



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 Mistletoe Lane, Redding, California 96002

Regular Meeting of the Governing Board

1225 Mistletoe Lane (Mistletoe Gym)

Wednesday, May 27, 2026, 4:00 p.m. (OPEN SESSION)

OUR DISTRICT GOALS

ENHANCE

student learning options
and enrich communication

MEET

the social and emotional
needs of students

HIRE AND RETAIN

the best

PROVIDE

safe, adequate, and secure
operations

OUR GOVERNING BOARD

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** (3:30 P.M.)
2. **OPPORTUNITY FOR PUBLIC COMMENT ON CLOSED SESSION ITEMS**
3. **ADJOURNMENT TO CLOSED SESSION** Consider/Act upon:
 - a. PUBLIC EMPLOYMENT: Assistant Principal, Director of Special Education, Assistant Director of Business Services, Director of Facilities, Teacher, Special Ed Aide, Program Assistant, CIA Aide, Clerk I, Bus Driver/GDA, EXPAND Group Leader, Behavior Tech Aide, Cook, Library Specialist. [GC § 54957]
 - b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Classified Probationary Release: Employees #492974 and #492276. Resolution #2616 Non-Reelection-Probationary Teacher. [GC § 54957]
 - c. LABOR NEGOTIATIONS: [GC § 54957.6]
 - d. LITIGATION: [GC § 54956.9]
4. **RECONVENE TO OPEN SESSION** (4:00 P.M.)
5. **PLEDGE OF ALLEGIANCE**
6. **APPROVE AGENDA ORDER AND CONSENT AGENDA**
7. **(C) APPROVE APRIL 1, 2026 REGULAR BOARD MEETING MINUTES**
8. **REPORTS AND PUBLIC FORUM**
 - 8.1 **REPORTS**
 - 8.1.1 Recognition and Reception
 - 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 Wellness Committee Progress Report
 - 8.3.2 Bond Refunding Report
 - 8.3.3 California Community Schools Partnership Program Implementation Plans
 - 8.4 **INSTRUCTION REPORTS**
 - 8.4.1 Conference and Staff Development Report
 - (PH) 8.4.2 2026 District LCAP and Public Hearing
 - (PH) 8.4.3 2026 RCA LCAP and Public Hearing
 - 8.5 **BUSINESS REPORTS**
 - 8.5.1 Financial Report
 - 8.5.2 Enrollment Report
 - (PH) 8.5.3 2026/2027 Budget Report
9. **ACTION ITEMS**
 - 9.1 **ADMINISTRATIVE ACTION**
 - 9.1.1 Adopt New or Updated Board Policies and Board Bylaws
 - 9.2 **HUMAN RESOURCES ACTION**
 - (C) 9.2.1 Resignations
 - (C) 9.2.2 University Agreements

- 9.2.3 Approve Employment
- 9.2.4 Declaration of Need 2026-2027
- (PH) 9.2.5 EETA Sunshine Items to the District
- 9.2.6 EETA MOU Case Carrier
- 9.3 **INSTRUCTION ACTION**
 - 9.3.1 Approve Trip Request
 - 9.3.2 Approve Preschool Handbook
 - 9.3.3 Approve Preschool Program Self-Evaluation
- 9.4 **BUSINESS ACTION**
 - (C) 9.4.1 Approve Warrant Listings
 - (PH) 9.4.2 Adopt Resolution #2611, Developer Fee Increase
 - 9.4.3 Construction Contract for Boulder Creek Music Classroom
 - 9.4.4 Resolution #2612, Project and Design Authorization for Alta Mesa Playground Renovation
 - 9.4.5 Approve J-13A Request for Allowance of Attendance Due to Emergency Conditions
- 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: Assistant Principal, Director of Special Education, Assistant Director of Business Services, Director of Facilities, Teacher, Special Ed Aide, Program Assistant, CIA Aide, Clerk I, Bus Driver/GDA, EXPAND Group Leader, Behavior Tech Aide, Cook, Library Specialist. [GC § 54957]
 - b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Classified Probationary Release: Employees #492974 and #492276. Resolution #2616 Non-Reelection-Probationary Teacher. [GC § 54957]
 - c. LABOR NEGOTIATIONS: [GC § 54957.6]
 - d. LITIGATION: [GC § 54956.9]
- 13. **RECONVENE OPEN SESSION AND REPORT OF ACTION TAKEN IN CLOSED SESSION**
- 14. **ADJOURNMENT**

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

Heather Armelino
Superintendent and Secretary to the Board

6. ESTABLISH AGENDA ORDER/ACTION ON CONSENT ITEMS

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

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

Consent items being considered at this meeting include:

- 7.0 April 1, 2026 Board Meeting Minutes**
- 9.2.1 Resignations**
- 9.2.2 University Agreements**
- 9.4.1 Warrant Listings**

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

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

Proposed Action: Approve agenda order and consent items.

MOTION MADE BY: _____

SECONDED BY: _____

7. MINUTES OF THE APRIL 1, 2026 REGULAR BOARD MEETING

Approve the minutes of the April 1, 2026 Regular Board Meeting.

Proposed Action: Approval by consent vote.

MOTION MADE BY: _____

SECONDED BY: _____

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT
MINUTES OF THE APRIL 1, 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 5:00 p.m.

There were no comments from the public.

The meeting was adjourned to Closed Session.

The meeting was reconvened to Open Session at 5:32 p.m.

BOARD MEMBERS

Gloria Valles

Troy Wright

Bonnie Hyatt

Andrew Shaddix

Robin Littau

EETA REPRESENTATIVE

Lori Duke, EETA President

Wayne Randolph, EETA VP

CSEA REPRESENTATIVE

None

ADMINISTRATION

Heather Armelino, Superintendent

Tiffany Rodrigues, Assistant Superintendent of Instructional Services

Deborah Williams, Chief Business Official ~ *absent*

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

Scotti Gold, Principal, Shasta Meadows Elementary School

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

Ed Schneider Assistant Principal, Boulder Creek School

Chelsea Cambronne, Assistant Principal, Parsons Jr. High School

Stacey Bourget, Assistant Principal, Parsons Jr. High School

Ron Cushman, Maintenance and Operations Director

Tina Croes, Student Services Director

Eric Bergren, Technology Director

Mistletoe student Aiden Moore led the Pledge of Allegiance.

On motion of Board Member Hyatt, seconded by Board Member Littau, the agenda order and the consent agenda items were approved, with the exception of item 9.4.2, which was pulled by Superintendent Armelino as it was not ready and will be brought back at a later date. (YES: Valles, Hyatt, Shaddix, Littau, Wright.)

On consent motion of Board Member Hyatt, seconded by Board Member Littau,

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

5. Pledge of Allegiance

6. Agenda Order/Consent Agenda

- 7.1 Amended Minutes of

the amended minutes of the January 7, 2026 Regular Meeting of the Board were approved. (YES: Valles, Hyatt, Shaddix, Littau, Wright.)	January 7, 2026 Board Meeting
On consent motion of Board Member Hyatt, seconded by Board Member Littau, the minutes of the March 11, 2026 Regular Meeting of the Board were approved. (YES: Valles, Hyatt, Shaddix, Littau, Wright.)	7.2 Minutes of March 11, 2026 Board Meeting
Mistletoe Principal Cody Brawley and several Mistletoe students presented Mistletoe's Wildly Important Goals. Fourth and fifth grade combo teacher Amanda Ranney and Café Manager Bri Odell, were presented the Essential Piece Award for the month of April in recognition of their dedication to Mistletoe.	8.1.1 School Presentation and Essential Piece
There was no EETA Report.	8.1.2 EETA Report
There was no CSEA Report.	8.1.3 CSEA Report
Superintendent Armelino highlighted the new TK classrooms at Mistletoe and Shasta Meadows.	8.1.4 Superintendent's Report
There were no comments during public forum.	8.2 Public Forum
Assistant Superintendent of Instructional Service, Tiffany Rodrigues, reported there were no Williams Act Complaints.	8.3.1 Williams Act Report
Assistant Superintendent of Instructional Service, Tiffany Rodrigues, presented the Conference and Staff Development Report.	8.4.1 Conference and Staff Development Report
Superintendent Armelino, standing in for CBO Deborah Williams, shared the Financial Report. She reviewed the income and expenditures for the month of March.	8.5.1 Financial Report
Superintendent Armelino reported that EESD's current enrollment is 3,581, an increase of 9 students from last month.	8.5.2 Enrollment Report
Redding Collegiate Academy Principal Chuck Seligman presented RCA's charter renewal for approval. On motion of Board Member Littau, seconded by Board Member Hyatt, the Board voted to approve the Charter Renewal for Redding Collegiate Academy for five years, with the term effective July 1, 2027 through June 30, 2032. (YES: Shaddix, Valles, Littau, Hyatt, Wright.)	9.1.1 Redding Collegiate Academy Charter Renewal
Mr. Seligman presented RCA's Ethnic Studies Course for approval. On motion of Board Member Hyatt, seconded by Board Member Valles, the Board voted to approve the Ethnic Studies Course for Redding Collegiate Academy. (Hyatt, Littau, Valles, Shaddix, Wright.)	9.1.2 RCA's Ethnic Studies Course
Resolution #2610 was presented in support of collaborative community partnerships that enhance the quality of after school programs. Student Services Director Tina Croes commented on the importance of this resolution for the EXPAND! after school program and continued grant funding. On motion of Board Member Shaddix, seconded by Board Member Littau, Resolution #2610 was	9.1.3 Resolution #2610, Collaborative Community Partners

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

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

- Tasha Myatt
- Mary Scott
- Christopher Zettel
- Paul Smith
- Chelsea Cambronne
- Thanh Cat Uyen Nguyen
- Leah Diggle
- Melissa Chen
- Brittany Kristensen

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

On consent motion of Board Member Hyatt, seconded by Board Member Littau, the updated job description for Assistant Director of Business Services was approved. (YES: Valles, Hyatt, Shaddix, Littau, Wright.)

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

- Alyssa Utter, Teacher, 1.0 FTE, TBD
- Kylee Wagner, Teacher, 1.0 FTE, TBD
- Kassidy Stover, Teacher, 1.0 FTE, TBD
- Caroline Hixon, Teacher, 1.0 FTE, TBD
- Katy Northcote, Teacher, 1.0 FTE, TBD

Classified

- Amanda Moore, Behavior Tech Aide, 5.92 hours, Boulder Creek
- Kristen Songer, CIA Aide, 3.67 hours, Boulder Creek
- Justine Fruits, EXPAND Group Leader, 6.0 hours, Boulder Creek
- Nola Moebes, change in classification to Lead Cook, increase to 8.0 hours, Parsons
- Mary Manley, change in classification to EXPAND Site Facilitator, increase to 7.0 hours, Shasta Meadows

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

Resolution #2608 was presented to proclaim California Day of the Teacher on May 13, 2026. On motion of Board Member Valles, seconded by Board Member Hyatt, Resolution #2608 was adopted. (YES: Shaddix, Valles, Littau, Hyatt, Wright.)

9.2.1 Resignations

9.2.2 University of Phoenix Agreement

9.2.3 Assistant Director of Business Services Updated Job Description

9.2.4 Employment

9.2.5 Resolution #2608, CA Day of the Teacher

Resolution #2609 was presented to proclaim Classified School Employee Week May 17-23, 2026. On motion of Board Member Valles, seconded by Board Member Shaddix, Resolution #2609 was adopted. (YES: Valles, Hyatt, Shaddix, Littau, Wright.)

There were no trip requests.

Assistant Superintendent of Instructional Service, Tiffany Rodrigues, presented the School Plans for Student Achievement (SPSA). On motion of Board Member Hyatt, seconded by Board Member Littau, the School Plans for Student Achievement were approved. (YES: Shaddix, Valles, Hyatt, Littau, Wright.)

Assistant Superintendent of Instructional Service, Tiffany Rodrigues, presented the updated English Learner (EL) Master Plan to the Board. She clarified for Board Member Littau that individual school site committees nominate members to serve on the DELAC committee. On motion of Board Member Littau, seconded by Board Member Shaddix, the updated EL Master Plan was approved. (YES: Littau, Shaddix, Valles, Hyatt, Wright.)

Assistant Superintendent of Instructional Services, Tiffany Rodrigues, presented the Prop 28 Art and Music Plans for each school site and preschool. On motion of Board Member Shaddix, seconded by Board Member Littau, the Prop 28 plans were approved. (YES: Hyatt, Littau, Shaddix, Valles, Wright.)

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

Item 9.4.2 was pulled and deferred to a future meeting.

There were no planning matters.

Board Member Hyatt, praised Board President Wright for being in attendance so soon after undergoing spinal surgery.

The next Regular Board Meeting of the Board will take place May 27, 2026 at 4:00 p.m. (Open Session) in the Mistletoe Gym

The following Other Important Dates were shared:

Open House

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

9.2.6 Resolution #2609, Classified School Employee Week

9.3.1 Trip Requests

9.3.2 School Plans for Student Achievement

9.3.3 EL Master Plan

9.3.4 Prop 28 Arts and Music Plans

9.4.1 Warrant List

9.4.2 Resolution 2611, Developer Fee Increase

10. Planning Matters

11.1 Items from the Floor

11.2 Future Meeting Dates

11.3 Other Important Dates

	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 8 th	9:30 am	David Marr Theater
	RCA 12 th	11:00 am	

At 6:08 p.m., the meeting was adjourned to Closed Session.

At 6:38 p.m., the meeting was reconvened to Open Session.

The following actions taken in Closed Session were reported:

On motion of Board Member Valles, seconded by Board Member Wright, the leave of absence request for employee #491203 was denied. (YES: Valles, Shaddix, Littau, Hyatt, Wright.)

The meeting was adjourned at 6:45 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 27th day of May 2026.

HEATHER ARMELINO
 Secretary to the Governing Board

8.1 REPORTS

8.1.1 RECOGNITION

Upon her resignation, Heather Carter, Clerk I at Boulder Creek, will be recognized for her 14 ½ years of service to the district.

Upon her resignation, Holly Kiker, Teacher at Mistletoe, will be recognized for her 5 years of service to the district.

Upon her resignation, Jessica Kortuem, Teacher at Mistletoe, will be recognized for her 5 years of service to the district.

Upon his resignation, Christopher Zettel, Teacher at Mistletoe, will be recognized for her 5 years of service to the district.

The 2026 Excellence in Teaching Award, presented by the Beta Alpha Chapter of Delta Kappa Gamma is presented to Meg Benda.

We are now going to recognize our employees for years of service, retirement, and other special recognitions.

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 WELLNESS POLICY

The District's Wellness Policy will be shared.

EESD Wellness Policy

Annual Progress Report 2025–26

Overview

Enterprise Elementary School District (EESD) is committed to supporting the health and well-being of all students and staff. The District Wellness Policy, adopted in 2024, outlines our approach to promoting healthy eating, physical activity, and overall wellness.

This report provides an update on the implementation of the Wellness Policy and highlights progress made during the 2025–2026 school year. This report also establishes EESD's annual reporting process moving forward.

Progress Toward Goals

Nutrition- EESD continues to provide students with access to nutritious meals and promote healthy eating habits across all school sites.

- All schools participate in the National School Lunch Program and School Breakfast Program, providing universal meals to all students
- Menus meet or exceed USDA nutrition requirements
- Nutrition education is supported through classroom and expanded program instruction, school gardens, and partnerships such as CalFresh Healthy Living
- Efforts continue to promote healthy choices through menu visibility, student engagement, and staff modeling

Physical Education and Physical Activity- EESD provides students with regular opportunities to engage in physical activity and develop lifelong healthy habits.

- Schools meet or exceed the California Physical Education minute requirements
- Students participate in Physical Fitness Testing as required by the state
- Physical education instruction is aligned with California standards
- Opportunities for physical activity are provided during the school day, through after-school programs, and extracurricular/sports programs.
- Schools continue to explore additional opportunities to increase student movement throughout the day

Student and Staff Wellness- EESD continues to support the social, emotional, and physical well-being of students and staff.

- A Multi-Tiered System of Supports (MTSS) is in place to address student needs
- Social-emotional learning and screening tools are used to support students
- School counselors, Wellness Coaches, and community partners provide additional mental health and wellness services
- Staff wellness is supported through programs such as CVT Fit for Life, wellness seminars, and health-focused events
- District staff continue to model and promote healthy behaviors
- Health Services, such as vision, dental, and immunization clinics, have been provided on campus

Key Accomplishments

- Implementation of a comprehensive Universal Meals Program
- Strong integration of mental health supports across all sites
- Continued alignment of physical education programs with state standards
- Expansion of staff wellness opportunities and partnerships
- Ongoing collaboration with community organizations to support student wellness

Areas for Growth- As part of ongoing improvement, EESD has identified the following areas for continued development:

- Ensuring that Smart Snacks standards are followed for foods sold or distributed during the school day at each school site
- Establishing a consistent annual wellness reporting cycle
- Completing a baseline triennial assessment to measure implementation and compliance
- Updating the Wellness Policy to reflect the current state and federal guidance
- Continuing to expand opportunities for student wellness and physical activity
- Increasing awareness of partnerships with local food growers

Public Access and Involvement- EESD is committed to transparency and community involvement.

- The Wellness Policy is available on the EESD website
- This annual report will be made available to the public on eesd.net
- Community members are encouraged to participate in the Wellness Committee
- For more information or to get involved, please contact: info@eesd.net

8.3.2 BOND REFUNDING REPORT

The following page contains a summary of the total savings resulting from the General Obligation Bond Refunding sale completed on April 21, 2026. The District was able to reduce the overall cost of the bonds, resulting in an estimated taxpayer savings of \$2,329,917 over the life of the bonds. This refinancing supports the District's ongoing commitment to fiscal responsibility and stewardship of community resources.

Enterprise Elementary School District
2026 General Obligation Refunding Bonds

Final Pricing

April 21, 2026

Date	Prior Debt Service	Refunding Debt Service	Savings
8/1/2026	394,825.00	385,632.20	9,192.80
8/1/2027	1,299,650.00	1,218,456.26	81,193.74
8/1/2028	1,368,050.00	1,285,206.26	82,843.74
8/1/2029	1,447,450.00	1,347,456.26	99,993.74
8/1/2030	1,518,550.00	1,415,206.26	103,343.74
8/1/2031	1,595,450.00	1,482,956.26	112,493.74
8/1/2032	1,672,700.00	1,560,456.26	112,243.74
8/1/2033	1,277,500.00	1,176,956.26	100,543.74
8/1/2034	1,038,900.00	950,206.26	88,693.74
8/1/2035	1,083,100.00	983,206.26	99,893.74
8/1/2036	1,129,400.00	1,028,456.26	100,943.74
8/1/2037	1,172,550.00	1,065,206.26	107,343.74
8/1/2038	1,222,550.00	1,113,706.26	108,843.74
8/1/2039	1,273,950.00	1,158,206.26	115,743.74
8/1/2040	826,500.00	748,706.26	77,793.74
8/1/2041	855,000.00	772,706.26	82,293.74
8/1/2042	881,000.00	794,456.26	86,543.74
8/1/2043	914,500.00	823,956.26	90,543.74
8/1/2044	940,000.00	845,706.26	94,293.74
8/1/2045	972,750.00	874,956.26	97,793.74
8/1/2046	1,002,250.00	902,956.26	99,293.74
8/1/2047	1,038,500.00	943,756.26	94,743.74
8/1/2048	2,021,000.00	1,845,756.26	175,243.74
8/1/2049	1,097,250.00	989,187.50	108,062.50
	28,043,375.00	25,713,457.42	2,329,917.58

8.3.3 CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM IMPLEMENTATION PLANS

The California Community Schools Partnership Program Implementation Plans will be shared. Due to the length of the documents, they're not printed in the agenda. You can access them by clicking on the links below.

[Alta Mesa](#)
[Lassen View](#)
[Mistletoe](#)
[PACE](#)
[Parsons](#)
[Rother](#)
[Shasta Meadows](#)

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

April 13th

Wellness Committee Meeting -The EESD Wellness Committee met to review and approve the wellness policy as well as an annual assessment.

- 4 Certificated employees, 2 Confidential employees, 2 Admin, and 1 parent attended this training.

April 14th

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

- 33 Certificated employees and 1 Admin attended this training.

April 15th

Monthly Math Meeting TK-8th Grades- TK-8th grade teachers met to discuss curriculum and any other questions or support they may need.

- 34 Certificated employees and 1 Admin attended this training.

April 17th

Site Lit Meeting- Each site's site literacy teachers met to discuss tutoring, Wig data, Report Cards, RDRS for next year and Summer Soar.

- 7 Certificated employees and 1 Admin attended this training.

May 6th

TK Meeting - Assessments -Attendees checked in on TK assessments. Gave feedback and input about updates or changes that are needed.

- 12 Certificated employees and 1 Admin attended this training.

May 15th

Site Lit Meeting - Each site's site literacy teachers met to discuss tutoring, Wig data, Report Cards, RDRS, T3 Assessments, State Testing, UFLI and the FPM Audit.

- 7 Certificated employees and 1 Admin attended this training.

May 18th

Induction Colloquium - Attendees were made up of 1st and 2nd year teachers. This was the final meeting for teachers to reflect on the year and was also a meeting for 2nd year teachers to clear their credential.

- 22 Certificated employees and 1 Admin attended this meeting.

Health Trainings for April 2026 provided by the district nurses:

CPR

- 1 Certificated/Classified attended

EpiPens

- 1 Certificated/Classified attended

Narcan

- 1 Certificated/Classified attended

Seizure First Aid

- 1 Certificated/Classified attended

Medication Admin.

- 1 Certificated/Classified attended

8.4.2 DISTRICT LOCAL CONTROL AND ACCOUNTABILITY PLAN AND PUBLIC HEARING

The Local Control and Accountability Plan for the district will be shared. Due to the length of the document, only the first few pages have been included in the printed agenda. The entire document is available at the District Office during regular business hours.

