- Submit to CDIAC the necessary filings and documentation to remain compliant with SB 1029 including the ADTR by Jan 31st of each year.

9.4.4 AUDIT CONTRACT, CHRISTY WHITE, INC

The audit contract with Christy White, Inc is submitted for approval.

Proposed Action: Consent Approval.

MOTION MADE BY: _____

SECONDED BY: _____



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

February 12, 2026

Governing Board and Management
Enterprise Elementary School District
1155 Mistletoe Ln
Redding, CA 96002

We are pleased to confirm our understanding of the services we are to provide Enterprise Elementary School District for the fiscal year ending June 30, 2026.

Audit Scope

We will conduct a financial statement and performance audit to include the balance sheet of the Bond Measures A and E of Enterprise Elementary School District as of June 30, 2026, and the related statement of revenues, expenditures and changes in fund balance for the fiscal year ending June 30, 2026. The audit will be conducted in accordance with Article 13A of the California Constitution.

Audit Objectives

The objectives of our financial statement audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

The objective of our performance audit is the expression of opinions as to whether the District conformed with the compliance requirements over the deposit and use of Bond Measures A and E funds. In addition, we will issue an opinion on performance requirements of Proposition 39 which include whether the expenditures are allowable in accordance with applicable laws, regulations and the voter approved measure.

Auditor's Responsibilities

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Appendix A of the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the school district or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention.

We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the school district's ability to continue as a going concern for a reasonable period of time.

Audit Procedures – Internal Controls

We will obtain an understanding of the school district and its environment as it relates to the bond fund, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Enterprise Elementary School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Other Services

We will also assist in preparing the financial statements and related notes of Bond Measures A and E of Enterprise Elementary School District in conformity with accounting principles generally accepted in the United States of America based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit of the bond fund; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the school district's bond fund involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the school district received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the school district's bond fund complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

You agree to assume all management responsibilities for the financial statements and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Reporting

We will issue written reports upon completion of our audit. Our reports will be addressed to the Governing Board of Enterprise Elementary School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. We will also provide a Performance Audit report, as required by Proposition 39, which will also be conducted in accordance with the *Government Auditing Standards*.

With regard to including the auditor's report in an exempt offering document, you agree that the aforementioned auditor's report, or reference to Christy White, Inc, will not be included in any such offering document without our prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement.

Audit Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

We will provide an electronic and up to ten copies of our reports to the school district; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

By your signature below, you acknowledge the audit documentation for this engagement is the property of Christy White, Inc and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Office of the State Controller or its designee for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Christy White, Inc personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Office of the State Controller. Christy White, Inc does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. It is your responsibility to retain and protect your records (which includes any work product we provide to you as well as any records that we return) for possible future use, including potential examination by any government or regulatory agencies. Christy White, Inc does not accept responsibility for hosting client information; therefore, you have the sole responsibility for ensuring you retain and maintain in your possession all your financial and non-financial information, data and records.

We expect to begin our audit as soon as possible and to issue our reports by the published deadline. The annual fee for auditing services under the terms of this agreement shall not exceed the following agreed upon amounts:

	<u>2025-26</u>
Measure A Audit Fees	\$ 5,000
Measure E Audit Fees	\$ 5,000
Total Annual Fees	<u>\$ 10,000</u>

Our invoices for these fees will be rendered each month as work progresses, or upon completion of the report and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out of pocket costs through the date of termination.

No Legal Services

Enterprise Elementary School District acknowledges and agrees that Christy White, Inc does not provide legal services or licensed accounting services, and such licensed professional services are not included within the services which Christy White, Inc may provide under this Agreement. Enterprise Elementary School District agrees to consult a lawyer and/or licensed accountant if Enterprise Elementary School District seeks legal or accounting advice, and shall not rely on Christy White, Inc for such advice, consultation or services.

Indemnification

Enterprise Elementary School District shall indemnify Christy White, Inc and hold harmless its directors, officers, employees, and agents from and against any and all actions, claims, damages and losses, including attorney's fees that may arise out of or in any way result from the negligent or intentional acts, errors, or omissions of Enterprise Elementary School District. To the extent that Enterprise Elementary School District properly directs Christy White, Inc, and to the extent that Christy White, Inc fails to properly perform the Services, Christy White, Inc shall indemnify and hold Enterprise Elementary School District and its officers and employees harmless from and shall defend at its own expense all claims, demands, or suits at law or equity arising in whole or in part, but only to the extent that they arise from Christy White, Inc's active negligence or express breach of its obligations under this Agreement. Nothing in this Agreement shall require Christy White, Inc to indemnify Enterprise Elementary School District against claims, demands or suits based upon intentional or negligent acts of Enterprise Elementary School District, its agents, officers or employees.

Informal Dispute Resolution and Mediation

If any dispute arises among the parties, they agree to first try in good faith to settle the dispute within 7 business days following written notice thereof by communications between themselves. If the parties are unable to successfully resolve the dispute through such informal communications, then they shall attempt to do so within 45 days thereafter by mediation in San Diego County, California, either in person or by Zoom, under Rules for Professional Accounting and Related Services Disputes before resorting to binding arbitration. Any mediator chosen by the parties must have an accounting background unless they mutually agree in writing after the dispute has arisen to the selection of a mediator that does not have such an accounting background.

Binding Arbitration

The parties agree that any claim or controversy that is not resolved through the informal dispute resolution and mediation procedures described above, but which arises out of or relates to this agreement, or accountant's performance or non-performance of services including, without limitation, fees charged by accountant, professional negligence, malpractice, breach of fiduciary duty, and the like will be determined by binding arbitration before the Judicial Arbitration and Mediation Services (JAMS) office in San Diego, California, whether in person or by Zoom. The parties' consent to such jurisdiction and venue, unless they mutually select another venue in writing. Unless expressly set forth to the contrary herein, while the arbitration is pending, the parties shall share the costs of arbitration and arbitrator fees equally. Nevertheless, the arbitrator shall be empowered to reallocate such costs and fees to one side or the other as part of his or her final award. The arbitration will also utilize the then-prevailing comprehensive arbitration rules of JAMS, except that discovery may be taken in that arbitration pursuant to the California Code of Civil Procedure.

The arbitrator to be chosen by the parties shall have an accounting background unless they mutually agree in writing to the selection of an arbitrator that does not have an accounting background. If the parties are unable to agree on the selection of an arbitrator within 14 days after the commencement of the arbitration, then the arbitrator shall be chosen in accordance with the JAMS' rules for arbitrator selection. JAMS shall use its best efforts to include one or more arbitration candidates for the parties to choose from that have an accounting background.

Judgment may be entered upon the arbitrator's award by the San Diego Superior Court. Should Enterprise Elementary School District refuse or neglect to appear or participate in the binding arbitration proceeding or pay for its share of the arbitration fees and costs, the arbitrator is empowered to decide the claim or controversy in accordance with the evidence presented.

Enterprise Elementary School District should realize that by accepting arbitration, IT WILL WAIVE ITS RIGHT TO A JURY TRIAL AND THE RIGHT, EXCEPT UNDER LIMITED CIRCUMSTANCES, TO APPEAL THE ARBITRATOR'S DECISION.

Cooperation

This audit contract is null and void if the firm is declared ineligible to audit K-12 school districts pursuant to subdivision (c) of Education Code Section 41020.5. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Independence

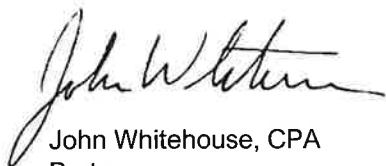
Professional standards require us to be independent with respect to the company. Any discussions with our personnel regarding employment could pose a threat to our independence. Therefore, you agree to inform the engagement partner before having any such discussions.

In accordance with *Government Auditing Standards*, upon request, we will provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract.

Christy White, Inc has a non-licensee owner who may provide client services in your contract under the supervision of licensed owner.

We appreciate the opportunity to be of service to the Enterprise Elementary School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

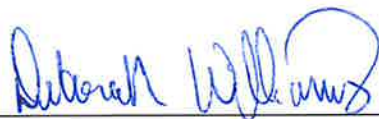
Very truly yours,



John Whitehouse, CPA
Partner
Christy White, Inc

RESPONSE:

This letter correctly sets forth the understanding of Enterprise Elementary School District.



Signature



Title



Date



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

February 12, 2026

Governing Board and Management
Enterprise Elementary School District
1155 Mistletoe Ln
Redding, CA 96002

We are pleased to confirm our understanding of the services we are to provide for Enterprise Elementary School District for the fiscal year ending June 30, 2026.

Audit Scope

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of Enterprise Elementary School District as of and for the fiscal year ending June 30, 2026. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Enterprise Elementary School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Enterprise Elementary School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion & Analysis
2. Budgetary Comparison Schedule
3. Schedule of Changes in OPEB Liability and Related Ratios
4. Schedules of District's Proportionate Share of Net Pension Liability
5. Schedules of District Contributions

We have also been engaged to report on supplementary information other than RSI that accompanies Enterprise Elementary School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements.

1. Schedule of expenditures of federal awards (if Uniform Guidance applies*).
2. Other schedules and/or information as required by the State Controller's Office.

**A Federal Single Audit under Uniform Guidance is applicable in any year that Enterprise Elementary School District expends more than the Single Audit Threshold in Federal funds.*

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Audit Objectives

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), if applicable.
- An opinion (or disclaimer of opinion) on the District's compliance with the types of compliance requirements described in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810.

Auditor's Responsibilities

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the provisions of the Uniform Guidance (if applicable), and the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance (if applicable), and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the school district or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention.

We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the school district's ability to continue as a going concern for a reasonable period of time.

Audit Procedures – Internal Controls

We will obtain an understanding of the school district and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance (if applicable), we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Enterprise Elementary School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

When applicable, the Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the OMB Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of Enterprise Elementary School District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Enterprise Elementary School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of Enterprise Elementary School District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance (if applicable); (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the school district involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the school district received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the school district complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, when required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance (if applicable). You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance (if applicable); (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance (if applicable); (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Reporting

We will issue written reports upon completion of our audit. Our reports will be addressed to the Governing Board of Enterprise Elementary School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. If issued, the Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

With regard to including the auditor's report in an exempt offering document, you agree that the aforementioned auditor's report, or reference to Christy White, Inc, will not be included in any such offering document without our prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement.

Audit Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide an electronic and up to ten copies of our reports to the school district; however, management is responsible for distribution of the reports and the financial statements. We will file the report with the Office of the State Controller, California Department of Education, and the Shasta County Office of Education by the published deadline. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

By your signature below, you acknowledge the audit documentation for this engagement is the property of Christy White, Inc and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Office of the State Controller or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Christy White, Inc personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Office of the State Controller. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation. Christy White, Inc does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. It is your responsibility to retain and protect your records (which includes any work product we provide to you as well as any records that we return) for possible future use, including potential examination by any government or regulatory agencies. Christy White, Inc does not accept responsibility for hosting client information; therefore, you have the sole responsibility for ensuring you retain and maintain in your possession all your financial and non-financial information, data and records.

