



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 Mistletoe Lane, Redding, California 96002

Regular Meeting of the Governing Board
Wednesday, April 1, 2026, 5:30 p.m. (OPEN SESSION)

OUR DISTRICT GOALS

ENHANCE

student learning options
and enrich communication

MEET

the social and emotional
needs of students

HIRE AND RETAIN

the best

PROVIDE

safe, adequate, and secure
operations

OUR GOVERNING BOARD

Troy Wright
Gloria Valles
Bonnie Hyatt
Andrew Shaddix
Robin Littau

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

1. **CALL TO ORDER** (5:00 P.M.)
2. **OPPORTUNITY FOR PUBLIC COMMENT ON CLOSED SESSION ITEMS**
3. **ADJOURNMENT TO CLOSED SESSION** Consider/Act upon:
 - a. PUBLIC EMPLOYMENT: Teacher, Behavior Tech Aide, CIA Aide, EXPAND Group Leader, Lead Cook, EXPAND Site Facilitator. [GC § 54957]
 - b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Leave of Absence Request: Employee #491203. [GC § 54957]
 - c. LABOR NEGOTIATIONS: [GC § 54957.6]
 - d. LITIGATION: [GC § 54956.9]
4. **RECONVENE TO OPEN SESSION** (5:30 P.M.)
5. **PLEDGE OF ALLEGIANCE**
6. **APPROVE AGENDA ORDER AND CONSENT AGENDA**
7. **(C) APPROVE BOARD MEETING MINUTES**
 - 7.1 Amended Minutes from January 7, 2026 Regular Board Meeting
 - 7.2 Minutes from March 11, 2026 Regular Board Meeting
8. **REPORTS AND PUBLIC FORUM**
 - 8.1 **REPORTS**
 - 8.1.1 School Presentation & Essential Piece
 - 8.1.2 EETA Report
 - 8.1.3 CSEA Report
 - 8.1.4 Superintendent's Report
 - 8.2 **PUBLIC FORUM**
 - 8.3 **ADMINISTRATIVE REPORTS**
 - 8.3.1 Williams Act Report
 - 8.4 **INSTRUCTION REPORTS**
 - 8.4.1 Conference and Staff Development Report
 - 8.5 **BUSINESS REPORTS**
 - 8.5.1 Financial Report
 - 8.5.2 Enrollment Report
9. **ACTION ITEMS**
 - 9.1 **ADMINISTRATIVE ACTION**
 - 9.1.1 Approve Redding Collegiate Academy's Charter Renewal
 - 9.1.2 Adopt Redding Collegiate Academy's Ethnic Studies Course
 - 9.1.3 Adopt Resolution #2610, Proclamation of Support for Collaborative Community Partnerships
 - 9.2 **HUMAN RESOURCES ACTION**
 - (C) 9.2.1 Resignations
 - (C) 9.2.2 University of Phoenix Agreement
 - (C) 9.2.3 Assistant Director of Business Services Updated Job Description
 - 9.2.4 Approve Employment
 - 9.2.5 Adopt Resolution #2608, California Day of the Teacher
 - 9.2.6 Adopt Resolution #2609, Classified School Employee Week

9.3 INSTRUCTION ACTION

- 9.3.1 Approve Trip Request
- 9.3.2 Approve School Plans for Student Achievement
- 9.3.3 Approve Master Plan for English Learners
- 9.3.4 Approve Prop 28 Arts and Music Plans

9.4 BUSINESS ACTION

- (C)** 9.4.1 Approve Warrant Listings
- (PH)** 9.4.2 Adopt Resolution #2611, Developer Fee Increase

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, Behavior Tech Aide, CIA Aide, EXPAND Group Leader, Lead Cook, EXPAND Site Facilitator. [GC § 54957]
- b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Leave of Absence Request: Employee #491203. [GC § 54957]
- c. LABOR NEGOTIATIONS: [GC § 54957.6]
- d. LITIGATION: [GC § 54956.9]

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

14. ADJOURNMENT

(PH) = PUBLIC HEARING; (C) = CONSENT ITEM

Heather Armelino
Superintendent and Secretary to the Board

6. ESTABLISH AGENDA ORDER/ACTION ON CONSENT ITEMS

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

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

Consent items being considered at this meeting include:

- 7.1 January 7, 2026 Amended Board Meeting Minutes**
- 7.2 March 11, 2026 Board Meeting Minutes**
- 9.2.1 Resignations**
- 9.2.2 University of Phoenix Agreement**
- 9.2.3 Updated Job Description for Assistant Director of Business Services**
- 9.4.1 Approve Warrant Listings**

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

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

Proposed Action: Approve agenda order and consent items.

MOTION MADE BY: _____

SECONDED BY: _____

7.1 AMENDED MINUTES FROM THE JANUARY 7, 2026 REGULAR BOARD MEETING

Approval of the amended minutes for the January 7, 2026 Regular Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

AMENDED MINUTES OF THE JANUARY 7, 2026 REGULAR MEETING OF THE GOVERNING BOARD

1155 MISTLETOE LANE, FAMILY LITERACY CENTER

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

There were no comments from the public.

The meeting was adjourned to Closed Session.

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

BOARD MEMBERS

Troy Wright

Gloria Valles

Bonnie Hyatt~ *absent*

Andrew Shaddix

Robin Littau

EETA REPRESENTATIVE

Lori Duke, EETA President

CSEA REPRESENTATIVE

None

ADMINISTRATION

Heather Armelino, Superintendent

Tiffany Rodrigues, Assistant Superintendent of Instructional Services

Deborah Williams, Chief Business Official

Meagan Hawley-Stone, Director of Human Resources

Annie Payne, Director Special Education Services

Kristen Crites, Principal, Alta Mesa Elementary School

Courtney Haedrich, Principal, Boulder Creek School

Stephanie Dahlberg, Principal, Lassen View Elementary School

Cody Brawley, Principal, Mistletoe School

Joshua McAuliffe, Principal, PACE Academy

Kyle Vierra, Principal, Parsons Junior High School

Chuck Seligman, Principal, Redding Collegiate Academy

Holly Jones, Principal, Rother Elementary School

Scotti Gold, Principal, Shasta Meadows Elementary School

Maggie Russo, Assistant Principal, Boulder Creek School

Ed Schneider Assistant Principal, Boulder Creek School

Chelsea Cambronne, Assistant Principal, Parsons Jr. High School

Stacy Bourget, Assistant Principal, Parsons Jr. High School

Ron Cushman, Maintenance and Operations Director

Tina Croes, Student Services Director

Eric Bergren, Technology Director~ *absent*

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

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

1. Call to Order
2. Public Comment
3. Closed Session
4. Reconvene Open Session
5. Pledge of Allegiance
6. Agenda Order/Consent Agenda

On consent motion of Board Member Littau, seconded by Board Member Valles, the minutes of the December 17, 2025 Annual Organizational Meeting of the Board were approved as amended. (YES: Valles, Shaddix, Littau, Wright. ABSENT: Hyatt.)	7. Minutes of December 17, 2025 Board Meeting
Rother Principal Holly Jones shared a presentation titled “Do You Want to Build a Raptor?”	8.1.1 School Presentation and Essential Piece
Site Literacy Teacher, Rachel Lamkin, and Special Ed Aide, Kristi Grimm, were presented the Essential Piece Award in recognition of their dedication to the Rother Elementary School community.	
There was no EETA Report.	8.1.2 EETA Report
There was no CSEA Report.	8.1.3 CSEA Report
There was no Superintendent Report.	8.1.4 Superintendent’s Report
Board Member Littau expressed concern regarding Board Policy 9322, stating that she believes she has met the criteria to place items on the agenda, yet her requests have been denied. She thinks the policy is being misused to prohibit residing Board Member from adding discussion items to agendas. Member Littau asked to add a Board Policy discussion to the February agenda. Superintendent Armelino suggested that Board Member Littau make a motion during the items from the floor.	8.2 Public Forum
Assistant Superintendent of Instructional Services, Tiffany Rodrigues, reported there were no Williams Act Complaints.	8.3.1 Williams Act Report
Assistant Superintendent of Instructional Services, Tiffany Rodrigues, presented the Conference and Staff Development Report. Mrs. Rodrigues then shared an increase in observations for November and December.	8.4.1 Conference and Staff Development Report
CBO, Deborah Williams shared the Financial Report. She noted the revenues and expenditures to date for the District and Redding Collegiate Academy.	8.5.1 Financial Report
Mrs. Williams reported on the District enrollment of 3,569 a decrease of 3 students from last week.	8.5.2 Enrollment Report
Superintendent Armelino presented the annual School Accountability Report Cards (SARCs). She noted that these reports are presented annually and published on the district websites. Board Member Littau then handed out a literacy article to the Board Members. On motion of Board member Valles, seconded by Board Member Shaddix, the 2024-2025 School Accountability Report Cards were approved. (YES: Valles, Shaddix, Littau, Wright. ABSENT: Hyatt.)	9.1.1 2024-2025 School Accountability Report Cards
Superintendent Armelino presented EESD’s Behavioral Health Referral Policy, which will be included in all school safety plans. On motion of Board Member	9.1.2 EESD Behavioral Health Referral Policy

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

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

Certificated

- Richard Cicchillo, Teacher, 1.00 FTE, Rother

Classified

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

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

There were no trip requests.

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

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

There were no planning matters.

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

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

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

Other important dates shared:

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

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

9.2.1 Employment

9.3.1 Trip Requests

9.3.2 CONAPP Submission

9.4.1 Warrant List

10. Planning Matters

11.1 Items from the Floor

11.2 Future Meeting Date

11.3 Other Important Dates

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

The following action taken in Closed Session was reported:

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

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

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

BONNIE HYATT, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 1st day of April, 2026.

HEATHER ARMELINO
Secretary to the Governing Board

7.2 MINUTES FROM THE MARCH 11, 2026 REGULAR BOARD MEETING

Approve the minutes of the March 11, 2026 Regular Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

MINUTES OF THE MARCH 11, 2026 REGULAR MEETING OF THE GOVERNING BOARD

1155 MISTLETOE LANE, FAMILY LITERACY CENTER

Board President Wright called the meeting of the Enterprise Elementary School District Board of Education to order at 5:03 p.m.

There were no comments from the public.

The meeting was adjourned to Closed Session.

The meeting was reconvened to Open Session at 5:29 p.m.

BOARD MEMBERS

Troy Wright

Gloria Valles

Bonnie Hyatt

Andrew Shaddix

Robin Littau

EETA REPRESENTATIVE

Lori Duke, EETA President

CSEA REPRESENTATIVE

None.

ADMINISTRATION

Heather Armelino, Superintendent

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 ~ *absent*

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 ~ *absent*

Scotti Gold, Principal, Shasta Meadows Elementary School ~ *absent*

Maggie Russo, Assistant Principal, Boulder Creek School ~ *absent*

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 ~ *absent*

Tina Croes, Student Services Director

Eric Bergren, Technology Director

Parson student Zoey Newbold led the Pledge of Allegiance and sang the National Anthem.

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

On consent motion of Board Member Hyatt, seconded by Board Member Shaddix, the minutes of the February 4, 2026 Regular meeting of the Board was approved. (YES: Valles, Shaddix, Littau, Hyatt, Wright.)