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



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Enterprise Elementary School District Redding, CA 96002

CDS Code: 45 69971 0000000

School Year: 2026-27

LEA contact information:

Heather Armelino

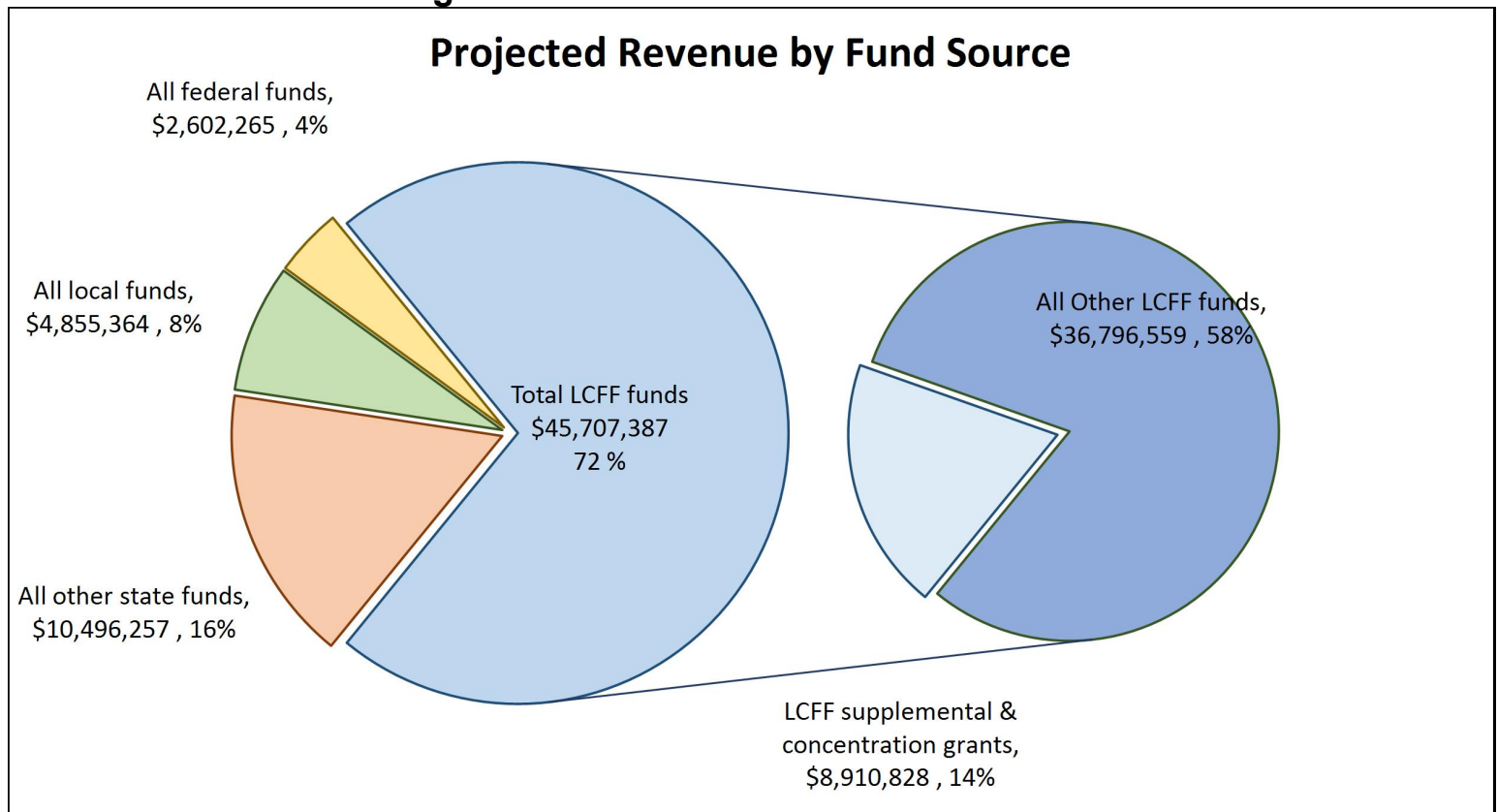
Superintendent

harmelino@eesd.net

(530) 224-4100

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

Budget Overview for the 2026-27 School Year

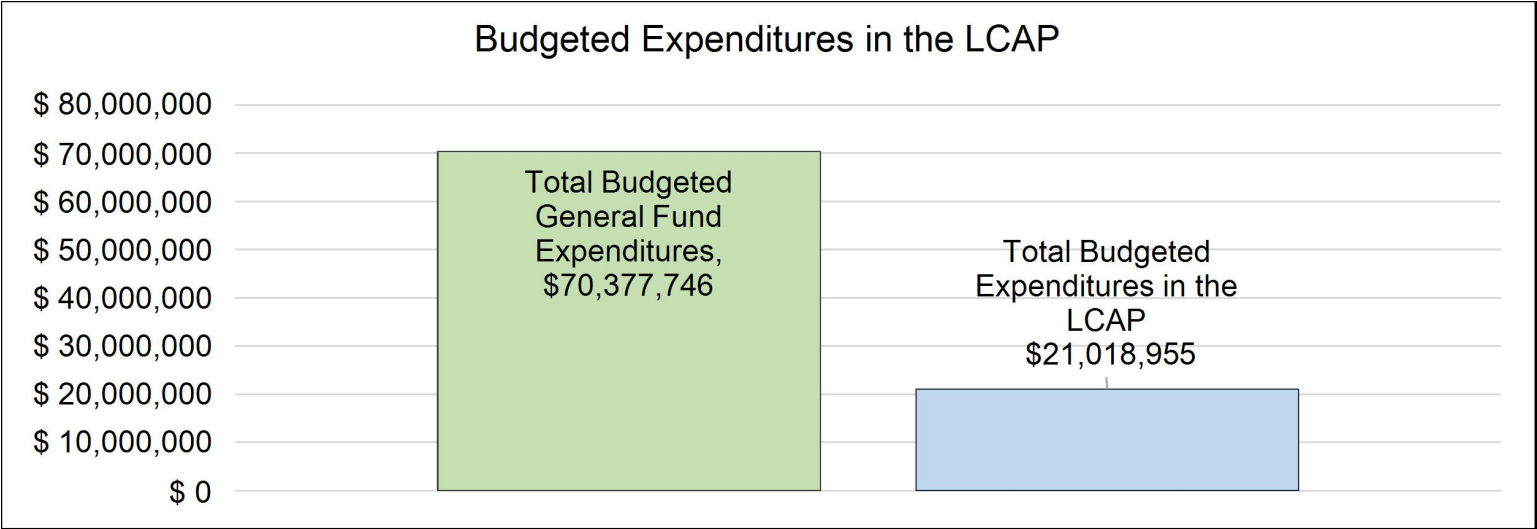


This chart shows the total general purpose revenue Enterprise Elementary School District Redding, CA 96002 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Enterprise Elementary School District Redding, CA 96002 is \$63,661,273, of which \$45,707,387 is Local Control Funding Formula (LCFF), \$10,496,257 is other state funds, \$4,855,364 is local funds, and \$2,602,265 is federal funds. Of the \$45,707,387 in LCFF Funds, \$8,910,828 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Enterprise Elementary School District Redding, CA 96002 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Enterprise Elementary School District Redding, CA 96002 plans to spend \$70,377,746 for the 2026-27 school year. Of that amount, \$21,018,955 is tied to actions/services in the LCAP and \$49,358,791 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Classroom teachers, administrators, state adopted curriculum, custodial and maintenance, insurance and utilities

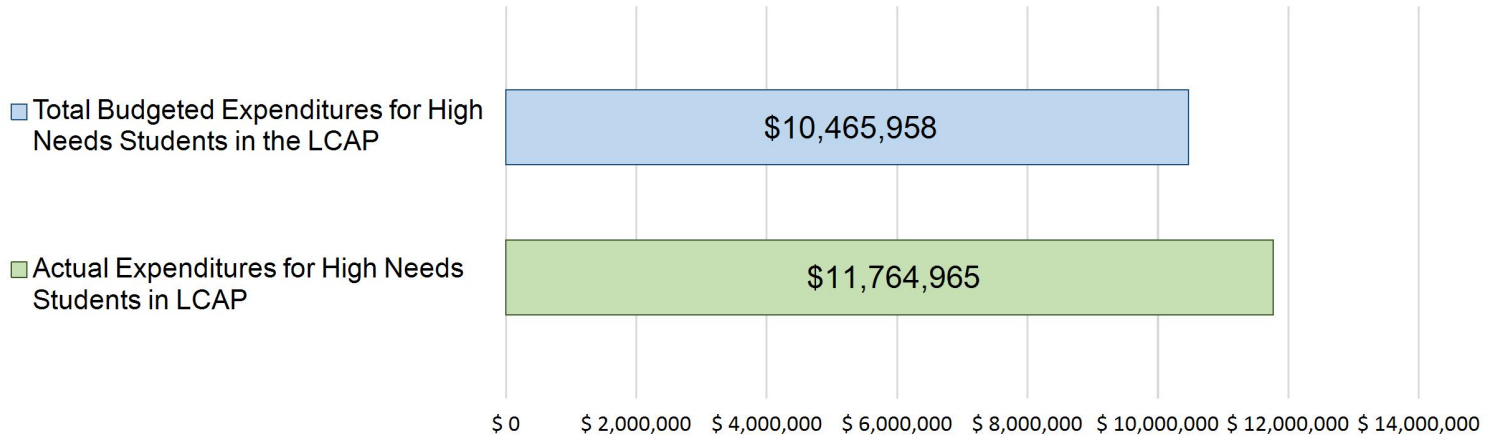
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Enterprise Elementary School District Redding, CA 96002 is projecting it will receive \$8,910,828 based on the enrollment of foster youth, English learner, and low-income students. Enterprise Elementary School District Redding, CA 96002 must describe how it intends to increase or improve services for high needs students in the LCAP. Enterprise Elementary School District Redding, CA 96002 plans to spend \$12,710,477 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

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



This chart compares what Enterprise Elementary School District Redding, CA 96002 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Enterprise Elementary School District Redding, CA 96002 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Enterprise Elementary School District Redding, CA 96002's LCAP budgeted \$10,465,958 for planned actions to increase or improve services for high needs students. Enterprise Elementary School District Redding, CA 96002 actually spent \$11,764,965 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Enterprise Elementary School District Redding, CA 96002	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Plan Summary [2026-27]

General Information

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

Located on the east side of Redding, California, Enterprise Elementary School District (EESD) is the largest elementary school district in Shasta County. According to the 2025 California School Dashboard, EESD serves 3,451 students across eight schools. The district includes four TK–5 elementary schools, two TK–8 schools, one TK–8 Dashboard Alternative School, and one 6–8 middle school. In addition, EESD operates three district-run preschools, expanding access to high-quality early learning opportunities for its youngest students.

EESD schools have earned recognition at both the state and national levels, including the California Distinguished School Award, Title I Academic Achievement Award, National School to Watch designation, and honors from the California Business for Education Excellence. Across all sites, there is a shared commitment to maintaining safe and supportive learning environments, delivering rigorous and relevant instruction, and preparing students for success in college, career, and life.

EESD serves a diverse student population, with more than 71% of students identified as socioeconomically disadvantaged. District demographics include 22% Hispanic, 9% Asian, 8% Two or More Races, 3% American Indian, and 2% African American students. The district serves over 160 English Learners (5% of enrollment), the largest EL population among elementary districts in Shasta County.

Guided by the vision to “empower every child, every day to create a better world,” EESD aligns its decisions, resources, and actions to support equitable outcomes for all students. The district’s work is carried out by dedicated administrators, educators, and support staff, 92% of whom are fully credentialed and highly qualified.

PACE Academy is a Dashboard Alternative School that serves students with significant behavioral needs. The school currently has an enrollment of 44 students, 87% of whom are socioeconomically disadvantaged. All students and white students are in the red on the CA Dashboard for Suspension rates (20.3%). Chronic absenteeism increased by 11% but stands at 56%

EESD remains committed to supporting PACE Academy through targeted interventions and resources, ensuring that every student has access to the support they need to thrive.

Reflections: Annual Performance

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

Successes: According to the 2025 CA Dashboard:
The district improved by 1.3% (from 15.1% to 13.9%) in the number of students who were chronically absent.
The district improved by 8.9 points in difference from standard in ELA (from -15.9 to -7) and by 5.6 points in Math (from -40.5 to -35).
The district improved by 1.3% (from 15.1% to 13.9%) in the number of students who were chronically absent.
The district improved by .4% (from 5.2% to 4.8%) in the number of students who were suspended.

Early Literacy: As of Trimester 2 of 2025-26, 73% of first and second-grade students are at or above standard on the Enterprise Phonics Instruction Check (EPIC). First grade (61%) and Second grade (83%).

Identified Needs:
The following state indicators contain student groups that are identified in "red" on the 2025 CA School Dashboard:
Math: African Americans
Chronic Absenteeism: Foster Youth, Homeless, and Students with Disabilities
Suspensions: American Indians

Reflections: Technical Assistance

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

2025-26 Update:
During the 2023–24 and 2024–25 school years, the District qualified for Differentiated Assistance based on performance in suspensions, ELA, and Math for foster youth, homeless, and students with disabilities. In partnership with the County Office of Education, the District engaged in data analysis, root cause review, stakeholder input, and refinement of LCAP goals, actions, and metrics to address identified needs.

Based on the most recent Dashboard results, the District no longer meets the criteria for Differentiated Assistance. We will continue to monitor suspensions, ELA, and Math for foster youth, homeless, and students with disabilities, and maintain a focus on continuous improvement to ensure sustained progress and equitable outcomes.

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2025-26 Update for Continuous Improvement Monitoring (CIM) in SPED:

The district improved by exiting Targeted Level 3 in Preschool.

Met target for suspensions - improved from red to yellow on CA Dashboard

District will continue actions that are improving student outcomes, including PD on effective instruction and de-escalation, collaboration time, inclusion, and support for positive behavior and attendance.

Currently identified in Targeted Level 2 for Performance Elements:

ELA - improved from red to orange

Math - improved from red to orange

LRE/Inclusion - less than 1% away from meeting target for Regular Class 80% or more; Regular Class Less than 40% - district is at 21.8%, target is 13.5%

The CIM team continues to work to identify ways to increase inclusion by analyzing school schedules to maximize opportunities to include SWD in gen ed, and analyzing goals and services to determine how well they were meeting LRE.

2023-24

EESD is in Differentiated Assistance for three student groups: FY, Homeless, and SWD in the areas of suspensions, ELA, and Math. A DA committee was established (March 2024) to focus on alternatives to suspensions with representation from Parsons, Rother, and Shasta Meadows and included administrators, counselors, gen ed and special ed teachers. The MTSS committee is revising Tier 2 behavior plans, and the DA committee is planning for professional development in de-escalation and restorative justice, and identifying alternatives to suspensions that provide accountability and support for students. The committee met on 3/13/24 and 5/23/24. Special ed staff met on 1/29/24 to discuss alternatives and reported to the DA committee. The district is in consultation with the Shasta County Office of Education regarding resources and professional development (meetings held on 1/16/24, and 2/9/24). Monthly administrator meetings will review suspension data by month and YTD with comparison data from the previous year to identify a trendline. A behavioral support program will be implemented in '24-'25 as part of our SIS to provide better tracking of disciplinary incidents and allow for increased positive reinforcement and communication with parents and students. CAASPP participation rates were a factor for homeless students, and school sites have been informed to support participation. ELA and Math initiatives are being developed through professional development, coaching, supplemental materials, and extended learning opportunities. The District has established a primary focus on literacy and in effective Tier 1 instruction to meet a range of student needs. This is supported through collaboration, goal-setting, progress monitoring, and ongoing professional development.

The district is intentionally identifying the effect size of actions in this LCAP from the "Visible Learning: Influences of Student Learning" to incorporate researched strategies that yield the greatest effect on student growth.

2024-25 Update:

8.4.3 REDDING COLLEGIATE ACADEMY LOCAL CONTROL AND
ACCOUNTABILITY PLAN AND PUBLIC HEARING

The Local Control and Accountability Plan for Redding Collegiate Academy will be shared. Due to the length of the document, only the first few pages have been included in the printed agenda. The entire document is available at the District Office during regular business hours.

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



LCFF Budget Overview for Parents

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

CDS Code: 45699710135848

School Year: 2026-27

LEA contact information:

Heather Armelino

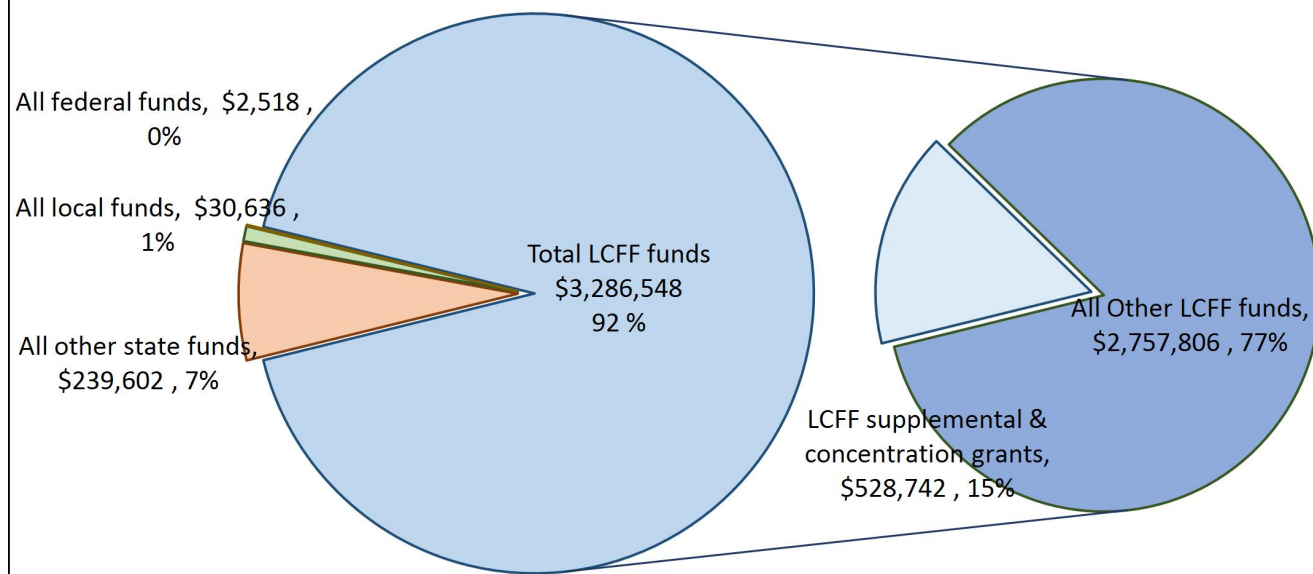
Superintendent

(530) 224-4100

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

Budget Overview for the 2026-27 School Year

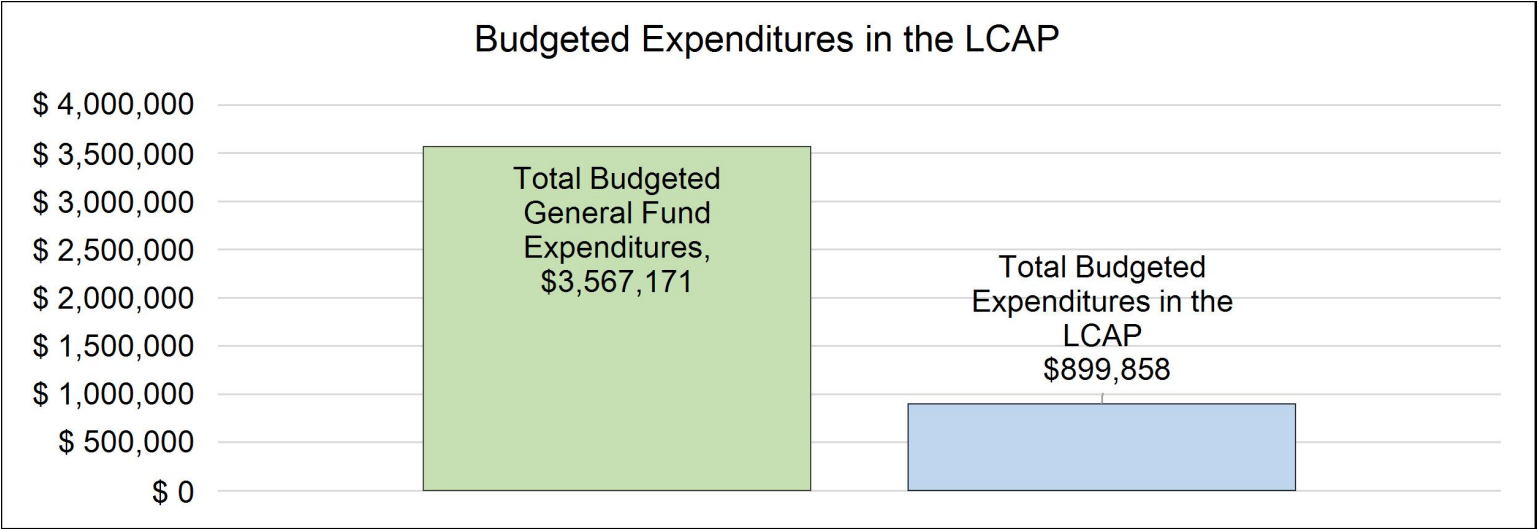
Projected Revenue by Fund Source



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

The text description for the above chart is as follows: The total revenue projected for Redding Collegiate Academy - Enterprise Elementary School District is \$3,559,304, of which \$3,286,548 is Local Control Funding Formula (LCFF), \$239,602 is other state funds, \$30,636 is local funds, and \$2,518 is federal funds. Of the \$3,286,548 in LCFF Funds, \$528,742 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Redding Collegiate Academy - Enterprise Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redding Collegiate Academy - Enterprise Elementary School District plans to spend \$3,567,171 for the 2026-27 school year. Of that amount, \$899,858 is tied to actions/services in the LCAP and \$2,667,313 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