We expect to begin our audit as soon as possible and to issue our reports by the published deadline. The maximum annual fee for auditing services under the terms of this agreement shall not exceed the following agreed upon amounts:

	<u>2025-26</u>
Annual Audit Fees (Including Charter School)	\$ 51,250

The maximum annual fee for auditing services shall not exceed the above amounts, with the exception that any auditing services provided for (1) significant changes in District audit requirements as stated in *Government Auditing Standards* or the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the Education Audit Appeals Panel, or (2) any changes in the number of funds or accounts maintained by the Enterprise Elementary School District during the period under this agreement, shall be in addition to the above maximum fee. The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. A failure to provide this information in an accurate and timely manner may result in an increase in our fees and/or a delay in the completion of our engagement.

Our invoices for these fees will be rendered upon completion of fieldwork as follows: 25% of contract upon completion of site testing and/or planning, 25% of contract upon completion of interim testing and 50% of contract upon completion of year end fieldwork and are payable on presentation. In accordance with Education Code Section 14505 as amended, ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to the reporting provisions of the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out of pocket costs through the date of termination.

No Legal Services

Enterprise Elementary School District acknowledges and agrees that Christy White, Inc does not provide legal services or licensed accounting services, and such licensed professional services are not included within the services which Christy White, Inc may provide under this Agreement. Enterprise Elementary School District agrees to consult a lawyer and/or licensed accountant if Enterprise Elementary School District seeks legal or accounting advice, and shall not rely on Christy White, Inc for such advice, consultation or services.

Indemnification

Enterprise Elementary School District shall indemnify Christy White, Inc and hold harmless its directors, officers, employees, and agents from and against any and all actions, claims, damages and losses, including attorney's fees that may arise out of or in any way result from the negligent or intentional acts, errors, or omissions of Enterprise Elementary School District. To the extent that Enterprise Elementary School District properly directs Christy White, Inc, and to the extent that Christy White, Inc fails to properly perform the Services, Christy White, Inc shall indemnify and hold Enterprise Elementary School District and its officers and employees harmless from and shall defend at its own expense all claims, demands, or suits at law or equity arising in whole or in part, but only to the extent that they arise from Christy White, Inc's active negligence or express breach of its obligations under this Agreement. Nothing in this Agreement shall require Christy White, Inc to indemnify Enterprise Elementary School District against claims, demands or suits based upon intentional or negligent acts of Enterprise Elementary School District, its agents, officers or employees.

Informal Dispute Resolution and Mediation

If any dispute arises among the parties, they agree to first try in good faith to settle the dispute within 7 business days following written notice thereof by communications between themselves. If the parties are unable to successfully resolve the dispute through such informal communications, then they shall attempt to do so within 45 days thereafter by mediation in San Diego County, California, either in person or by Zoom, under Rules for Professional Accounting and Related Services Disputes before resorting to binding arbitration. Any mediator chosen by the parties must have an accounting background unless they mutually agree in writing after the dispute has arisen to the selection of a mediator that does not have such an accounting background.

Binding Arbitration

The parties agree that any claim or controversy that is not resolved through the informal dispute resolution and mediation procedures described above, but which arises out of or relates to this agreement, or accountant's performance or non-performance of services including, without limitation, fees charged by accountant, professional negligence, malpractice, breach of fiduciary duty, and the like will be determined by binding arbitration before the Judicial Arbitration and Mediation Services (JAMS) office in San Diego, California, whether in person or by Zoom. The parties' consent to such jurisdiction and venue, unless they mutually select another venue in writing. Unless expressly set forth to the contrary herein, while the arbitration is pending, the parties shall share the costs of arbitration and arbitrator fees equally. Nevertheless, the arbitrator shall be empowered to reallocate such costs and fees to one side or the other as part of his or her final award. The arbitration will also utilize the then-prevailing comprehensive arbitration rules of JAMS, except that discovery may be taken in that arbitration pursuant to the California Code of Civil Procedure.

The arbitrator to be chosen by the parties shall have an accounting background unless they mutually agree in writing to the selection of an arbitrator that does not have an accounting background. If the parties are unable to agree on the selection of an arbitrator within 14 days after the commencement of the arbitration, then the arbitrator shall be chosen in accordance with the JAMS' rules for arbitrator selection. JAMS shall use its best efforts to include one or more arbitration candidates for the parties to choose from that have an accounting background.

Judgment may be entered upon the arbitrator's award by the San Diego Superior Court. Should Enterprise Elementary School District refuse or neglect to appear or participate in the binding arbitration proceeding or pay for its share of the arbitration fees and costs, the arbitrator is empowered to decide the claim or controversy in accordance with the evidence presented.

Enterprise Elementary School District should realize that by accepting arbitration, IT WILL WAIVE ITS RIGHT TO A JURY TRIAL AND THE RIGHT, EXCEPT UNDER LIMITED CIRCUMSTANCES, TO APPEAL THE ARBITRATOR'S DECISION.

Cooperation

This audit contract is null and void if the firm is declared ineligible to audit K-12 school districts pursuant to subdivision (c) of Education Code Section 41020.5. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Independence

Professional standards require us to be independent with respect to the company. Any discussions with our personnel regarding employment could pose a threat to our independence. Therefore, you agree to inform the engagement partner before having any such discussions.

In accordance with *Government Auditing Standards*, upon request, we will provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract.

Christy White, Inc has a non-licensee owner who may provide client services in your contract under the supervision of licensed owner.

We appreciate the opportunity to be of service to the Enterprise Elementary School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

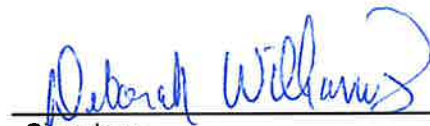
Very truly yours,



John Whitehouse, CPA
Partner
Christy White, Inc

RESPONSE:

This letter correctly sets forth the understanding of Enterprise Elementary School District.



Signature



Title



Date

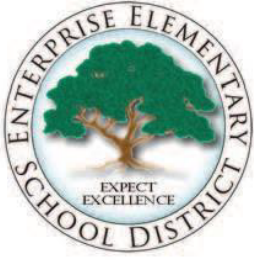
9.4.5 APPROVE SECOND INTERIM REPORT

Each year the District is required to submit two Interim Financial Reports to the Governing Board. The Second Interim Report is presented for Board approval.

Proposed Action: Approve Second Interim Report and certify that the District will be able to meet its financial obligations for the remainder of this fiscal year.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: February 19, 2026

TO: Heather Armelino, Superintendent

FROM: Deborah Williams, CBO

RE: Second Interim Report 2025/2026

Each year in addition to the normal budget and financial information, the District is required to submit two interim financial reports to our governing board. The First Interim Report covers the period from July 1 through October 31 and the Second Interim Report is for the period July 1 through January 31. Actual expenditures are shown through the above dates with projections for the remainder of the fiscal year. These requirements were legislatively imposed in order to ensure the Board is adequately informed of budget conditions and alerted to potential financial problems.

The 2025/26 budget was adopted last June based on the best information and estimates available at that time. The First Interim Report was prepared in December to reflect changes to the District budget due to the closing of the 2024/25 books, as well as updated revenue and expenditure assumptions and projections based on updated information, including passage of the State budget.

This report and attachments are a summary of the complete Second Interim Report, covering actual revenues and expenditures for July 1, 2025 through January 31, 2026 and projections for the balance of the fiscal year. This report's primary focus is the District's General Fund, with a brief summary of the other funds of the District.

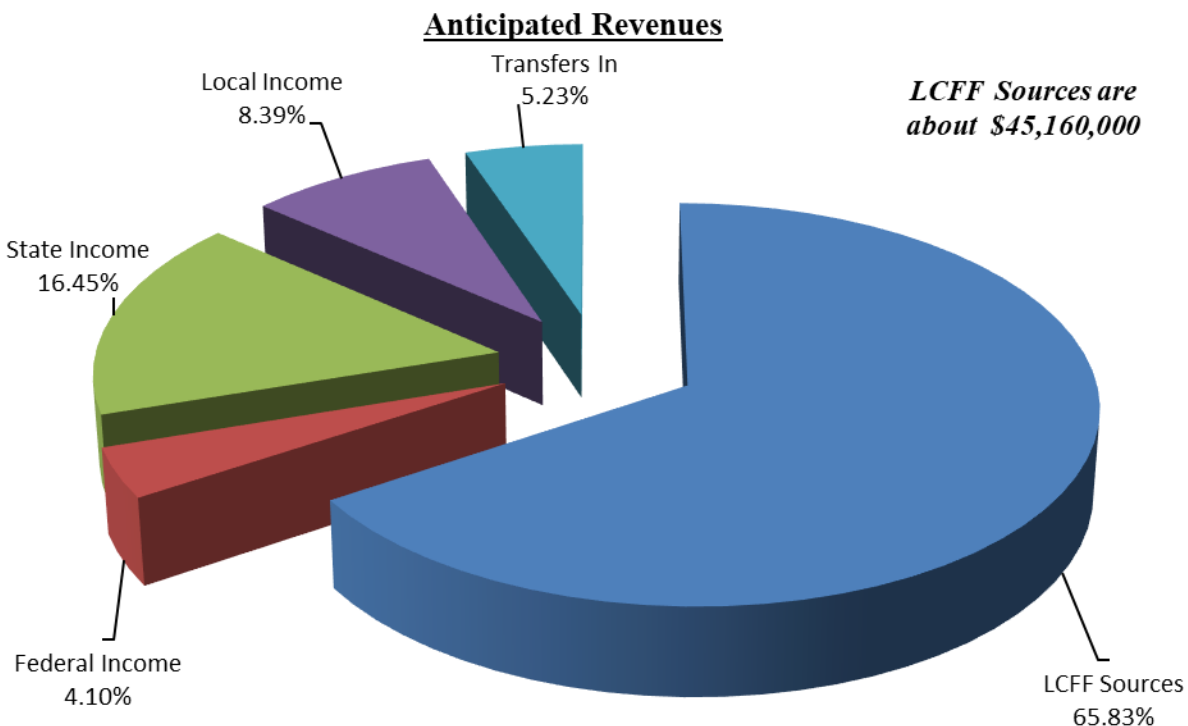
The complete Second Interim Report consists of over one hundred pages of data from the State's SACS software system and encompasses all District funds, including financials for EESD General Fund and Redding Collegiate Academy (Fund 09). The complete SACS report is not included in this agenda item; rather, the information is summarized within this report to the Board and accompanying attachments. The complete report is available in the District Office and upon request for review.

GENERAL FUND – SECOND INTERIM

The General Fund budget reflects the operating budget for the District. The Second Interim financial report reflects the updated revenues, expenditures and projected reserves for the 2025/26 fiscal year. This is a summary of the data from the State's SACS software. The District is projected to have a deficit of **\$2,255,100** for the current fiscal year. The District's beginning fund balance was **\$25,933,748**. When combined with the current year's projected deficit, the District's projected ending fund balance (Reserves) is projected to total **\$23,678,648**.