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

5. Pledge of Allegiance
6. Agenda Order/Consent Agenda
7. Minutes of February 4, 2026 Regular Board Meeting

Parsons Principal Kyle Vierra, Stan Barone, and several Parsons students presented Student Leadership through R.O.A.R.	8.1.1 School Presentation and Essential Piece
Teacher/Band Director, Sal D'Acquisto, and Custodian, Doug Mead, were presented the Essential Piece Award for the month of March in recognition of their dedication to Parsons Junior High.	
At this time Board Member Shaddix exited the meeting due to a prior commitment.	Board Member Shaddix Exited
There was no EETA Report.	8.1.2 EETA Report
There was no CSEA Report.	8.1.3 CSEA Report
Superintendent Armelino shared the California Dashboard growth report, highlighting growth in several historically struggling student subgroups that reached accelerated status. This indicates that EESD's current strategies are working.	8.1.4 Superintendent's Report
A Lassen View parent spoke in favor of Resolution #2607 Issuance and Sale of 2026 General Obligation Refunding Bonds.	8.2 Public Forum
Redding Collegiate Academy Principal Chuck Seligman presented RCA's Charter renewal. A public hearing was held. There were no comments and the public hearing was closed.	8.3.1 Redding Collegiate Academy Charter Renewal PUBLIC HEARING
RCA Principal Chuck Seligman presented RCA's Ethnic Studies Course. A public hearing was held. There were no comments and the public hearing was closed. In response to an inquiry from Board Member Littau, Principal Seligman confirmed RCA developed the course.	8.3.2 RCA Ethnic Studies Course PUBLIC HEARING
Assistant Superintendent of Instructional Services, Tiffany Rodrigues, presented the Conference and Staff Development Report.	8.4.1 Conference and Staff Development Report
Chief Business Official, Deborah Williams, shared the Financial Report. She reviewed the income and expenditures for the month for both the district and RCA.	8.5.1 Financial Report
Mrs. Williams went on to report the current enrollment for EESD at 3,572, a decrease of 12 students from last month.	8.5.2 Enrollment Report
Mrs. Williams then presented the report on the corrective action plan from the recent audit findings. She noted four audit findings and the implemented corrective actions. Board Member Littau asked if there would be further auditor feedback; Mrs. Williams clarified that there would be no further follow up.	8.5.3 Audit Findings Corrective Action Plan
Superintendent Armelino presented the general waiver request to revise the dates for Special Ed's extended school year. The 13-day session will meet the requirement of 80 instructional hours. A public hearing was held and there were no comments. On motion of Board Member Valles, seconded by Board Member Littau, the general waiver request was approved. (YES: Littau, Valles, Hyatt, Wright. ABSENT: Shaddix.)	9.1.1 Extended School Year Waiver Request (Special Ed) PUBLIC HEARING
Superintendent Armelino, presented updated Board Policies.	9.1.2 Updated Board Policies
4119.21 BP Professional Standards 4119.24 BP Maintaining Appropriate Adult-Student Interactions	

- 5144.1 BP Suspension and Expulsion/Due Process

On motion of Board Member Valles, seconded by Board Member Hyatt, the updated board policies were adopted. (YES: Hyatt, Littau, Valles, Wright. ABSENT: Shaddix.)

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

9.2.1 Resignations

- Sheena Johnson, Alta Mesa
- Lorene “Lori” Duke, Alta Mesa
- Annie Payne, Alta Mesa
- Kristin Brown, Boulder Creek
- Meuy Saechao, Lassen View
- Teresa Turner, Rother
- Elizabeth “Beth” Burdett, Rother
- Elani “Lani” Gordon, , Shasta Meadows
- Ronald “Ron” Cushman, Warehouse

On consent motion of Board Member Hyatt, seconded by Board Member Shaddix, the Grand Canyon University and San Francisco State University Agreements were approved. (YES: Valles, Shaddix, Littau, Hyatt, Wright.)

9.2.2 University Agreements

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

9.2.3 Employment

- Heidi Rupp, Teacher, 1.0 FTE, RCA
- Mackenzie Lowe, Teacher, 1.0 FTE, TBD
- Brittney Lanning, Teacher, 1.0 FTE, TBD
- Haley Petit, Teacher, 1.0 FTE, TBD

Classified

- Susan Wishon, Cook, 5.0 hours, Alta Mesa
- Johanna Windt, change in classification to SEPHA Aide, decrease to 5.75 hours, Alta Mesa.
- Camay Bryant, Health Clerk, increase to 6.0 hours, Alta Mesa
- Andrea Wilson, Health Clerk, increase to 6.0 hours, Boulder Creek
- Barbara Reed, change in classification to Cook, 8.0 hours, District Office
- Melissa Rodgers, Expand Group Leader, 6.0 hours, Lassen View
- Sabrina Paz, CIA Aide, increase to 5.75 hours, Lassen View
- Andrea Watkins, Health Clerk, increase to 6.0 hours, Lassen View
- Nora Valera-Farias, Health Clerk, increase to 6.0 hours, Mistletoe
- Alison Burdett, Cook, 5.0 hours, Parsons
- Allison Graham, Health Clerk, increase to 6.0 hours, Parsons
- Beth Burdett, Health Clerk, increase to 6.0 hours, Rother
- Mackenzie Struthers, Expand Group Leader, 6.0 hours, Shasta Meadows
- Anne Southworth, Expand Group Leader, 6.0 hours, Shasta Meadows
- Sydney Locker, change in classification to Behavior Tech Aide, 3.92 hours, Shasta Meadows
- Kirsten Rouse, CIA Aide, 5.25 hours, Shasta Meadows
- Priscilla Cortez, Health Clerk, increase to 6.0 hours, Shasta Meadows

HR Director Stone noted a correction to Johana Windt’s classification effective date, revised from 2026/2027 school year to the current school year. On motion of Board Member Hyatt, seconded by Board Member Valles, the employment recommendations were

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

Mrs. Hawley-Stone presented the following MOUs with EETA for approval.

- Expanded Learning Opportunities Program (ELOP) Compensation (January 27, 2026)
- Extended School Year (ESY) Compensation (January 27, 2026)
- EXPAND! Teacher (February 9, 2026)
- Long Term Independent Study (February 9, 2026)
- Leader in Me (Coaching & Development) Lead Teacher (February 9, 2026)

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

Mrs. Hawley-Stone presented the following negotiated MOUs with CSEA for approval.

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

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

Mrs. Hawley-Stone presented the Director of Facilities job description for approval. On motion of Board Member Valles, seconded by Board Member Littau, the job description was approved. (YES: Hyatt, Littau, Valles, Wright. ABSENT: Shaddix.)

Resolution #2605 was presented to revise the date on which the district observes Lincoln’s Birthday in 2027. On motion of Board Member Valles, seconded by Board Member Hyatt, Resolution #2605 was adopted. (YES: Valles, Hyatt, Littau, Wright. ABSENT: Shaddix.)

HR Director Meagan Hawley-Stone presented the updated Administrator Day to Day Substitute Salary Schedule for approval. On motion of Board Member Hyatt, seconded by Board Member Littau, the updated salary schedule was approved. (YES: Littau, Valles, Hyatt, Wright. ABSENT: Shaddix.)

On motion of Board Member Hyatt, seconded by Board Member Valles, the trip request for Parsons Music Departments to compete in the World Strides Heritage Festival April 30-May 3, 2026 in Anaheim, California was approved. (YES: Hyatt, Valles, Littau, Wright. ABSENT: Shaddix.)

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

On consent motion of Board Member Hyatt, seconded by Board Member Shaddix the Updated Transportation Plan for EESD was approved. (YES: Valles, Shaddix, Littau, Hyatt, Wright.)

On consent motion of Board Member Hyatt, seconded by Board Member Shaddix, the Isom Advisors Contract renewal was approved. (YES: Valles, Shaddix, Littau, Hyatt, Wright.)

On consent motion of Board Member Hyatt, seconded by Board Member Shaddix, the

9.2.4 EETA MOUs

9.2.5 CSEA MOUs

9.2.6 Director of Facilities
Job Description

9.2.7 Resolution 2605
Lincoln’s Birthday
Observance

9.2.8 Administrator Day to
Day Substitute Salary
Schedule

9.3.1 Trip Request

9.4.1 Warrant List

9.4.2 Updated
Transportation Plan

9.4.3 Isom Advisors Contract
Renewal

9.4.4 Audit Contract, Christy

Audit Contract with Christy White, Inc. was approved. (YES: Valles, Shaddix, Littau, Hyatt, Wright.)

White, Inc

Chief Business Official, Deborah Williams reviewed the Second Interim report stating that the report reflects changes to budget estimates and projections based on revenues and expenditures from July 1 through January 31. The multi-year projection reflects continued spending deficits for the 2026/27 and 2027/28 years. The summarized details for RCA were also included. On motion of Board Member Valles seconded by Board Member Hyatt, the Second Interim report was approved with a positive certification. (YES: Hyatt, Littau, Valles, Wright. ABSENT: Shaddix.)

9.4.5 Second Interim

CBO Deborah Williams followed with Resolution #2607, Issuance of 2026 GO Refunding Bonds. In response to an inquiry from Member Littau regarding taxpayer savings, CBO Williams said the move would save millions of dollars, though the exact figure remains market dependent until the sale. Addressing Member Hyatt's question on timing, Superintendent Armelino stated the sale is scheduled for April 29-May 7, noting that Isom Advisors recommended this to EESD and other local districts. On motion of Board Member Hyatt, seconded by Board Member Valles, Resolution #2607, Issuance of GO Refunding Bonds, was adopted. (YES: Valles, Hyatt, Littau, Wright. ABSENT: Shaddix.)

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

Mrs. Williams proposed that the Education Protection Account Funds be used on teacher salaries and benefits. A public hearing was held. Member Hyatt asked a clarifying question, which CBO Williams answered. The public hearing was closed. On motion of Board Member Hyatt, seconded by Board Member Valles, the continued practice of utilizing the Education Protection Account Funds for teacher salaries and benefits was approved. (YES: Hyatt, Littau, Valles, Wright. ABSENT: Shaddix.)

9.4.7 Educator Protection
 Account Funds
PUBLIC HEARING

Mrs. Williams reviewed the construction documents for Boulder Creek's fire alarm system phase 1. On motion of Board Member Littau, seconded by Board Member Hyatt, the construction documents were approved. (YES: Littau, Hyatt, Valles, Wright. ABSENT: Shaddix.)

9.4.8 Construction
 Documents for Boulder
 Creek Fire Alarm
 System Phase I

No planning matters.

10. Planning Matters

Teacher and EETA President Lori Duke shared the reading growth her students have made with the UFLI program.

11.1 Items from the Floor

Principal Dahlberg highlighted the effectiveness of the 4DX process and student goal charts in boosting primary student scores.

Board Member Hyatt praised Parsons school presentation.

Board Member Valles raised concerns about the timing of the upcoming workshop, noting not all board members would be present diminishing the session's value and that EESD already has a board member handbook. Member Hyatt agreed on the necessity to have all board members present. Superintendent Armelino noted these concerns.

The next Regular Board Meeting of the Board will take place April 1, 2026, at 5:30 p.m. (Open Session).

11.2 Future Meeting Dates

Other important dates to share:

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: Parsons Puttin' on the Glitz @ 6 pm
- March 30:
 - Boulder Creek TK Round Up 3:00-4:00 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

At 6:53 p.m., the meeting was adjourned to Closed Session.

At 7:17 p.m., the meeting was reconvened to Open Session.

The following actions taken in Closed Session were reported:

On motion of Board Member Wright, seconded by Board Member Littau, Resolution #2604, Notice of Non-Reelection of Probationary Teachers was approved. (YES: Littau, Valles, Hyatt, Wright. ABSENT: Shaddix.)

The meeting was adjourned at 7:23 p.m.

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

BONNIE HYATT, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 1st day of April, 2026.

HEATHER ARMELINO
Secretary to the Governing Board

8.1 REPORTS

8.1.1 SCHOOL PRESENTATION & ESSENTIAL PIECE

Mistletoe Principal Cody Brawley will share Mistletoe Wildly Important Goals.

Café Manager, Bri Odell, and 4th/5th Combo Teacher, Amanda Ranney, will be presented the Essential Piece Award for the month of April in recognition of their dedication and service to the Mistletoe School community.

8.1.2 EETA REPORT

None.

8.1.3 CSEA REPORT

None.

8.1.4 SUPERINTENDENT'S REPORT

District update.