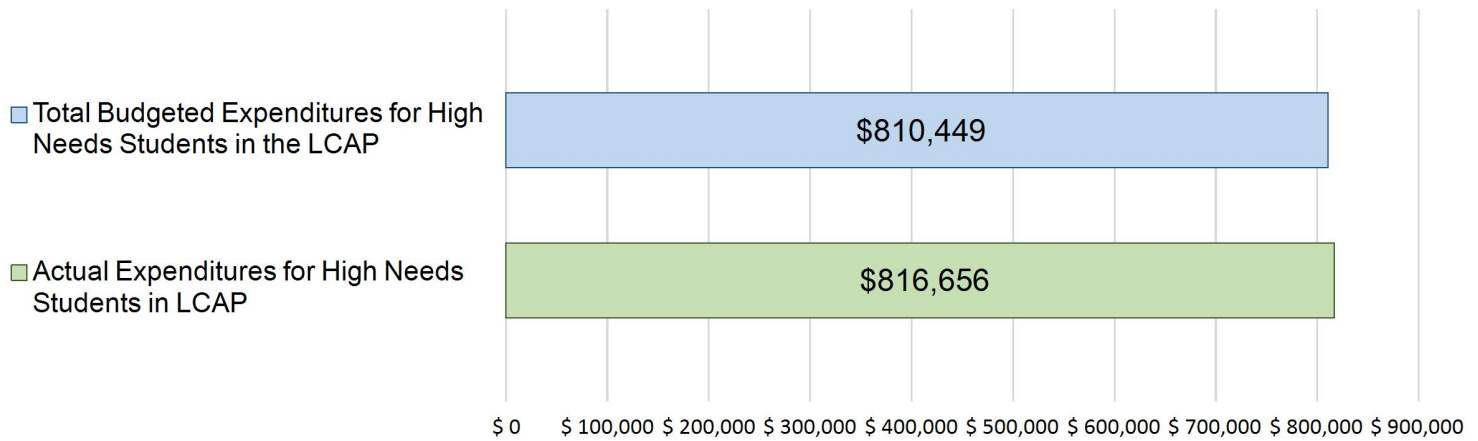
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Redding Collegiate Academy - Enterprise Elementary School District is projecting it will receive \$528,742 based on the enrollment of foster youth, English learner, and low-income students. Redding Collegiate Academy - Enterprise Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redding Collegiate Academy - Enterprise Elementary School District plans to spend \$860,457 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

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



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

The text description of the above chart is as follows: In 2025-26, Redding Collegiate Academy - Enterprise Elementary School District's LCAP budgeted \$810,449 for planned actions to increase or improve services for high needs students. Redding Collegiate Academy - Enterprise Elementary School District actually spent \$816,656 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

Why Families Choose RCA:
Families join RCA for a variety of meaningful reasons, including:
The ability to progress through curriculum at a personalized pace
The freedom to customize their child’s learning journey
Access to a dedicated and knowledgeable staff with a strong reputation for building positive, supportive relationships
The flexibility to accommodate frequent travel or residency in remote areas
Support for students managing health challenges that limit attendance in traditional school settings
A preference for a smaller, more personal learning environment
A desire for a break from the social pressures of traditional public schools
The opportunity to pursue enrichment activities and educational experiences not typically available in conventional settings
A welcoming community of like-minded homeschool families, offering collaboration and peer support

Reflections: Annual Performance

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

There were incredible successes:
According to the 2025 CA School Dashboard, there were no student groups in red.
English Language Arts went from orange to blue with an increase of 28.1 points. All subgroups with colors increased in points and improved in color (Socioeconomically Disadvantaged students increased by 18.9 and White students by 30.7).
Math went from orange to yellow with an increase of 40.3 points. All subgroups with colors increased in points and improved in color (Socioeconomically Disadvantaged students increased by 46.9 and White students by 26).
Chronic Absenteeism decreased by 2.6 % and remains in the green, and Suspensions remain in the blue.

Identified Needs:
According to the 2025 CA School Dashboard:
College and Career Preparedness decreased by .2%.
Although there was significant growth in math, RCA is still 50.3 points below standard.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Agenda for May 27, 2026
Superintendent's Board Meeting

Support for Identified Schools

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

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N/A

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Monitoring and Evaluating Effectiveness

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

N/A

8.5.1 FINANCIAL REPORT

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

Fund Balance Summary (SACS)

Fund 01 - General		Fiscal Year 2026 through 05/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	45,161,573.00	38,202,570.08		6,959,002.92	15%
Federal Revenue	(8100-8299)	2,814,841.00	956,952.58		1,857,888.42	66%
Other State Revenue	(8300-8599)	11,284,857.00	8,105,457.65		3,179,399.35	28%
Other Local Revenue	(8600-8799)	5,755,630.00	5,902,576.60		(146,946.60)	(3)%
Total Revenues		65,016,901.00	53,167,556.91		11,849,344.09	18%
EXPENDITURES						
Certificated Salaries	(1000-1999)	24,756,601.00	19,896,156.67	4,100,084.18	760,360.15	3%
Classified Salaries	(2000-2999)	11,746,014.00	9,452,136.20	1,811,380.45	482,497.35	4%
Employee Benefits	(3000-3999)	15,383,439.00	10,860,553.20	2,275,429.74	2,247,456.06	15%
Books and Supplies	(4000-4999)	2,926,081.00	1,679,941.33	725,385.10	520,754.57	18%
Services & Operating Expenses	(5000-5999)	10,560,483.00	8,024,287.12	568,099.28	1,968,096.60	19%
Capital Outlay	(6000-6999)	5,531,648.00	4,575,654.44	234,555.53	721,438.03	13%
Other Outgo	(7100-7299, 7400-7499)	180,000.00	185,203.43	.00	(5,203.43)	(3)%
Transfer of Indirect Costs	(7300-7399)	(275,408.00)	.00	.00	(275,408.00)	100%
Total Expenditures		70,808,858.00	54,673,932.39	9,714,934.28	6,419,991.33	9%
Operating Surplus/(Deficit)		(5,791,957.00)	(1,506,375.48)	(11,221,309.76)		
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)	(1,556,375.48)	(11,271,309.76)		
Beginning Fund Balance		25,933,749.00	25,933,747.90	25,933,747.90		
Net Ending Fund Balance		23,678,649.00	24,377,372.42	14,662,438.14		
*** 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 05/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	3,165,493.00	2,229,790.00		935,703.00	30%
Federal Revenue	(8100-8299)	4,568.00	.00		4,568.00	100%
Other State Revenue	(8300-8599)	359,047.00	202,754.24		156,292.76	44%
Other Local Revenue	(8600-8799)	33,994.00	1,519.97		32,474.03	96%
Total Revenues		3,563,102.00	2,434,064.21		1,129,037.79	32%
EXPENDITURES						
Certificated Salaries	(1000-1999)	1,533,760.00	1,203,722.82	237,310.43	92,726.75	6%
Classified Salaries	(2000-2999)	307,374.00	254,038.58	50,581.54	2,753.88	1%
Employee Benefits	(3000-3999)	772,661.00	509,451.03	106,431.65	156,778.32	20%
Books and Supplies	(4000-4999)	198,655.00	35,379.52	85,101.72	78,173.76	39%
Services & Operating Expenses	(5000-5999)	720,485.00	103,749.30	105.68	616,630.02	86%
Transfer of Indirect Costs	(7300-7399)	141,200.00	.00	.00	141,200.00	100%
Total Expenditures		3,674,135.00	2,106,341.25	479,531.02	1,088,262.73	30%
Operating Surplus/(Deficit)		(111,033.00)	327,722.96	(151,808.06)		
Beginning Fund Balance		628,645.00	628,643.38	628,643.38		
Net Ending Fund Balance		517,612.00	956,366.34	476,835.32		
*** 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

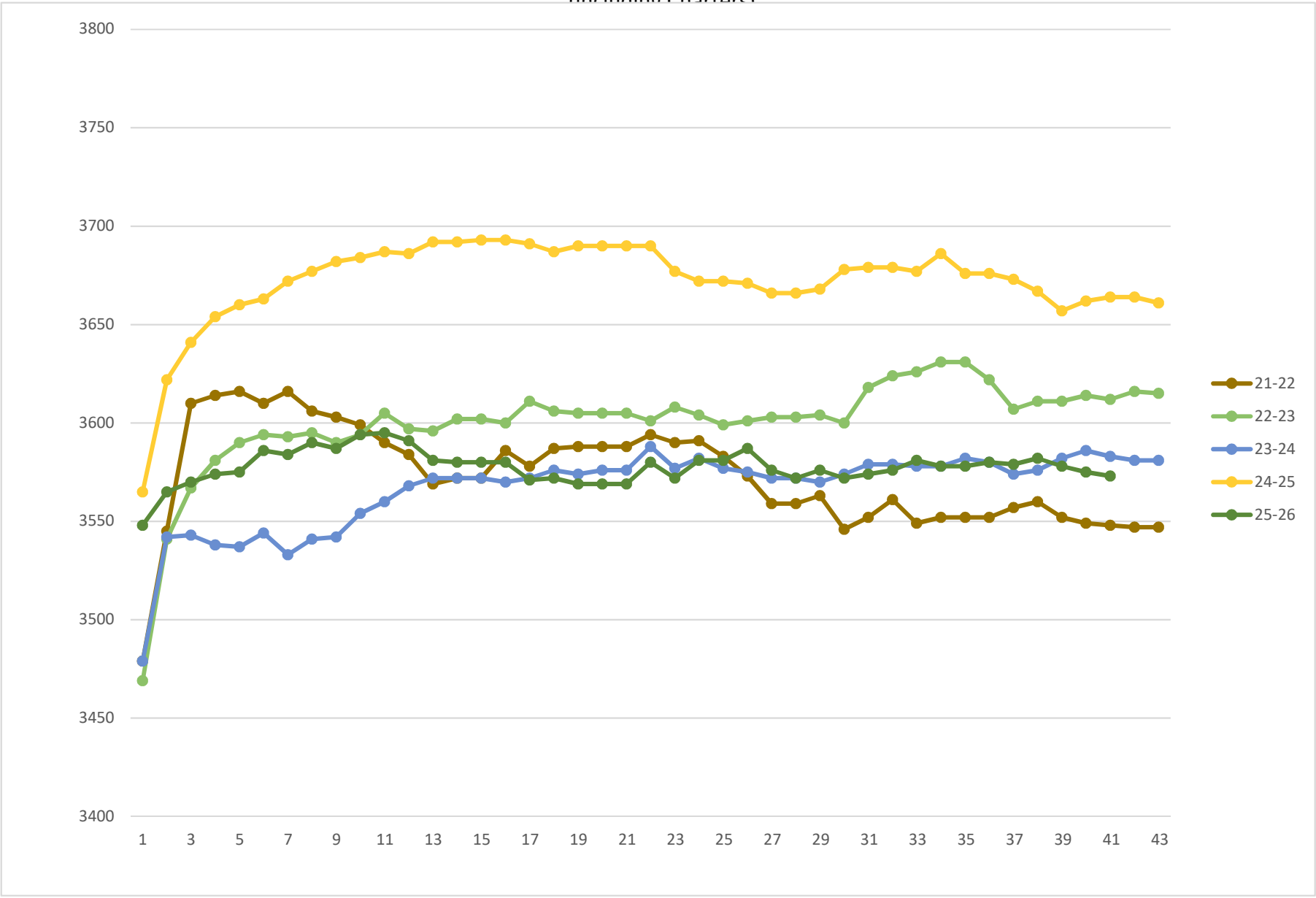
Chief Business Official, Deborah Williams, will present the enrollment report

		Oppor/SpEd/ Self-Cont		Regular Teachers	TCHR/STU RATIO		RCA
Site	Regular		Total			Grade	Enrlm
						TK	12
Alta Mesa	250	54	304	11.00	22.73	K	11
						1st	15
Boulder Creek	809	16	825	36.00	22.47	2nd	8
						3rd	9
Lassen View	412	13	425	19.00	21.68	4th	19
						5th	7
Mistletoe	644	15	659	28.00	23.00	6th	19
						7th	22
PACE	49	0	49	4.00	12.25	8th	17
						9th	17
Parsons	484	16	500	23.00	21.04	10th	17
						11th	31
Rother	242	23	265	11.00	22.00	12th	32
						Total	236
Shasta Meadows	297	13	310	13.00	22.85		
						District	
TOTALS	3187	150	3337	145.00	168.02	Totals	3573

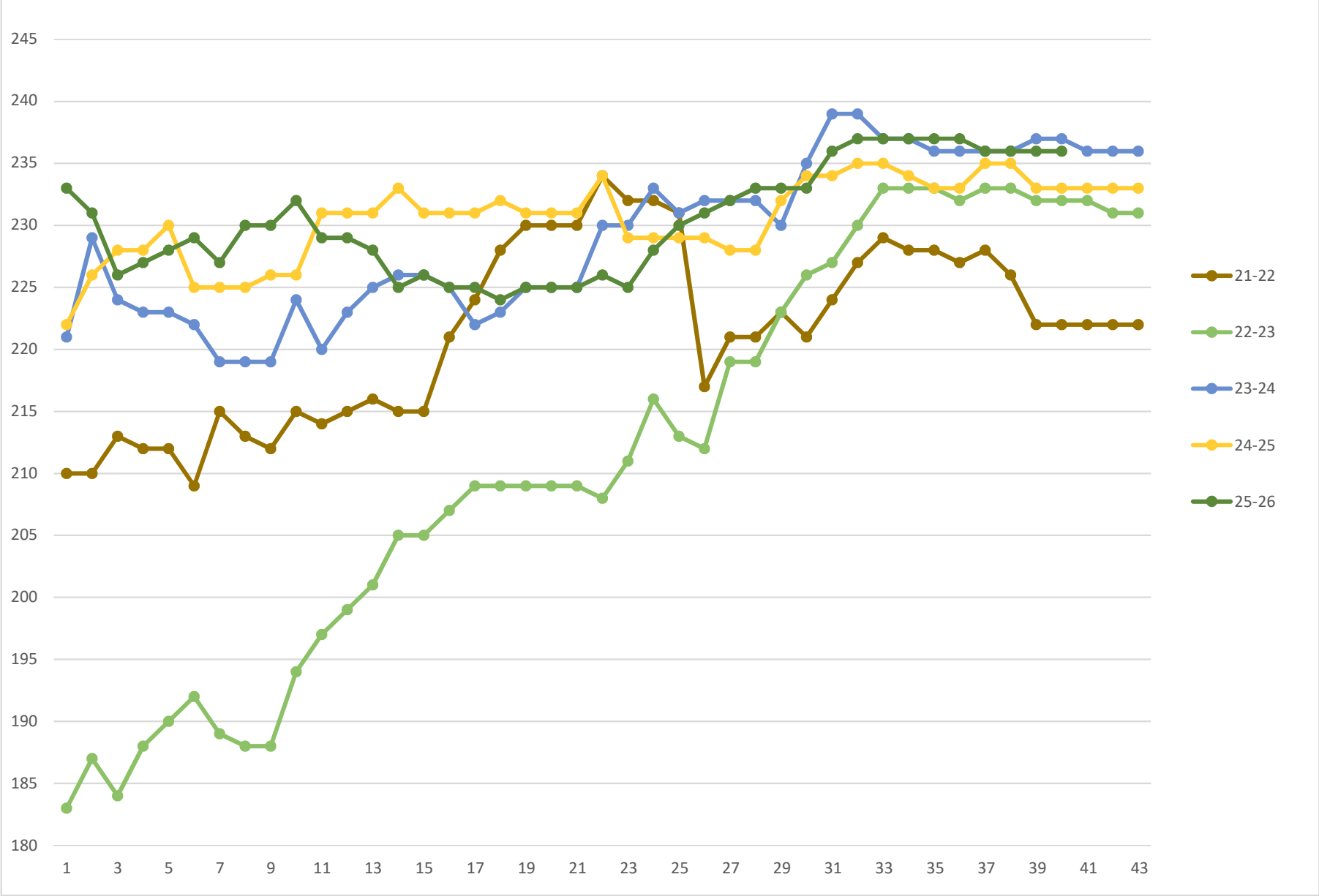
TK	205
K	335
1st	328
2nd	347
3rd	352
4th	353
5th	333
6th	328
7th	276
8th	330
SDC	150
RCA	236
Total District	3573

	District		Present	Classrm
Grade	Staffing	Students	Classrm	Tchrs
Levels	Ratio	Enrolled	Tchrs	Needed
TK	24.00	205	9	9
K	30.00	335	16.33	11
1st-3rd	30.00	1027	46.66	34
4th-5th	30.00	686	27	23
6th-8th	*25	934	44.5	37
Total		2,982	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)



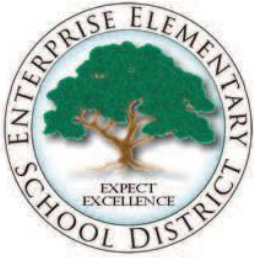
RCA
Weekly Enrollment Comparison



8.5.3 2026/2027 BUDGET REPORT

Deborah Williams, Chief Business Official, will provide a preliminary budget report.

A public hearing will be held to obtain input from the community on the proposed budget and the reserve disclosures.



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MAY 27, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: DRAFT BUDGET FOR 2026/2027 FISCAL YEAR

In accordance with Education Code (Ed. Code) §42127, the Draft Budgets for the 2026/27 fiscal year for Enterprise Elementary (EESD) and Redding Collegiate Academy (RCA) are presented to the Board for a public hearing at the May 27, 2026 Board Meeting. This is the first step in the budget adoption process.

California Education Code requires public school districts and charter schools to adopt a board-approved budget by July 1 of each fiscal year. The budget serves as a financial plan for meeting the District's goals and objectives for the year. In addition, the budget must be aligned with the Local Control Accountability Plan (LCAP), which outlines the District's goals and priorities. As such, the LCAP and the District's budget are prepared in tandem and are required to be approved by the Governing Board at the same time.

The May 27, 2026 meeting is the first meeting where a draft of the 2026/27 budget is presented and a second meeting will be held in June. The District's 2026/27 draft budget focuses on the existing conditions and projected revenues. Due to timing, it does not consider all of the revenue proposals from the Governor's May Revision.

As with any budget, our proposed budgets are expected to be a fluid, evolving documents. They are based on a series of assumptions which are naturally subject to change. In addition, the budgets are prepared prior to the closing of the District's financial systems. We will adjust budgets as necessary once the current year is closed and the State budget is adopted. As information changes throughout the year, these assumptions will be revised to reflect the impact and expectations of changing conditions.

The Ed. Code required budget information has been prepared through the budget development process. These documents total over 100 pages, detailing the revenues and expenditures in each fund to operate our schools, and are too large for inclusion in the body of this agenda. However, the forms will be available to interested parties the night of the board meeting and will also be available to the Board and for public inspection at the District Office 72 hours before the board meeting.

STATE BUDGET OVERVIEW

In January Governor Newsom released his initial budget proposal for the 2026/27 fiscal year. At that time, he proposed a 2.41% COLA applied to LCFF funding and most categorical programs. Unlike last year, there were several new revenues included in his proposal. However, at this point in time, there is too much uncertainty in who will benefit from these new sources and how many dollars are involved to include them in this budget.

By May 14th the Governor is expected to release a summarized version of the May Revision to his January budget proposal. The May Revise should increase the COLA to the statutory COLA of 2.87%; more than the January estimate, but significantly lower than the estimate of 3.02% from the 2025/26 Enacted Budget.

The Governor's May Revise is the most recent step in the political process to adopt a state budget. Next will be budget hearings, negotiations, and ultimate adoption of a budget. Through this process we expect the normal swings, changes, and compromises between the Governor and Legislature will mold the final budget. As always, we will keep a close eye on budget developments. Necessary updates will be made in August if the State Enacted Budget includes material changes to what is reported here.

GENERAL FUND – Draft Budget

This Draft Budget has been developed based on a series of assumptions, regarding local District conditions as well as the federal and state budget environments. The accuracy of the District’s budget projection is only as good as these assumptions. Therefore, the primary assumptions must be carefully considered in developing and evaluating the budgeted income and expenditures. As always, the budget is expected to be a fluid document, which will be adjusted through the normal process as changes to the underlying assumptions present themselves.

The Local Control and Accountability Plan is a key component to school district service planning and budget development. The LCAP serves as a tool to provide a roadmap describing systems, programs, plans, and expenditures to support, increase and improve pupil outcomes. The Draft Budget has been developed in tandem with and to support the District’s LCAP activities.

Significant Assumptions

Revenue

EESD budget estimated ADA	3,173
EESD Unduplicated Pupil Count (25/26 CBEDS)	70.96%
EESD Funded UPC (Rolling Avg.) Suppl. / Conc.	71.49%
State defined inflation adjustment (COLA)	2.87%
Mandated cost reimbursement block grant	\$125,794
Expanded Learning Opportunities Program	\$5,083,550
Proposition 28: Arts and Music in Schools	\$661,430

Expenses

Certificated salary schedules do not include potential negotiated increases	
Classified salary schedules do not include potential negotiated increases	
Administrator and Confidential/Classified Management salary schedules do not include potential negotiated increases	
Benefits continued through the CVT per employee agreements at the contracted caps	
Workers Comp rates not increased	
CALPERS rate decreased to 26.40%	
FTE – certificated	222.2
FTE – classified	235.9

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

GENERAL FUND (01)

DRAFT BUDGET 2026/2027

ANTICIPATED REVENUES

INCOME BY SOURCE:

• LCFF Sources	\$	45,707,387
• Federal Income		2,602,265
• State Income		10,496,257
• Local Income		4,855,364
• Transfers In		3,177,500
TOTAL PROJECTED INCOME:		66,838,773

ANTICIPATED EXPENDITURES

EXPENDITURE BY OBJECT:

• 1000	Certificated Salaries	24,425,446
• 2000	Classified Salaries	12,498,986
• 3000	Employee Benefits	16,716,540
• 4000	Books and Supplies	3,852,983
• 5000	Services & Other Operating Exp's	8,700,627
• 6000	Sites, Building, & Equipment	4,262,500
• 7000	Other Outgo & Uses	(129,336)
• 7600	Transfers Out	50,000
TOTAL PROJECTED EXPENDITURES		70,377,746

OPERATING DIFFERENCE	(3,538,973)
BEGINNING BALANCE	23,678,649
ESTIMATED ENDING BALANCE	\$ 20,139,676

Revenues

LCFF – EESD’s General Fund budget is based on an Average Daily Attendance (ADA) of 3,173. We estimate next year’s Unduplicated Pupil Count will be 70.96% and will contribute to a 3-year funding average of 71.49%. We expect the EESD will receive about **\$45,700,000** in LCFF funding for the budget year, with **\$8,910,828** allocated to Supplemental and Concentration Grants. Combined revenues from LCFF, Federal, Other State and Local sources are projected to total **\$66,838,773**.