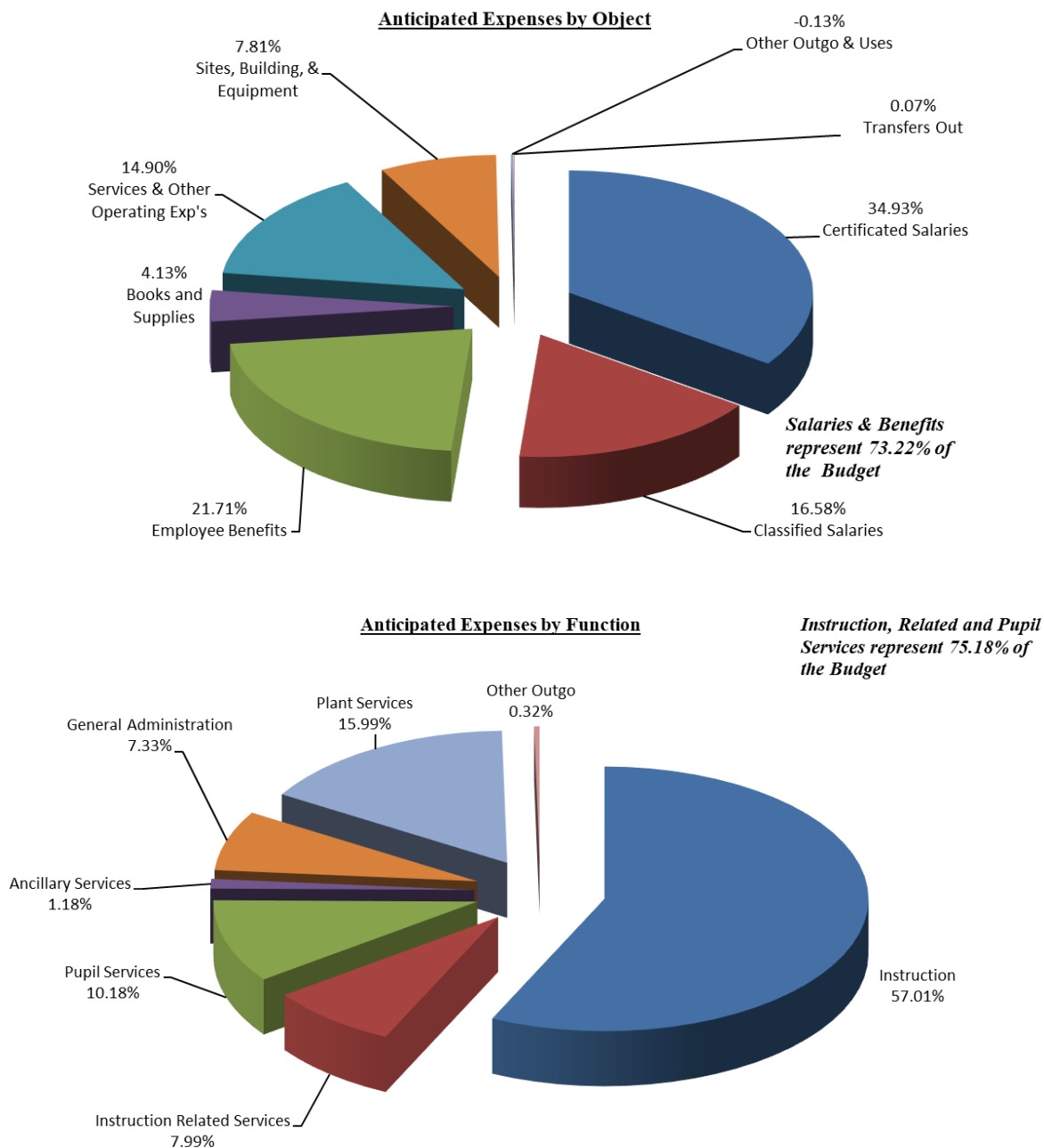
Revenues. The District's revenues are projected to total **\$68,603,758** for the current fiscal year. This amount represents a 2.25% change from the projections from the First Interim financial report. The District's revenue sources include income from the Local Control Funding Formula (LCFF), Federal Revenues, Other State Revenues, and Local Revenues. From First Interim to Second Interim, LCFF revenues decreased by **\$111,120**. All other revenue increased by **\$1,502,684** since the first interim. These increases were primarily due to Expand Program revenue increases, interest increases, Medi-Cal and CYBHI increases as well as several small miscellaneous increases. Transfers in from Fund 17 and Fund 15 also increased by **\$321,857** due to a bus purchase and anticipated infrastructure work.

The following graph is a summary of the revenue projections for the second interim budget.



Expenditures. The District’s expenditures are projected to total **\$70,858,858** for the current fiscal year. The updated amount reflects a 2.56% increase from First Interim budget projections. The change in expenditures is mostly due to technology upgrades, network switches, the bus purchase, and capital projects such as the Boulder Creek After School Building and alarm system.

The following graphs represent a summary of expenditure projections for the second interim budget.



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

GENERAL FUND (01)

SECOND INTERIM BUDGET 2025/2026

ANTICIPATED REVENUES

INCOME BY SOURCE:

• LCFF Sources	\$ 45,161,573
• Federal Income	2,814,841
• State Income	11,284,857
• Local Income	5,755,630
• Transfers In	3,586,857
TOTAL PROJECTED INCOME:	<u>68,603,758</u>

ANTICIPATED EXPENDITURES

EXPENDITURE BY OBJECT:

• 1000	Certificated Salaries	24,756,601
• 2000	Classified Salaries	11,746,014
• 3000	Employee Benefits	15,383,439
• 4000	Books and Supplies	2,926,081
• 5000	Services & Other Operating Exp's	10,560,483
• 6000	Sites, Building, & Equipment	5,531,648
• 7000	Other Outgo & Uses	(95,408)
• 7600	Transfers Out	50,000
TOTAL PROJECTED EXPENDITURES		<u>70,858,858</u>

OPERATING DIFFERENCE	(2,255,100)
BEGINNING BALANCE	25,933,748
ESTIMATED ENDING BALANCE	<u>\$ 23,678,648</u>

CASH FLOW PROJECTION

Attached is the *Enterprise Elementary, Cash flow Worksheet* report, which is part of the complete Second Interim Report. This report is a projection of the difference between cash receipts and cash disbursements on a monthly basis. Some items, such as payroll, are known and regular, while other expenditure items are educated estimates.

The *Cash flow Worksheet* indicates there will be sufficient cash to meet known obligations prior to the end of this fiscal year. We estimate our cash balance at June 30, 2026 will total approximately \$13 million.

**Enterprise Elementary
Cashflow Worksheet
2025/26 Second Interim Budget**

	Object	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals / Adjustments	TOTAL
ACTUALS THROUGH THE MONTH OF (Enter Month Name):		Jan														
A. BEGINNING CASH	9110		26,586,875	24,011,084	21,943,469	23,966,770	24,716,691	21,728,929	25,685,121	27,086,264	24,118,055	24,484,798	24,212,480	20,441,280		
B. RECEIPTS																
LCFF Sources																
Principal Apportionment	8010-8019	26,900,527	1,459,374	1,459,374	2,626,876	2,626,876	2,626,876	2,626,876	2,626,876	1,668,448	1,915,810	2,421,047	2,421,047	2,421,047	0	26,900,527
EPA	8012	7,996,384	0	0	2,008,800	0	0	2,008,800	0	0	1,999,096	0	0	1,979,688	0	7,996,384
Property Taxes	8020-8079	10,990,759	1,229	0	322,682	(0)	9,846	3,988,768	2,334,008	0	1,291,541	1,713,289	7,216	1,322,180	0	10,990,759
Miscellaneous Funds	8080-8099	(726,097)	0	0	0	0	0	0	0	0	0	0	0	(1,777)	0	(726,097)
Federal Revenue	8100-8299	2,814,841	0	0	287,763	9,548	449	378,487	0	0	98,027	1,677	10,212	834,187	1,194,491	2,814,841
Other State Revenue	8300-8599	11,284,857	331,286	331,286	537,447	1,351,945	973,345	565,116	929,038	937,041	714,888	648,990	378,713	(2,345,869)	5,931,631	11,284,857
Other Local Revenue	8600-8799	5,755,630	0	58,716	600,941	1,004,493	657,546	364,936	581,713	205,602	607,125	355,563	215,313	(1,591,044)	2,694,726	5,755,630
Interfund Transfers In	8910-8929	3,586,857	0	0	0	0	0	0	0	0	0	0	0	0	3,586,857	3,586,857
All Other Financing Sources	8930-8979		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue			0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS		68,603,758	1,791,889	1,849,376	6,384,510	4,992,862	4,268,060	9,932,983	6,471,636	2,811,092	6,626,487	5,140,566	3,030,724	1,895,870	13,407,704	68,603,758
C. DISBURSEMENTS																
Certificated Salaries	1000-1999	24,756,601	268,111	2,058,126	1,934,560	1,932,194	3,497,903	2,087,077	2,011,900	2,093,656	2,125,793	2,127,401	2,156,788	2,463,023	0	24,756,601
Classified Salaries	2000-2999	11,746,014	335,765	944,341	931,416	920,587	1,563,040	962,890	939,094	968,086	963,237	1,012,010	1,047,391	1,158,157	0	11,746,014
Employee Benefits	3000-3999	15,383,439	269,046	1,104,208	1,108,711	1,116,155	1,355,078	1,244,107	1,121,785	1,068,778	1,030,704	1,826,664	1,103,082	1,206,269	1,828,852	15,383,439
Books, Supplies and Services	4000-5999	13,486,564	1,594,970	835,057	912,167	522,646	962,955	1,368,952	493,314	1,385,818	1,330,559	663,474	1,618,425	1,398,228	400,000	13,486,564
Capital Outlay	6000-6999	5,531,648	16,986	164,619	125,580	32,218	8,315	699,260	618,430	206,782	23,813	119,638	106,056	3,329,949	0	5,531,648
Other Outgo	7000-7499	(95,408)	3,000	(5,102)	5,400	5,400	118,298	5,400	5,400	0	0	0	0	(233,204)	0	(95,408)
Interfund Transfers Out	7600-7629	50,000	0	0	50,000	0	0	0	0	0	0	0	0	(50,000)	50,000	50,000
All Other Financing Uses	7630-7699		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/ Non Expenditures			0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		70,858,858	2,487,879	5,101,249	5,067,824	4,529,199	7,505,590	6,367,687	5,190,004	5,803,119	5,474,107	5,749,186	6,031,741	9,272,422	2,278,852	70,858,858
D. PRIOR YEAR TRANSACTIONS		Beg Balance														
Assets																
Cash Not in Treasury	9111-9199	814,424	0	0	0	0	0	0	0	0	0	0	0	0	814,424	814,424
Accts Receivable	9200-9299	3,363,273	1,430,276	1,029,464	514,838	349,800	(449)	31,196	4	953	4,940	966	1,284	0	0	3,363,273
Due From Other Funds	9310	1,353,532	0	0	0	(300)	0	(315)	2,947	3,374	37,100	1,310,725	0	0	0	1,353,532
Stores Inventory	9320		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prepaid Exp.	9330	1,153,863	903,327	0	(54,014)	(92,559)	(7,695)	0	(2,554)	8,464	290,019	8,209	100,666	0	0	1,153,863
Other Assets	9340	613	0	0	0	0	0	0	0	0	0	0	0	0	613	613
Total Assets		6,685,704	2,333,603	1,029,464	460,823	256,941	(8,143)	30,881	397	12,791	332,060	1,319,901	101,950	0	815,036	6,685,704
Liabilities																
Accounts Payable	9500-9599	(6,118,258)	(4,213,404)	201,849	195,791	29,318	257,911	170,075	119,113	11,028	(1,096,774)	(982,385)	(810,779)	0	0	(6,118,258)
Due to Other Funds	9610	(1,090,028)	0	0	50,000	0	0	189,940	0	0	0	0	0	0	(1,329,968)	(1,090,028)
Current Loans	9640		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deferred Revenues	9650	(130,546)	0	(47,055)	0	0	0	0	0	(20,923)	(1,213)	(61,355)	0	0	0	(130,546)
Total Liabilities		(7,338,832)	(4,213,404)	154,794	245,791	29,318	257,911	360,015	119,113	11,028	(1,117,697)	(983,598)	(872,133)	0	(1,329,968)	(7,338,832)
TOTAL PRIOR YEAR TRANSACTIONS		(653,127)	(1,879,801)	1,184,258	706,614	286,259	249,768	390,896	119,511	23,819	(785,638)	336,302	(770,183)	0	(514,932)	(653,127)
E. NET INCREASE/DECREASE (B - C + D)			(2,575,791)	(2,067,615)	2,023,300	749,522	(2,987,762)	3,956,192	1,401,143	(2,968,209)	366,743	(272,318)	(3,771,201)	(7,376,552)	10,613,920	(2,908,227)
F. ENDING CASH (A + E)			24,011,084	21,943,469	23,966,770	24,716,691	21,728,929	25,685,121	27,086,264	24,118,055	24,484,798	24,212,480	20,441,280	13,064,728		
G. ENDING FUND BALANCE																23,678,648