8.2 PUBLIC FORUM

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

Does anyone wish to address the Board?

8.3.1 WILLIAMS ACT REPORT

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

Academic School Year 2025 - 2026
Quarterly Report on Williams Uniform Complaints
 [Education Code § 35186]

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

Quarterly Report Submission Date: ☐ October 2025 ☒ April 2026
 (Please check one) ☐ January 2026 ☐ July 2026

Date for information to be reported publicly at governing board meeting: 04/01/2026

Please check the box that applies:

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

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

Heather Armelino

Print Name of District Superintendent



Signature of District Superintendent

04/01/2026

Date

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

8.4.1 CONFERENCE AND STAFF DEVELOPMENT REPORT

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

After-School Professional Development

February 25th

Gemini in Google Classroom -Attendees will explore Gemini in Google Classroom and learn how it can be in a virtual teaching assistant and save time and energy.

- 4 Certificated employees attended this training.

February 26th

Virtual Math Training - Esti-Mysteries - Attendees joined the online training course through SCOE to discuss this week's Math Training on fun ways to teach estimation.

- 7 Certificated employees attended this training.

February 26th

Early Childhood STEM Spring Seminar - Teachers of the youngest students were able to explore ways to incorporate STEM into their classrooms.

- 2 Certificated employees attended this training.

March 4th

Kindergarten Amira Results - With the completion of Amira RDRS screenings, attendees explored data and prepared to share results with parents during parent conference week.

- 11 Certificated employees attended this training.

March 10th

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

- 28 Certificated employees, 1 SCOE Community Connect employee, and 1 Admin attended this training.

March 11th

Math Pilot Committee Meeting - Attendees met and reviewed curriculum options to pilot in the next school year.

- 16 Certificated employees and 1 Admin attended this meeting.

March 12th

Virtual Math Training - Splat - Attendees joined the online training course through SCOE to discuss this week's Math Training on Splat.

- 4 Certificated employees attended this training.

March 19th

Virtual Math Training - Open Middle - Attendees joined this online training course through SCOE to discuss this week's Math Training on Open Middle.

- 2 Certificated employees attended this training.

March 20th

Site Lit -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.

March 20th

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

- 10 Certificated employees, 1 Confidential employee, and 8 Admin attended this training.

Health Trainings for March 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

Specialized health procedure

- 8 Certificated/Classified attended

8.5.1 FINANCIAL REPORT

The District's current financial report will be presented.

Fund Balance Summary (SACS)

Fund 01 - General		Fiscal Year 2026 through 03/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	45,161,573.00	28,684,519.18		16,477,053.82	36%
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	6,606,111.54		4,678,745.46	41%
Other Local Revenue	(8600-8799)	5,755,630.00	4,776,479.91		979,150.09	17%
Total Revenues		65,016,901.00	40,743,356.86		24,273,544.14	37%
EXPENDITURES						
Certificated Salaries	(1000-1999)	24,756,601.00	15,841,388.86	7,784,206.33	1,131,005.81	5%
Classified Salaries	(2000-2999)	11,746,014.00	7,564,155.07	3,527,475.77	654,383.16	6%
Employee Benefits	(3000-3999)	15,383,439.00	8,453,373.92	4,460,386.46	2,469,678.62	16%
Books and Supplies	(4000-4999)	2,926,081.00	1,163,094.21	815,297.48	947,689.31	32%
Services & Operating Expenses	(5000-5999)	10,560,483.00	7,170,971.10	752,269.12	2,637,242.78	25%
Capital Outlay	(6000-6999)	5,531,648.00	3,362,335.65	326,926.03	1,842,386.32	33%
Other Outgo	(7100-7299, 7400-7499)	180,000.00	153,558.34	.00	26,441.66	15%
Transfer of Indirect Costs	(7300-7399)	(275,408.00)	.00	.00	(275,408.00)	100%
Total Expenditures		70,808,858.00	43,708,877.15	17,666,561.19	9,433,419.66	13%
Operating Surplus/(Deficit)		(5,791,957.00)	(2,965,520.29)	(20,632,081.48)		
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)	(3,015,520.29)	(20,682,081.48)		
Beginning Fund Balance		25,933,749.00	25,933,747.90	25,933,747.90		
Net Ending Fund Balance		23,678,649.00	22,918,227.61	5,251,666.42		
*** 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 03/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	3,165,493.00	1,742,691.00		1,422,802.00	45%
Federal Revenue	(8100-8299)	4,568.00	.00		4,568.00	100%
Other State Revenue	(8300-8599)	359,047.00	172,885.78		186,161.22	52%
Other Local Revenue	(8600-8799)	33,994.00	1,504.97		32,489.03	96%
Total Revenues		3,563,102.00	1,917,081.75		1,646,020.25	46%
EXPENDITURES						
Certificated Salaries	(1000-1999)	1,533,760.00	966,251.65	464,691.33	102,817.02	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	403,187.12	210,736.16	158,737.72	21%
Books and Supplies	(4000-4999)	198,655.00	19,927.07	28,371.62	150,356.31	76%
Services & Operating Expenses	(5000-5999)	720,485.00	93,218.28	762.68	626,504.04	87%
Transfer of Indirect Costs	(7300-7399)	141,200.00	.00	.00	141,200.00	100%
Total Expenditures		3,674,135.00	1,685,645.28	805,724.87	1,182,764.85	32%
Operating Surplus/(Deficit)		(111,033.00)	231,436.47	(574,288.40)		
Beginning Fund Balance		628,645.00	628,643.38	628,643.38		
Net Ending Fund Balance		517,612.00	860,079.85	54,354.98		
*** 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

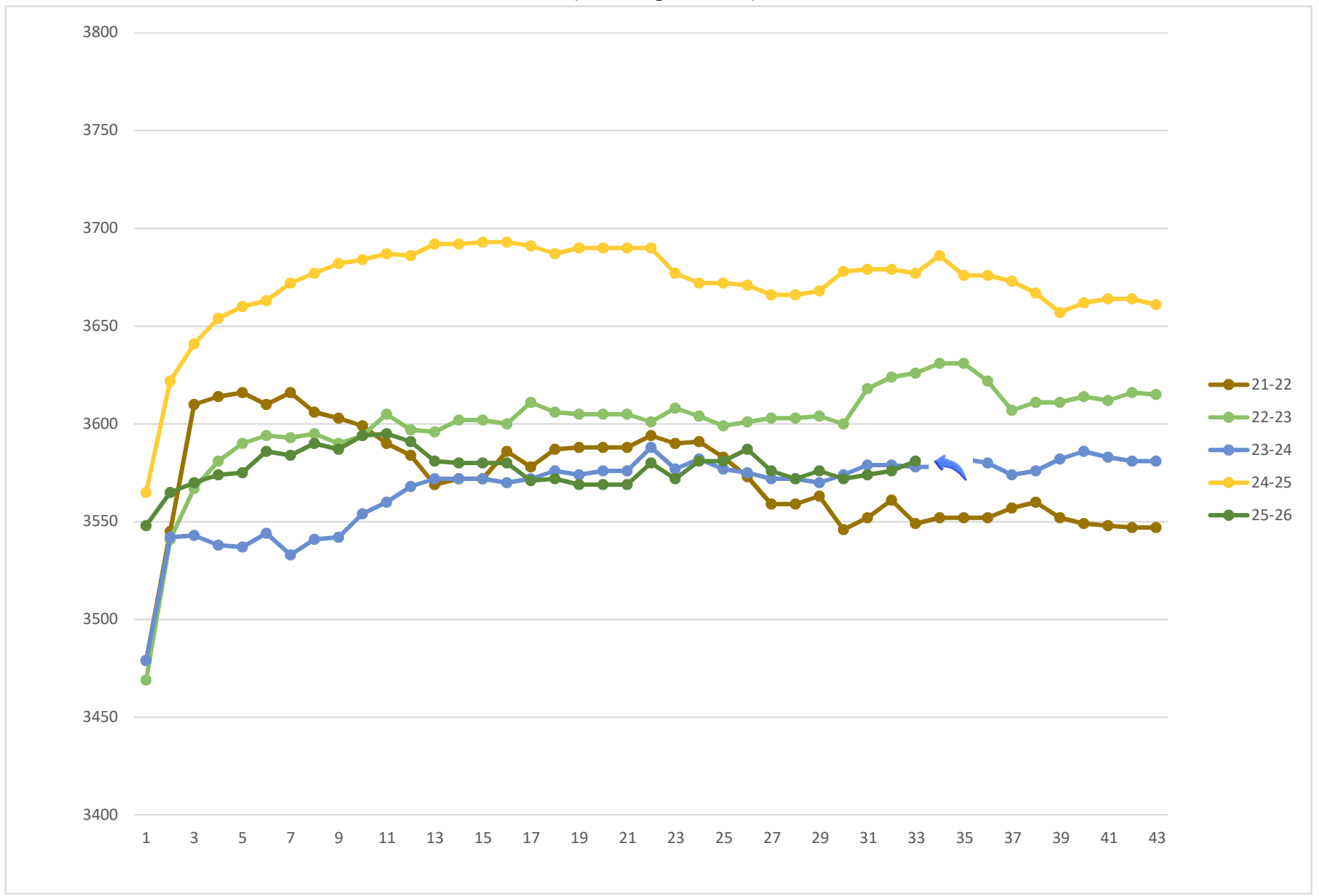
The current enrollment report will be shared.

		Oppor/SpEd/ Self-Cont		Regular Teachers	TCHR/STU RATIO		RCA
Site	Regular		Total			Grade	Enrlm
						TK	12
Alta Mesa	249	51	300	11.00	22.64	K	12
						1st	15
Boulder Creek	815	15	830	36.00	22.64	2nd	8
						3rd	9
Lassen View	414	14	428	19.00	21.79	4th	19
						5th	7
Mistletoe	648	15	663	28.00	23.14	6th	19
						7th	22
PACE	48	0	48	4.00	12.00	8th	17
						9th	17
Parsons	486	15	501	23.00	21.13	10th	17
						11th	31
Rother	243	24	267	11.00	22.09	12th	32
						Total	237
Shasta Meadows	293	14	307	13.00	22.54		
						District	
TOTALS	3196	148	3344	145.00	167.97	Totals	3581

TK	208
K	337
1st	325
2nd	348
3rd	353
4th	352
5th	335
6th	329
7th	279
8th	330
SDC	148
RCA	237
Total District	3581