INFLATION ADJUSTMENT – As determined by the Governor’s State Budget Revision, the COLA is projected at 2.87%.

K-3 GRADE SPAN ADJUSTMENT –We have developed staffing plans to comply with the LCFF grade span adjustment requirements. The District is addressing class size on a site-by-site basis consistent with the program's requirements.

LOTTERY –The Lottery program is projected at **\$272.00** per annual ADA.

FEDERAL REVENUES – Revenues levels are assumed to roll forward from current fiscal year.

LOCAL REVENUES – Revenues are projected to be similar to the current fiscal year.

Expenditures

Expenditures for 2026/27 are projected to total **\$70,377,746**. (This includes \$3,177,500 from Board reserved funds for capital improvements.)

SALARY INCREASES – The District’s practice does not include inflation increases for district employees until they are negotiated through the bargaining process. No increase has been included in the proposed budget for 2026/27 fiscal year for certificated or classified staff.

STEP AND COLUMN INCREASES – Step increases are included in the respective amounts for certificated and classified staff as of July 1, 2026. Column increases for certificated staff are estimated and included in the proposed budget.

HEALTH INSURANCE – The premiums are budgeted at the current cap amount, which is \$13,400 per qualifying employee.

CAPITAL IMPROVEMENTS – The General Fund includes a budget of \$3,177,500 for capital improvements. These dollars have been set aside in a Special Reserve fund, designated by the Board for capital improvements. The spending must occur in the General Fund, so the money is included in General Fund revenue as a transfer in from the Special Reserve fund.

Ending Balance

The District’s ending fund projection for the 2026/2027 fiscal year is estimated to total **\$20,139,676**.

The Draft Budget for the 2026/2027 fiscal year has been prepared based on an estimated beginning fund balance of **\$23,678,649**. It is important to remember that we will not know the exact beginning balance for the 2026/27 fiscal year until the 2025/2026 books are closed in September 2026. This figure is an important component of the projected ending balance for the budget year.

Multi-Year Projection

Attached is the District's Multi-Year Projection. The District's budget and multi-year projection over the two succeeding fiscal years reflect a deficit. This is reflective of the roll forward of the 2026/27 Draft Budget, adjusted by various assumptions noted on the projection. Adjustments include planned expenditures to implement the District's LCAP, one-time revenues and expenditures, projected step and column costs, and other listed cost increases/decreases.

The multi-year projection has been conservatively prepared to include no change in ADA and UPC for 2027/28 and 2028/29. We believe this is a conservative, yet prudent estimate, and are cautiously optimistic these revenue estimates may increase as we move forward in time. Otherwise, District administration is aware we may need to address future year deficits if future revenues do not improve to ensure sustainability.

Enterprise Elementary School District
Multi - Year Projection
2026-27 Proposed Budget

	Unrestricted			Restricted			Total
	Revenues	Expenditures	Net	Revenues	Expenditures	Net	
2026-27 Budget	43,730,733	45,642,899	(1,912,166)	23,108,040	24,734,847	(1,626,807)	(3,538,973)
2027-28 Projected Budget Changes							
Revenue Changes:							
COLA % 3.06%	1,268,678		1,268,678				1,268,678
Other revenue changes - see attached	-		-	(88,000)		(88,000)	(88,000)
Expenditure Changes:							
Estimated step & column increase		448,000	(448,000)		176,000	(176,000)	(624,000)
Increase in operating expenses (ie fuel, supplies, insurance)		150,000	(150,000)		50,000	(50,000)	(200,000)
Other expenditure changes - see attached		(775,716)	775,716		(250,000)	250,000	1,025,716
Total Changes	1,268,678	(177,716)	1,446,394	(88,000)	(24,000)	(64,000)	1,382,394
2027-28 Projected Budget	44,999,411	45,465,183	(465,772)	23,020,040	24,710,847	(1,690,807)	(2,156,579)
2028-29 Projected Budget Changes							
Revenue Changes:							
COLA % 3.34%	1,508,641		1,508,641				1,508,641
Expenditure Changes:							
Estimated step & column increase		448,000	(448,000)		176,000	(176,000)	(624,000)
Increase in operating expenses (ie fuel, supplies, insurance)		150,000	(150,000)		50,000	(50,000)	(200,000)
Other expenditure changes - see attached		204,940	(204,940)		289,000	(289,000)	(493,940)
Total Changes	1,508,641	802,940	705,701	-	515,000	(515,000)	190,701
2028-29 Projected Budget	46,508,052	46,268,123	239,929	23,020,040	25,225,847	(2,205,807.0)	(1,965,878)

Enterprise Elementary School District
Multi - Year Projection
2026-27 Proposed Budget

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
<u>2027-28 Changes</u>			
<u>Revenue Changes</u>			
Deferred Revenue from 2025/26	-	(40,000)	(40,000)
Loss of One Time Grants	-	(48,000)	(48,000)
Net increase / (decrease) to Revenues	-	(88,000)	(88,000)
<u>Other Expenditure Changes</u>			
Deferred Expenditures from 2025/26	-	(40,000)	(40,000)
PERS Increase in Retirement Costs	35,000	15,000	50,000
Boulder Creek After School Classroom	-	(250,000)	(250,000)
New LCAP Expenditures	114,284	-	114,284
Workers Comp Increase	75,000	25,000	100,000
Textbood adoption from 2026/27	(1,000,000)	-	(1,000,000)
Net increase / (decrease) to Other Expenditure Changes	(775,716)	(250,000)	(1,025,716)
<u>2028-29 Changes</u>			
<u>Other Expenditure Changes</u>			
PERS decrease in retirement costs	(84,000)	(36,000)	(120,000)
Lassen View Gym	-	(875,000)	(875,000)
Language Arts Textbook Adoption	-	1,200,000	1,200,000
New LCAP expenditures	288,940	-	288,940
Net increase / (decrease) to Other Expenditure Changes	204,940	289,000	493,940

POTENTIAL VARIABLES

- > Projected ADA could be up or down for estimates
- > Special education contribution could vary from current annual estimate
- > Workers' Compensation premiums could increase, stay static, or decrease
- > Employee health insurance premiums may further increase beyond current cap
- > ADA audit by State controller could result in amounts due to State (amount unknown)
- > Unpredictable increases in insurance, utilities, and other operating costs

OTHER FUNDS OF THE DISTRICT

The District’s Draft Budget 2026/2027 includes budgets for the other funds the District manages. These include the Charter School Fund (Redding Collegiate Academy), Preschool Fund, Cafeteria Fund, Special Reserve for Other than Capital Outlay, Special Reserve for Capital Outlay, Pupil Transportation and Equipment Fund, Special Reserve for Postemployment Benefits, Building Fund, County School Facilities Fund, Capital Facilities Fund, and Deferred Maintenance Fund. Revenue and expense details can be found in the SACS reports.

RCA FUND - Draft Budget

Redding Collegiate Academy’s Draft Budget has been developed based on a series of assumptions, regarding Charter’s conditions as well as federal and state funding. The accuracy of the Charter’s budget projection is only as good as these assumptions. The primary assumptions must be carefully considered in developing and evaluating the budgeted income and expenditures. As always, the budget is expected to be a fluid document, which will be adjusted through the normal process as changes to the underlying assumptions present themselves.

The Local Control and Accountability Plan is a key component to school district service planning and budget development. The LCAP serves as a tool to provide a roadmap describing systems, programs, plans, and expenditures to support, increase and improve pupil outcomes. The Draft Budget has been developed in tandem with and to support the Charter’s LCAP activities.

Significant Assumptions

Revenue

Estimated budgeted ADA at 2025/26 P-2 ADA	225
Unduplicated Pupil Count (25/26 CBEDS)	66.38%
Funded UPC (Rolling Avg.) Suppl. / Conc.	65.14%
State defined inflation adjustment (COLA)	2.87%
Mandated cost reimbursement block grant	\$8,915
Proposition 28: Arts and Music in Schools	\$37,980

Expenses

Certificated salary schedules do not include potential negotiated increases	
Classified salary schedules do not include potential negotiated increases	
Administrator and Confidential/Classified Management	
Salary schedules do not include potential negotiated increases	
Benefits continued through the CVT per employee agreements at the contracted caps	
Workers Comp rates not increased	
CALPERS rate decreased to 26.40%	
FTE – certificated	12.2
FTE – classified	4.8

REDDING COLLEGIATE ACADEMY

SPECIAL REVENUE FUND FOR CHARTER SCHOOLS (09)

DRAFT BUDGET 2026/2027

ANTICIPATED REVENUES

INCOME BY

SOURCE:

• LCFF Sources	\$ 3,286,548
• Federal Income	2,518
• State Income	239,602
• Local Income	30,636

TOTAL PROJECTED INCOME:

3,559,304

EXPENDITURE BY OBJECT:

EXPENDITURE BY OBJECT:

• 1000	Certificated Salaries	1,393,012
• 2000	Classified Salaries	297,875
• 3000	Employee Benefits	742,827
• 4000	Books and Supplies	252,868
• 5000	Services & Other Operating Exp's	735,696
• 6000	Sites, Building, & Equipment	-
• 7000	Transfers Out	144,893

TOTAL PROJECTED EXPENDITURES

3,567,171

OPERATING DIFFERENCE

(7,867)

BEGINNING

BALANCE

517,612

ESTIMATED ENDING BALANCE

\$ 509,745

As the table indicates, RCA's revenues from all sources is projected to total **\$3,559,304**. Expenditures are projected to total **\$3,567,171**. This will leave a projected ending fund balance of **\$509,745**.

SUMMARY

There are a lot of unknowns regarding the funding landscape for education in California at present. While it does not look like we are heading into a recession, the May Revision, and subsequently, the 2026/27 Enacted Budget have risks. The state budget is directly connected to the health of the California economy, and funding increases and decreases tend to parallel the economy. If California's revenues plummet, the District's revenues plummet as well. As the economy has been on a roll, so has the budget for Education. We expect to have a much more accurate picture at the Budget Adoption in June.

We have prepared the EESD and RCA Draft Budgets, along with the multi-year projections for EESD in accordance with our normal budget standards. We believe the budgets meet the requirements of Education Code (Ed. Code) §42127, SB 858, as well as fiscal accountability standards that will be applied at budget adoption. Based on this budget, we would expect to present a budget with a positive certification in June.

Please place this item on the May 27, 2026 Board Agenda as a Business Report Item requesting that the Board President conduct a public hearing to obtain input on the proposed budget and reserve disclosures.

9.1.1 BOARD POLICIES AND BOARD BYLAWS

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

- 6142.7 BP [Physical Education and Activity](#)
- 6146.1 BP [High School Graduation Requirements](#)
- 9320 BB [Meetings and Notices](#)
- 9320.1 BB [Remote Meetings and Attendance](#)
- 9322 BB [Agenda/Meeting Materials](#)
- 9323 BB [Meeting Conduct](#)

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____

9.2.1 RESIGNATIONS

Name	Last Work Date
Catherine Spiker	6/5/2026
Crystal Cari	4/2/2026
Heather Carter	4/24/2026
Karen Pryatel	6/5/2026
Sandra Hansen	7/31/2026
Hailey Zeis	4/27/2026
Michelle Noriega	6/5/2026
Mallorie Ducazau	6/5/2026
Charles Wolske	6/30/2026
Nora Valera-Farias	5/22/2026
Megan Ashworth	5/5/2026
Mireya Barajas	6/5/2026
Isaiah Maldonado	6/30/2026
Tyler Green	6/5/2026
Mackenzie Struthers	4/10/2026

Proposed Action: Consent approval.

MOTION MADE BY:_____

SECONDED BY:_____

9.2.2 UNIVERSITY AGREEMENTS

Approve University Agreements.

Proposed Action: Approval by consent vote.

MOTION MADE BY: _____

SECONDED BY: _____



MEMORANDUM OF UNDERSTANDING

THIS AGREEMENT entered into by and between Los Angeles Pacific University, hereinafter called the UNIVERSITY and Enterprise School District hereinafter called the DISTRICT:

W I T N E S S E T H

WHEREAS, the governing board of a school district may enter into agreements with a college or university approved by the Commission on Teacher Credentialing (CTC) as a teacher education institution (Ed. Code Section 44227), to provide educational field experiences as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, the University operates fully-accredited educational programs for its candidates; and

WHEREAS, it is to the mutual benefit of the University and the District to make a program of educational fieldwork experiences available to the university's candidates at the District's facilities.

NOW, THEREFORE, it is mutually agreed upon between the parties as follows:

GENERAL TERMS AND CONDITIONS

1. **Term.** The term of this agreement shall commence on May 1, 2026, and terminate on April 30, 2031.
2. **Termination.** Notwithstanding anything herein contained to the contrary, either party may terminate this agreement with thirty (30) days written notice to the undersigned. In the event of early termination of this agreement, candidates who have not yet completed their TK-6 Educational field experience assignment in the District may complete their assignment at the discretion of the University. Nothing in this agreement shall limit the right of the University, acting in its sole discretion, to remove a candidate from the TK-6 setting at any time.
3. **Amendments.** The provisions of this agreement may be altered, changed, or amended, by mutual written consent of the parties hereto.

4. **Execution.** This agreement may be executed in one or more counterparts, all of which shall constitute one and the same document. Counterparts may be exchanged by facsimile or Email. Each counterpart, whether an original signature or a facsimile copy, shall be deemed an original as against any party who signed it.

5. **Insurance.**

- a. The District shall maintain minimum insurance coverage for Worker's Compensation, including Employer's Liability, covering its employees. The University shall maintain minimum insurance coverage for Worker's Compensation, including Employer's Liability, covering its employees.
- b. The District shall carry professional liability insurance coverage in the amount of \$1,000,000 per limit and \$3,000,000 in the aggregate, for its employees and agents. The University shall carry professional liability insurance coverage in the amount of \$1,000,000 per limit and \$3,000,000 in the aggregate, for its employees and candidates. The District shall maintain general liability insurance coverage in the amount of \$1,000,000 per incident and \$3,000,000 in the aggregate, covering its employees and agents. The University shall maintain general liability insurance coverage in the amount of \$1,000,000 per incident and \$3,000,000 in the aggregate, covering its employees and candidates.
- c. The District maintains proof of all insurance coverage and will provide said proof to the University upon request. The University maintains proof of all insurance coverage and will provide said proof to the District upon request.
- d. The employment status of candidates and the responsibility for insurance coverage for candidate activities depends upon the status of the candidates as set forth below:
 - i. Candidates Participating in Unpaid TK-6 Educational Field Experience not at Candidate's Place of Employment: If the University's candidates are participating in an unpaid TK-6 educational field experience not at his or her place of employment, it is understood that the University's candidates are fulfilling specific requirements for field experiences as part of a degree or credential program requirement, and therefore, the University's candidates do not thereby become employees of the District by virtue of their field experience. The University shall be responsible for providing insurance coverage for such candidates, pursuant to Sections 5.a and 5.b of this agreement.

- ii. Candidates Participating in Unpaid TK-6 Educational Field Experience at Candidate's Place of Employment: If the University's candidates are participating in an unpaid internship or field experience at his or her place of employment, it is understood by that the University and the District shall keep the field experience and work duties of the University's candidates strictly separate. The University shall be responsible for providing insurance coverage for such candidates' field experience pursuant to Section 5.a and 5.b of this agreement. The District shall be responsible for providing insurance coverage for such candidates' activities as a District employee pursuant to Section 5.a and 5.b of this agreement.
- iii. Candidates Participating in Paid TK-6 Educational Field Experience: If the University's candidates are provided with a nominal stipend from the District intended to reimburse them for estimated expenses related to their field experience, the University's candidates do not thereby become employees of the District, and the University shall be responsible for providing insurance coverage for such candidates pursuant to Sections 5.a and 5.b of this agreement; however, the District shall be responsible for issuing a Form 1099 reporting the stipend to the Internal Revenue Service. If, however, the University's candidates are paid by the District for their services, then they become employees of the District, and the District is responsible for all employee obligations and for insuring the activities of such candidates under Section 5.a and 5.b of this agreement.

6. Confidentiality.

- a. All verbal and written information exchanges, as well as proprietary information relating to business practices, procedures or methods of the District or the project shall remain strictly confidential and shall not be disclosed without consent of the District. The University agrees to notify candidates that they are responsible for respecting and maintaining the confidentiality of all information with respect to all students of the District.

- b. The University and the District agree to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974, and all requirements imposed by or pursuant to regulation of the Department of Education to the end that the rights and privacy of the students enrolled in the District and of their parents are not violated or invaded. This assurance is given to obtain access to individual student data for the purpose of using said data to fulfill assignments or contractual obligations with the District. The provisions of the Family Educational Rights and Privacy Act of 1974 include, but are not limited to ensuring that (a) no identification of students or their parent(s)/guardian(s) by persons other than representatives of the University and required persons performing activities mandated by the California Department of Education, California Commission on Teacher Credentialing (i.e. auditors) is permitted; (b) the individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained; (c) no access to individual student data shall be granted by the University to any other persons, agency, or organization without the written consent of the pupil's parent/guardian, except for sharing with other persons within the District or representatives of the University, so long as those persons have a legitimate interest in the information; (d) the District will not disclose the candidate records of the University's candidates except to University and District officials who have a legitimate need for the information consistent with their official responsibilities.
7. **Data Sharing.** The University and the District agree to collaborate and share non-personally identifiable information related to hiring needs and recruitment efforts that contribute to an educator workforce that reflects the skills, dispositions, subject areas, grade levels, and demographics desired by the District. The University and the District agree to collaborate and share non-personally identifiable information related to the employment, retention, attitudinal, observational, and outcomes measures of recent graduates of the University employed in the District.
8. **Non-Discrimination.** The University and the District agree to make no distinction among candidates covered by this agreement on the basis of race, color, religion, national origin, gender, age, disability, or status as a veteran.
9. **Transportation of Students.** Neither the University nor the District will provide transportation for candidates between the University and the District school. Each candidate shall be responsible for his or her transportation.
10. **Scope of Authority.** The District shall exercise exclusive control over the administration, operation, maintenance and management of the District and its schools, and the University's candidates while they are in residence at the District. Subject thereto, the University shall exercise control and supervision over the operation, curriculum, faculty and candidates of the University within the prescribed framework.

11. Indemnification.

- a. The University shall indemnify, save and hold harmless the District, its officers, directors, and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions of the University, and its trustees, officers, directors, candidates and employees during the course and scope of a University candidate's clinical training.
- b. The District shall indemnify, save and hold harmless the University, its officers, directors, and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions of the District, and its trustees, officers, directors, or employees during the course and scope of a University candidate's clinical training.

12. Scope of Work.

TEACHER EDUCATION FIELD EXPERIENCE

“Field Experience” as used herein refers to brief (eight week) periods in which a candidate, enrolled in field experience embedded courses in the university teacher preparation program, observes and interacts with students in small group settings and may have limited whole class involvement under the direct supervision and instruction of one or more classroom host teachers. With the guidance of the classroom host teacher, the candidate may participate in small group instructional activities. With the guidance of the classroom host teacher, the candidate may participate in formal assessments to individual TK-6 students and/or small groups of students during their field experience. The candidate may be required to observe in a variety of settings to meet course expectations and will document 10 hours of field experience per each field experience embedded course. Field Experience is not commensurate with Student Teaching.

Field Experience is to be completed under the direct supervision of a host teacher(s) who currently hold(s) a valid Clear Teaching Credential in the content area for which they are providing supervision and have a minimum of three years of content area TK-6 teaching experience. It is the expectation that the classroom where candidates complete field experience will consist of TK-6 students and include students who are English learners, students on an IEP or 504 Plan, students who qualify for GATE, and/or students from an underserved group. The classroom curriculum must align with California's adopted content standards and frameworks. At the conclusion of the Field Experience, the host teacher(s) will be asked to complete a short verification form to verify the candidate's field experience.

The University will ensure candidates who participate in field experience have met the requirements of (a) California Basic Skills requirement (BSR), (b) possessing a valid certificate of clearance or other valid CTC document, and (c) current enrollment in a field experience embedded course. The University will provide support to the candidate through the direction and discussion provided within the field experience embedded course. Assignments directly related to the candidate's field experience, in the form of reflection logs and written assignments, will be required and evaluated by the course instructor.

TEACHER EDUCATION STUDENT TEACHING

“Student teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District (a) holding a valid Clear Teaching Credential in the content area for which they are providing supervision and (b) have a minimum of three years of content area TK-6 teaching experience. The district supervisor (Cooperating Teacher) must have demonstrated exemplary teaching practices as determined by the District and University. It is preferable that the supervising teacher not have additional district or school-based assignments that cause them to be absent from the classroom for extended periods of time.

Clinical practice sites should demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity.

The University shall provide district-employed supervisors a minimum of 2 hours of initial orientation to the program curriculum, and access to a minimum of 8 hours of training about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The University is responsible for requesting documentation of these training hours.

The District agrees to provide a supported teaching experience in District classrooms for candidates who are assigned by the University to student teaching. Classrooms, where candidates complete student teaching, must include TK-6 students who are English learners, on an IEP, 504 Plan, students who qualify for GATE, and/or students from an underserved group. Student teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representatives may agree upon. It is understood that the matching of the candidate and district-employed supervisor must be a collaborative process between the school district and the university.