MULTI-YEAR PROJECTION (MYP)

Attached is the *Enterprise Elementary School District, Multi-Year Projection (MYP)*, which is part of the complete Second Interim Report. The MYP is a projection of the district's operations for this year, as well as the next two fiscal years. The MYP is a legislatively imposed requirement to ensure Districts' budget projections reflect compliance with Ed. Code requirements, including minimum reserve levels.

Revenue projections for the MYP reflect assumptions related to Average Daily Attendance, State COLA, and changes in LCFF funding (including Unduplicated Pupil Percentage). Future funding is projected based on School Services of California recommendations. New funding proposals from the Governor's January budget proposal for next year have not been included upon advice from the County Office of Education. This is due to the uncertainty of such funding this early in the process.

Based on the current enrollment trend, we continue to estimate ADA will be down, budgeted at 3,155. This is 12 ADA less than last projected at First Interim. We project ADA will remain flat for 2026/27 and 2027/28. While our funding is based on the higher of current ADA, prior year ADA or average of the ADA for the prior three years, our current year amount for the 2026/27 year should be the highest of these three calculations and 2027/28 should be funded at the prior three-year average.

The MYP presented below reflects projected changes to revenues and expenditures for current and two subsequent years. It should be noted, the MYP reflects continued spending deficits for the 2026/27 and 2027/28 years. We know this structural deficit will ultimately have to be balanced.

Enterprise Elementary School District Multi - Year Projection 2025-26 Second Interim Budget

	Unrestricted			Restricted			Total
	Revenues	Expenditures	Net	Revenues	Expenditures	Net	
2025-26 Budget	44,396,791	45,098,355	(701,564)	24,206,967	25,760,503	(1,553,536)	(2,255,100)
2026-27 Projected Budget Changes							
Revenue Changes:							
COLA % 2.41%	31,880		31,880				31,880
Other revenue changes - see attached	(3,016,857)		(3,016,857)	(1,340,000)		(1,340,000)	(4,356,857)
Expenditure Changes:							
Estimated step & column increase		448,000	(448,000)		176,000	(176,000)	(624,000)
Increase in operating expenses (ie fuel, supplies, insurance)		150,000	(150,000)		50,000	(50,000)	(200,000)
Other expenditure changes - see attached		(4,275,093)	4,275,093		97,925	(97,925)	4,177,168
Total Changes	(2,984,977)	(3,677,093)	692,116	(1,340,000)	323,925	(1,663,925)	(971,809)
2026-27 Projected Budget	41,411,814	41,421,262	(9,448)	22,866,967	26,084,428	(3,217,461)	(3,226,909)
2027-28 Projected Budget Changes							
Revenue Changes:							
COLA % 3.06%	1,342,209		1,342,209				1,342,209
Expenditure Changes:							
Estimated step & column increase		448,000	(448,000)		176,000	(176,000)	(624,000)
Increase in operating expenses (ie fuel, supplies, insurance)		150,000	(150,000)		50,000	(50,000)	(200,000)
Other expenditure changes - see attached		171,554	(171,554)		(1,482,000)	1,482,000	1,310,446
Total Changes	1,342,209	769,554	572,655	-	(1,256,000)	1,256,000	1,828,655
2027-28 Projected Budget	42,754,023	42,190,816	563,207	22,866,967	24,828,428	(1,961,461.0)	(1,398,254)

Enterprise Elementary School District
Multi - Year Projection
2025-26 Second Interim Budget

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
<u>2026-27 Changes</u>			
<u>Revenue Changes</u>			
Deferred Revenue from 2024/25	-	(80,000)	(80,000)
Loss of One Time Grants	-	(1,260,000)	(1,260,000)
25/26 Transportation Transfer from Fund 15	(191,857)	-	(191,857)
25/26 Transfer from Fund 17	(2,825,000)	-	(2,825,000)
Net increase / (decrease) to Revenues	<u>(3,016,857)</u>	<u>(1,340,000)</u>	<u>(4,356,857)</u>
<u>Other Expenditure Changes</u>			
Deferred Expenditures from 2024/25	-	(80,000)	(80,000)
PERS increase in retirement costs	(35,000)	(15,000)	(50,000)
Building/Infrastructure Projects	(2,825,000)	(192,075)	(3,017,075)
Bus Purchase	(191,857)	-	(191,857)
New LCAP Expenditures	(228,236)	-	(228,236)
Technology upgrades	500,000	-	500,000
Workers comp increase	75,000	25,000	100,000
6% Salary 1X	(1,570,000)	(640,000)	(2,210,000)
Textbook Adoption	-	1,000,000	1,000,000
Net increase / (decrease) to Other Expenditure Changes	<u>(4,275,093)</u>	<u>97,925</u>	<u>(4,177,168)</u>
<u>2027-28 Changes</u>			
<u>Other Expenditure Changes</u>			
PERS increase in retirement costs	42,000	18,000	60,000
Building/Infrastructure Project (BC Afterschool)	-	(500,000)	(500,000)
Textbook Adoption	-	(1,000,000)	(1,000,000)
New LCAP expenditures	129,554	-	129,554
Net increase / (decrease) to Other Expenditure Changes	<u>171,554</u>	<u>(1,482,000)</u>	<u>(1,310,446)</u>

POTENTIAL VARIABLES

- > Projected ADA could be up or down for estimates
- > Special education contribution could vary from current annual estimate
- > Workers' Compensation premiums could increase, stay static, or decrease
- > Employee health insurance premiums may further increase beyond current cap
- > ADA audit by State controller could result in amounts due to State (amount unknown)
- > Unpredictable increases in insurance, utilities, and other operating costs

**Enterprise Elementary School District
MULTI-YEAR PROJECTION
2025-26 Second Interim Budget**

		2025/26 Budget			2026/27 Projected Budget			2027/28 Projected Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES										
Revenue Limit Sources:										
Local Control Funding Formula	8010 - 8090	44,935,476	-	44,935,476	44,967,356	-	44,967,356	46,309,565	-	46,309,565
In Lieu Taxes	8096	476,097	-	476,097	476,097	-	476,097	476,097	-	476,097
Transfer	8091	(250,000)	-	(250,000)	(250,000)	-	(250,000)	(250,000)	-	(250,000)
TOTAL REVENUE LIMIT		45,161,573	0	45,161,573	45,193,453	0	45,193,453	46,535,662	0	46,535,662
Federal Revenues	8100 - 8299	-	2,814,841	2,814,841	0	2,734,841	2,734,841	0	2,734,841	2,734,841
Other State Revenues	8300 - 8599	955,117	10,329,740	11,284,857	955,117	9,069,740	10,024,857	955,117	9,069,740	10,024,857
Other Local Revenues	8600 - 8799	1,612,158	4,143,472	5,755,630	1,612,158	4,143,472	5,755,630	1,612,158	4,143,472	5,755,630
Interfund Transfers In	8910 - 8929	3,586,857	0	3,586,857	570,000	0	570,000	570,000	0	570,000
Other Sources	8930 - 8979	-	-	0	-	-	0	-	-	0
Contributions	8980 - 8999	(6,918,914)	6,918,914	0	(6,918,914)	6,918,914	0	(6,918,914)	6,918,914	0
TOTAL REVENUES		44,396,791	24,206,967	68,603,758	41,411,814	22,866,967	64,278,781	42,754,023	22,866,967	65,620,990
EXPENDITURES										
Certificated Salaries	1000 - 1999	18,971,147	5,785,454	24,756,601	18,273,467	5,599,198	23,872,665	18,569,125	5,662,114	24,231,240
Classified Salaries	2000 - 2999	7,080,276	4,665,738	11,746,014	6,819,893	4,515,530	11,335,423	6,930,236	4,566,269	11,496,506
Employee Benefits	3000 - 3999	9,650,695	5,732,744	15,383,439	9,335,783	5,558,185	14,893,967	9,528,185	5,638,528	15,166,713
		35,702,118	16,183,936	51,886,054	34,429,143	15,672,912	50,102,055	35,027,547	15,866,912	50,894,458
Books and Supplies	4000 - 4999	1,961,748	964,333	2,926,081	1,993,498	1,968,330	3,961,828	2,041,698	975,724	3,017,422
Services, Other Operating Expense	5000 - 5999	5,004,085	5,556,398	10,560,483	5,085,074	5,579,426	10,664,500	5,208,024	5,622,031	10,830,056
Capital Outlay	6000 - 6599	3,016,857	2,514,791	5,531,648	500,000	2,322,716	2,822,716	500,000	1,822,716	2,322,716
Other Outgo	7100 - 7299,74*	60,000	120,000	180,000	60,000	120,000	180,000	60,000	120,000	180,000
Direct Support / Indirect Costs	7300 - 7399	(696,453)	421,045	(275,408)	(696,453)	421,045	(275,408)	(696,453)	421,045	(275,408)
		45,048,355	25,760,503	70,808,858	41,371,262	26,084,428	67,455,690	42,140,816	24,828,428	66,969,244
Interfund Transfers Out	7610-7614,7616-7619	50,000	-	50,000	50,000	-	50,000	50,000	-	50,000
Other Uses	7630 - 7699	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES		45,098,355	25,760,503	70,858,858	41,421,262	26,084,428	67,505,690	42,190,816	24,828,428	67,019,244
NET INCREASE/DECREASE IN FUND BALANCE		(701,564)	(1,553,536)	(2,255,100)	(9,448)	(3,217,461)	(3,226,909)	563,207	(1,961,461)	(1,398,254)
BEGINNING BALANCE		18,178,811	7,754,937	25,933,748	17,477,247	6,201,401	23,678,648	17,467,799	2,983,940	20,451,739
ENDING BALANCE		17,477,247	6,201,401	23,678,648	17,467,799	2,983,940	20,451,739	18,031,006	1,022,479	19,053,485

Components of Ending Fund Balance

Reserved Rev Cash/Prepays/Stores	440,000		440,000	440,000		440,000	440,000		440,000
Economic Uncertainty	2,000,000		2,000,000	2,000,000		2,000,000	2,000,000		2,000,000
Board Designated	14,800,000		14,800,000	14,790,552		14,790,552	15,353,759		15,353,759
Restricted		6,201,401	6,201,401		2,983,940			1,022,479	
Undesignated	237,247		237,247	237,247		237,247	237,247		237,247
Total	17,477,247	6,201,401	23,678,648	17,467,799	2,983,940	20,451,739	18,031,006	1,022,479	19,053,485
% EUR to Expenditures			3.16%			3.31%			3.34%

The District's MYP indicates the District will meet Ed. Code mandated fiscal responsibility requirements and maintain fiscal solvency through the projection period.