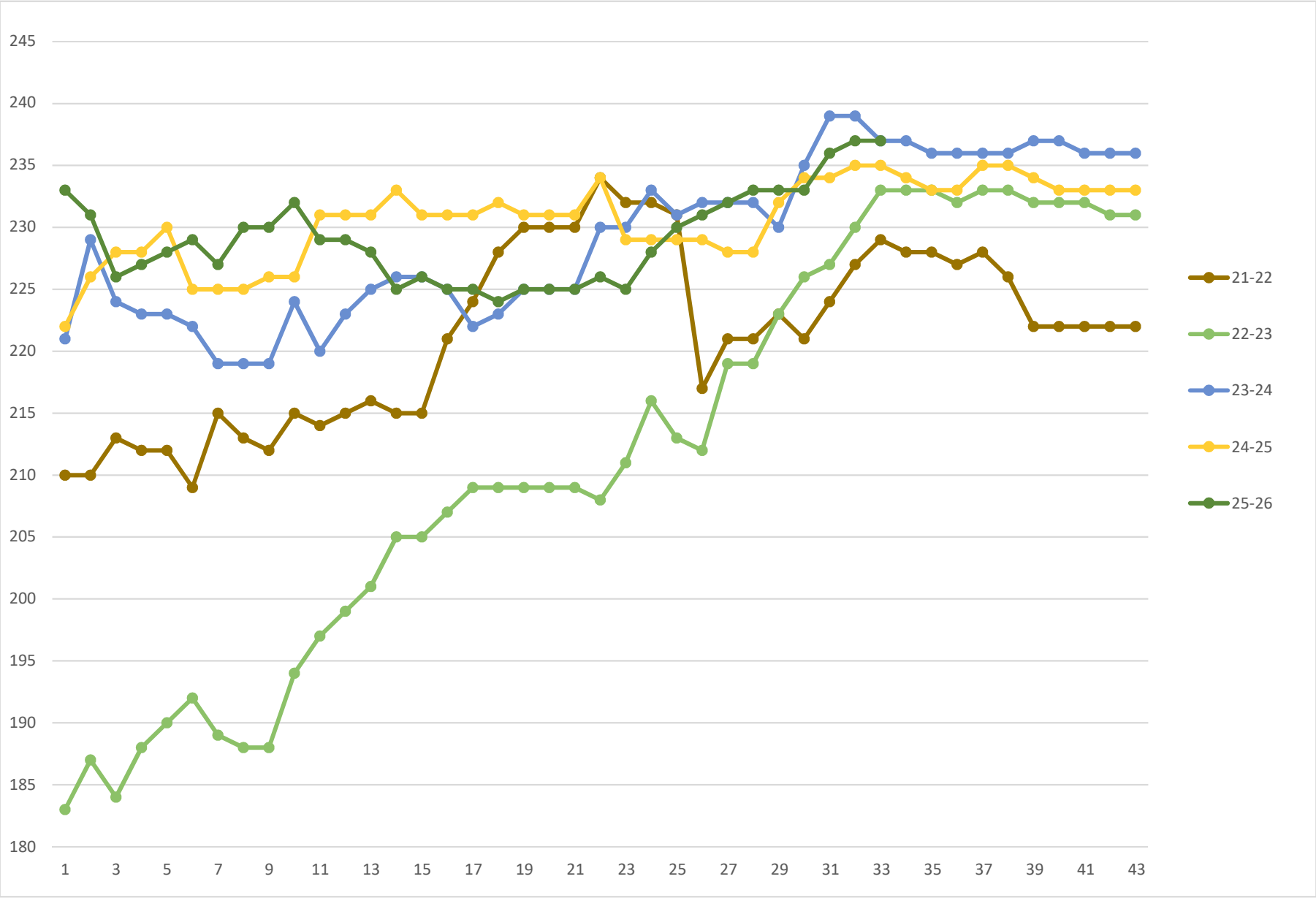
	District		Present	Classrm
Grade	Staffing	Students	Classrm	Tchrs
Levels	Ratio	Enrolled	Tchrs	Needed
TK	24.00	208	9	9
K	30.00	337	16.33	11
1st-3rd	30.00	1026	46.66	34
4th-5th	30.00	687	27	23
6th-8th	*25	938	44.5	38
Total		2,988	134.49	106
*Includes Prep period adjustment & P.E. teachers				
(One additional teacher for every 5 6-8th grade teachers)				

Enterprise Elementary School District Weekly Enrollment Comparison (including Charters)



3/23/2026

RCA
Weekly Enrollment Comparison



9.1.1 REDDING COLLEGIATE ACADEMY CHARTER RENEWAL

Chuck Seligman Principal of Redding Collegiate Academy presents RCA's charter renewal for approval. 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](#)

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____

9.1.2 REDDING COLLEGIATE ACADEMY ETHNIC STUDIES COURSE

Redding Collegiate Academy's Ethnic Studies course is presented for adoption. Due to the length of the document it is not included in the agenda. It is available for viewing at the district office during regular business hours.

PROPOSED ACTION: ADOPTION.

MOTION MADE BY: _____

SECONDED BY: _____

9.1.3 RESOLUTION #2610, PROCLAMATION OF SUPPORT FOR
COLLABORATIVE COMMUNITY PARTNERSHIPS

Resolution #2610 is presented for adoption in support for collaborative community partnerships, drawing attention to the need for after school programs in our community.

PROPOSED ACTION: ADOPTION.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT RESOLUTION #2610

PROCLAMATION OF SUPPORT FOR COLLABORATIVE COMMUNITY PARTNERSHIPS

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

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

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

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

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

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

AND BE IT FURTHER RESOLVED that the Enterprise Elementary School District Governing Board calls on the leaders of our community at large and throughout the 2025/2026 school year to assure awareness of the need for every child to have access to a safe, friendly place where Collaborative Community Partnerships enhance and expand on the services and supports provided to students in all after school programs.

Signed this 1st day of April 2026, by resolution of the Governing Board.

President, Board of Trustees

Superintendent

9.2.1 RESIGNATIONS

Approve resignations.

Name	Last Work Date
Tasha Myatt	6/30/2026
Mary Scott	3/13/2026
Christopher Zettel	6/30/2026
Paul Smith	6/05/2026
Chelsea Cambronne	6/30/2026
Thanh Cat Uyen Nguyen	6/30/2026
Leah Diggle	6/30/2026
Melissa Chen	6/30/2026
Brittany Kristensen	3/31/2026

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

9.2.2 UNIVERSITY OF PHOENIX AGREEMENT

The University of Phoenix agreement is presented to the board for approval.

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____



**UNIVERSITY OF PHOENIX
SCHOOL AFFILIATION AGREEMENT
California**

This Affiliation Agreement made and entered into this 2nd day of February 2026, by and between The University of Phoenix, Inc., an Arizona for-profit corporation, hereinafter referred to as the “UNIVERSITY” and Enterprise Elementary School District, an entity domiciled in the State of California, hereinafter referred to as the “SCHOOL.”

I. PURPOSE

The purpose of this Agreement is to provide education experiences for selected UNIVERSITY students, hereinafter “STUDENTS”, which take place at the SCHOOL and in which the SCHOOL will participate.

II. OBLIGATIONS OF THE UNIVERSITY

1. The UNIVERSITY will offer educational programs accredited by appropriate organizations; and will determine standards of education, hours of instruction, learning experiences, administration, matriculation, promotion, and graduation.
2. The UNIVERSITY will keep all records and reports on STUDENT experiences in accordance with UNIVERSITY policy and regulatory requirements.
3. The UNIVERSITY will plan with the SCHOOL, in advance, its schedule of STUDENT assignments to the designated areas, including dates and numbers of STUDENTS.
4. The UNIVERSITY agrees to inform STUDENTS that STUDENTS shall be responsible for following the rules and regulations of the SCHOOL, including recognition of the confidential nature of information regarding pupils and their records.
5. The UNIVERSITY will provide to the SCHOOL a copy of course objectives for the learning experience. The SCHOOL, together with the UNIVERSITY, will make arrangements for evaluating the learning experience.
6. The UNIVERSITY will assign a faculty supervisor who will collaborate with the SCHOOL’S mentoring teacher. For purposes of this Agreement, the term “mentoring teacher” shall be defined as the district educator who has been assigned to supervise the STUDENT.
7. STUDENTS are not employees, agents, representatives or subcontractors of the UNIVERSITY.
8. To help defray costs associated with the placement of STUDENTS at the SCHOOL, the UNIVERSITY shall provide payment in accordance with Exhibit A, attached hereto and incorporated herein, upon completion of STUDENT’S assignment at the SCHOOL, or at such other time as the parties agree.

9. The UNIVERSITY shall ensure STUDENTS complete a California Commission on Teacher Credentialing approved background clearance prior to being placed at the SCHOOL for field experience.
10. The UNIVERSITY agrees to inform STUDENTS and university faculty supervisors of the requirement to have appropriate tuberculosis screening prior to entering the SCHOOL.

III. OBLIGATIONS OF THE SCHOOL

1. The SCHOOL shall maintain sole responsibility for the instruction, education and welfare of its pupils. SCHOOL shall be responsible for providing adequate staffing necessary to maintain the highest level of quality education for its pupils.
2. The SCHOOL agrees that STUDENTS assigned to it for counseling, administration, teaching, and/or observation experiences are under the supervision, control, and responsibility of the SCHOOL.
3. The SCHOOL shall retain the right, in its sole discretion, to request the removal of any individual from any area of the SCHOOL premises. STUDENTS shall be instructed by the UNIVERSITY to promptly and without protest leave an area whenever they are requested to do so by an authorized SCHOOL representative.
4. The SCHOOL shall provide a placement appropriate for STUDENTS to complete a Commission approved Teaching Performance Assessment and Literacy Performance Assessment (multiple subject candidates only).
5. The SCHOOL shall provide qualified mentoring teachers for STUDENTS. Mentoring teachers will be resource persons for STUDENTS and UNIVERSITY faculty while at the SCHOOL. Mentoring teachers selected by SCHOOL will: a) assist in orienting STUDENTS to the SCHOOL, the classroom, and the pupils; b) explain all SCHOOL and district policies, rules, and regulations to STUDENTS; c) provide prompt and substantive feedback to STUDENTS regarding all performance activities and interactions with SCHOOL personnel, pupils, and parents; d) provide opportunities for STUDENTS to observe and practice:
 - i. teaching foundational skills;
 - ii. a strong literature, language, comprehension component, with a balance of oral and written language, including meaning making, language development, and effective expression;
 - iii. screening and diagnostic techniques that inform teaching and assessment and early intervention strategies;
 - iv. concepts and strategies included in the California Dyslexia Guidelines with students with dyslexia.e) complete evaluations of STUDENTS' progress and submit them to the University faculty supervisor, after reviewing them with the applicable STUDENT; f) immediately inform the University faculty supervisor of any concerns regarding a STUDENT; g) establish a time to meet and discuss with STUDENTS their activities, impressions, reflections, and suggestions for goals and areas of improvement; h) (For student teaching) supervise STUDENTS on a daily basis - if the mentoring teacher is absent from the classroom for any reason, a certified substitute must be assigned to the classroom. Student teachers holding a 30 day sub permit are allowed to sub in their assigned classroom or other school site classrooms with the approval of university personnel.
6. The SCHOOL shall provide to UNIVERSITY and STUDENTS the policies and procedures and other relevant materials to allow STUDENTS to function appropriately within the

SCHOOL.

7. STUDENTS assigned to the SCHOOL shall follow the SCHOOL'S protocols for health and safety. The SCHOOL will provide necessary emergency medical services to STUDENTS.
8. The SCHOOL shall permit STUDENTS access to the library facilities/curriculum laboratories available to their personnel. STUDENTS may not remove materials from the SCHOOL without appropriate approval.
9. The SCHOOL shall keep confidential and shall not disclose to any person or entity (a) STUDENT applications; (b) STUDENT health records or reports; and/or (c) any STUDENT records as defined in the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, concerning any STUDENT participating in the education experiences provided by SCHOOL, unless such disclosure is authorized by the STUDENT or is ordered by a court of competent jurisdiction. SCHOOL shall adopt and enforce policies and procedures necessary to protect the confidentiality of STUDENT records as defined herein.
10. STUDENTS shall not be considered employees or agents of the SCHOOL with the exception of STUDENTS who are current teachers of record and are approved by the UNIVERSITY and SCHOOL to complete their teaching internship (clinical practice) in their own classroom.

IV. INDEMNIFICATION

1. Each party (the "Indemnifying Party") shall indemnify, defend and hold harmless, at the request of the other party(the "Indemnified Party") from and against any and all claims, losses, liabilities, costs, and expenses including reasonable attorney's fees, established by judgment or alternative resolution award, arising from (a) any material breach of this Agreement by the Indemnifying Party or (b) the negligent acts or omissions in the performance of obligations hereunder by the Indemnifying Party or any employee, agent, or other representative of the Indemnifying Party.
2. UNIVERSITY and SCHOOL shall provide prompt notification to one another and, to the extent allowed by law, shall reasonably cooperate with one another in the defense of, any lawsuits, claims, or threatened claims that pertain to services provided pursuant to this Agreement.