The University and the District shall ensure student-teacher placement in locations where the candidate is able to video record his/her teaching with TK-6 students for the purposes of implementing the video requirement for the California Teaching Performance Assessment (CalTPA) and the Literacy Performance Assessment. This includes ensuring candidates are able to focus on foundational literacy skills (e.g., print concepts, phonological awareness, phonics & word recognition, fluency) and the additional cross cutting themes in literacy, oral and written language (e.g., meaning making, language development, effective expression, content knowledge) and are able to practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques and support students with dyslexia as referenced in the CA Dyslexia Guidelines.

The University requires candidates to affirm that they have followed all applicable video policies of the District for the CalTPA and Literacy Performance Assessment tasks requiring a video. The District recognizes the importance of facilitating placements that allow Teacher Candidates to complete the CalTPA and Literacy Performance Assessment, and has necessary

policies and procedures in place related to access to classrooms with relevant literacy experiences and the appropriate use of video for instruction and assessment. The District recognizes that the Teacher Candidate may use video capture to record their classroom instruction and submit it in a FERPA-compliant platform for review as part of the University Supervisor observation and formative feedback process, and University instructional reflection.

The District may, for good cause, refuse to accept any candidate of the University assigned to student teaching in the District. Upon request of the District, made for good cause, the University shall terminate the student teaching assignment of any candidate of the University.

The University will ensure candidates who participate in student teaching have satisfied the additional requirements of (a) meeting the California Basic Skills requirement (BSR), (b) demonstrating Subject Matter Competence, (c) meeting U.S. Constitution, (d) possessing a valid certificate of clearance, (e) have a negative TB test within 2 years of the end date of the student teaching assignment.

"Full-time student teaching" is an assignment for the regular school day (at least seven hours) including all duties normally performed by a teacher. The student teaching semester is to align with the school of placement.

At the elementary level, a full-time assignment is a full school day (at least seven hours) for the full semester according to the district calendar for students. Candidates have the option to request the semester be split in half between two placements: half in a primary (K-3) classroom and half in an upper grade (4-6) classroom. For this, the University will pay the District a Cooperating Teacher Stipend for performance by the District of all services required at a rate of one hundred dollars (\$100) for each half semester.

An assignment of a candidate of the University to student teaching in schools or classes of the District shall be, at the discretion of the University for one semester; a fall semester to be approximately middle/end of August to December and a spring semester to be approximately the beginning of January to the beginning/middle of June.

Within a reasonable time following the close of each assignment, the University will send a Cooperating Teacher Stipend Summary Sheet to the District and the District shall submit an invoice, to the University for payment, at the rate provided herein, for all student teaching assignments provided by the District under and in accordance with this agreement during said semester.

TEACHER EDUCATION INTERN TEACHING

"Intern teaching" as used herein and elsewhere in this agreement means active participation in a teacher internship program pursuant to California Education Code Section 44454 whereby University candidates may be placed as Intern teachers in District Schools. Each intern certificate will be valid for a period of two years. Reference: Education Code Section 44325 (b). An Intern candidate is authorized to assume the functions authorized by the appropriate Multiple Subject Credential. The Intern candidate's services meet the instructional or service needs of the participating district. Reference: Education Code Section 44458. The Intern candidate does not displace other certificated employees in the participating district, and this agreement meets the District's contractual specifications with certificated employees.

The District will assign each Intern candidate a certified mentor/support provider who will be responsible for overseeing and offering support to the Intern candidate throughout the internship teaching year. The District agrees to provide the University with the name of the mentor/support provider for each term. The certified mentor/support provider must (a) hold a valid corresponding Clear or Life credential, (b) have completed a minimum of three years of successful teaching experience, (c) have EL Authorization if he/she is providing supervision and support to a candidate who does not have EL Authorization.

The University shall provide district-employed supervisors a minimum of 2 hours of initial orientation to the program curriculum, and access to a minimum of 8 hours of training about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

The District must ensure sufficient resources are provided including the identification of protected time for district-provided support providers to work with the Intern candidates within the school day to deliver the appropriate support/mentoring and supervision to the candidate and an evaluation of the site support that is provided.

The University will ensure candidates in the Internship Program hold a Baccalaureate degree or higher from an organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation and have satisfied the additional requirements of (a) California Basic Skills requirement (BSR), (b) demonstrating Subject Matter Competence, (c) meeting U.S. Constitution, (d) possessing a valid certificate of clearance, (e) have completed the required Pre-service Training.

The University will assign a University supervisor to support the intern who will work cooperatively with the district personnel designated above. The University supervisor will confer with both the site administrator and the mentor/support provider for the intern. The University supervisor will have the following minimum qualifications (a) have current knowledge in the content area of the candidate; (b) have the ability to model best professional practices in teaching, learning, scholarship, and service; (c) have knowledge about diverse abilities, cultural, language, ethnic, and gender diversity; and (d) understand the context of public schools and have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

The employing district will develop and implement a Professional Development Plan for the Intern candidate, which will include an annual evaluation. For Intern candidates teaching in inclusive kindergarten through 6th-grade settings, the Professional Development Plan must include instruction during the first semester of service which includes child development and teaching methods, as well as, special education programs for pupils with mild and moderate disabilities. The University will make available a description of the courses to be completed by the Intern.

The District and the University will work in partnership to provide a minimum of 144 hours of support/mentoring and supervision to each Intern candidate each school year. Intern candidates without EL authorization are required to receive 45 hours of EL support. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462.

The District will provide approximately 2/3 of the support/mentoring and supervision in the form of content-specific coaching; grade level or department meetings; new teacher orientation; coaching from an administrator; co-planning with a special educator or English learner expert to address special needs or English learner students; demonstration lessons or co-teaching activities with a mentor/support provider, coach or supervisor; Intern candidate observation of other teachers and classrooms; editing work-related writing; professional learning communities activities addressing issues in the intern's classroom; OR other support and supervision activities. The University will provide approximately 1/3 of the support/mentoring and supervision in the form of field mentors, seminars, peer/faculty support; classroom observations and coaching; Intern observation of other teachers and classrooms; email, phone, and/or video conferencing support related to observations, problem-solving, planning curriculum, and/or instruction; professional literature/research discussion groups facilitated by appropriately credentialed program faculty; OR other support and supervision activities. The University is responsible for the documentation of support/mentoring and supervision.

The District and the University agree to the allocation of additional personnel, time, and resources for individuals who have not yet earned an English learner authorization. The participating district will identify an individual who is immediately available to assist Intern candidates with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and to support language-accessible instruction. This individual must have an EL authorization.

The University shall ensure Intern Teacher assignments take place in locations where the candidate is able to record his/her teaching with TK-6 students for the purposes of implementing the video requirement for the California Teaching Performance Assessment (CalTPA), observations, and instructional reflection. The University requires candidates to affirm that they have followed all applicable video policies of the District for the TPA task requiring a video.

The District recognizes the importance of facilitating placements that allow Intern Candidates to complete the CalTPA and Literacy Performance Assessment, and has necessary policies and procedures in place related to access to classrooms with relevant literacy experiences and the appropriate use of video for instruction and assessment. This includes ensuring candidates are able to focus on foundational literacy skills (e.g., print concepts, phonological awareness, phonics & word recognition, fluency) and the additional cross cutting themes in literacy, oral and written language (e.g., meaning making, language development, effective expression, content knowledge) and are able to practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques and support students with dyslexia as referenced in the CA Dyslexia Guidelines. The District recognizes that the Teacher Candidate may use video capture to record their classroom instruction and submit it in a FERPA-compliant platform for review as part of the University Supervisor observation and formative feedback process, and University instructional reflection.

The District and the University agree to provide access to those who will be evaluating the performance of the candidate to provide knowledge on the performance of Intern candidates and any areas of needed additional support or supervision.

Los Angeles Pacific University	Enterprise School District
Signed: <i>Gordon Jorgenson III</i>	Signed: _____
Name: Gordon Jorgenson III	Name: _____
Title: Asst. Dean	Title: _____
Date: _____Feb. 17, 2026_____	Date: _____
Los Angeles Pacific University 2100 E. Route 66 Ste. 101 Glendora, CA 91740	Enterprise School District 1155 Mistletoe Ln. Redding 96002



Reach University

Employer Partnership

Memorandum Of Understanding

Local Education Agency: **Enterprise Elementary School District**

Date:

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

Learn more at reach.edu

1. Parties, Recitals & Purpose

This Memorandum of Understanding (“Agreement”) is entered into on the date listed above between the entity named above (“Local Education Agency”) and Reach University (“Reach University”) (together, the “Parties”) for the purpose of jointly exercising their respective powers.

The purpose of this Agreement is to address the Local Education Agency’s workforce needs and provide opportunities for Reach University candidates to complete the job-embedded undergraduate degree program, Bachelor of Arts in Liberal Studies. This Agreement includes any attached addenda, which shall be incorporated by reference and considered part of this Agreement.

In consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

2. Definitions

- **Primary Employer Partnership Contact:** The primary person responsible for communicating between the Local Education Agency and Reach University.
- **Candidate:** a candidate enrolled in an undergraduate degree program and/or teacher preparation program offered by Reach University.
- **Partnership Advisory Committee:** a system-level leadership and advisory group committee composed of a representative set of Superintendents or designees from partner Local Education Agencies.
- **Program:** The undergraduate program offered by Reach University for paraprofessionals and other school employees, whose goal is to complete a bachelor’s degree.

3. Program

At Reach University, we believe that your job should lead to a degree—not the other way around. We serve both working adults striving to reach their full potential and employers aiming to cultivate diverse local talent pipelines through apprenticeship degrees. Reach University is dedicated to best practices in higher education and is designed to both acknowledge and leverage the learning that working adults already engage in daily to inform and improve upon their craft.

Additional programs are outlined in the addendum attached to this Agreement.

3.1. Bachelor of Arts in Liberal Studies (BA-LS) Degree Program

The program description herein reflects Reach University’s program as of the effective date of this Agreement. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Bachelor of Arts in Liberal Studies is a rigorous, job-embedded undergraduate degree program for front-line employees. The program includes interactive class sessions held after work hours, one-on-one advisors, on-site mentors, and comprehensive college services, including financial aid, libraries, and technology support, all to ensure candidate success.

Candidates in our programs are required to engage in job-embedded learning for at least 15 hours per week in an academic environment. This job-embedded learning can arise from holding roles including but not limited to: paraeducators, teacher or classroom instructional aides, on-site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions.

Degree Earned: Bachelor of Arts in Liberal Studies

Credential Earned: None

Program Duration: 2–4 years (depending on transfer credits)

Accepts Transfer Credit: Yes. 100% credit transfer from select programs.

For full program details, please visit reach.edu/programs.

4. Partnership Responsibilities

This section outlines the shared expectations and commitments between Reach University and the Local Education Agency to ensure the successful implementation of the Bachelor of Arts in Liberal Studies program.

4.1. Initial Engagement & Onboarding

Local Education Agency Responsibilities

- Designate and notify key contacts, including but not limited to billing, site-level leads, and a program liaison (“Primary Employer Partnership Contact”).
- Attend initial onboarding sessions to understand program operations, expectations, and shared responsibilities.

Reach University Responsibilities

- Assign a dedicated Employer Success Lead to serve as the primary point of contact, support onboarding, and act as a liaison for ongoing partnership management.
- Introduce Local Education Agency staff to Reach University systems, workflows, and operational tools.
- Develop and finalize tuition agreements and billing processes with the Local Education Agency.

4.2. Candidate Eligibility, Recruitment, & Admissions

Local Education Agency Responsibilities

- Verify that all candidates referred to Reach University:
 - Are employed by the Local Education Agency in roles supporting job-embedded learning.
 - Hold a high school diploma or equivalent.

- Are U.S. citizens, legal permanent residents, or have valid work authorization.
 - Have successfully passed required background checks.
- Coordinate and participate in recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
 - Providing a list of eligible prospective candidates and their contact information to Reach University at least once per recruitment cycle, including contact information.
 - Promoting Reach University Programs by posting/distributing flyers, sharing Program information via email, and informing employees about virtual information sessions presented by Reach University.
 - Hosting informational sessions for prospective candidates.
- Provide an Employment Verification Contact that will verify candidate employment during the admissions process and at the start of each academic year.
- Assign a Candidate Supervisor for candidates.

Reach University Responsibilities

- Provide the Local Education Agency with recruitment materials, program information, and information session invitations.
- Align outreach activities with the Local Education Agencies' workforce needs.
- Assist and guide candidates through the application process, and coordinate employment verification at the time of admission.
- Provide tools and support for employment verification and job alignment.

Shared Responsibilities

- Both Parties will collaborate in planning and executing recruitment activities to ensure alignment with workforce needs and mutual accountability for candidate outcomes.

4.3. Job-Embedded Learning & Candidate Support

Local Education Agency Responsibilities

- Ensure that each candidate engages in job-embedded learning for a minimum of 15 hours per week in an academic environment. This may include roles such as paraeducator, instructional aide, tutor, teacher leader, administrator, or other school-based support staff.
- Notify your employer success contact at Reach University if a candidate's role materially changes and may no longer meet the job-embedded learning requirements.
- Provide site-level support to candidates.
- Participate in periodic Reach University-hosted webinars and virtual updates to share feedback, receive program information, and support continuous improvement efforts.

Reach University Responsibilities

- Guide Local Education Agency staff on program expectations.

Shared Responsibilities

- Establish and maintain ongoing communication to address issues, resolve challenges, and support candidate success.
- Reach University and the Local Education Agency will collaborate in good faith to determine next steps, which may include transitioning the candidate to a qualifying role or pausing enrollment until eligibility is re-established.

4.4. Data Sharing & Program Feedback

Local Education Agency Responsibilities

- Participate in annual workforce outcome reporting, including sharing aggregate data on candidate roles, transitions, and retention.
- Complete an annual Employer Partner Survey and similar instruments to support program evaluation.
- If the Local Education Agency requires detailed information about candidate progress, academic standing, or related metrics, Reach University strongly encourages the Local Education Agency to establish clear agreements directly with its employees regarding such requirements. These agreements should ensure transparency for employees and align with applicable privacy and employment laws.

Reach University Responsibilities

- Share candidate information, as necessary for program administration and in compliance with our FERPA policy, state privacy laws, and institutional policies, to support collaborative recruitment efforts and promote candidate retention and success. Data may be shared proactively or upon request. See our FERPA policy here: info.reach.edu/support/family-educational-rights-and-privacy-act-ferpa-acknowledgment.
- Analyze and apply data gathered through surveys and reporting to inform program enhancements and continuous improvement.
- Issue invoices for agreed-upon tuition support once per term, typically in September and February.
- Provide assistance to the Local Education Agency regarding billing questions and adjustments as required.

5. Terms

5.1. Insurance

During the term of this Agreement, Reach University agrees to maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage: \$1 million general liability, \$1 million personal injury, and \$2 million general aggregate; and educator's legal liability of \$1 million per occurrence and \$2 million aggregate.

5.2. Term

This Agreement shall have an initial term of five (5) years from the effective date. Upon expiration of the initial term, the Agreement shall automatically renew for successive five (5) year terms unless and until terminated by either party in accordance with the termination provisions set forth in Section 5.3.

The Parties agree to review the terms of this Agreement at least once every five (5) years to assess continued alignment and effectiveness.

5.3. Termination

Except as otherwise provided, each party agrees to give six (6) months' written notice prior to terminating this Agreement and the program partnership. The Parties agree to make their best efforts to ensure enough time for candidates enrolled to graduate before the effective termination date.

5.4. Confidentiality

Candidate information will only be shared to provide the services outlined in this Agreement. Confidential candidate information, as defined by state and federal regulations, will only be disclosed to the Local Education Agency when necessary to carry out the tasks described here, in compliance with the law, and subject to a Non-Disclosure Agreement. The Parties also each agree to safeguard each other's confidential information learned in performing this Agreement.

5.5. Indemnification

To the extent allowed by law, the Local Education Agency agrees to indemnify, defend, and hold harmless Reach University from and against any claims by a candidate or other third party that arise from a candidate's employment or activity at the Local Education Agency site.

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

Local Education Agency shall defend, indemnify and hold Reach University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to

and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Local Education Agency, its officials, agents, or employees.

5.6. Non-Discrimination

Both Parties agree that participation in this program will not be limited on the basis of race, color, national origin, sex, disability, age, or any other protected category under federal or state law.

5.7. Force Majeure

Neither party shall be held liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for payment obligations) when such failure or delay is caused by acts of God, natural disasters, pandemics, governmental orders or laws, labor disputes, power or internet failures, or any other cause beyond the reasonable control of the affected party. The affected party shall promptly notify the other party in writing of such force majeure event and make reasonable efforts to resume performance as soon as practicable.

5.8. Dispute Resolution

In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through good faith negotiations. If the dispute cannot be resolved through negotiation within thirty (30) days, the Parties agree to submit the matter to non-binding mediation conducted by a mutually agreed-upon mediator. If mediation does not resolve the dispute, the Parties may then pursue any remedies available at law or in equity.

5.9. Name & Likeness

No child's image or likeness will be used without explicit prior consent in accordance with the Local Education Agency's policies. Reach University will coordinate with the Local Education Agency to ensure full compliance with all applicable privacy regulations and parental consent requirements.

Reach University may take photographs and make audio or video recordings of Reach University candidates at Local Education Agency school sites for educational, licensure assessment, and training purposes. These recordings may include images of Reach University candidates, faculty, and staff, as well as general school site identification.

5.10. Severability

If any provision of this Agreement is determined to be invalid, illegal, or unenforceable, the remaining provisions shall remain in full force and effect.

5.11. Entire Agreement

This Agreement, including all incorporated addenda, constitutes the entire understanding between the Parties and supersedes all prior negotiations, representations, or agreements,

whether written or oral, relating to the subject matter herein.

5.12. Amendments

This Agreement may only be amended, modified, or supplemented by a written document signed by authorized representatives of both Parties.

5.13. Assignment

Neither party may assign or transfer its rights or obligations under this Agreement without prior written consent of the other party.

6. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

Local Education Agency

The signature below must be completed by the representative who is authorized to sign on behalf of the Local Education Agency.

Local Education Agency	
State	
Authorized Approver	
Title	
Email Address	
Signature	
Date	

Reach University

Authorized Representative	
Title	

Email Address	
Signature	
Date	



PLACEMENT AGREEMENT

This Placement Agreement ("Agreement") is made between Western Governors University, a Utah nonprofit corporation ("University" or "WGU"), and ___Enterprise Elementary School District___ ("District"), and is effective as of the date of District's signature below ("Effective Date"). WGU and District may be referred to herein individually as a "Party" and collectively as the "Parties."

WGU is nationally accredited by the Northwest Commission on Colleges and Universities ("NWCCU"). University Educator Preparation programs are further accredited by the Council for the Accreditation of Educator Preparation ("CAEP") and the Association for Advancing Quality in Educator Preparation ("AAQEP"). University represents that each Candidate assigned to District for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two is validly enrolled in a current University educator preparation program and meets District's background requirements.

A. Definitions. For the purposes of this Agreement, capitalized terms* shall have the following meanings:

1. **"Candidate"** means a student enrolled in a University program that leads to an education credential.
2. **"Mentor Teacher"** means a District employee who is the teacher presiding in the classroom to which the Candidate is assigned. Standards for Mentor Teachers are explained in Section G of this Agreement.
3. **"Clinical Supervisor"** means a qualified individual who is an employee or independent contractor of WGU. The individual will supervise the Candidate. Standards for Clinical Supervisors are explained in Section H of this Agreement.
4. **"Initial Licensure Program"** means a program that results in a professional license.
5. **"Advanced Program"** means an advanced licensure or endorsement program that may result in an additional license.
6. **"Clinical Experience"** means the active participation by a Candidate in a wide range of virtual and in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two.
 - a. **"Early Clinical"** means a Candidate's first supervised opportunity to observe a classroom setting.
 - b. **"Advanced Clinical"** means supervised classroom-based activities in a classroom setting where Candidates observe, collaborate, and reflect with a Mentor Teacher.
 - c. **"Student Teaching One"** and **"Student Teaching Two"** (collectively **"Student Teaching"**) means the active participation by a Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Mentor Teacher and a Clinical Supervisor.
7. **"Practicum"** means the University Clinical Experience requirements for advanced licensure programs.
8. **"Professional Dispositions and Responsibilities"** means standards of behavior expected of Candidates and University faculty and staff, as follows:

○ All Individuals Can Learn	○ Communication
○ Belonging	○ Integrity
○ Empathy	○ Professionalism
○ Growth Mindset	○ Intellectual Courage
9. **"LEA"** means Local Education Agency.
10. **"SEA"** means State Education Agency.

*References to "District" shall include the school.

- B. Mutual Expectations.** A placement site is a District where University places Candidates for a Clinical Experience with Mentor Teachers that align with the Candidate's licensure area with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Candidates, and to share accountability for Candidate outcomes. A Clinical Supervisor will be assigned to observe and provide support to the Candidate. The District and Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.

- C. Mutually Beneficial Activities.** The Parties agree to participate, to the extent feasible, in the activities outlined below:
1. District employees will select Mentor Teachers based on University requirements.
 2. University will notify District of learning opportunities where University will provide optional professional development to District's employees for their career and skill enrichment.
 3. District employees who have been admitted to University may apply to receive aid so long as they meet scholarship eligibility requirements (University will retain sole discretion in funding and award decisions).
 4. University may invite District employees to participate in a focus group to:
 - provide feedback for improvement and continuous development of observation and evaluation instruments of Candidates, Mentor Teachers, and Clinical Supervisors, criteria for selection of Mentor Teachers and Clinical Supervisors, and curriculum development;
 - review data on Clinical Experiences and Candidate success to potentially modify selection criteria, determine future assignments of Candidates, and make changes in Clinical Experiences;
 - review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to Candidate outcomes and Candidate performance.
- D. Recordings.** District recognizes that University requires the utilization of video recordings for both observations and teacher performance assessments. District also recognizes that video recordings may be utilized for Educative Teacher Performance Assessment ("edTPA") in states where required. District agrees to allow video recording and/or live streaming for completion of observations and teacher performance assessments for all University programs consistent with the conditions set forth in **Exhibit A** ("Video Recording").
- E. University Responsibilities.** University shall:
1. Place qualified Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in a Clinical Experience.
 2. Provide Mentor Teacher with an honorarium for participation in Clinical Experience as described in this Agreement. The Mentor Teacher may also receive professional development hours connected to the successful completion of University, and any state required, Mentor Teacher training.
 3. Be responsible for the selection, assignment, training, and compensation of Clinical Supervisors.
 4. Require Candidates to have a current, fully cleared background check.
 5. Where required by state regulation or District policy, ensure Candidates have a current tuberculosis ("TB") risk assessment and/or examination. Upon request, Candidates will be required to provide documentation to District prior to participating in a Clinical Experience.
 6. Provide opportunities for feedback regarding improvement of University Candidate preparation.
 7. Provide professional development training to Mentor Teachers regarding University processes and procedures.
 8. Maintain an online site for support, resources, and training for Mentor Teachers and Clinical Supervisor.
 9. Facilitate course instruction and support for the Candidates during their Clinical Experience. Including, the final performance assessment, specific task requirements and peer interactions in a weekly cohort seminar.
 10. Maintain general responsibility for instruction, academic evaluation, and related academic matters concerning Candidate participation in the Clinical Experience, including evaluation and grading.