CRITERIA & STANDARDS

The Criteria and Standards (C&S) represent an additional measure to evaluate the District's fiscal solvency. The Criteria and Standards examine changes in enrollment, Average Daily Attendance, LCFF revenues, salary and benefits, other revenues/expenditures, deficit spending, reserve balance, cash balance and contributions to routine restricted maintenance accounts. We don't necessarily want to meet all criteria. The standards are created by our previous budget's or year's fact patterns. If our ADA to enrollment has improved, we would receive a Not Met. The Not Met or Met (C&S) is just an additional tool for analyzing our reported facts.

OTHER FUNDS OF THE DISTRICT – Second Interim

There are 12 separate funds used to carry out the district's financial operations. The General Fund has been discussed in detail and the documentation presented shows that this fund is in sound financial health. Each of the other funds will be discussed separately in the following short narrative. The board has created these other funds for specific purposes.

Charter School Fund – This fund, described following is used to account for the activities of the Redding Collegiate Academy (RCA).

Preschool Fund – This is a fund required for districts participating in the state preschool program. The district operates state preschools at three school sites.

Cafeteria Fund – This fund is used for the various income and expenditure items related to both our food service program and our vended food services programs.

Special Reserve for Other than Capital Outlay – This fund was established to accumulate resources designated for general operating purposes.

Special Reserve for Capital Outlay – This fund was established to accumulate funds for capital outlay projects.

Pupil Transportation Equipment Fund – This fund was established to accumulate funds for bus maintenance and repair. The District's standard interfund transfer of \$50,000 is budgeted for the current year.

Special Reserve Fund for Postemployment Benefits – This fund was established to accumulate funds for the costs of postemployment benefits that will have to be recognized per GASB 45. The District will continue to fund the required contribution (ARC) as reported in our actuary study.

Building Fund – This is the fund, which received the proceeds from our GO Bonds and from which expenditures are made for the major building projects in the district. The funds are expected to be spent on facilities projects called out in the bond ballot language.

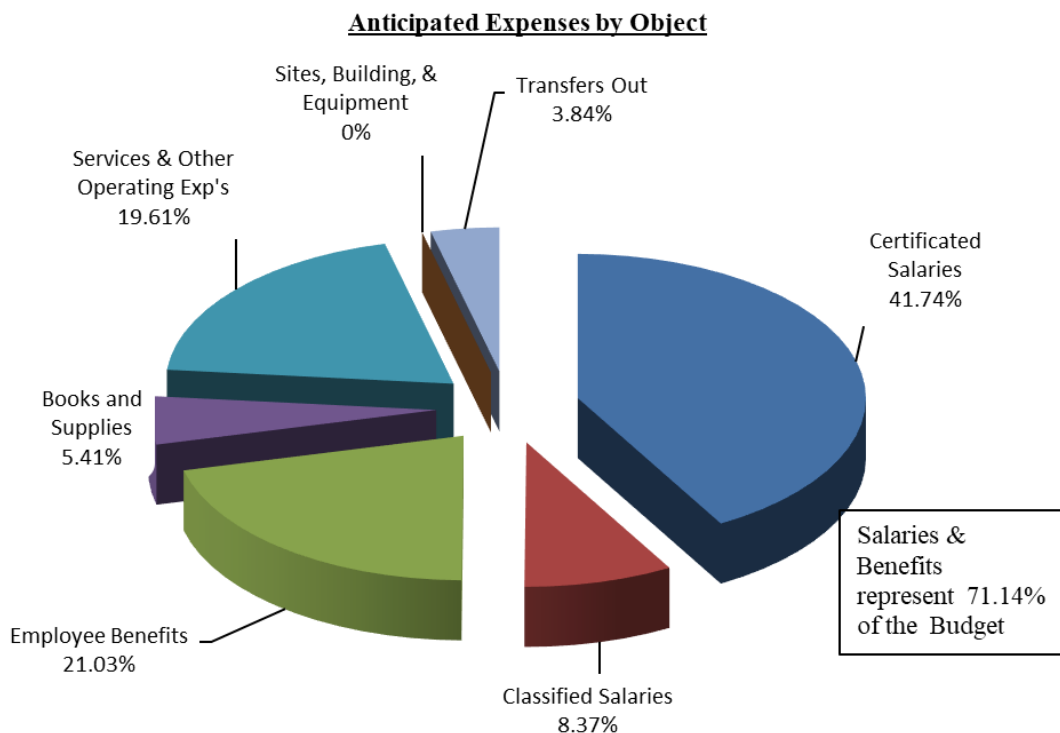
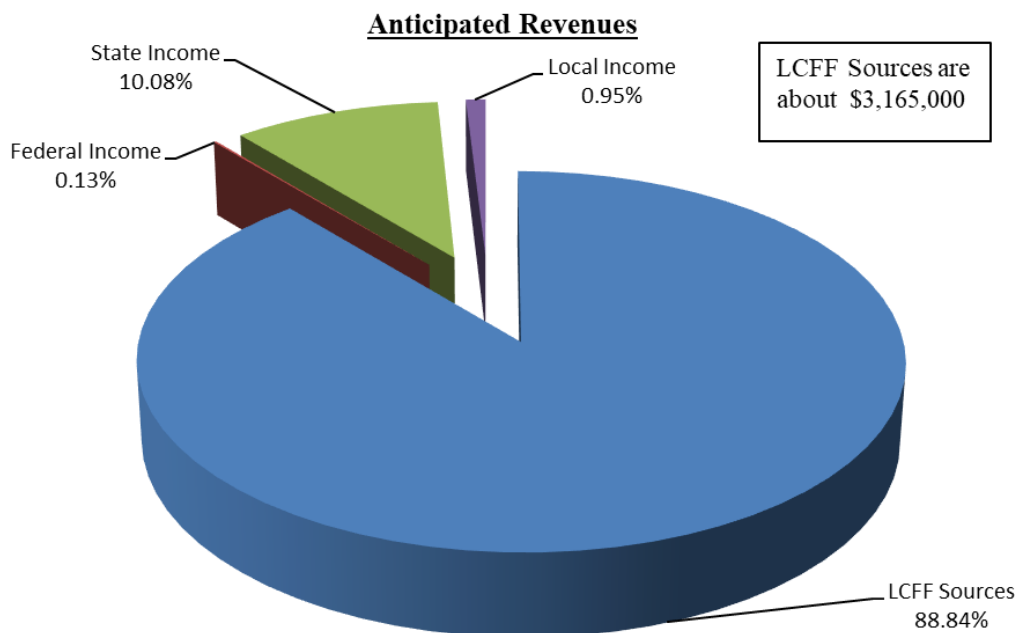
County Schools Facilities Fund – This fund is to be used for state construction and modernization money. Future projects will be funded from this fund in conjunction with funds from the Bond fund. This fund will be used to augment funding for the current Measure A GO bond program.

Capital Facilities Fund – This fund is required to account for all developer fees collected by the district. This fund will be used to augment funding for the current Measure A GO bond program and for other qualifying projects.

Deferred Maintenance Fund – This is a required fund for districts participating in the State Deferred Maintenance Match Program. State revenues are placed here as well as the district match dollars through an interfund transfer. The state is not currently funding the Deferred Maintenance Fund. These funds are used for our 5-year pavement rehab program as well as other major "system" type replacements such as sewer, water, communications, etc. The money cannot be used for normal maintenance and replacement items.

REDDING COLLEGIATE ACADEMY

Redding Collegiate Academy (RCA) is a K-12 dependent charter school in the Enterprise Elementary School District. Their revenues are allocated separately and are based upon similar factors as EESD. Revenue sources include LCFF, Federal, Other State and Local. The graphs below represent projected revenues for RCA.



REDDING COLLEGIATE ACADEMY

SPECIAL REVENUE FUND FOR CHARTER SCHOOLS (09)

SECOND INTERIM BUDGET 2025/2026

ANTICIPATED REVENUES

INCOME BY SOURCE:

• LCFF Sources	\$ 3,165,493
• Federal Income	4,568
• State Income	359,047
• Local Income	33,994

TOTAL PROJECTED INCOME:	3,563,102
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EXPENDITURE BY OBJECT:

EXPENDITURE BY OBJECT:

• 1000	Certificated Salaries	1,533,760
• 2000	Classified Salaries	307,374
• 3000	Employee Benefits	772,661
• 4000	Books and Supplies	198,655
• 5000	Services & Other Operating Exp's	720,485
• 6000	Sites, Building, & Equipment	-
• 7000	Transfers Out	141,200

TOTAL PROJECTED EXPENDITURES	3,674,135
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OPERATING DIFFERENCE	(111,033)
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BEGINNING BALANCE	628,645
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ESTIMATED ENDING BALANCE	\$ 517,612
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SUMMARY

The District's Second Interim Financial Report reflects changes to budget estimates and projections based on revenues and expenditures from July 1, 2025 to January 31, 2026. Factors that continue to impact the District's financial outlook are decreasing enrollment, rising pension costs and elevated inflation rates. The District will continually assess its financial position in order to maintain fiscal solvency and integrity of its educational program.

DISTRICT CERTIFICATION

This completes our summarization of the Second Interim Report. The Changes to Revenue Projections, Changes to Expenditure Projections, Cash Flow Projection, and Multi-Year Projection are estimates and should not be construed as final figures for the year. The information presented here represents hundreds of smaller budget revisions that are summarized within this report and the complete Second Interim Report, which will be submitted to the Shasta County Office of Education after Board approval. The complete report is also available in the District Office for review.

These financial reports have been reviewed in accordance with the State Board of Education adopted Criteria and Standards for interim reports for the 2025/26 fiscal year. The attached *Second Interim, DISTRICT CERTIFICATION OF INTERIM REPORT* reflects a Positive Certification in compliance with these standards.

Please place this on the March 11, 2026 Board Agenda as a Business Action Item. The Board will be asked to certify, per the attached *Second Interim, DISTRICT CERTIFICATION OF INTERIM REPORT*, that the Enterprise Elementary School District will be able to meet its financial obligations for the remainder of this fiscal year and based on current projections, to meet its multi-year financial commitments.