V. INSURANCE

1. UNIVERSITY and SCHOOL each shall maintain, as a minimum, Commercial General Liability Insurance written on an occurrence basis with insurance companies acceptable to the other party for limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate, as assurance of its accountability for any such losses, claims, liabilities, or expenses.
2. Upon written request, a party shall provide the other party with a certificate evidencing such insurance coverage.
3. Insurance required by UNIVERSITY to be maintained hereunder may be provided under: (a) an individual policy; (b) a blanket policy or policies which may include other liabilities, properties and locations of UNIVERSITY or its affiliates; (c) a plan of self-insurance, provided that UNIVERSITY or any guarantor of UNIVERSITY'S obligations under this Agreement maintains, during the period of such self-insurance, a net worth of at least Fifty Million Dollars (\$50,000,000); or (d) a combination of any of the foregoing insurance programs.

VI. TAXES

1. SCHOOL agrees to invoice UNIVERSITY within 90 days of the Invoice Date all applicable sales and use taxes for all invoices where the Services would require SCHOOL to collect and remit to any state, sales or use tax. UNIVERSITY agrees to pay and reimburse SCHOOL for all such lawfully imposed taxes as invoiced by SCHOOL within the 90-day period. SCHOOL may be relieved of its obligation to collect and remit sales and use taxes upon receipt of a valid exemption certificate. SCHOOL shall pay, satisfy and perform, and hold UNIVERSITY Indemnified Parties harmless from, any Claims, taxes and other governmentally imposed fees and charges including, but not limited to, all federal, state and local taxes, levies, fees and assessments, for Services provided by SCHOOL under this Agreement. Notwithstanding anything to the contrary herein, UNIVERSITY shall not be liable for any taxes based on SCHOOL's net income, gross receipts or equity.

VII. REPRESENTATIONS AND WARRANTIES

1. Each party to this Agreement represents and warrants that (i) it has the full power and authority to enter into this Agreement and to carry out the transactions contemplated hereby applicable to it; and (ii) it has taken all action necessary to authorize the execution, delivery and performance of this Agreement, and this Agreement has been duly executed and delivered to such party.

VIII. GENERAL PROVISIONS

1. Neither the SCHOOL nor the UNIVERSITY will discriminate against any person because of race, color, religion, sex, or national origin, nor discriminate against any STUDENT or student applicant with a disability pursuant to law as set forth in the Americans with Disabilities Act.
2. This Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between the UNIVERSITY and the SCHOOL and their employees, STUDENTS, or agents, but rather is an Agreement by and among two independent contractors. Each STUDENT is placed with the SCHOOL in order to receive educational experience as part of the academic curriculum; duties performed by a STUDENT are not performed as an employee of the SCHOOL but rather in fulfillment of the academic requirements of the educational experience and are performed under direct supervision by SCHOOL personnel. Unless required by state law, the SCHOOL nor the UNIVERSITY is required to provide workers' compensation coverage for the STUDENTS participating in the educational experience. UNIVERSITY acknowledges that nothing in this Agreement shall be construed to confer any right upon the UNIVERSITY or UNIVERSITY personnel to participate in, control, or direct operations at the SCHOOL.
3. The SCHOOL shall timely notify the UNIVERSITY when any UNIVERSITY employee or STUDENT has been involved in a reported incident and the UNIVERSITY shall have the opportunity to participate in any on-going investigation and shall have access to any oral or written reports and any other documentation related to the reported incident within the guidelines of the FERPA.
4. This Agreement constitutes the entire agreement as to the rights and obligations of the parties hereto and supersedes all prior and contemporaneous agreements and undertaking of the parties pertaining to the referenced subject matter.
5. Amendments to this Agreement may be made at any time, provided, however, that any

amendments, modifications or alterations shall be made only in writing and shall become effective only upon the written approval of both the UNIVERSITY and the SCHOOL. The parties may assign this Agreement and any of its rights and/or obligations hereunder without the consent of the other party.

6. No waiver or breach of any term or provision of this Agreement shall be construed to be, nor shall be, a waiver of any other breach of this Agreement. No waiver shall be binding unless in writing signed by the party waiving the breach.
7. In the event that any provision of this Agreement shall be held void, voidable, or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.
8. This Agreement is not intended to create any rights or interests for any other person or entity other than the SCHOOL or the UNIVERSITY.
9. This Agreement will be governed by the laws of the State of California and shall in all respects be interpreted, enforced, and governed by California laws.
10. The SCHOOL and the UNIVERSITY may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. This Agreement may be executed by facsimile or PDF. Said facsimile or PDF shall be deemed an original and fully enforceable and admissible in any legal proceeding. Delivery of an executed counterpart signature page by facsimile or PDF is as effective as executing and delivering this Agreement in the presence of the other party to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each party to the other party(ies). In proving this Agreement, the SCHOOL or the UNIVERSITY must produce or account only for the executed counterpart of the party to be charged.
Notwithstanding the foregoing, the SCHOOL and the UNIVERSITY may consent to electronic signatures for the purpose of executing this Agreement by email or other electronic means, subject to compliance with any applicable laws, rules or regulations. Any such documents that are delivered electronically and accepted are deemed to be "in writing" to the same extent and with the same effect as if the Agreement had been signed manually. In no event will electronic execution expand such assent to include any terms other than those explicitly set for in this Agreement.
11. Criterion for the Selection of District-employed supervisors (DES)
The matching of student and District-employed supervisor (DES) must be a collaborative process between the SCHOOL AND UNIVERSITY.

The criterion for the selection of the DES is listed below:

1. DES holds a CLEAR Credential in the content area for which they are providing supervision
2. DES holds a minimum of five or more years of content area K-12 teaching experience.
3. DES must have demonstrated exemplary teaching practices, including excellence in: classroom management; student engagement; lesson planning, delivery, differentiation, and assessment; and mentorship of teachers and teacher candidates.
4. DES must be willing to model effective instructional practices and to guide, nurture, and provide daily feedback to our candidate
5. DES must allow the teacher candidate to complete state-mandated 4 weeks of solo teaching, and TPA assessment requirements, including video recording of students.

DES must complete the California Commission on Teacher Credentialing state required eight (8) hour training if they have not already met this requirement.

IX. DISPUTE RESOLUTION

1. In the event a controversy, claim or dispute (“Dispute”) arising out of or relating to this Agreement arises between the Parties, either Party may request by notice to the other Party that the dispute be escalated to the Parties’ respective senior management personnel. Upon request, each Party’s respective senior management personnel will conference by telephone or in person with the other Party’s senior management personnel within a reasonable period of time not to exceed fifteen (15) calendar days of such notice to determine if the dispute may be resolved. If such senior management personnel are unable to resolve the dispute within thirty (30) calendar days of such meeting, either Party may resort to alternate dispute resolution such as mediation or otherwise seek recourse from the courts. Either Party may seek injunctive or other urgent equitable relief at any time.

X. TERM AND NOTICE

1. This Agreement shall become effective on February 2nd, 2026 and shall remain in effect until terminated by either party in accordance with this section. Either party may terminate this Agreement without cause by giving thirty (30) days prior written notice to the other party of its intention to terminate. Notwithstanding any such termination, all STUDENTS already enrolled in and participating in education experiences at SCHOOL at the time of the notice of termination shall be given a period of time not to exceed six (6) months from the date of the notice of termination during which to complete their education experiences at SCHOOL.
2. Any notice given under this Agreement may be given by personal delivery, overnight air express, email, or certified United States mail. Notice shall be deemed to be given (a) upon actual receipt; (b) upon delivery confirmation if by email; or (c) five (5) business days after mailing, if the notice is by United States mail, return receipt requested. Notice under this Agreement shall be given to the parties at the following addresses or to such other persons or places as either party may from time to time designate by written notice to the other party.

If to the UNIVERSITY: University of Phoenix
College of Education
4035 S. Riverpoint Parkway
Phoenix, AZ 85040

With a copy to: University of Phoenix
University Legal Services
4035 S. Riverpoint Parkway
Phoenix, AZ 85040

If to the SCHOOL: Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

XI. Counterparts and Electronic Signatures

1. The Agency and the University may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. This Agreement may be executed electronically. An electronic signature shall be deemed an original and fully enforceable and admissible in any legal proceeding. Delivery of an executed counterpart signature page is an effective as executing and delivering this Agreement in the presence of the other party to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each party to the other party(ies). In proving this Agreement, the Agency or the University must produce or account only for the executed counterpart of the party to be charged.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first subscribed above.

UNIVERSITY:

SCHOOL:

Signature

Signature

Name

Name

Title

Title

Phone

Phone

Fax

E-mail address

E-mail address

Date

Date

EXHIBIT A

In accordance with Section II, paragraph 8, UNIVERSITY shall provide the following payment to SCHOOL upon completion of the STUDENT's assignment:

\$30.00/per week per student teaching assignment

9.2.3 ASSISTANT DIRECTOR OF BUSINESS SERVICES JOB DESCRIPTION

It is recommended the Board approve the updated job description for Assistant Director of Business Services.

PROPOSED ACTION: Approval by consent.

MOTION MADE BY: _____

SECONDED BY: _____

Enterprise Elementary School District Job Description

Job Title: Assistant Director of Business Services
Department: Business Services
Reports To: Chief Business Official and/or designee
Range: Range H – Classified Manager
Prepared By: Human Resources
Prepared Date: March 10, 2026
Approved By: Board of Trustees
Approved Date:

SUMMARY

Under the supervision of the Chief Business Official or designee, assists in the management of business office functions, including accounting, budgeting, payroll and purchasing; perform complex accounting, budgeting, and auditing duties; prepare reports and reimbursement claims; analyze and interpret financial data; assist in accounting systems design; assist in facility and maintenance projects; train, supervise, evaluate, and direct assigned staff; perform related work as required.

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

- Build and maintain positive relationships with other public officials, school employees, parents and students using effective verbal/non-verbal skills
- Maintain personal hygiene and wear appropriate attire for the position
- Work with others as a team in a fast paced environment
- Effectively use conflict resolution skills
- Effectively communicate problems that arise to supervisor
- Maintain a high level of confidentiality
- Assist in all phases of budget development and revision, including position budgeting, cash flow projections, multi-year projections, and the Standardized Account Code Structure (SACS) reporting
- Provide budget interpretation, including an ability to provide multi-year forecasting, budgetary modeling with “what-if” calculations, and evaluate trends in a District budget projection.
- Assist in all phases of year end closing, including SACS reporting
- Assist in developing and monitoring accounting procedures and policies
- Assist in monitoring transactions involving revolving cash and student body accounts
- Assist in planning and delivering training for district staff
- Assist in planning, coordinating, and facilitating audit activities with the District’s independent auditors
- Audit transactions and financial data including payroll and accounts payable
- Create and maintain all account numbers in compliance with the SACS
- May serve as District’s representative on county committees involving accounting systems or procedures

- Prepare a variety of accounting and financial entries, reports, cost analyses, fund and cash flow reports and forecasts
- Specialized duties require access to and possession of information relating to employer-employee relations; therefore, this is a Confidential position and not a part of the Classified Bargaining Unit.
- Use a variety of computer applications including spreadsheets, presentation software, word processing, data bases, email, various accounting applications, and the Internet
- Assist in all phases of development and implementation of partnerships and or JPA's formed with other districts and county offices.
- Assist in all phases of monitoring and evaluating the district's participation in various health plans, workers' compensation plans, and retirement plans.
- Assist in all phases of construction and facilities planning including various safety duties.
- Assist in, provide data for, and or present items to various committees inside and outside the District
- Travel may be required for attendance at professional development, assigned meetings, etc
- Perform other duties which reasonably relate to the position

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

SUPERVISORY RESPONSIBILITIES:

- Directly supervises and evaluates, in conjunction with the Chief Business Official, business services department personnel.

EDUCATION and/or EXPERIENCE

- Bachelor's degree from four-year college or university in business administration or related field and two (2) years directly related experience
- Three (3) years experience supervising members of a team/department preferred

LANGUAGE SKILLS

- Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public.

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.