F. District Responsibilities. District shall:

1. Nominate one or more qualified Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to University's Clinical Placement Team.
2. Allow the Clinical Supervisor access to the host school and classroom, including virtual settings, for the specific purpose of observing Candidates.
3. Where applicable and where a Candidate will serve as a contracted teacher, District agrees to provide a Mentor Teacher during Clinical Experience.
4. Notify University about any changes to District policies that would impact Candidate's placement (e.g., COVID and other healthcare policies).
5. Placement must align with the Candidates' Program. District must notify University about any changes to the Candidate's assigned Mentor Teacher or classroom placement.
6. Provide Candidates with any District policies and procedures to which Candidates are expected to adhere during the Clinical Experience and while on District premises.
7. Through the involvement of the Mentor Teacher, participate with the Clinical Supervisor and Candidate in two evaluations pursuant to WGU's grading rubric. University shall be responsible for the format of evaluations.
 - See Advanced Programs Practicum section below for evaluation requirements for Educational Leadership and English Language Learning.
8. Provide Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Clinical Experience.
9. Provide opportunities, when possible and appropriate, for Candidates to use technology to enhance student learning and monitor student progress and growth.
10. Provide opportunities, when possible and appropriate, for Candidates to experience working with diverse student populations, including English language learners and students with exceptional learning needs.
11. Encourage Mentor Teachers to participate in University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
12. Encourage administrators and Mentor Teachers to participate in University feedback surveys (offered at the end of the Clinical Experience) to report on Candidate quality and preparation and to provide program feedback to University for continuous improvement.
13. Report any concerns related to the Candidate's performance, conduct, or attendance promptly to the Clinical Supervisor. Identify a teacher or other school administrator to evaluate Candidates for Embedded Work Based Learning.
14. Adhere to any then-applicable state requirements related to training/professional development.
15. *For California Districts Only:* As required by the California Commission on Teacher Credentialing ("CTC") Program Sponsor Alert ("PSA") 19-05, Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.
 - *As part of programmatic requirements, Candidates must take and pass an approved literacy assessment.* Mentor teacher, WGU faculty, and WGU staff advise Candidates of the expectation to take and pass a Commission approved literacy performance assessment that includes foundational literacy skills and additional cross cutting themes in literacy. Mentor teacher, WGU faculty, and WGU staff advise on available options to work with students at risk for literacy-related disabilities, provide opportunities to learn about screening and diagnostic techniques, provide opportunities to observe and practice concepts in the California Dyslexia Guidelines, inform of the expected timeline for completion, and ensure that Candidates have opportunity to practice the instruction of oral and written language including meaning making, language development, and effective expression.

G. Mentor Teacher Standards. District, in collaboration with University, shall provide the Candidate with a Student Teaching assignment under the direct supervision and instruction of a Mentor Teacher who meets the following minimum requirements:

1. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where Student Teaching occurs.
2. Has: (i) a minimum of three (3) years of content area teaching experience, with (ii) two (2) or more years teaching in the placement school and/or District, and (iii) a demonstrated record of strong performance.
3. Documented evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, district, or school provides such ratings.
4. Has positively impacted and mentored student teachers, colleagues, and/or other adults.
5. Competently uses technology for communicating via email and completing online evaluation forms.
6. Demonstrates and models WGU's Professional Dispositions and Responsibilities.
7. Completes University training to understand policies, processes, procedures, and how to mentor adult learners, and completes any required State training.
8. *For California Districts Only:* As required by the California Commission on Teacher Credentialing ("CTC") Program Sponsor Alert ("PSA") 19-05, Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.
 - *As part of programmatic requirements, Candidates must take and pass an approved literacy assessment.* Mentor teacher, WGU faculty, and WGU staff advise Candidates of the expectation to take and pass a Commission approved literacy performance assessment that includes foundational literacy skills and additional cross cutting themes in literacy. Mentor teacher, WGU faculty, and WGU staff advise on available options to work with students at risk for literacy-related disabilities, provide opportunities to learn about screening and diagnostic techniques, provide opportunities to observe and practice concepts in the California Dyslexia Guidelines, inform of the expected timeline for completion, and ensure that Candidates have opportunity to practice the instruction of oral and written language including meaning making, language development, and effective expression.

H. Clinical Supervisor Standards. The University, in collaboration with District, shall select a Clinical Supervisor who provides guidance, support, on-site and/or virtual assistance, assessment, and feedback to a Candidate throughout Advanced Clinical, Student Teaching One and Student Teaching Two of the Clinical Experience. To act in this role, a Clinical Supervisor must have:

1. A minimum of three (3) years teaching experience in K-12.
2. A master's degree in education or related field.
3. A current teaching license in the content area of supervision.
4. Experience teaching in the content area of supervision.
5. Successfully completed a background clearance.
6. Ability to consistently demonstrate and model Professional Dispositions and Responsibilities.

I. Advanced Programs Practicum.

1. Candidates are licensed teachers who are in most cases completing the Practicum in their own school using a qualified individual as a Clinical Supervisor who meets the applicable qualifications and requirements.
2. Each Candidate shall:
 - complete a valid background clearance, provide proof of liability insurance, and a valid teaching license.
 - comply with all other applicable District requirements.
3. Evaluations of Candidates are as follows:
 - Educational Leadership – a minimum of four (4) evaluations
 - English Language Learning – a minimum of three (3) observations or evaluations.
 - Early Childhood Education – a minimum of one (1) observation
4. District shall identify a school or schools and a Clinical Supervisor that meet University requirements for the Candidate's program requirements.

J. Confidentiality & Education Records

1. District acknowledges that the education records of assigned Candidates are protected by the Family Educational Rights and Privacy Act ("FERPA") and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, University designates District as a "school official" with a legitimate educational interest in such records.
2. University shall instruct Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Candidates or University employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

K. Additional Terms

1. Term. This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either Party gives the other Party thirty (30) days advance written notice of its intent to terminate the Agreement. In the event of termination, any Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching or Practicum.
2. Points of Contact. Each Party shall designate a point of contact for communication and coordination of Student Teaching or Practicum. Contact information is set forth following the signature block.
3. Right to Accept or Terminate a Placement. District may refuse to accept placement, or may terminate the placement, of any Candidate based upon its good faith determination that the Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify University Point of Contact (listed at the bottom of this Agreement) in writing immediately and state the reasons for such decision.
4. Insurance.
 - University Insurance. University represents and warrants that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. University shall maintain, at its sole expense, workers' compensation insurance as required by law.
 - Professional Liability Insurance. Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Clinical Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
 - Workers' Compensation. University and District shall each maintain workers' compensation coverage applicable to their respective employees. University agrees to maintain workers' compensation coverage for credential candidates to which this Agreement applies, and such coverage will be the only such coverage applicable to such credential candidates. By virtue of the coverage provided by the University, the District will also be considered to have secured payment of compensation for such individuals as provided in subd. (d) of section 3602 of the Labor Code.
5. Indemnification.
 - University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.
 - District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.
6. Status of Parties. Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the Parties. Neither Party will have the authority to, and will not, act as agent for or on behalf of the other Party or represent or bind the other

Party in any manner. No Candidate or other third Party shall be a beneficiary of or have any right to enforce the terms of this Agreement.

7. Non-Discrimination. Each Party agrees to comply with all applicable non-discrimination laws, and will accept, assign, supervise, and evaluate qualified Candidates regardless of race, sex, sexual orientation, religion, creed, national origin, age, disability, veteran status, or any other basis protected by law.
8. Entire Agreement. This Agreement represents the entire understanding between the Parties relating to the subject matter and supersedes all prior oral or written agreements. This Agreement may be modified only in writing, signed by both Parties.

The Parties have executed this Agreement as of the Effective Date.

UNIVERSITY

By: Erin Dilley
[Erin Dilley \(Mar 10, 2026 08:57:22 PDT\)](#)
Title: Senior Manager, Clinical Experience, School of Education

Point of Contact:

District and Funded Partnerships
Email: tc_outreach@wgu.edu

For notice purposes:

Attn: Contracts Manager
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533
Email: contracts@wgu.edu

DISTRICT

By: _____
Title: _____
Date: _____

Point of Contact:

Email:
Phone:

For notice purposes:

Email:

Exhibit A

Video Recording

1. Teacher Performance Assessment. District acknowledges that Candidates must complete a teacher performance assessment, which includes the submission of real artifacts (such as lesson plans and student work samples). District also recognizes that in states where the edTPA is required, video recordings of the Candidate teaching in the classroom will be utilized and included in the submission.
2. Clinical Observation / Evaluation. University utilizes a secure, interactive, online, cloud-based platform to accommodate for the changing classroom environment and protect the health and safety of participants. Candidates upload recorded video submissions or participate in livestreams for feedback, scoring, and critiquing of video assignments, and Clinical Supervisors leave time-stamped feedback.
3. Guidelines. The following guidelines are provided to Candidates. District understands that Candidates are not employees or agents of University and that any further precautions regarding the privacy of District students should be agreed directly between the District and Candidates.

Teacher Candidate Guidelines for Video Recordings

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and Mentor Teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
- You must follow appropriate protocol to submit recordings to University.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.

EnterpriseESD-CA-WGU Education Placement Agreement 2025-For Revisions_wgu

Final Audit Report

2026-03-10

Created:	2026-03-10
By:	Ginger Burk (ginger.burk@wgu.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAtAgRj9LSIAuhVy97ivA01rSh3x1hmq4s

"EnterpriseESD-CA-WGU Education Placement Agreement 2025-For Revisions_wgu" History

-  Document created by Ginger Burk (ginger.burk@wgu.edu)
2026-03-10 - 1:10:21 AM GMT
-  Document emailed to erin.dilley@wgu.edu for signature
2026-03-10 - 1:10:26 AM GMT
-  Email viewed by erin.dilley@wgu.edu
2026-03-10 - 1:10:31 AM GMT
-  Signer erin.dilley@wgu.edu entered name at signing as Erin Dilley
2026-03-10 - 3:57:20 PM GMT
-  Document e-signed by Erin Dilley (erin.dilley@wgu.edu)
Signature Date: 2026-03-10 - 3:57:22 PM GMT - Time Source: server
-  Agreement completed.
2026-03-10 - 3:57:22 PM GMT

9.2.3 EMPLOYMENT

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

Administrator

Name	Site	Position	FTE
Karle Nye	MI	Assistant Principal	1.0
Andrea Rubio	PJH	Assistant Principal	1.0
Natasha Greene	AM	Director of Special Education	1.0

Classified Management/Confidential)

Name	Site	Position	FTE
Robyn Stamm	DO	Assistant Director of Business Services	1.0
Lance Stone	DO	Change in classification to Director of Facilities	1.0

Certificated

Name	Site	Position	FTE
Rayanna Moyher	RO	Teacher	1.0
Emma Clark	LV	Teacher	1.0
Ashley Newbold	PJH	English Teacher (Intern)	1.0
Caroline Forseth	AM	Teacher	1.0
Julia Downing	TBD	SPED Teacher	1.0
Ryan Cuning	MI	Teacher	1.0
Katie Narf	BC	Tchr Fine Arts	Increase to 1.0
Cameron Williams	TBD	SPED Teacher	1.0
Madison Pietrowski	MI	Teacher	1.0
Elizabeth “Libby” Cecil	AM	Special Ed Teacher	1.0
Joelee Arons	RO	Teacher	1.0
Troy Barker	PJH	Teacher	1.0

Classified

Name	Site	Position	Hours
Corinne Wilson	AM	Special Ed Aide - SDC	5.75
Sarah Ajero (Change in class)	AM	Program Assistant (Sp Ed & CYBHI)	8.0
Haley Wiley	BC	CIA Aide	Increase to 3.67
Megan Johnson	BC	Change in class to Clerk I	Increase to 5.92
Jennifer Davis	DO	Bus Driver/GDA	5.75/2.25
Harmony Jones	LV	Expand Group Leader	6.0
Sabrina Paz)	LV	CIA Aide	Decrease to 3.92
Donovan Stidham	MI	CIA Aide	3.92
Damari Shannon	PJH	Behavior Tech Aide	5.5
Parker Kipp	PJH	CIA Aide	5.5
Cinnamon Parrott	PJH	Cook	7.5
Kaedyne French	SM	Expand Group Leader	6.0
Kirsten Rouse	SM	Change in class to Library Specialist	Increase to 5.5
Maricela Hubbs	SS	Change in class to Program Assistant	Increase to 8.0

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____

9.2.4 APPROVE DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

A Declaration of Need for Fully Qualified Educators must be filed with the Commission on Teacher Credentialing before any potential emergency or limited assignment credential will be granted.

It is recommended that the Board approve the "Declaration of Need for Fully Qualified Educators" for 2026-2027 to be filed with the California Commission on Teacher Credentialing.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY: _____

SECONDED BY: _____



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026/27

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Enterprise Elementary School District District CDS Code: 45 69971

Name of County: Shasta County CDS Code: 45 10454

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/27/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Heather Armelino Superintendent
Name Signature Title

(530) 224-4125 (530) 224-4100 _____
Fax Number Telephone Number Date

1155 Mistletoe Lane, Redding, CA 96002
Mailing Address

harmelino@eesd.net
Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**
Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	Signature	Title
_____	_____	_____
Fax Number	Telephone Number	Date

Mailing Address		

E-Mail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	7
Bilingual Authorization (applicant already holds teaching credential)	1
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	3
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	4

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	4
Single Subject	11
Special Education	5
TOTAL	19

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art	2	Music	2
Business		Physical Education	
Dance		Science: Biological Sciences	
English	2	Science: Chemistry	
Foundational-Level Math	2	Science: Geoscience	
Foundational-Level Science	2	Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☒ Yes ☐ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 8

If yes, list each college or university with which you participate in an internship program.

California State University Chico, Kings County GROW, Teach Lake County

National University, Simpson University, Alliant University, and

Los Angeles Pacific University

If no, explain why you do not participate in an internship program.

9.2.5 EETA SUNSHINE ITEMS FOR BARGAINING WITH DISTRICT, 2026-2027

“Sunshine Proposal”

The Enterprise Elementary Teachers’ Association submits the following items for negotiation with the Enterprise Elementary School District:

1. Article 4: Compensation
2. Article 6: Insurance
3. Article 8: Leaves
4. Article 13: Class Size

A public hearing will be held at this time.

Any discussion or questions before we vote?

Proposed Action: Approval of items for negotiation.

MOTION MADE BY:_____

SECONDED BY:_____

May 4, 2026

Regarding: EETA Sunshine 2026-2027

Received

APR 23 2026



EESD
HR Department

We intend to open official negotiations for the 2026-2027 school year with the below numbered articles. The following are our sunshine items for board approval at the May board meeting.

Article 4: Compensation

Article 6: Insurance

Article 8: Leaves

Article 13: Class Size

Sincerely,

Wayne Randolph
EETA President

Megan Belcastro
Bargaining Chair



9.2.6 APPROVE EETA MOU

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

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: MAY 18, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: MEAGAN HAWLEY-STONE, HUMAN RESOURCES

RE: APPROVAL OF EETA MEMORANDUMS OF UNDERSTANDING

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

- Caseload Carrier (April 22, 2026)

Please present to the Board at their May 27, 2026, meeting for approval.



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

Enterprise Elementary School District & EETA Memorandum of Understanding April 22, 2026

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

The District received two unexpected mid-year resignations. These resignations have created a hardship with case carrier duties that can only be facilitated by a teacher with an appropriate special education credential.

The parameters of a unit member that voluntarily accepts the duties as a case carrier only are as follows:

- a. Site acquires a substitute
- b. Case Carrier is not the person providing services
- c. Case Carrier performs all IEP meeting needs: testing/assessment, reports, schedule/facilitate IEP meetings, etc.
- d. Case Carrier can timecard 2-5 hours per IEP depending on IEP needs. Any timecarding beyond 5 hours would require Superintendent's approval. The approval will be given in email and copied to Melissa Lyric in payroll.
- e. Trimester progress reports (not for annual IEP) - timecard up to .5 hrs per student

Unit members voluntarily taking on these responsibilities as a case carrier shall be paid a one-time stipend of \$500. Beginning March 26, 2026, unit members will be paid at a rate of \$50 per hour for their case carrier duties as detailed above.

The notification deadline in Article 13 Section 2.1, shall be extended to May 15, 2026.

This Memorandum of Understanding is for the 2025/2026 school year. Any continuation will be brought to EETA/EESD Negotiations or be extended with a new MOU.

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

Lori Duke

A45BA1631B8FB8F195E09C48390335F1

readysign

Lori Duke, EETA

Heather Armelino

175583264B5865715D79FB95925C5DC2

readysign

Heather Armelino, Superintendent

9.3.1 TRIP REQUESTS

The following field trip request is presented for approval.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____



Overnight or Out-of-State Trip Request

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

+ L. Wilson, A. Sherwin, S. Richter

Date(s) of Activity: August 3-5, 2026 Advisor(s) W. Simon, M. Manly, K. Wagner, L. Wils

Organization Name: WEB - Parsons, Boulder Creek, Mistletoe

WEB leader training

Educational Purpose of Trip:

Destination(s): Lassen Pines Camp 8071 Mineral Rd, Shingletown, CA 96088

Transportation required: 2 busses + 1 Box Truck

Ratio of Adults to Students = 1:10

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

Overnight Accommodations:

Cabins for EESD students with high school counselors in each cabin. Separate accommodations for males and females.

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

Submitted by [Signature]
(Advisor)

Date 4-15-26

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

Submitted by [Signature]
(Site Administrator)

Date 4/15/26

Board Approval - Signature, Board Clerk

Date _____

9.3.2 PRESCHOOL HANDBOOK

The Preschool Handbook has been updated and is recommended for Board approval.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____

Enterprise Elementary School District
California State Preschool Program

PRESCHOOL PARENT HANDBOOK



Enterprise Elementary School District

California State Preschool Program

VISION

Empowering Every Child, Every Day, to Create a Better World

Superintendent

Heather Armelino
1155 Mistletoe Lane
Redding, CA 96002
Phone: 530-224-4100
Fax: 530-224-4101

Tina Croes, Program Director

Phone: 530-224-4178

Board of Education Members

Gloria Valles
Bonnie Hyatt
Troy Wright
Andrew Shaddix
Robin Littau

*For more information about our preschool program, please visit our website:
<https://www.eesd.net/our-schools/preschool>.*

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Site Information and Staff Listing

Alta Mesa Preschool

License #455404115

2301 Saturn Skyway, Redding, CA 96002

Phone: 530-224-4139

Hours of Operation: Morning Class: 8:00am - 11:00am Afternoon Class: 11:30pm – 2:30pm

Teacher: Elaine Smith

Aides: Laura Arnold, Alicia Palazzo, Anam Syeda, Colly Lord

Boulder Creek Preschool

License #455403246

505 Springer Drive, Redding, CA 96003

Phone: 530-224-4148

Hours of Operations: Morning Class: 7:30am – 10:30am Afternoon Class: 11:00am – 2:00pm

Teacher: Corinne Kingsbury

Aide: Roseanne Johnson, Ruth Galicia

Rother Preschool

License #455403855

795 Hartnell Avenue, Redding, CA 96002

Phone: 530-224-4177

Hours of Operation: Full Day 7:30am - 4:30pm

Teachers: Emily Traylor, Latasha Witcraft

Aide: Melissa Jacona

Preschool Office

2925 June St., Redding, CA 96002

Phone: 530-224-4178

Office Hours: Monday – Friday 8:00am – 1:30pm

Preschool Director: Tina Croes

Preschool Clerk:

About Us

WELCOME FROM THE STAFF

Welcome to the Enterprise Elementary School District's State Preschool Program! Our mission is to provide quality early education services to children and support services to their families. Our program is designed to ensure your child has a secure educational environment that respects your child's individual needs.

We strive to provide a nurturing, supportive, and safe atmosphere that serves as a bridge between home and school experiences. We believe children learn through play and active involvement with people, places, and things. We believe in supporting the physical, cognitive, social, and emotional growth of all children. We also value the cultural and ethnic diversity of our families, and we hope that you plan to visit your child's classroom often and participate in the wide variety of special events throughout the school year.

We encourage you to use this Parent Handbook as an informational guide. Our goal is to establish a partnership that will provide a supportive and responsive environment that respects family diversity, fosters self-esteem and personal growth for children, parents, and staff.

Throughout this handbook, we will use the term "parent." We recognize that "stepparent," "grandparent," "guardian," or "foster parents" are parents too! We will also refer to the Enterprise Elementary School District State Preschool Program as the Preschool Program.

PHILOSOPHY

We, the staff at the Preschool Program, believe...

- In a "hands-on" developmentally appropriate curriculum based on current early childhood education, research, and practice, where children can learn to play, grow at their own pace, and feel that school is a wonderful place to be.
- In providing a physically and emotionally safe, nurturing environment that respects family diversity and fosters self-esteem and personal growth for the children, parents, and staff. All children are unique individuals, and the program environment reflects the cultures and languages of the program's children, families, and staff. We welcome and respect all cultural backgrounds and the rights of all children and their families.
- In encouraging parent participation through activities such as attending parent education programs, volunteering in the classroom, or serving on the Parent Advisory Committee.
- In providing a support network for parents that will not only increase their understanding of child development, but also help the parents develop a closer relationship with their child through this shared experience. The preschool program environment reflects the cultures and languages of the program's children, families, and staff.