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee
Printed Name: Heather Armelino Title: Superintendent

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 11, 2026 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

☒ POSITIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

☐ QUALIFIED CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ NEGATIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Deborah Williams Telephone: 530-224-4100
Title: CBO E-mail: dwilliams@eesd.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

Second Interim
DISTRICT CERTIFICATION OF INTERIM REPORT
For the Fiscal Year 2025-26

45 89971 000000
Form CI
G82MMC4PKM(2025-26)

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since first interim in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since first interim in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
S8	Labor Agreement Budget Revisions	Management/supervisor/confidential? (Section S8C, Line 1b)	X	
		For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
S9	Status of Other Funds	• Classified? (Section S8B, Line 3)	n/a	
		Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

9.4.6 RESOLUTION #2607 AUTHROIZING THE ISSUANCE AND SALE OF 2026
GENERAL OBLIGATION REFUNDING BONDS

Resolution #2607 authorizing the issuance and sale of 2026 General Obligation Refunding Bonds of the Enterprise Elementary School District in the aggregate initial principal amount of not to exceed \$25,000,000 prescribing the terms of sale, approving the form of an authorizing the execution and delivery of the bond purchase agreement, escrow agreements, and an official statement relating to the refunding bonds, and authorizing the execution of necessary agreements and other documents are presented for adoption. Due to the length, only the first five pages are included. You can access the full document by clicking the link below.

[Resolution #2607](#)

Proposed Action: Adoption

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MARCH 4, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CHIEF BUSINESS OFFICIAL

RE: AUTHORIZE THE ISSUANCE OF 2026 GENERAL OBLIGATION REFUNDING BONDS

Back in 2008 the District issued Bonds under the 2008 Measure A Bond authorization. In 2018 the District issued Bonds under the 2018 Measure E Bond authorization. We are in an economic climate where it is cost beneficial to refund (refinance) the outstanding bond principal. Accordingly, the following Board Resolution #2607 is attached. In brief, this resolution and accompanying documents provide for the following:

- Authorizes authority to refund up to \$25,000,000 of outstanding 2008 General Obligation Bonds, Series C, 2016 General Obligation Refunding Bonds, and 2018 General Obligation Bonds, Series A and B.
- Defines the Purpose, Authorization and Designation of the Bonds.
- Appoints Stifel, Nicolaus & Company, Incorporated as the underwriter, Isom Advisors, a Division of Urban Futures, as Financial Advisor, and Lozano Smith, LLP, as Bond Counsel and Disclosure Counsel, and Causey Public Finance, LLC as its Verification Agent.
- Approves the form of the Bond Purchase Agreement between the District and the Underwriter.
- Approves the execution of a Continuing Disclosure Certificate.
- Defines and establishes various contract terms, requirements, covenants, conditions, and findings, including Delegation of Authority, Term of the Bonds, Execution, Paying Agent; Transfer and Exchange, Form, Delivery of Bonds, Investment of Proceeds, and Tax-Exempt Designation provisions.
- Authorizes preparation of the Preliminary Official Statement
- Notifications to the County Treasurer and Continuing Disclosure requirements.

Please place this on the March 11, 2026 Board Agenda as a business action item, with a recommendation that the Board authorize the issuance of the 2026 General Obligation Refunding Bonds.

BEFORE THE BOARD OF EDUCATION OF THE
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
SHASTA COUNTY, CALIFORNIA

RESOLUTION NO. 2607

RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF 2026 GENERAL OBLIGATION REFUNDING BONDS OF THE ENTERPRISE ELEMENTARY SCHOOL DISTRICT IN THE AGGREGATE INITIAL PRINCIPAL AMOUNT OF NOT TO EXCEED \$25,000,000, PRESCRIBING THE TERMS OF SALE, APPROVING THE FORM OF AND AUTHORIZING THE EXECUTION AND DELIVERY OF THE BOND PURCHASE AGREEMENT, ESCROW AGREEMENTS, AND AN OFFICIAL STATEMENT RELATING TO THE REFUNDING BONDS, AND AUTHORIZING THE EXECUTION OF NECESSARY AGREEMENTS AND OTHER DOCUMENTS

WHEREAS, an election was duly called and regularly held in the Enterprise Elementary School District (the “District”), Shasta County, State of California, on February 5, 2008 (the “2008 Election”), at which there was submitted to and approved by the vote of 55% or more of the qualified electors of the District the question in the form of Measure “A” as to the issuance and sale of general obligation bonds of the District in the maximum principal amount of \$34,000,000, payable from the levy of an *ad valorem* tax against the taxable property in the District (the “2008 Authorization”), and

WHEREAS, in order to provide financing for capital projects authorized pursuant to Measure “A,” the District has issued four series of bonds under the 2008 Authorization, including its third series of bonds under the 2008 Authorization, designated “General Obligation Bonds, Election of 2008, Series C,” issued on June 15, 2016, in the aggregate principal amount of \$2,000,000 (the “2008 Series C Bonds”); and

WHEREAS, an election was duly called and regularly held in the District on November 6, 2018 (the “2018 Election”), at which there was submitted to and approved by the vote of 55% or more of the qualified electors of the District the question in the form of Measure “E” as to the issuance and sale of general obligation bonds of the District in the maximum principal amount of \$26,000,000, payable from the levy of an *ad valorem* tax against the taxable property in the District (the “2018 Authorization”); and

WHEREAS, in order to provide financing for capital projects authorized pursuant to Measure “E,” the District issued its first series of bonds under the 2018 Authorization on February 28, 2019, designated “General Obligation Bonds, Election of 2018, Series A,” in the aggregate principal amount of \$10,500,000 (the “2018 Series A Bonds”); and

WHEREAS, in order to provide financing for capital projects authorized pursuant to Measure “E,” the District issued its second series of bonds under the 2018 Authorization on April 15, 2020, designated “General Obligation Bonds, Election of 2018, Series B,” in the aggregate principal amount of \$10,000,000 (the “2018 Series B Bonds”); and

WHEREAS, pursuant to Articles 9 and 11 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code, commencing with sections 53550 and 53580, respectively, thereof (the “Refunding Bond Law”), refunding bonds are authorized to be issued to refund bonds issued for the purposes set forth in the ballot measure submitted to the voters; and

WHEREAS, pursuant to the Refunding Bond Law, the District issued its “2016 General Obligation Refunding Bonds” on June 15, 2016, in the aggregate principal amount of \$5,130,000 (the “2016 Refunding Bonds” and, together with the 2008 Series C Bonds, the 2018 Series A Bonds, and the 2018 Series B Bonds, the “Prior Bonds”), in order to refund certain then-outstanding bonds issued under the 2008 Authorization; and

WHEREAS, in order to take advantage of a more favorable cost of borrowing, the Board of Education of the District (the “Board”) deems it necessary and desirable that the District issue and sell, on its own behalf at a negotiated sale, a new series of refunding bonds authorized by the Refunding Bond Law, in an aggregate principal amount not exceeding \$25,000,000, to refund a portion of the outstanding Prior Bonds (such portion to be refunded, the “Refunded Bonds”), in a series denominated the “Enterprise Elementary School District 2026 General Obligation Refunding Bonds” (the “2026 Refunding Bonds” or the “Refunding Bonds”), all according to the terms and in the manner hereinafter set forth; and

WHEREAS, consistent with Board Policy 3470 (the “Debt Management Policy”), the District has considered the short-term and long-term implications of issuing the 2026 Refunding Bonds, and the projected ratio of annual debt service for such bonds to the tax burden on the District’s taxpayers; and

WHEREAS, the Board has selected Stifel, Nicolaus & Company, Incorporated, as its underwriter (the “Underwriter”), and has retained Isom Advisors, a Division of Urban Futures, Inc., as its municipal advisor (the “Municipal Advisor”), Lozano Smith, LLP, as its Bond Counsel and Disclosure Counsel, and Causey Public Finance, LLC, as its Verification Agent, all in connection with the issuance of the 2026 Refunding Bonds; and

WHEREAS, a form of the Bond Purchase Agreement between the District and the Underwriter in connection with the sale of the 2026 Refunding Bonds to the Underwriter for reoffering to the public has been prepared and is on file with the Secretary to the Board; and

WHEREAS, Rule 15c2-12 promulgated under the Securities Exchange Act of 1934 (“Rule 15c2-12”) requires that, in order to be able to purchase or sell the 2026 Refunding Bonds, the Underwriter must have reasonably determined that the District has undertaken in a written agreement or contract for the benefit of the holders of the 2026 Refunding Bonds to provide

disclosure of certain financial and operating information and certain enumerated events on an ongoing basis; and

WHEREAS, in order to cause such requirement to be satisfied, the District desires to execute and deliver a Continuing Disclosure Certificate, a form of which has been prepared and is on file with the Secretary to the Board; and

WHEREAS, a form of the Official Statement, in the form of the Preliminary Official Statement, to be distributed in connection with the public offering of the 2026 Refunding Bonds has been prepared and is on file with the Secretary to the Board; and

WHEREAS, pursuant to Government Code section 5852.1, the Board has obtained from the Municipal Advisor good faith estimates of (a) the true interest cost of the 2026 Refunding Bonds, (b) the sum of all fees and charges paid to third parties with respect to the 2026 Refunding Bonds, (c) the amount of proceeds of the 2026 Refunding Bonds expected to be received (to be deposited in one or more escrow accounts to accomplish the refunding of the Refunded Bonds) net of the fees and charges paid to third parties and any reserves or capitalized interest paid or funded with proceeds of the 2026 Refunding Bonds, and (d) the aggregate sum total of all debt service payments made on the 2026 Refunding Bonds calculated to the maturity, and such estimates are disclosed and set forth in *Exhibit A* attached hereto; and

WHEREAS, Government Code section 8855 places certain responsibilities on any issuer of public debt, including a requirement that such issuers have, prior to the sale of any debt issue, adopted local debt management policies that meet certain criteria; and

WHEREAS, the District represents that it is in compliance with Government Code section 8855 pre-issuance requirements, the 2026 Refunding Bonds are in compliance with the District's adopted Debt Management Policy, and the District will comply with all post-issuance requirements of Government Code section 8855; and

WHEREAS, the District desires that Shasta County (the "County") in each year levy and collect a tax on all taxable property within the District sufficient to provide for payment of the 2026 Refunding Bonds, and intends by the adoption of this Resolution to notify the Board of Supervisors of the County (the "Board of Supervisors"), the Auditor-Controller of the County, the Treasurer-Tax Collector of the County and other officials of the County that they should take such actions as shall be necessary to provide for the levy and collection of such a tax and payment of the 2026 Refunding Bonds, all pursuant to sections 15250 and 15251 of the Education Code; and

WHEREAS, the Board has been presented with the form of each document referred to herein relating to the financing contemplated hereby, and the Board now desires to authorize the issuance and sale of the 2026 Refunding Bonds at a negotiated sale pursuant to the terms of this Resolution, to make certain determinations, and to approve, authorize and direct the execution of such documents necessary to consummation of such financing; and

WHEREAS, all acts, conditions and things required by the Constitution and laws of the State of California to exist, to have happened and to have been performed precedent to and in connection with the consummation of the actions authorized hereby do exist, have happened and have been performed in regular and due time, form and manner as required by law, and the District is now duly authorized and empowered, pursuant to each and every requirement of law, to consummate such actions for the purpose, in the manner and upon the terms herein provided.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Enterprise Elementary School District, as follows:

SECTION 1. Recitals. All of the above recitals are true and correct and the Board so finds.