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 and talk or hear. The employee frequently is required to use hands to finger, handle, or feel and reach with hands and arms. The employee is occasionally required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

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

The noise level in the work environment is usually quiet to moderate.

Superintendent

Date

Board Approval (Clerk)

Date

9.2.4 EMPLOYMENT

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

Classified

Name	Site	Position	FTE
Alyssa Utter	TBD	Teacher	1.0
Kylee Wagner	TBD	Teacher	1.0
Kassidy Stover	TBD	Teacher	1.0
Caroline Hixon	TBD	Teacher	1.0
Kate Northcote	TBD	Teacher	1.0

Classified

Name	Site	Position	Hours
Amanda Moore	BC	Behavior Tech Aide	5.92
Kristin Songer	BC	CIA Aide	3.67
Justine Fruits	BC	Expand Group Leader	6.0
Nola Moebes (Change in class/Increase in hours from 7.5)	PJH	Lead Cook	8.0
Mary Manley (Change in class/Increase in hours from 5.5)	SM	Expand Site Facilitator	7.0

Proposed Action: Approval.

MOTION MADE BY: _____
SECONDED BY: _____

9.2.5 ADOPT RESOLUTION #2608, CALIFORNIA DAY OF THE TEACHER

It is recommended that Resolution #2608, California Day of the Teacher, be adopted in recognition of the dedication of our teaching staff.

Proposed Action: Adoption.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT RESOLUTION #2608

Proclamation of May 13, 2026, as California Day of the Teacher

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Enterprise Elementary School
District hereby recognizes the contribution of the District's teachers,
hereby proclaims May 13, 2026, as the "California Day of the Teacher"
in the Enterprise Elementary School District, and urges all citizens to
observe this day by taking time to remember and honor those who give
the gift of knowledge through teaching.

ADOPTED by the Enterprise Elementary School District Board of Education, this first
day of April 2026.

President, Board of Trustees

Superintendent

9.2.6 ADOPT RESOLUTION #2609, CLASSIFIED SCHOOL EMPLOYEE WEEK

It is recommended that Resolution #2609, Classified School Employee Week, be adopted in recognition of the dedication of our classified staff.

Proposed Action: Adoption.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT RESOLUTION #2609

Proclamation of May 17-23, 2026 as Classified School Employee Week

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Enterprise Elementary School District hereby recognizes and wishes to honor the contribution of the classified school employees to quality education in the State of California and in the Enterprise Elementary School District, and hereby proclaims the week of May 17-23, 2026, as “Classified School Employee Week” in the Enterprise Elementary School District.

ADOPTED by the Enterprise Elementary School District Board of Education, this first day of April 2026.

President, Board of Trustees

Superintendent

9.3.1 TRIP REQUESTS

None at the time the agenda was printed.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____

9.3.2 SCHOOL PLANS FOR STUDENT ACHIEVEMENT

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

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alta Mesa Elementary School	45699716050215	March 12, 2026	April 1, 2026

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Overall chronic absenteeism were in the orange on the 2025 CA Dashboard, although there was a slight increase of .8%, 12.7% to 13.5%, resulting from yellow to orange. To address this area of need Alta Mesa is using our Community Connector to support families and administration is making SART calls.

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

Students with Disabilities were in the red on the 2025 CA Dashboard for math. Two or more races students were in the orange on the 2025 CA Dashboard for suspensions. For suspension, Alta Mesa is using restorative practices and other means of correction to support this area of need. To address the need of math instruction for students with disabilities Alta Mesa has increased push-in aide support.

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Boulder Creek Elementary School	45 69971 6111470	March 24, 2026	April 1, 2026

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

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

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

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

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

Schoolwide Program

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

Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our school site's Leadership Team is involved in the review of all educational partner's (student, staff, and parent) data previous year's goals. They also consider input provided by School Site Council (SSC) as well as the school's English Language Advisory Committee (ELAC). The Leadership Team then drafts new goals and strategies for the new SPSA for the School Site Council to consider. The School Site Council (SSC) analyzed the data, including the academic performance of all student groups, and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, on March 24, 2026 the School Site Council approved and adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting standards. The plan was submitted to the School District Board for approval.

Resource Inequities

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Students with Disabilities are in the "red" in math performance.

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

Students with Disabilities, Two or More Races and Hispanic were in the "Orange" on the 2025 California Dashboard for suspension. Asian subgroup was in the orange for chronic absenteeism. We will continue with Boulder Creek's alternative means of suspension practices and as well as incentives for absenteeism.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School Year: 2025-26



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lassen View Elementary School	45 69971 6050223	March 10, 2026	April 1, 2026

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

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

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

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

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

Schoolwide Program

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

Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Lassen View Elementary School Site Council meets 3 times per year. The following is discussed over the course of the three meetings: annual school goals, Parent Involvement Policy, the SPSA, the school safety plan, and a discussion to analyze survey data from parents, staff, and students. Lassen View's School Site Council is made up of both classified and certificated staff, parents, community members, and administration. In addition to the Site Council, input is received from Lassen View's English Learner community, and monthly Parent Club meetings.

Resource Inequities

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

n/a

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

In 2025, Lassen View's suspension rate was 4.5%, representing an increase from 3.0% in the prior year (in orange). This upward trend indicates a need for focused attention on student behavior supports, restorative practices, and proactive social-emotional learning structures to ensure students remain engaged in instruction and connected to school.

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

n/a

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

n/a

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mistletoe School	Elementary	45 69971 6050231	1/22/2026	4/1/2026

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

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

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

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

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

Schoolwide Program

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

Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) was reviewed and updated with the School Site Council, the SSC met on January 22, 2026 to review and approve the plan. The SPSA was shared with all of the Mistletoe staff. The School Site Council is a governing board who plans and reviews site goals for student achievements.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Overall the Math scores on the California School Dashboard were in the yellow due to an increase of 7.4 points.

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

Students with disabilities (SWD) were orange on the 2025 CA Dashboard in English Language Arts and red in Math. This year Mistletoe School has been focusing on aligning interventions and increasing inclusion with general education and special education.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Other needs from data identified (i.e., BPST, STAR, i-Ready, IXL) is an increase in Math scores and English Language Arts scores.

School Year: 2025-26



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
PACE Academy	45699716114334	March 23, 2026	April 1, 2026

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

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

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

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

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

Schoolwide Program

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

Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In August the PACE Academy Leadership Team met and discussed goals and plans for the SPSA. Administration meets parents individually and shared the SPSA and answered questions. Site Council and leadership team met and approved the SPSA in December of 2025.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Overall in the area of suspensions have decreased 15.8% from the prior school school year.

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

Students with Disabilities in red is an area of need and has increased 2.8 percent. Continued restorative justice and other means of correctional are being practiced school wide to decrease suspensions.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Attendance is still an area of need for students of disabilities but is being attended to by offering attendance incentives and family involvement.

School Year: 2025-26



School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Parsons School	Junior	High	45-6050249	3/24/26	4/1/26

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

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

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

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

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

Schoolwide Program

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

Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school lighthouse team meets monthly to develop and review progress toward goals. The lighthouse team works with the staff to implement strategies to meet our goals. The school site council met on 10/1/25, 1/21/26, and 03/24/26 to conduct a needs assessment and to develop, review, and submit the SPSA, taking into consideration the goals set by the lighthouse team. The school site council met and agreed to accept the SPSA.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension data reflects an increase in 2.3% from the previous year.

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

English Learners were red on the 2025 CA Dashboard for Mathematics with a decrease of 10.4 DFS points. An additional teacher has taken on a period of ELD to decrease class sizes.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In reference to beginning of the year IXL Diagnostic testing to the end of T1 in Math and English for 2024 and 2025, there is an increase in both. Math went from the beginning of the year average of 4.9 to 5.1 and English increased from 5.1 to 5.7.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Parsons Junior High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.07%	2.42%	2.11%	10	12	11
African American	2.9%	3.64%	3.07%	14	18	16
Asian	11.39%	12.32%	12.45%	55	61	65
Filipino	0.41%	0.81%	0.57%	2	4	3
Hispanic/Latino	23.4%	22.02%	25.86%	113	109	135
Pacific Islander	1.24%	0.40%	0.19%	6	2	1
White	44.72%	46.06%	43.10%	216	228	225
Two or More Races	13.46%	11.31%	11.69%	65	56	61
Not Reported	0.41%	1.01%	0.96%	2	5	5
Total Enrollment				483	495	522

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	163	181	171
Grade 7	151	165	183
Grade 8	169	149	168
Total Enrollment	483	495	522

Conclusions based on this data:

1. Parsons JH has experienced an incline of enrollment for the first time in the previous 3 years.
2. There has been no significant shift in the percentages of subgroups by race.

School Year: 2025-26



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redding Collegiate Academy	45699710135848	3/24/2026	April 1, 2026

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

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

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

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

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

Schoolwide Program

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

Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

How, when, and with whom did Redding Collegiate Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Qualitative data (sharing of ideas during staff collaboration, student input, parent input, Leader in Me: Measurable Results Assessment) and quantitative data from CAASPP from the prior school year and IXL assessment data is shared with staff, parents, and SSC. Stakeholders input is documented in our collaboration notes, surveys, and SSC minutes.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

RCA has no indicator in "Red" or "Orange," due to the growth in ELA and Math. ELA was Blue, with students scoring 16.6 points above standard, increasing 28.1 points from the prior year. Math was Yellow, with students scoring 50.3 points below standard, increasing 40.3 points from the prior year

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

No student groups met the criteria of being two or more performance levels below the "All Students" performance on any state indicator.

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rother Elementary School	45 69971 6050256	3-23-2026	4-01-2026

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

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

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

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

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement was reviewed by our site council on 3-23-26. Site Council Meetings 09/29/25, 1/12/26 ELAC Meeting 9/12/25 Lighthouse Team Meetings: 09/08/25, 10/20/25, 12/01/25, 2/01/26

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Rother students were classified as orange on the 2025 CA Dashboard for Chronic Absenteeism.

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

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Other needs from data identified for pupils from EPIC, STAR, I Ready data and district assessments include improving foundational skills in both reading and math.

School Year: 2025-26



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Shasta Meadows Elementary School	45 69971 6050264	03-17-2026	04-01-2026

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

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

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

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

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

Schoolwide Program

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

Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA has been developed with input and involvement from several educational partner groups. First, the Site Administrator met with the school's lighthouse team which is comprised of certificated and classified staff members who reviewed performance data from spring 2025 along with previous years' goals and action steps to develop a new plan for the current year. Later, this process was repeated with the School Site Council. Additionally, surveys were extended to parents, students, and staff to solicit feedback and input from these educational partners as well. Finally, all input and analysis were synthesized into the writing of the final plan which was approved by the School Site Council and submitted to the School Board.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism was in Orange on the 2025 CA Dashboard due to there being no change from 2024. Supportive interventions include the development of a nurturing school culture, the use of real-time data and tracking to identify patterns and intervene promptly, and community-based, wraparound supports for families.

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

No student groups were two or more performance levels below the "all student" performance in ELA, Math, or Science.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

9.3.3 APPROVE UPDATED MASTER PLAN FOR ENGLISH LEARNERS

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

PROPOSED ACTION: Approval.