PROGRAM GOALS & OBJECTIVES

Our goals and objectives as early childhood educators are to:

- Build familiarity with public school routines and structures
- Serve as a bridge between home and school.
- Provide a balance of educational, social, and physical development opportunities for all children.
- Respond to the changing needs and interests of the children.
- Establish partnerships with families, which include opportunities for parent participation and education.
- Form collaborative relationships with the community.
- Promote communication between parents and staff.

CHARACTER DEVELOPMENT

The Preschool Program maintains that families are the key to character development. Parents and other caring adults have the primary responsibility to teach their children the values they feel are important.

We will support families in character development by challenging children to accept and demonstrate positive values. We will do this by providing role models and activities conducive to character development. We will keep parents informed and involved.

Parents are encouraged to share their cultural heritage with the staff and children as a way of reinforcing the family concept and enriching the lives of those from different cultural backgrounds.

EQUAL PROGRAM ACCESS FOR ALL CHILDREN

The Preschool Program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, or religion in determining which children are served.

PROHIBITION ON RELIGIOUS INSTRUCTION

The Preschool Program refrains from religious instruction or worship and complies with the regulations that stipulate that religious instruction or worship is prohibited.

DAYS OF OPERATION/HOLIDAYS

The Preschool Program operates on a ten-month school calendar. The preschool is open each school day. Some sites have morning and afternoon sessions, which run for 3 hours each. Our full-day program is open from 7:30 AM - 4:30 PM.

All state preschool programs operate a minimum of 180 days a year. Preschools will be closed for Professional Development Days, depending on the individual school site. Please check our district's yearly calendar for specific dates.

The preschool program observes the following holidays:

- Labor Day
- Veteran's Day
- Thanksgiving Recess (see calendar)

- Christmas Recess (see calendar)
- New Year's Day
- Martin Luther King's Birthday
- Lincoln's Birthday (see calendar)
- President's Recess (see calendar)
- Spring Recess (see calendar)
- Memorial Day

Please review the Enterprise Elementary School District calendar for the current year's closure dates. The calendar can be found on the back of the handbook or on the district website:

www.eesd.net.

Enrollment Policies and Procedures

ELIGIBILITY POLICY

All families must meet the income criteria for admission to the California State Preschool Program (CSPP) as set by the California Department of Education's (CDE) Early Learning and Care Division (ELCD). Participating families must apply and provide verifiable documentation to determine eligibility. If a recipient of services has been determined to have provided fraudulent information to establish initial or ongoing eligibility, services will be terminated.

Once certified as eligible, families receive certification for up to 24 months and do not need to reapply each program year unless family circumstances, such as changes in income, changes in education or vocational training, household size, or other need, affect eligibility. Certification ends when the child is no longer age-eligible for the program.

AGE ELIGIBILITY-CSPP

The child must be 3 years of age by December 1st of the fiscal year they are being served. Children who have their third birthday on or after December 2nd of the fiscal year may be enrolled in a CSPP on or after their third birthday.

A waiting list is maintained of eligible children when space is inadequate to meet the requests for the California State Preschool Program. Enrollment is granted according to the California Department of Education's Eligibility and Priority Criteria (5 CCR §18131).

PRIORITY

First priority: Three – or four-year-old children who are recipients of child protective services or recipients who are at risk of being neglected or abused, upon written referral from a legal, medical, or social service agency, without regard to income.

Second priority: Age-eligible four-year-old children who are not enrolled in Transitional Kindergarten in the following order:

1. Children who were enrolled in the State Preschool Program as three-year-olds.
2. Children whose families have the lowest income ranking based on the most recent income ranking schedule adopted by the State Superintendent of Public Instruction at the time of enrollment.
3. When two or more families have the same income ranking, according to the most recent income ranking schedule, the child with exceptional needs, as defined in EC § 8208(l), shall be

admitted first.

4. If there are no families with children with exceptional needs, the district will establish the following priorities.
 - a. Children who are identified as limited English proficient or non-English.
 - b. Children from families whose special circumstances may diminish the children's opportunities for normal development.

After all eligible four-year-olds are enrolled, three-year-old children may be enrolled based on the priorities described in *EC subdivision 18131(b)(2) through (4)*.

Parents must provide the following information for the determination of eligibility:

- Verification of recent monthly gross income.
- Number of persons in the family (see below for determining family size).
- Child's birth certificate.
- Child's immunization records.

If no eligible children are on the waiting list and space remains available, children from families whose income exceeds 100% of the State Median Income (SMI) by 15% or less may be enrolled.

ENROLLING CHILDREN WITH EXCEPTIONAL NEEDS POLICY

Children with exceptional needs whose families are over the income eligibility threshold may be enrolled after all otherwise eligible children have been enrolled. Children with exceptional needs are children who have an individualized family service plan (IFSP) or an individualized education plan (IEP), received early intervention and related services or appropriate special education, and require the special attention of adults in a child care setting.

Health and Social Services

The Preschool Program believes in the social, emotional, and well-being of all of our children and their families. We will work to identify the needs of the child and the family for health or social services. We will work with the families to refer the child and/or the family to appropriate agencies in the community based on the need or to services offered by the district. We will follow up with the parent/family to ensure that needs have been met by maintaining communication with the parent.

For a list of community services and resources, please visit our district website at www.eesd.net or contact the preschool office at 530-224-4178.

HOMELESS CHILDREN AND YOUTH POLICY

A family eligible for child care and development services will be determined to be homeless using the definition found in the McKinney-Vento Act.

The McKinney-Vento Act defines homeless children and youths as an individual who lacks a fixed, regular, and adequate nighttime residence and includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Children and youths who may be living in motels, hotels, trailer parks, or campgrounds due to a lack of alternative adequate accommodations.
- Children and youth living in emergency or transitional shelters or are abandoned in hospitals.
- Children or youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless are children who are living in similar circumstances listed above.

In order to meet the eligibility requirements for being homeless, families must provide the following documentation:

- A written referral from a legal, medical, or social service agency, a written referral from the district or a local Homeless liaison, a Head Start Program, or an emergency or transitional shelter, **or...**
- A written parental declaration that the family is homeless and a statement describing the family's current living situation.

In order to meet the requirements for receiving services as homeless, the family must either:

- Provide a written referral from one of the entities above under the eligibility requirements. This referral is sufficient to establish the "need" for services.
- Provide a written parental declaration of homelessness supported by documentation of at least one of the need requirements, which include seeking permanent housing for family stability, seeking employment, or engaging in vocational training, employment, or an educational program for English Language Learners or to attain a high school diploma or general education development.

We will make every effort to support our homeless families, with an understanding that the parent has 30 days to provide the required documentation or a Notice of Action; Denial of Services will be issued, by doing the following:

- Permit the immediate enrollment of the homeless upon completion of the application for services.
- Enrollment of homeless families without immunization records.
- Not requiring a fixed address or mailing address.
- Conducting outreach to homeless families.

TOILETING EXPECTATIONS:

General-Education CSPP Classrooms

Our general-education preschool classrooms follow EESD's Toileting Support Protocol and are equipped to serve children who are toilet-trained or actively working toward independence with only occasional accidents. These classrooms can not provide regular diaper or pull-up changing.

*Full Inclusion CSPP Classroom

Our full-inclusion classroom is specifically staffed and equipped to support children who are not yet toilet-trained, as addressed in their Individualized Education Plan (IEP). We have additional staff members, including specially trained Special Education Personal Health Aides (SEPHAs), who are able to perform regular diaper or pull-up changes while maintaining all required staff-to-child ratios. Families needing this level of support will be offered placement in the full inclusion classroom when space is available.

**A fully inclusive California State Preschool Program classroom is an early childhood environment where children with disabilities or Individualized Education Programs (IEP's) learn alongside their typically developing peers. Special education services are delivered inside the classroom rather than in separate, pull-out settings.*

We are happy to discuss the best classroom placement for your child during the enrollment process.

ENROLLMENT PROCEDURES

The number of students at each preschool is determined by licenses issued by the Department of Social Services, Community Care Licensing. The CDE/ELCD requires preschools to maintain a 1:8 adult-child ratio and a 1:24 teacher-child ratio.

Enrollment applications are available at the Preschool Office, located at 2925 June St. and at each site's main office. If the program at the home school site is full, the parent may request to attend another preschool site where there is availability. In the event of inadequate space, the parents will be placed on a waiting list maintained by the preschool clerk and prioritized by the eligibility requirements previously listed. Enrollment is contingent on the following:

- Qualification of all required intake forms and completed application.
- Children attending the center should be toilet trained or actively in the process of being trained. Based on your child's individual needs we can assist in the toilet training process or make accommodations for your child's special needs. We require that you provide your child multiple changes of clothing or adequate amounts of diapers/pull ups and wipes and ensure any soiled clothes are taken home each day. For your child to be successful we will work with you on developing a plan and strategies that are consistent between home and the center.
- Immunization records must be submitted prior to enrollment and up-to-date. • Completion of the required physical exam for each child. Forms must be submitted within 10 days of entry into the program. Physical examinations received within a year prior to entry date will fulfill this requirement.
- Court orders must be obtained to prevent the unauthorized parent or legal guardian from certain activities, such as picking up the child or visiting the child at the program. We

reserve the right to prohibit any individual from the program site if the health and safety of any child is threatened or compromised.

Family size is determined by the number of adults and children related by blood, marriage or adoption. When an adult living in the household is neither the parent of the child nor the spouse of the parent, the adult and the adult's children are not to be included in the calculation of family size. When a child is living with an adult(s) other than a natural or adoptive parent, the child is considered a family of one. The following documentation is required in determining family size:

- Birth certificates for all children related to the student.
- Custody, marriage, divorce, or any other court documentation that pertains to the child enrolling.
- Documentation to establish California residency.
- Completed and signed certification application CD Form 9600 & 9600A • For a parent claiming single parent status, check the box in Section I of the EESD-9600 and initial Section V that they self-certify their single parent status under penalty of perjury and sign the application.

NOTICE OF ACTION APPEAL PROCESS

State regulations require that the Preschool Program notify parents of authorized services or denial of services, changes to service agreements, or termination of services within 30 days upon completion of the registration process. The State gives the right to the parents of all children enrolled in our State Preschool Program to appeal (Form CD 7617). Parents may, at any time, have an Authorized Representative. The appeal process is as follows:

- If a violation of policy or contract takes place, the parent will receive a 14-calendar day "Notice of Action" form. Parents may appeal to the Administrative Offices to request a hearing. The appeal must be requested by email, in writing, in person, by telephone, by fax, or the parent may contact the program director for a local hearing. Parents receiving a "Notice of Action" form by certified email have 14 days to appeal (by the effective date written on the "Notice of Action").
- Parents will receive notification of the date and time of the hearing within 10 days of receiving the parents' hearing request.
- The appeal process for parents enrolled in the program is as follows:
 - The Agency Appeal Coordinator, Heather Armelino
 - The California Department of Education

Additional information regarding the appeal process can be found on the back of the Notice of Action Form CD-7617.

UNIFORM COMPLAINT PROCEDURE

The Enterprise Elementary School District Board recognizes that the District has primary responsibility for ensuring that it complies with all applicable state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve complaints at the local level. The District shall follow the Uniform Complaint Procedures (UCP) when addressing complaints.

Family Fee

California Education Code §8273.1 exempts families of children enrolled in a part-day California State Preschool Program (CSPP) as described in EC §8235(e) and §8273.1(c). The family fee schedule and required documentation are used in determining eligibility.

For full-day CSPP services, the family fee is a sliding scale payment, which is determined by the family's income, family size, and certified hours of need. This fee is determined using the Family Fee Rate Calculator found on the CDE website (<https://www.cde.ca.gov/familyfee/famfeecalculator.aspx>).

Funding and Licensing

FUNDING

Funding is provided on an annual basis by the California Department of Education's Early Learning and Care Division for the State Preschool Program. The State Preschool Program complies with Title 5 and Title 22 regulations.

LICENSING AGENCY

State Preschool Programs are licensed by the Department of Social Services, Community Care Licensing. State Preschools operate under a separate license for each site. The local licensing agency is located at:

520 Cohasset Road, Suite 6
Chico, Ca 95926
530-598-5033

The Department of Social Services has the right to review records and check on any child abuse allegations by interviewing children, parents, and staff.

Attendance Policies and Procedures

SIGN IN/SIGN OUT PROCEDURE

The Preschool Program staff believes that it is important to communicate with the parents on a regular basis about their children. It is the responsibility of the parent to convey all pertinent information to anyone picking up or dropping off any child.

Each child must be signed in and out daily by a parent or designee.

When signing your child in or out, either in the morning or afternoon, the parent must indicate the exact time of arrival or departure and SIGN HIS/HER FULL NAME. The following guidelines apply:

- To be included in the daily snack count, your child must arrive on time. • ONLY PERSONS 18 YEARS AND OLDER WHOSE NAMES ARE LISTED ON THE AUTHORIZATION FORMS WILL BE PERMITTED TO SIGN A CHILD IN OR OUT. Please schedule a conference if there are problems related to authorized adults.
- REMINDER: Photo ID is required at the time of pick-up.
- Parent must call or give written permission authorizing anyone not listed on the emergency form to sign a child in or out. Photo ID will be required.

- The State Preschool Program staff reserves the right to refuse to relinquish a child to an unauthorized person. In the case of a person deemed to be under the influence of alcohol or drugs, a parent and/or authorized person will be called to pick the child up.

TARDY POLICY

Our program follows a structured daily schedule that begins promptly at the start time of the session or day. A meal is often served as one of the first activities. Consistent on-time arrival helps to maintain a calm and focused environment for all children and ensures every child receives their scheduled meal. We understand that occasional delays happen. If families experience ongoing challenges with on-time arrival, the teacher may provide accommodations as requested by families. However, if late arrivals continue or become chronic, a meeting with the Program Administrator may be scheduled in order to explore ways we can offer support to ensure on-time arrival. One of our important goals is to partner with families in preparing children (and parents!) for the routines and expectations of TK–12 public education. Practicing consistent, on-time arrival now helps build habits that will make the transition to elementary school smooth and successful.

LATE PICK-UP POLICY

To ensure safety, all preschool children **MUST BE PICKED UP ON TIME**. Children need consistency and predictability. Teachers may have meetings or other job responsibilities after the children have gone home, and are therefore not able to provide additional supervision for your child beyond the scheduled class time.

Should a parent find it impossible to pick up a child, it is the parent's responsibility to contact someone on the pre-designated list of persons authorized to pick up the child and notify the program before class dismissal. By State Law, a child left at the program after closing can be considered abandoned. If this occurs, and no authorized person can pick up your child, Child Protective Services (CPS) or another authorized authority may be contacted. Should you arrive after class dismissal and the program is closed, you will have to contact the Police Department.

LATE PICK UP PROCEDURE

The classroom teacher will give a verbal reminder and note the **FIRST** late pick up in the late pick up log. Upon the **SECOND** late pick up, parents will be required to sign a late pick up acknowledgement form. The preschool office will follow up with the family to ensure the class times are meeting their needs and ask if there are ways EESD can further support them so that they will pick up their child on time. The office *may* send a warning of disenrollment letter to parents. If the parent is late again (a **THIRD** time), the teacher will inform the office. The preschool office will reach out to the family to let them know they are formally disenrolled due to excessive late pick-ups. A Notice of Action will be mailed indicating their child's disenrollment.

THREE incidents of late pick-up may result in your child being disenrolled from the program.

ABSENCE POLICY

The parent is responsible for notifying the classroom teacher or the Enterprise Elementary School District Preschool Office by phone, note, or Learning Genie message if the child is to be absent. The specific reason for the absence is required for our records (e.g., illness, best interest day).

Examples of excused absences include illness or quarantine of child, parent, or sibling, medical and dental appointments, family emergency,* court-ordered visitations, or any reason which is deemed to be in the "best interest" of the child.**

*Absences for "family emergency" include death in the family, serious illness, or hospitalization of extended family, natural disaster, unforeseen event (e.g., burglary, auto accident, etc.), and non-recurring transportation issues.

**Absences for reasons "deemed in the best interest of the child" include travel, visiting relatives, spending the day with the parent, and other activities determined by the staff and parent to benefit the child physically, emotionally, or cognitively.

"Best Interest Days" are limited to ten (10) per fiscal year and include, but are not limited to:

- Child's Birthday
- Religious Holiday
- Family Vacation
- Any reason that is in the "Best Interest of the Child." Specific situations will be determined on a case-by-case basis at the discretion of the Administration.

Children with an IEP, under the care of child protective services, and children who are at risk have an unlimited number of "Best Interest Days of the Child."

Excessive absences could result in the loss of the child's place in the classroom.

ABSENT CHILD

- If your child will be absent from the Enterprise Elementary School District State Preschool Program for 10 or more days, prior notification in writing is required.
- The State Preschool Program requires telephone notification to the teacher or preschool office if your child will be out of the class for any reason.
- You must write the reason for the absence on the sign-in/out sheet and sign your full signature.

EXCUSED ABSENCES

- Illness/quarantine of child.
- Illness/quarantine of a parent.
- Doctor, dental, or therapy appointment.
- Court-ordered visitation (copy of court document, i.e., divorce decree) needed. • Family emergencies (i.e., illness/accident of a family member, death in the family, or other situations to be determined on a case-by-case basis at the discretion of the administration.)

OTHER ABSENCES

- Any absence without a specific reason.
- Bad weather (when the program is open).
- Car problems if it's an ongoing issue.
- Child or parent overslept.
- Child stayed home with parent while not sick.
- Any absences without a full signature on the sign in/out sheets from the staff or parent.

ABANDONMENT OF CARE

When a family has not communicated absences with the classroom teacher or preschool office for seven (7) consecutive calendar days, services will be considered abandoned. In such cases, the preschool office will attempt to contact the family using all available communication methods. At least one communication attempt will be in writing, which may be through electronic means (email). If the parent fails to respond, a Notice of Action will be issued to terminate services after 30 days of no contact.

Please note that the Abandonment of Care process is limited to three (3) occurrences per school year. If a family exceeds this limit due to excessive absences without communication, the child will be disenrolled from the program

Health and Wellness Policies

HEALTH/SAFETY INFORMATION & REQUIREMENTS

IMMUNIZATIONS RECORDS:

All preschool children must have their immunizations up-to-date prior to enrollment, as prescribed by the California Department of Education's Early Learning and Care Division guidelines.

The California Department of Education and Enterprise Elementary School District require that, before a child enters public school, he/she must be immunized against the following diseases:

- 3 Polio
- 4 DTaP
- 3 Hep B
- 1 MMR, on or after the first birthday.
- 1 Hib on or after the first birthday, regardless of any doses given before the first birthday.
- 1 Varicella

ILLNESS POLICY

For the protection of all children and staff, your child must be kept home when ill. In general, if symptoms prevent your child from meaningfully participating in school, they should stay home until symptoms improve. Our preschool classrooms follow current California Department of Public Health Wellness Policies, which can be accessed at this website:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Schools/SymptomGuidance.aspx>

We cannot accept your child in the classroom if he/she should have had any of the following within the past 24 hours:

- Temperature of 100.4 degrees F or above
- Vomiting 2 or more times in 24 hours
- Diarrhea that is more frequent than usual for the child
- Rash with an oozing, open wound that cannot be covered
- Persistent or discolored discharge of the nose, eyes, or ears
- Live Lice (can return following treatment if no live lice are present)
- Severe cough

Parents are required to contact the teacher or preschool office when their child is ill or cannot attend the program. Parents must immediately report contagious conditions, such as measles, chicken pox, mumps, whooping cough, and streptococcal infections. Staff will notify other parents in the program. Children may return when no longer contagious.

The staff is authorized to request a written release from your child's health care professional if a health concern has not been resolved. Any absence due to illness of three or more consecutive days requires a written release from your child's health care professional.

Daily health checks are conducted upon arrival. This health check may be informal; however, if your child appears to be showing signs of illness, he/she may not be admitted into the program. Children who become ill while at school are required to be picked up within one hour of notification by you or another authorized person.

We cannot accommodate requests from parents to keep their children indoors (i.e., when they have a cold or a runny nose) because we must maintain our staff-child ratio. Parents must make alternate care arrangements for children who cannot go outdoors. Parents are encouraged to dress their children warmly in times of inclement weather.

MEDICATIONS

Parents must have a written authorization from the child's doctor and complete a medication authorization form for medications to be administered while at preschool. Your child's name must be on the original container of the medication per school board policy.

IN CASE OF AN EMERGENCY

The Preschool Program staff is trained to handle minor emergencies at the site. Each classroom is equipped with a first-aid kit. The staff is required to fill out report forms for all incidents or accidents, both major and minor. If a serious injury occurs, staff will notify parents and call 911. Up-to-date emergency information on the "Consent for Medical Treatment (LIC 627)" section on the "General Permission Form" is required.

DISASTER PREPAREDNESS

The Preschool Program staff is trained on how to respond in case of a disaster. In the case of a major disaster (i.e., an earthquake, forest fire), all staff on site will remain with the children until parents or designated persons can pick them up. If the staff and children are relocated for safety reasons, a notice will be posted on the door indicating the new location. In the event of an emergency shutdown, parents may be called upon to pick their children up from the State

Preschool Program.

In the event the State Preschool Program is unable to operate due to emergency conditions beyond our control, the State Preschool Program will be closed until further notification. Parents will receive notices and updates via the Learning Genie app and/or the School Messenger phone and/email system.