SECTION 2. Interpretation; Definitions. Unless the context otherwise indicates, words expressed in this Resolution in the singular include the plural and vice versa and the use of the neuter, masculine, or feminine gender is for convenience only and includes the neuter, masculine or feminine gender, as appropriate. Headings of sections herein are solely for convenience of reference, do not constitute a part hereof and do not affect the meaning, construction or effect hereof. All references herein to “Sections” and other subdivisions are to the corresponding Sections or subdivisions of this Resolution, unless otherwise noted; the words “herein,” “hereof,” “hereby,” “hereunder” and other words of similar import refer to this Resolution as a whole and not to any particular section or subdivision hereof.

Unless the context clearly otherwise requires or unless otherwise defined herein, the capitalized terms used in this Resolution have the meanings given them as follows:

“2026 Refunding Bonds” or “Refunding Bonds” means the Enterprise Elementary School District 2026 General Obligation Refunding Bonds, authorized by this Resolution.

“Auditor-Controller” means the office of the Auditor-Controller of the County.

“Authorized Officers” means, collectively, (i) the President of the Board, or such other member of the Board as the President may designate, (ii) the District’s Superintendent, or such other officer or employee of the District as the Superintendent may designate, and (iii) the District’s Chief Business Official. Each of the Authorized Officers is an “Authorized Officer.”

“Board” means the Board of Education of the District.

“Board of Supervisors” means the Board of Supervisors of the County.

“Bond Counsel” means Lozano Smith, LLP, or such other firm of nationally recognized standing in the field of law relating to municipal bonds.

“Bond Purchase Agreement” means the Bond Purchase Agreement pursuant to which the 2026 Refunding Bonds will be sold by the District to the Underwriter for reoffering to the public, in accordance with the provisions hereof.

“Bond Registrar” means the registration agent and authentication agent for the 2026 Refunding Bonds.

“Business Day” means a day other than a Saturday, Sunday or legal holiday, on which banking institutions are not closed in the State of California, or in any state in which any office of the Paying Agent is located.

“Cede & Co.” means Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the 2026 Refunding Bonds.

“Closing Date” means the date when the 2026 Refunding Bonds are issued, duly authenticated by the Paying Agent and delivered to the Underwriter.

“Code” or “Tax Code” means the Internal Revenue Code of 1986 as in effect on the date of issuance of the 2026 Refunding Bonds or (except as otherwise referenced herein) as it may be amended to apply to obligations issued on the date of issuance of the 2026 Refunding Bonds, together with applicable proposed, temporary and final regulations promulgated, and applicable official public guidance published, under the Code.

“Continuing Disclosure Certificate” means the Continuing Disclosure Certificate executed and delivered by the District relating to the 2026 Refunding Bonds.

“County” means Shasta County, a political subdivision of the State of California.

“Current Interest Bonds” means the 2026 Refunding Bonds the interest on which is payable on each Interest Payment Date specified for such Bonds as designated and maturing in the years and in the amounts set forth in the Bond Purchase Agreement.

“District” means the Enterprise Elementary School District, a public school district and a political subdivision of the State of California.

“DTC” means the Depository Trust Company, a limited purpose trust company organized under the laws of the State of New York in its capacity as securities depository for the 2026 Refunding Bonds, and its successors and assigns.

“Escrow Agent” means U.S. Bank Trust Company, National Association, as escrow agent under the Escrow Agreement.

9.4.7 APPROVE USE OF EDUCATION PROTECTION ACCOUNT FUNDS

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

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

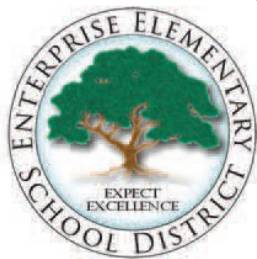
A public hearing will be held to receive comments.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: FEBRUARY 19, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CHIEF BUSINESS OFFICIAL

RE: EDUCATION PROTECTION ACCOUNT

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

Proposed use of the District's EPA funds:

Fund	Resource	Revenue Title	Amount	Expenditure Plan
01	1400	Education Protection Account	\$ 7,996,384	EESD Teacher Salaries and Benefits
09	1400	Education Protection Account	\$ 44,304	RCA Teacher Salaries and Benefits

Please place this item as a Business Action Item on the March 11, 2026 Board Agenda. I recommend approval of the use of funds as identified.

9.4.8 CONSTRUCTION DOCUMENTS FOR BOULDER CREEK FIRE ALARM SYSTEM
PHASE I

The construction documents for Boulder Creek's fire alarm system phase I are presented to the board for approval.

Any discussion or questions before we vote?

PROPOSED ACTION: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MARCH 4, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CHIEF BUSINESS OFFICIAL

RE: CONSTRUCTION DOCUMENTS 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.

The board has previously authorized funding for the construction of new code compliant fire alarm system at Boulder Creek.

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

Please place this on the March 11, 2026 Board Agenda as a Business Action Item requesting approval.



SEMINGTON
ARCHITECTURE
& ENGINEERING
3233 BRUSH STREET - P.O. BOX 210
COTTONWOOD, CA 96022
T: (530) 347-6500 F: (530) 347-7822

A NEW FIRE ALARM REPLACEMENT PROJECT for:
BOULDER CREEK ELEMENTARY
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
505 SPRINGER DR
REDDING, CA 96003

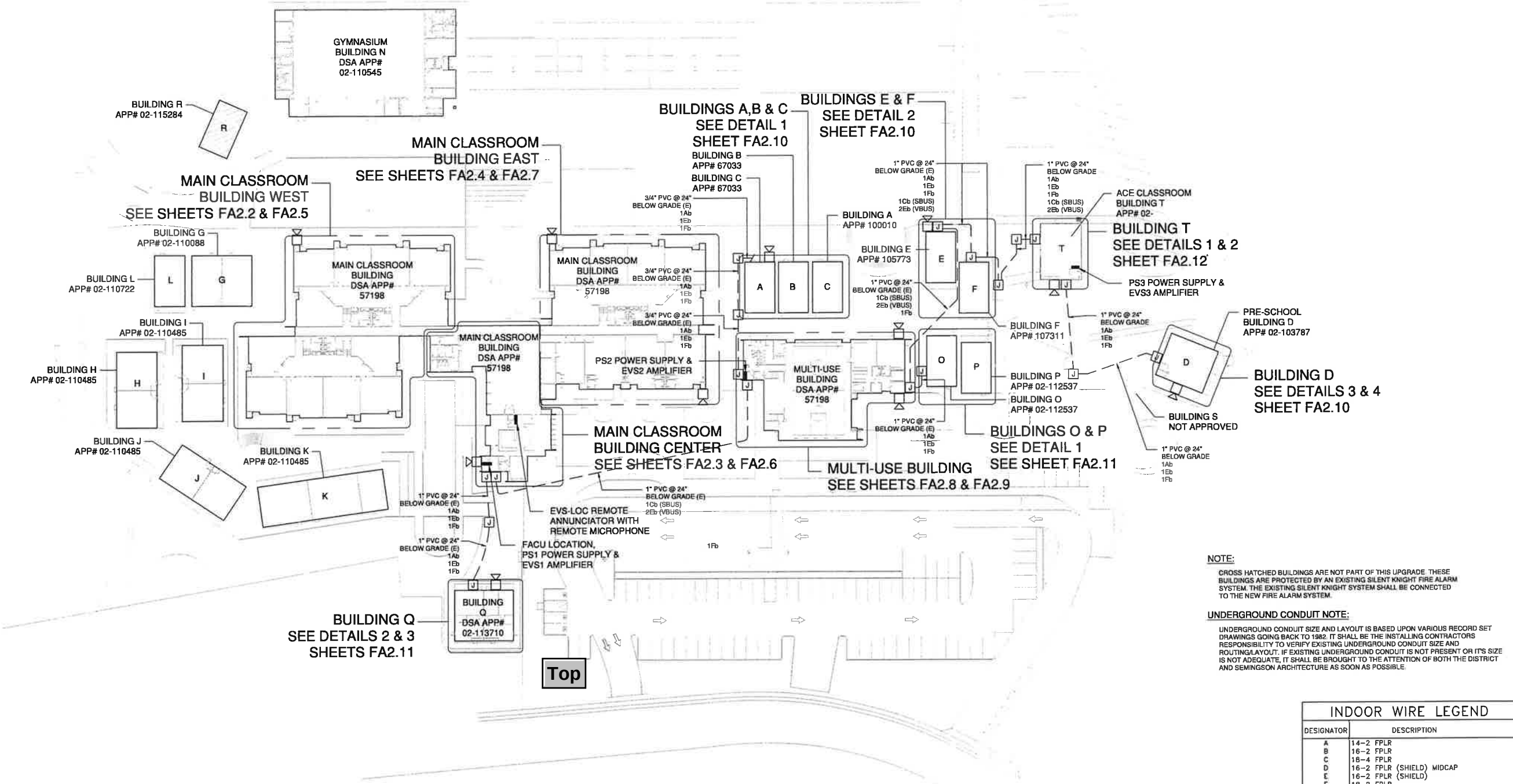
ARCHITECT

ENGINEER

APP# 02-xxxxxx

REVISIONS:		
△	-	+
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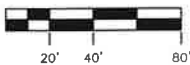
FOR DSA SUBMITTAL
JOB No.: 25245
DATE: 12 JAN 2026
SHEET No.:
FA2.1
SYSTEM SITE PLAN



NOTE:
CROSS HATCHED BUILDINGS ARE NOT PART OF THIS UPGRADE. THESE BUILDINGS ARE PROTECTED BY AN EXISTING SILENT KNIGHT FIRE ALARM SYSTEM. THE EXISTING SILENT KNIGHT SYSTEM SHALL BE CONNECTED TO THE NEW FIRE ALARM SYSTEM.

UNDERGROUND CONDUIT NOTE:
UNDERGROUND CONDUIT SIZE AND LAYOUT IS BASED UPON VARIOUS RECORD SET DRAWINGS GOING BACK TO 1982. IT SHALL BE THE INSTALLING CONTRACTORS RESPONSIBILITY TO VERIFY EXISTING UNDERGROUND CONDUIT SIZE AND ROUTING/LAYOUT. IF EXISTING UNDERGROUND CONDUIT IS NOT PRESENT OR ITS SIZE IS NOT ADEQUATE, IT SHALL BE BROUGHT TO THE ATTENTION OF BOTH THE DISTRICT AND SEMINGTON ARCHITECTURE AS SOON AS POSSIBLE.