MOTION MADE BY: _____

SECONDED BY: _____



Enterprise Elementary School District



MASTER PLAN FOR ENGLISH LEARNERS

DELAC Approved 3/26/26

Board Approved

Introduction

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

Mission

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

Our Rationale

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

Core Strategy

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

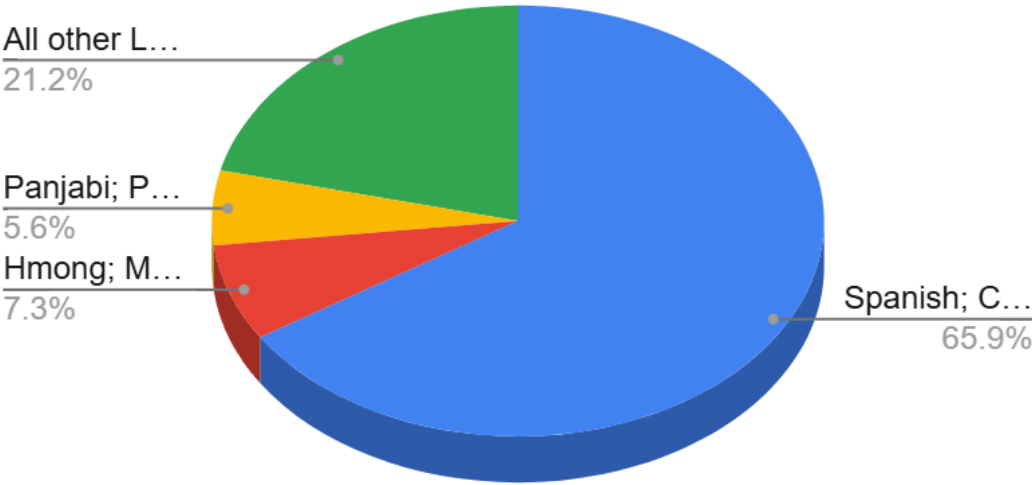
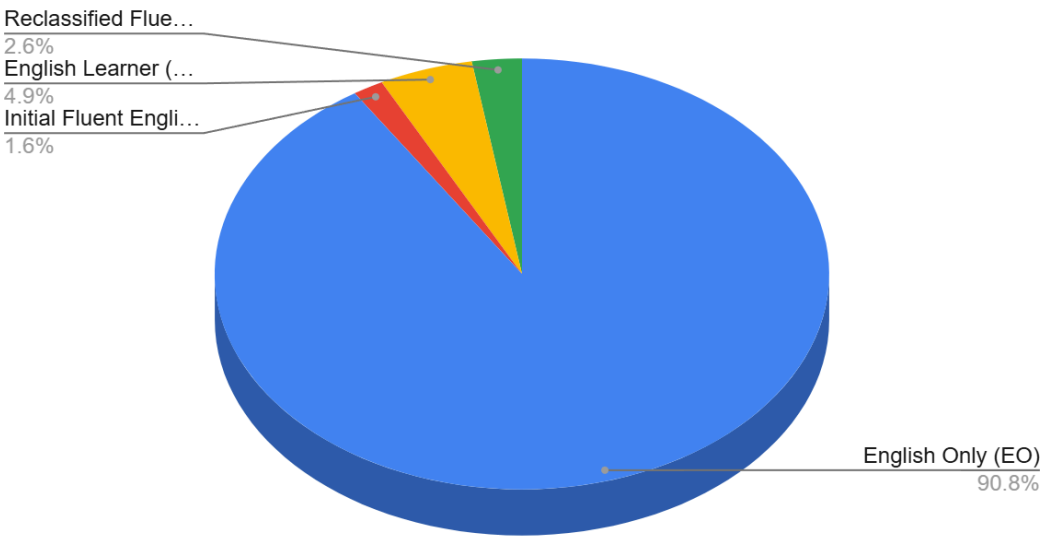
Master Plan for English Learners Goals

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

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

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

Enterprise Elementary School District Data (from 2024-2025 data)



9.3.4 PROP 28 ARTS AND MUSIC PLANS

Prop 28 Arts and Music plans for each school site and preschool will be shared.

It is recommended that the Board approve the Prop 28 Arts and Music plans.

PROPOSED ACTION: APPROVAL

MOTION MADE BY: _____

SECONDED BY: _____

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	Preschool
Allocation:	27575

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	
2xxx	Classified Salaries	15442
3xxx	Benefits	6618
4xxx	Materials & Supplies	5515
5xxx	Services & Other Operating Expenses	
Total:		\$27575

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

All three preschools plan to have guest teachers provide art and music lessons to preschool students. Materials and supplies will be purchased.

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	Alta Mesa Elementary School
Allocation:	59659

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	33409
2xxx	Classified Salaries	0
3xxx	Benefits	14318
4xxx	Materials & Supplies	11932
5xxx	Services & Other Operating Expenses	
Total:		\$59659

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other other EESD schools, Alta Mesa will hire a roving art teacher to serve students. Materials and supplies needed for these new art will be purchased. Art Curriculum (The Art of Education) will be purchased for the art teacher. Art Supplies will be purchased for classrooms. Position for a music teacher has not been filled due to lack of qualified candidates.

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	Boulder Creek Elementary School
Allocation:	141939

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	79486
2xxx	Classified Salaries	
3xxx	Benefits	34065
4xxx	Materials & Supplies	28388
5xxx	Services & Other Operating Expenses	
Total:		\$141939

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Boulder Creek hired a part-time music teacher to serve junior high and upper elementary. Supplies and instruments will be purchased. Guest choreographer stipends will be provided for dance performance groups. Art will be provided as an elective option for jr. high. Art Supplies will be purchased for classrooms. Materials and supplies will also be purchased for these new art lessons.

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	Lassen View Elementary School
Allocation:	82891

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	46419
2xxx	Classified Salaries	0
3xxx	Benefits	19894
4xxx	Materials & Supplies	16578
5xxx	Services & Other Operating Expenses	0
Total:		\$82891

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other other EESD schools, Lassen View will hire a roving art teacher to serve students. Materials and supplies needed for these new art will be purchased. Art Curriculum (The Art of Education) will be purchased for the art teacher. Art Supplies will be purchased for classrooms. Position for a music teacher has not been filled due to lack of qualified candidates.

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	Mistletoe Elementary School
Allocation:	125712

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	70399
2xxx	Classified Salaries	0
3xxx	Benefits	30171
4xxx	Materials & Supplies	25142
5xxx	Services & Other Operating Expenses	0
Total:		\$125712

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Mistletoe hired a music teacher to serve junior high and upper elementary. Supplies and instruments will be purchased. Guest choreographer stipends will be provided for dance performance groups. Art will be provided as an elective option for jr. high. Art Supplies will be purchased for classrooms. Materials and supplies will also be purchased for these new art lessons.

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	PACE Academy
Allocation:	8664

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	4852
2xxx	Classified Salaries	0
3xxx	Benefits	2079
4xxx	Materials & Supplies	1733
5xxx	Services & Other Operating Expenses	0
Total:		\$8664

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other other EESD schools, we will hire a roving art teacher to serve PACE students. Materials and supplies will also be purchased for these new art lessons. Art Supplies will be purchased for classrooms.

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	Parsons Junior High School
Allocation:	99690

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	69783
2xxx	Classified Salaries	0
3xxx	Benefits	29907
4xxx	Materials & Supplies	0
5xxx	Services & Other Operating Expenses	0
Total:		\$99690

		Requirements
Salary budget:	100%	80% Minimum
Non-salary budget:	0%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Parsons will provide art electives. Art Supplies will be purchased for these classes. Guest choreographer stipends will be provided for dance performance groups. Art curriculum (The Art of Education) will be purchased. Instruments and funds will be given to music teachers to purchase sheet music.

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	Redding Collegiate Academy
Allocation:	37980

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	21269
2xxx	Classified Salaries	
3xxx	Benefits	9115
4xxx	Materials & Supplies	7596
5xxx	Services & Other Operating Expenses	
Total:		\$37980

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Redding Collegiate Academy plans to provide an extra art electives for high school. RCA will purchase supplies for art, as well as pay for music, dance, and art lessons from outside contractors.

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	Rother Elementary School
Allocation:	54393

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	30460
2xxx	Classified Salaries	0
3xxx	Benefits	13054
4xxx	Materials & Supplies	10879
5xxx	Services & Other Operating Expenses	0
Total:		\$54393

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other other EESD schools, Rother will hire a roving art teacher to serve students. Materials and supplies needed for these new art will be purchased. Art Curriculum (The Art of Education) will be purchased for the art teacher. Art Supplies will be purchased for classrooms. Position for a music teacher has not been filled due to lack of qualified candidates.

Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site:	Shasta Meadows Elementary School
Allocation:	61383

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	34374
2xxx	Classified Salaries	0
3xxx	Benefits	14732
4xxx	Materials & Supplies	12277
5xxx	Services & Other Operating Expenses	0
Total:		\$61383

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other other EESD schools, Shasta Meadows will hire a roving art teacher to serve students. Materials and supplies needed for these new art will be purchased. Art Curriculum (The Art of Education) will be purchased for the art teacher. Art Supplies will be purchased for classrooms. Position for a music teacher has not been filled due to lack of qualified candidates.

9.4.1 WARRANT LISTINGS

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

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

PROPOSED ACTION: Approval by consent.

MOTION MADE BY: _____

SECONDED BY: _____

9.4.2 ADOPT RESOLUTION 2611, DEVELOPER FEE INCREASE

The attached memorandum from Deborah William, CBO, provides information on the developer fee increase. Due to the length of the documents, only the first few pages are included in the agenda. The documents, in their entirety, are available to be viewed at the District Office during regular business hours.

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

Proposed Action: Adoption.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: March 21, 2026

TO: Heather Armelino, Superintendent

FROM: Deborah Williams, Chief Business Official

RE: Developer Fee Increase

Heather, at the January 2026 meeting, the State Allocation Board approved an adjustment to the maximum developer fee rate required by Government Code Section 65995. The amount of the adjustment is determined by the change in the Class B construction index resulting in the following adjustments:

	2024 Maximum Fee	2026 Maximum Fee
Residential	\$5.17	\$5.38
Commercial	\$0.84	\$0.87

A comprehensive Developer Fee Justification Study has been performed by Jack Schreder and Associates in February of this year which shows that the increase in fees is justified for the district and that the required criteria have been met. This document has been available for review in the district office since February 10, 2026. At least 10 days prior to this board meeting, a newspaper notice announcing the public hearing was published in a paper of general circulation.

Please place this as a Business, Action item on the April 1, 2026 Board Agenda. As always, **time must be allowed for a Public Hearing** to receive any comments on this proposed increase.

Following this hearing, it is requested that the Board adopt the attached resolution #2611 increasing the maximum rate for residential developer fees from \$5.17 to \$5.38 and increasing commercial developer fees from \$0.84 to \$0.87 with the exception of mini storage. The mini storage category of construction should be collected at a rate of \$0.11 per square foot. This will be effective July 1, 2026 and the board should direct the superintendent to file a Notice of Exemption from the California Environmental Quality Act.

RESOLUTION NO. 2611 (April 1, 2026, Regular Meeting)
A RESOLUTION OF THE GOVERNING BOARD OF THE
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY
GOVERNMENT CODE SECTION 65995 (b) 3

WHEREAS, Statute AB 2926 (Chapter 887/Statutes of 1986) authorizes the governing board of any school district to levy a fee, charge, dedication or other form of requirement against any development project for the reconstruction of school facilities; and,

WHEREAS, Government Code Section 65995 establishes a maximum amount of fee that may be charged against such development projects and authorizes the maximum amount set forth in said section to be adjusted for inflation every two years as set forth in the state-wide cost index for Class B construction as determined by the State Allocation Board at its January meeting; and,

WHEREAS, at its January 28, 2026, meeting, the State Allocation Board approved the maximum fee authorized by Education Code Section 17620 to \$5.38 per square foot of residential construction described in Government Code Section 65995(b)(1) and \$0.87 per square foot against commercial/industrial construction described in Government Code Section 65995(b)(2); and,

WHEREAS, The Enterprise Elementary School District shares developer fees with the Shasta Union High School District. The High School District collects 40 percent of the Level I Fee and the Enterprise Elementary School District collects 60 percent of the Level I Fee.

WHEREAS, if the Shasta Union High School District chooses to collect no fees or less than their share of \$5.38, the Enterprise Elementary School District may collect their portion of the fee up to \$5.38. Fees collected between the two districts may not exceed the Level I statutory fee of \$5.38.

WHEREAS, the purpose of this Resolution is to approve and adopt fees on residential projects in the amount of \$3.23 (60 percent of \$5.38) per square foot as authorized by Education Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on commercial/industrial development projects in the amount of \$0.52 (60 percent of \$0.87) per square foot as described in Government Code Section 65995(b)(2). The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.52 (60 percent of \$0.87) per square foot commercial/industrial justification and should be collected at the justified rate of \$0.11 per square foot.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of the Enterprise Elementary School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled April 1, 2026, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 66016, and a notice, including a statement that the data required by Government Code Section 66016 was available, was mailed at least 14 days prior to the meeting to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees or service charges within the period specified by law. Additionally, at least 10 days prior to the meeting, the District made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Developer Fee Implementation Study dated February 10, 2026 (hereinafter referred to as the "Plan") and which formed the basis for the action taken pursuant to this Resolution.

2. Findings. The Board has reviewed the Plan as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the following findings:
 - A. Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or industrial construction will increase the need for reconstruction of school facilities.
 - B. Without reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;
 - C. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;
 - D. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the reconstruction of school facilities as identified in the Plan;
 - E. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;
 - F. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for reconstructed school facilities created by the types of development projects on which the fees are imposed;
 - G. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;
 - H. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for reconstructed school facilities caused by the development;
 - I. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a reconstruction schedule and/or to reimburse the District for expenditures previously made.
3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of \$3.23 (60 percent of \$5.38) per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of \$0.52 (60 percent of \$0.87) per square foot for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.52 (60 percent of \$0.87) per square foot commercial/industrial justification and should be collected at the justified rate of \$0.11 per square foot.
4. Fee Adjustments and Limitation. The fees adjusted herewith shall be subject to the following:
 - A. The amount of the District's fees as authorized by Education Code Section 17620 shall be reviewed every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.

- B. Any development project for which a final map was approved, and construction had commenced on or before September 1, 1986, is subject only to the fee, charge, dedication or other form of requirement in existence on that date and applicable to the project.
- C. The term "development project" as used herein is as defined by Section 65928 of the Government Code.
- 5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.
- 6. Implementation. For residential and commercial/industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.
- 7. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).
- 8. Commencement Date. The effective date of this Resolution shall be May 31, 2026, which is 60 days following its adoption by the Board.
- 9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Shasta County and to the Planning Commission and City Council of the City of Redding.
- 10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Enterprise Elementary School District this 1st day of April 2026, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Enterprise Elementary School District

ATTEST:

Secretary, Governing Board
Enterprise Elementary School District



Level I Developer Fee Study for Enterprise Elementary School District

February 10, 2026

Heather Armelino, Superintendent

Board of Trustees

Troy Wright, President
Bonnie Hyatt, Clerk
Andrew Shaddix, Member
Robin Littau, Member
Gloria Valles, Member

Prepared by:

Jack Schreder & Associates, Inc.



4094 C Street
Sacramento, CA 95819
916-441-0986

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EXECUTIVE SUMMARY

- Education Code Section 17620 authorizes school districts to levy a fee, charge, dedication, or other form of requirement against any development project for the construction or modernization of school facilities, provided the District can show justification for levying of fees.
- In January 2026, the State Allocation Board's biennial inflation adjustment changed the fee to \$5.38 per square foot for residential construction and \$0.87 per square foot for commercial/industrial construction.
- The Enterprise Elementary School District shares developer fees with the Shasta Union High School District. The High School District collects 40 percent of the Level I Fee, and the Enterprise Elementary School District collects 60 percent of the Level I Fee.
- The Enterprise Elementary School District is justified in collecting \$3.23 (60 percent of \$5.38) per square foot of residential construction and \$0.52 (60 percent of \$0.87) per square foot of commercial/industrial construction, with the exception of mini storage. The mini storage category of construction should be collected at a rate of \$0.11 per square foot.
- In general, it is fiscally more prudent to extend the useful life of an existing facility than to construct new facilities when possible. The cost to modernize facilities is approximately 41.1 percent of the cost to construct new facilities.
- The residential justification is based on the Enterprise Elementary School District's projected modernization need of \$4,665,375 for students generated from residential development over the next 25 years and the projected residential square footage of 495,000.
- Based on the modernization need for students generated from projected residential development and the projected residential square footage, each square foot of residential construction will create a school facilities cost of \$9.43 (\$4,665,375/495,000).

- Each square foot of commercial/industrial construction will create a school facilities cost ranging from \$0.11 to \$9.73 per square foot of new commercial/industrial construction.
- For both residential and commercial/industrial development, the fees authorized by Government Code section 65995 are justified.

SCHOOL DISTRICT BACKGROUND

The Enterprise Elementary School District (EESD) serves approximately 3,670 students in transitional kindergarten through eighth grade. The majority of students identify as White (approximately 53%), and approximately 21% identify as Hispanic or Latino, with a small portion of other ethnic groups. The majority of students (approximately 70%) meet the criteria for socioeconomically disadvantaged.

According to the Local Control Accountability Plan (LCAP), Enterprise Elementary School District (EESD) is located on the east side of Redding, California, and is the largest elementary school district in Shasta County. EESD provides comprehensive educational services designed to support student success from early childhood through middle school. The district emphasizes rigorous and relevant academics, positive school climates, and preparation for future academic and career pathways. EESD schools have received state and national recognition for academic achievement and school quality. Guided by its vision to empower every child, every day to create a better world, Enterprise Elementary School District prioritizes equitable access to educational programs, student support services, and instructional practices that address the academic, social, and developmental needs of its students. EESD continues to support PACE Academy by providing targeted interventions and resources designed to meet the academic and social-emotional needs of students.

INTRODUCTION

In September 1986, the Governor signed into law Assembly Bill 2926 (Chapter 887/Statutes 1986) which granted school district governing boards the authority to impose developer fees. This authority is codified in Education Code Section 17620 which states in part "...the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or modernization of school facilities."

The Level I fee that can be levied is adjusted every two years according to the inflation rate, as listed by the state-wide index for Class B construction set by the State Allocation Board. In January of 1992, the State Allocation Board increased the Level I fee to \$1.65 per square foot for residential construction and \$0.27 per square foot for commercial/industrial construction.

Senate Bill 1287 (Chapter 1354/Statutes of 1992) effective January 1, 1993, affected the facility mitigation requirements a school district could impose on developers. Senate Bill 1287 allowed school districts to levy an additional \$1.00 per square foot of residential construction (Government Code Section 65995.3). The authority to levy the additional \$1.00 was rescinded by the failure of Proposition 170 on the November 1993 ballot.

In January 1994, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.72 per square foot for residential construction and \$0.28 per square foot for commercial/industrial construction.

In January 1996, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.84 per square foot for residential construction and \$0.30 per square foot for commercial/industrial construction.

In January 1998, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.93 per square foot for residential construction and \$0.31 per square foot for commercial/industrial construction.

In January 2000, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.05 per square foot for residential construction and \$0.33 per square foot for commercial/industrial construction.

In January 2002, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.14 per square foot for residential construction and \$0.36 per square foot for commercial/industrial construction.

In January 2004, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.24 per square foot for residential construction and \$0.41 per square foot for commercial/industrial construction.

In January 2006, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.63 per square foot for residential construction and \$0.42 per square foot for commercial/industrial construction.

In January 2008, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction.

In January 2010, the State Allocation Board's biennial inflation adjustment maintained the fee at \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction.

In January 2012, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.20 per square foot for residential construction and \$0.51 per square foot for commercial/industrial construction.

In January 2014, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.36 per square foot for residential construction and \$0.54 per square foot for commercial/industrial construction.

In February 2016, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.48 per square foot for residential construction and \$0.56 per square foot for commercial/industrial construction.

In January 2018, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.79 per square foot for residential construction and \$0.61 per square foot for commercial/industrial construction.

In January 2020, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.08 per square foot for residential construction and \$0.66 per square foot for commercial/industrial construction.

In February 2022, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.79 per square foot for residential construction and \$0.78 per square foot for commercial/industrial construction.

In January 2024, the State Allocation Board's biennial inflation adjustment changed the fee to \$5.17 per square foot for residential construction and \$0.84 per square foot for commercial/industrial construction.

In January 2026, the State Allocation Board's biennial inflation adjustment changed the fee to \$5.38 per square foot for residential construction and \$0.87 per square foot for commercial/industrial construction.

The next adjustment to the fee will occur at the January 2028 State Allocation Board meeting.

In order to levy a fee, a district must make a finding that the fee to be paid bears a reasonable relationship and be limited to the needs of the community for elementary or high school facilities and be reasonably related to the need for schools caused by the development. Fees are different from taxes and do not require a vote of the electorate. Fees may be used only for specific purposes and there must be a reasonable relationship between the levying of fees and the impact created by development.

In accordance with the recent decision in the Cresta Bella LP v. Poway Unified School District, 218 Cal. App.4th 438(2013) court case, school districts are now required to demonstrate that reconstruction projects will generate an increase in the student population thereby creating an impact on the school district's facilities. School districts

must establish a reasonable relationship between an increase in student facilities needs and the reconstruction project in order to levy developer fees.

Purpose of Study

This study will demonstrate the relationship between residential and commercial/industrial growth and the need for the modernization of school facilities in the Enterprise Elementary School District.

SECTION I: DEVELOPER FEE JUSTIFICATION

Developer fee law requires that before fees can be levied a district must find that justification exists for the fee. Government Code Section 66001 (g) states that a fee shall not include the costs attributable to existing deficiencies in public facilities but may include the costs attributable to the increased demand for public facilities reasonably related to the development project in order to refurbish existing facilities to maintain the existing level of service or achieve an adopted level of service that is consistent with a general plan. This section of the study will show that justification does exist for levying developer fees in the Enterprise Elementary School District.

Facilities Capacity

The District's capacity is adequate to house the District's current student population. Facility needs exist regardless of the availability of capacity to house student enrollments, inclusive of student enrollment generated from new development. New students generated from future development will create a burden on existing school facilities. Capital improvements, including upgrades or the replacement of existing facilities with new facilities for their continued long-term use, are necessary to adequately house future enrollment growth at all school levels.

The District's current total student capacity will diminish over time if the District does not modernize its facilities. Without modernization of aging buildings, some facilities will become unavailable, which will decrease the District's total student capacity. New development in the District necessitates that modernization occur in order to continue to have available school housing for newly generated students. As part of

10. PLANNING MATTERS

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

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

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

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

Proposed Action: To Be Determined

11. CLOSING

11.1 Items from the Floor

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

11.2 Future Meeting Dates

May 27, 2026 - Regular Board Meeting at Mistletoe School in the Gym, 4:00 p.m. (Open Session)

11.3 Other Important Dates

Open House Dates

May 19	Lassen View	4:45 Food 5:00 Classrooms open
	Mistletoe	5:30 Food 6:00 Classrooms open
	PACE	3:00 Classrooms open & Ice Cream in the office
May 20	Boulder Creek	5:30 Food 6:00 Classrooms open
	Rother	4:30 Food 5:00 Classrooms open
May 21	Alta Mesa	5:30 Food 6:00 Classrooms Open
	Shasta Meadows	5:00 Food 6:00 Classrooms Open
May 28	Parsons	5:30 Food 6:00 Classrooms Open

Graduation Dates

June 2	Mistletoe	6:00 pm	EHS
	PACE	10:00 am	PACE Academy
June 3	Boulder Creek	6:00 pm	Simpson
June 4	Parsons	6:00 pm	Civic Center
June 5	RCA 8th	9:30 am	David Marr Theater
	RCA 12th	11:00 am	

11.4 Adjournment to Closed Session

12. CLOSED SESSION

- a. PUBLIC EMPLOYMENT: Teacher, Behavior Tech Aide, CIA Aide, EXPAND Group Leader, Lead Cook, EXPAND Site Facilitator. [GC § 54957]
- b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Leave of Absence Request: Employee #491203. [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