INDOOR WIRE LEGEND	
DESIGNATOR	DESCRIPTION
A	14-2 FPLR
B	16-2 FPLR
C	18-4 FPLR
D	16-2 FPLR (SHIELD) MIDCAP
E	16-2 FPLR (SHIELD)
F	18-2 FPLR
G	12-2 FPLR
H	16-2 FPLR NON-SHIELD MIDCAP
UNDERGROUND WIRE LEGEND	
Ab	(2) #14 THWN
Bb	(2) #18 THWN
Cb	(4) #18 THWN
Dd, Eb	16-2 (S) DIRECT BURIAL FPL
Fb, Hb	(2) #16 THWN



GRAPHIC SCALE 1"=40'-0"

1 SITE PLAN
SCALE: 1" = 40'-0"



NOTE:
JUNCTION BOX SYMBOL (J) SHOWN ON THESE PLANS IS SHOWN FOR DRAWING CLARITY ONLY. JUNCTION BOX IS SHOWN ON PLANS TO REPRESENT WIRE INTERSECTIONS, AND DOES NOT REPRESENT AN ACTUAL PIECE OF EQUIPMENT OR BACK BOX THAT IS INSTALLED. A JUNCTION BOX WILL BE INSTALLED WHERE CONDUIT CONNECTION IS REQUIRED.



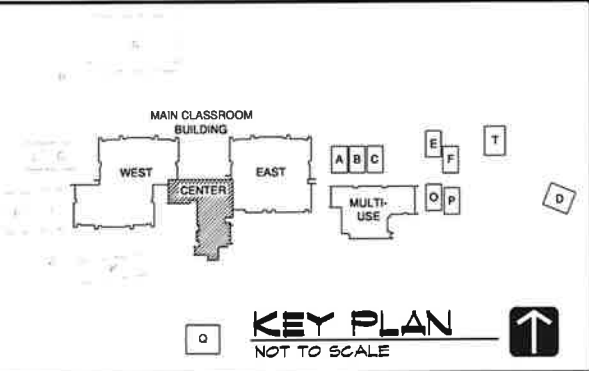
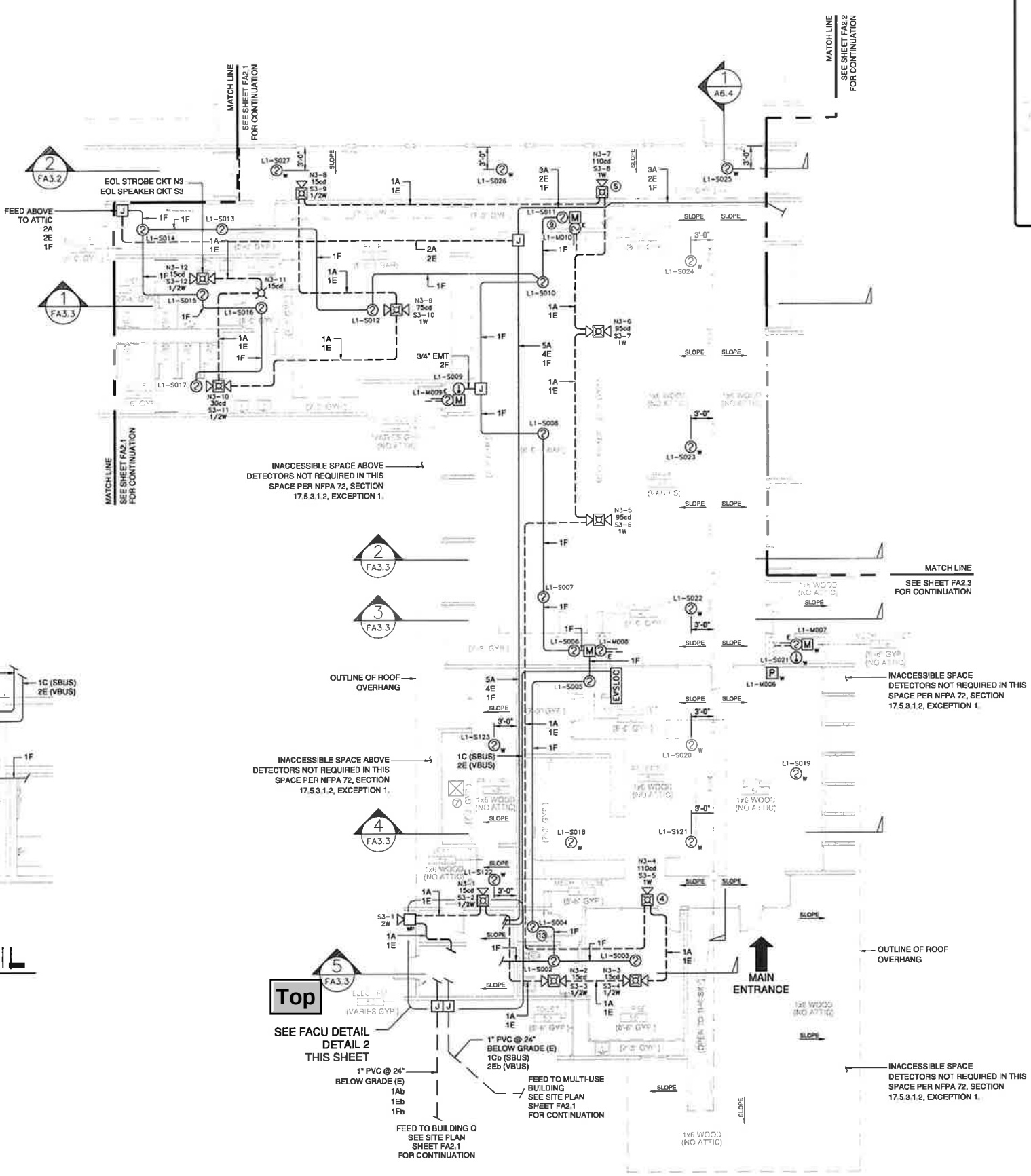
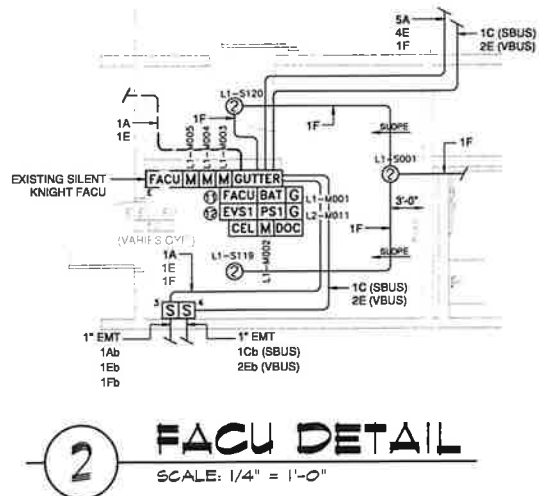
SCALE: 1/8" = 1'-0"



MAIN CLASSROOM BUILDING
SYSTEM PARTIAL
FLOOR PLAN - WEST

© Semington Architecture & Engineering, Inc. All rights reserved. Semington Architecture & Engineering, Inc. does not represent these plans or specifications in connection therewith unless it is specifically prepared, and disclaim responsibility for these plans and specifications if they are used in whole or in part at any other site.

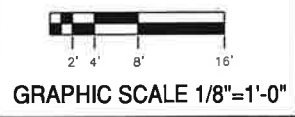
NOTE:
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NUMBERED NOTES:

- 1 SMOKE DETECTOR MOUNTED ON WALL ABOVE DOORS WITHIN 5'-0" OF THE TOP OF THE DOORS.
- 2 BEAM SMOKE DETECTOR MOUNTED TO CEILING USING MOUNTING BRACKET 6500MMK.
- 3 BEAM SMOKE DETECTOR REFLECTOR MOUNTED TO CEILING USING MOUNTING BRACKET 6500MMK.
- 4 SPEAKER STROBE MOUNTED ON WALL ABOVE WINDOW.
- 5 ROOM SPACING USED INSTEAD OF CORRIDOR SPACING FOR THIS NOTIFICATION APPLIANCE.
- 6 DETECTOR COVERAGE PROVIDED BY SMOKE DETECTOR(S) SHOWN BELOW ON FLOOR PLAN.
- 7 NEW 24"x24" ACCESS HATCH. ACCESS HATCH MOUNTED BELOW LOCATION FOR NEW DETECTOR BEING MOUNTED ABOVE. ENSURE THAT IF CUTTING A NEW OPENING IN A FIRE RATED SOFFIT/CEILING ASSEMBLY THAT THE NEW ACCESS HATCH MAINTAINS THE SAME FIRE RATING.
- 8 EXISTING ATTIC/MEZZANINE ACCESS HATCH
- 9 FEED TO HEAT DETECTOR ABOVE IN ENCLOSED SPACE (1F)
- 10 FEED FROM SMOKE DETECTOR BELOW (1F)
- 11 SLC EXPANSION CARD (SLC #2) MOUNTED INSIDE FACU.
- 12 (1) 6815 SLC EXPANDER CARD MOUNTED INSIDE OF PS1 CABINET.
- 13 FEED TO MONITOR MODULE ABOVE (1F)

INDOOR WIRE LEGEND	
DESIGNATOR	DESCRIPTION
A	14-2 FPLR
B	16-2 FPLR
C	18-4 FPLR
D	16-2 FPLR (SHIELD) MIDCAP
E	16-2 FPLR (SHIELD)
F	18-2 FPLR
G	12-2 FPLR
H	16-2 FPLR NON-SHIELD MIDCAP
UNDERGROUND WIRE LEGEND	
Ab	(2) #14 THWN
Bb	(2) #18 THWN
Cb	(4) #18 THWN
Db, Eb	16-2 (5) DIRECT BURIAL FPL
Fb, Hb	(2) #16 THWN



AGENCY STAMP



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A NEW FIRE ALARM REPLACEMENT PROJECT for:
BOULDER CREEK ELEMENTARY
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
505 SPRINGER DR
REDDING, CA 96003

ARCHITECT

ENGINEER

REVISIONS:	
Δ	
Δ	
Δ	
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APP.# 02-xxxxxx
FOR DSA SUBMITTAL
JOB No: 25245
DATE: 12 JAN 2026
SHEET No:
FA2.3
MAIN CLASSROOM BUILDING
SYSTEM PARTIAL
FLOOR PLAN - CENTER

10. PLANNING MATTERS

Board Policy #1180, 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

April 1, 2026 - Regular Board Meeting

11.3 Other Important Dates

- March 14:
 - Parsons Tiger Dinner @ 6:00 pm
- March 25:
 - Alta Mesa Guest Reader/Career Day 9-11:00 am
- March 26:
 - EESD Educational Partners Meeting @ 4pm (FLC)
 - Shasta Meadows' Family Game Night
- March 27:
 - Alta Mesa Wax Museum @ 8:30 am
 - Alta Mesa Vocabulary Parade 1:00-2:00 pm
 - Mistletoe Easter Egg Hunt 4:30-6:30 pm
- March 28:
 - Parson Puttin' on the Glitz @ 6 pm
- March 30:
 - Boulder Creek TK Round Up 2:30-3:30 pm
 - Lassen View TK Round Up 1:20-2:20 pm
 - Rother TK Round Up 4:00-5:00 pm
- March 31:
 - Shasta Meadows TK Round Up 2:30-4:00 pm

11.4 Adjournment to Closed Session

12. CLOSED SESSION

- a. PUBLIC EMPLOYMENT: Teacher, Cook, SEPHA Aide, Health Clerk, EXPAND Group Leader, CIA Aide, Behavior Tech Aide. [GC § 54957].
- b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Resolution #2604 Notice of Non-Reelection-Probationary 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