NOTIFICATION OF CHANGE

It is very important that we maintain current and accurate records on your child in case of an emergency. The following are requirements for the safety of your child:

- It is the responsibility of the parent to notify the teacher of any changes to the "Identification and Emergency Information" form. This form must be up-to-date. The State Preschool Program depends on you to supply accurate information in order to contact you in the event of an emergency or illness concerning your child. This information includes: home address and telephone, work location and telephone numbers, doctor, dentist, required medication, physical limitations, and authorized adults on the pick-up list.
- Parents may be requested to update a new "Identification and Emergency Information" form when necessary. The State Preschool Program may refuse admittance or terminate services if the "Identification and Emergency Information" form or documentation is found to be incomplete or inaccurate.

PLEASE KEEP YOUR REQUIRED EMERGENCY INFORMATION CARDS UP-TO-DATE!

Nutrition

Balanced meals which include a variety of foods provide the foundation for developing positive attitudes toward food, understanding proper nutrition, and forming good eating habits. The meals and snacks consist of food that is culturally and developmentally appropriate for the children and meets the nutritional requirements specified by the National School Lunch Program.

Menus are posted in each classroom. As per Title 5 CR §18111 & §18278 Enterprise Elementary School District is required to provide nutritional snacks and/or meals for all California State Preschool Program preschool children currently enrolled at no additional cost. Parents must complete and turn in a district Child Nutrition Application.

It is imperative that the program is notified of any food allergies. Please indicate any allergies on the "Personal Health History" form. Allergy lists are posted in each classroom.

In the Classroom

CLASSROOM SCHEDULE

The daily schedule, which is tailored to meet the needs of the children, is given to parents at the beginning of each school year. This schedule is posted in each of the classrooms for parents to review. The schedule may include greeting time, circle time, planning time, work time, clean-up time, review time, outside time, snack or meal time, and small group activities.

CLASSROOM CURRICULUM

Desired Results Developmental Profile (DRDP) is an assessment instrument designed for teachers to

observe, document, and reflect on the learning, development, and progress of children in the classroom. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement. DRDP assessments are completed 2 times per year, Fall and Spring. Daily observations, photos, students' classroom work, and Learning Genie are used to help Teachers complete this process.

CLASSROOM GUIDELINES

The rules in the classroom are clearly stated, consistently enforced, and developmentally appropriate. See the example listed below.

Large Blocks

- Stack blocks no higher than your chin.
- Knocking down structures made with large blocks is discouraged due to the safety and care of the equipment.

Small Blocks

- Structures may be knocked over by the builders only.

Noise Level

- Save loud voices for outside.

Active Play

- Running and chasing are outside activities.
- Climbing is for the play structure outside. In the classroom, children's feet stay on the floor.

Use of Materials

- Equipment is used with care and respected by the children and adults.
- Children are encouraged to participate during clean-up time.
- Most indoor equipment stays inside the classroom unless set up in a designated area by the teacher.

Circle Time

- If a child is unable to participate in circle time, his/her options are limited to a quiet activity (i.e., library area, listening from the classroom table).

Materials Used in Designated Areas

- Playdough and messy materials stay in designated areas during work time.

PLAYGROUND GUIDELINES FOR ADULTS

Staff provide supervision and interactive experiences during outside play.

- Adults must not place a child on a piece of equipment that the child would not choose to go on independently.
- Be aware of active play interchanges that could lead to potentially dangerous consequences, in particular on the large play structures (i.e., chasing games or games emulating violence). Redirect children before play becomes too rough, and someone gets hurt. Stop an ongoing activity if it is harmful to children or equipment. Crashing bikes and playing with sticks or sharp objects is unsafe and must be discouraged and stopped.
- When a child gets off a bike, it is available to other children.
- Close and latch all gates you walk through.
- An authorized adult must supervise children at all times.

Parent Participation

PARENT ORIENTATION

Parent Orientation will be held at the start of the school year. During this time, the teacher will introduce you to the classroom, the program philosophy, goals, and objectives, discuss program activities, distribute information, and take sign-ups for parents interested in volunteering within the classroom. Parent attendance is encouraged.

LEARNING GENIE

Learning Genie is a free app for your phone, tablet, or computer. Teachers use it daily to share photos, updates, important messages, emergency alerts, DRDP observations, and parent surveys.



This app is essential to our program and the easiest way for us to stay connected with you. When your child's teacher sends the invitation (usually in the first week), please download the app and accept it right away. Your participation helps us keep you informed and supports your child's learning every day.

OPEN DOOR POLICY

Parents are welcome at ALL times to observe in the classroom. All parents are encouraged to participate in their child's classroom. Here are some suggested ways for getting involved:

- Ask the teacher for a meeting time to discuss your child's progress.
- Voice concerns immediately.
- Offer your time, your talents, and donations to the classroom.
- Attend program functions, such as field trips, special events, etc.

The State Preschool Program staff is continually seeking to promote education for parents on the subjects of child development, parenting skills, and other related topics.

PRESCHOOL VOLUNTEER POLICY

We welcome and encourage parents to volunteer in their child's preschool classroom. Parent volunteers play an essential role in supporting various classroom activities and events.

In accordance with California State Law, all preschool volunteers must meet specific health and safety requirements before participating in classroom activities. Volunteers must provide documentation of the following:

- Immunization records for **DTaP (Diphtheria, Tetanus, and Pertussis), MMR (Measles, Mumps, and Rubella), and Influenza (Flu)**
- A **negative tuberculosis (TB) test result**
- A **written health statement** confirming their ability to volunteer

Additionally, volunteers are required to receive an annual **influenza vaccination** between August 1 and December 1 or submit a written declination. Volunteers who decline the flu vaccine

acknowledge that the preschool cannot be held liable if they contract the flu.

For safety and security purposes, all volunteers must **check in at the site office** upon arrival and obtain a visitor badge each day they volunteer. The preschool is required to maintain volunteer records, including immunization documentation, on file.

If you are interested in volunteering in our preschool program, please contact the preschool office **before** participating to ensure all required health and immunization documentation (including TB clearance and current immunizations) is on file. You may reach us at **530-224-4178** or submit documents via email to **preschool@eesd.net**.

We're excited to have you join us once everything is complete!

PARENT-TEACHER CONFERENCES

The Preschool Program staff encourages ongoing communication between the staff and parents. Parent-teacher conferences are required in the State Preschool Program and will be scheduled by your child's teacher twice a year.

During this time, the parent will have the opportunity to discuss their child's progress and share ideas for helping their child at home. If the scheduled conference week conflicts with your schedules, teachers may be available to meet at any time throughout the year.

PARENT ADVISORY COMMITTEE

The purpose of the Parent Advisory Committee is to bring parents and staff together to accomplish goals that will enhance our preschool program for the benefit of the children and to build relations between the parents and the staff. There will be between three and four meetings per year. You can sign up by contacting the preschool office Monday-Friday between 8:00am and 1:30pm at 530-224-4178.

Goals of the Parent Advisory Committee include, but are not limited to:

- To increase parent involvement.
- To have a parent representative for each class.
- Share ideas and suggestions.
- Parent representatives will bring any questions and concerns to the committee.
- Annually review the parent handbook.
- Share ideas on encouraging community involvement (i.e., donations).

COMMUNITY INVOLVEMENT

The Preschool Program encourages community involvement by communicating our philosophies, goals, and objectives, and providing information regarding our program via our preschool website.

Discipline

DISCIPLINE TECHNIQUES

Verbal Reminders:

Example: "Clean-up has already been called. What can I do to help you to clean up?"

Redirection:

Using redirection suggests an alternative choice of activities as a way of avoiding a possible upcoming conflict in the area where the child is currently playing. This procedure may also be used to remove a child from an activity when he/she is not behaving appropriately. Redirection provides an opportunity for the child to settle down while spending time with a staff member or to direct the child to another activity.

Conflict Resolution:

Children are encouraged to work out their difficulties with each other. Children might be asked, "What happened?" "What could you do instead?" If a child has trouble verbalizing his/her response, the teacher may ask the child, "What do you think?" or "Do you have any ideas?"

Logical and Natural Consequences:

The consequence needs to be directly related to the child's inappropriate behavior. We believe these disciplinary techniques will create an environment that will encourage cooperation and appropriate behavior. If a child's behavior threatens the physical or emotional health or safety of children or staff, the Expulsion Policy will become effective.

INTERVENTION/TERMINATION POLICY

The goal of the program is to enhance students' positive social skills and to encourage conflict resolution whenever possible. Occasionally, incidents occur that cannot be handled during class time and/or need more intensive intervention. If a child's behavior requires intervention, the following process will apply:

Step One: Written Notice

The parent will receive a written notice describing the particular behavioral issue of concern. The notice will include an invitation to call the teacher to discuss the matter. A copy of the written notice will be sent to the Preschool Office.

Step Two: Parent-Teacher Conference

During the conference, an action plan will be developed and signed by both the teacher and parent as to the course of action that will result in the best interest of the child, the family, and the program. The action plan will include some and possibly all of the following steps:

1. Teacher and Program Director will observe and document behavior. The teacher will contact the parent to schedule a parent conference to formulate and carry out a positive discipline plan to help the child feel more successful in the program. Depending on the severity and frequency of the child's inappropriate behavior, a parent may be asked to stay and support his/her child until the child has enhanced his/her social skills and is demonstrating appropriate behavior.
2. With the parents' permission, the State Preschool Program may bring in District Support

Specialists to provide resources and additional support for the child.

3. Non-adherence to the action plan will result in termination. The parent will receive a "Notice of Action" form, giving a 14-calendar day notice to find other arrangements for their child.

IMMEDIATE EXPULSION

If a child or parent commits an extremely serious offense, the child may be immediately terminated from the program without previous written notice, per district policy. Such examples would be the following:

- Running away from supervision.
- Behavior that endangers the health and safety of others.

Every effort will be made to provide a safe and secure learning environment for all children. The State Preschool Program will follow due process as described in 5 CCR §18119-18122.

PARKING LOT SAFETY

The following rules must be observed at all State Preschool sites:

- Enter and exit by following the arrows.
- Park ONLY in a designated space so other cars and pedestrians will not be blocked from passing. Observe "NO PARKING" signs so that emergency and delivery vehicles have access.
- Turn off the car engine and take the keys with you. DO NOT LEAVE OTHER CHILDREN, purses, or valuables in your car.
- For the safety of the children when entering and leaving through gated areas, please latch any gates.
- All children must be accompanied by an adult while in the parking lot.

The above information must be conveyed to anyone who will sign in and/or out your child from the State Preschool Program.

Disenrollment of Childcare Services

Families may lose services for causes which may include, but are not limited to:

- Exceeding the Schedule of Income Ceiling for families enrolled under our CSPP contract.
- In cases where a parent has demonstrated an unwillingness to comply with the policies and procedures of the district, the child may be terminated from the program.
- Failure to provide verification of required documents within 30 days of enrollment may be grounds for termination.
- Three late pickups after the contracted departure time.
- Abandonment of care services (see page 14 for details).
- Harassment- inclusive of but not limited to a person whose behavior presents a risk to children or staff. Use of profane language, making threats, destroying property, or affecting the personal rights of others.
- Violation of Enterprise Elementary School District policy regarding drugs, alcohol, tobacco, and weapons.
- Substantiated evidence of fraud when providing documentation for subsidized child care eligibility.

General Policies

CLOTHING

Because of the wide range of activities, it is recommended that children wear washable, comfortable clothing. For water and art activities, the program provides aprons or smocks. Please provide tennis shoes or other closed-toed shoes so that your child may safely climb and run. Check that shoes fit well, as poorly fitted footwear can cause accidents. It is recommended that parents bring an extra set of clothing for their child in the case of an accident. (Please make sure the clothing is marked with your child's name.)

STUDENT USE OF TECHNOLOGY

ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (STUDENTS) Each student who is authorized to use district technology shall have on file at his/her school acknowledgement of receipt of this Enterprise Elementary School District Acceptable Use Agreement and Release of District from Liability, signed by his/her parent/guardian (and student, where applicable) as an indication that they have read and understand the agreement. These activities vary by site and include, but are not limited to, tablet computers, desktop computers, and interactive boards.

PHOTOGRAPH

Photographs of students may be published, together with their names, except when their parent/guardian has notified the Office of the Superintendent, in writing, not to release the student's photograph. Such requests must be renewed annually within 20 days of enrollment. Photographs of groups of students, such as at a school event, ie, pep rallies, school-wide activities, etc., may be published provided that students' names are not included for those whose parents/guardians have presented the aforementioned request to the Office of the Superintendent.

TOYS AND CANDY

Please do not send toys except on sharing days with the teacher's permission. The program cannot be responsible for any lost or damaged items. Candy and gum are not permitted.

CONFIDENTIALITY OF INFORMATION

The use or disclosure of financial or other information concerning children or families will be limited to purposes directly connected with the administration of the State Preschool Program. No other use of the information is made without the parent's prior written consent. Parents have access to all information contained in their own child's file.

LEGAL SURNAME POLICY

All students are recorded and referred to by their legal surname, as documented on the legal birth record or a Court Order of Change of Name. A request from a parent to have a student's surname changed in the school records will be honored only with legal documentation.

CHILD ABUSE POLICY

The California Penal Code states that our staff must report any unusual marks found on a child, or statements made by a child that may indicate "suspected" abuse or neglect, to the police or Child Protective Services. Failure by our staff to report suspicious situations within 36 hours is a misdemeanor for the staff member, punishable by six months in jail and/or a \$1,000 fine.

MEGAN'S LAW

The State of California has passed legislation that allows a parent to check with local law enforcement agencies to see if there are people residing near their home or your child care program who are registered sex offenders. Registered sex offenders include people convicted of crimes ranging from indecent exposure to rape or molestation.

CALIFORNIA CAR SEAT LAW

- Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds OR is 40 or more inches tall. The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the car seat. (California Vehicle Code Section 27360)
- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
- Children who are 8 years of age OR have reached 4 feet 9 inches in height may be secured by a booster seat, but at a minimum must be secured by a safety belt (California Vehicle Code Section 27363)

Violation of these safety seat laws may result in fines of up to \$250 or more, and your automobile insurance rates may increase. The State Preschool Program is required by law to notify Child Protective Services or local police authorities of non-compliance with this law. For more information about safety seats and booster seats, call your local health department at (530) 225-5850 or 1 (800) 300-5122. You can also visit and/or call

- Safety Belt Safe U.S.A. at 1-800-745-SAFE (English) or 1-800-747-SANO (Spanish)
www.Carseat.org
- California Highway Patrol at - www.chp.ca.gov/programs-services/programs/child-safety-seats

PROBLEM-SOLVING

Always check with your child's teacher if you have questions or concerns. Contact the classroom teacher if you:

- Have medical concerns, or your child is ill.
- Have a concern about discipline in the program.
- Have a child having program behavior problems.
- Change your phone number, address, or job (income-eligible status).

SPECIAL CONCERNS

If you have a concern about the preschool program, please discuss it with the staff in the following order:

1. Preschool Teacher
2. Preschool Program Director
3. Superintendent
4. Contact the State Licensing Office

**Community Care Licensing
530 Cohasset
Chico, CA 95926
530-895-5033**

Parent and Teacher Signature Page

My signature below indicates that:

- I have received and will review the 2026/2027 Preschool Handbook for Parents and Guardians.
- We understand and agree to be bound by all of its policies and requirements.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Child's Name Date

Teacher _____

9.3.3 PRESCHOOL PROGRAM SELF-EVALUATION

The Preschool Program Self-Evaluation is submitted for approval.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL.

MOTION MADE BY: _____

SECONDED BY: _____

California State Preschool Program Program Self-Evaluation Process Fiscal Year 2025–26

Contractor Legal Name:

Vendor Number:

Program Type:

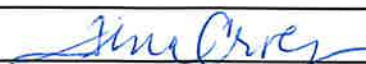
- ☐ Part-Day
☐ Full-Day
☒ Part-Day/Full-Day

Verify the collection, analysis, and integration of assessment data for ongoing program improvement in the California State Preschool Program (CSPP). (Check all that apply)

- ☒ [2025-26 Program Instrument \(PDF\)](#)
☒ [Desired Results for Children and Families Parent Survey](#)
☒ [Desired Results for Children and Families California Department of Education Resources](#)
☒ [myTeachstone Navigation Guide \(DOCX\)](#)

Statement of Completion: I certify all documents required as part of the Program Self Evaluation (PSE) have been completed and are available for review and/or submittal upon request.

Signature of Executive Director or Program Director



Date:

Name of Executive Director or Program Director as listed in the Child Development Management Information System (CDMIS) (please print)

Phone Number:

Staff and Board Participation

Using a narrative format, summarize the staff and board member participation in the PSE Process

The Program Self-Evaluation (PSE) process was a collaborative effort involving both program staff and administrative leadership. The Director and Preschool Enrollment Clerk led the process by thoroughly reviewing the Program Instrument and identifying all required components. Together, they gathered and organized supporting documentation for each item to ensure accuracy and compliance. Throughout the process, staff input was incorporated as needed to clarify procedures and verify practices. Program leadership maintained oversight of the evaluation to ensure alignment with CSPP requirements. The governing board was informed of the process and its outcomes, supporting transparency and shared accountability.

FY 2025–26 PI

In a narrative format, provide a detailed summary of the analysis of the data results from the Fiscal Year 2025–26 PI. **This summary should also incorporate findings from the DRDP as well as the Set-Aside for Children with Disabilities (Exceptional Needs).** Identify a written list of tasks needed to modify the program to address all areas that need improvement, as indicated in the analysis of the findings.

☒ Meets standards, and we have procedures in place for the ongoing monitoring to ensure these areas continue to meet standards.

☐ Did not meet the standards – list of tasks to improve those areas in a timely and effective manner (narrative response):

The analysis of data from the Fiscal Year 2025–26 Program Instrument (PI), in conjunction with findings from the Desired Results Developmental Profile (DRDP) for Children with Disabilities (Exceptional Needs), reflects the program's strong commitment to inclusive practices and data-driven instruction. Results indicate that the program is effectively meeting requirements related to serving children with disabilities through a collaborative partnership with the Special Education (SPED) Department within the Local Educational Agency (LEA)- Enterprise Elementary School District. Through this partnership, children who benefit from a full inclusion preschool setting are referred and successfully integrated into the CSPP program. To date children with disabilities compose roughly 20% of our student body.

Teachers utilize the Learning Genie platform to document daily observations, track developmental progress, and complete DRDP assessments. The platform aligns with DRDP measures and provides additional supports for monitoring the progress of children with disabilities. Data from Learning Genie allows teachers to assess each child's developmental level and informs individualized curriculum planning by offering targeted strategies and recommendations. Analysis of DRDP data indicates that children, including those with exceptional needs, are making measurable progress across developmental domains, supported by intentional teaching practices and inclusive classroom environments.

Based on the analysis of the PI findings, the program will continue to:

*Expand targeted professional development focused on scaffolding learning for children with disabilities.

*Enhance classroom environment strategies to better support diverse learning needs, including sensory and engagement supports.

*Ensure ongoing data entry and use of Learning Genie to maintain accurate and timely assessment records

*Review and refine curriculum implementation to ensure alignment with Transitional kindergarten and kindergarten readiness goals.

Desired Results for Children and Families – Parent Survey

Using a narrative format, summarize the analysis and assessment of the data results from the Desired Results for Children and Families Parent Survey, focusing on how the program assists families in supporting their child's learning and development while addressing the families' needs.

The analysis and assessment of data from the Desired Results for Children and Families Parent Survey indicates a high level of overall satisfaction with the program, as well as meaningful insight into areas for growth. Survey results show that 100% of families in both part-day and full-day programs reported being either "satisfied" or "very satisfied" with the overall quality of the program. In the full-day program, approximately 94% of families reported being "very satisfied," with the remaining 6.2% indicating they were "satisfied." Notably, 100% of families in the part-day program reported being "very satisfied" with program quality. Families consistently highlighted positive relationships with teaching staff, with the majority of comments reflecting strong appreciation for the care, dedication, and support provided by teachers and program staff. These responses indicate that the program is successfully fostering a welcoming and supportive environment that contributes to children's learning and development. The survey also identified specific areas where the program can better support family needs. Approximately 12.4% of families in the full-day program expressed dissatisfaction with program hours, noting a need for extended hours to better align with a typical 9:00 a.m. to 5:00 p.m. work schedule. Additionally, a small number of comments raised concerns about food quality, including a suggestion to provide a greater variety of vegetable options. In response to this feedback, the program will explore options to better support working families, including reviewing program hours and identifying feasible adjustments or community resources. The program will also review meal planning practices to ensure a variety of nutritious options are offered. Overall, the survey results affirm that the program is effectively supporting families and their children, while also providing valuable direction for continuous improvement in meeting family needs.

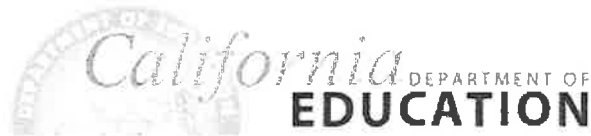
CLASS and CLASS Environment Tool

Using a narrative format, summarize the analysis and assessment of the data to determine if the requirement to observe and enter data into the myTeachstone platform for 30% of CSPP classrooms using the CLASS and CLASS Environment Tool was met. Summarize how the analysis of CLASS and CLASS Environment data is being used to inform continuous quality improvement, including professional development opportunities for staff.

☒ Meets standards, and we have procedures in place for the ongoing monitoring to ensure these areas continue to meet standards.

☐ Did not meet the standards – list of tasks to improve those areas in a timely and effective manner (narrative response):

Our program has built capacity for integration of using CLASS and CLASS Environment tool and has met the 30% Observation requirement. The preschool clerk completed a three-day CLASS observer training through the El Dorado County Office of Education, funded by the ASPIRE grant, and successfully passed the reliability exam to become a certified CLASS observer. The program is using the collected CLASS and CLASS Environment data to guide continuous quality improvement efforts. Observation results identified strengths and areas for growth, particularly in relation to the classroom environment materials and teacher-child interactions. This analysis will inform targeted professional development opportunities, including ongoing annual trainings focused on strengthening instructional practices, enhancing communication, and improving curriculum implementation.



Survey

California State Preschool Program Program Self Evaluation Fiscal Year 2025–26

Early Education Division

For Fiscal Year (FY) 2025–26, California State Preschool Program (CSPP) contractors are required to submit a Training Needs Survey, in addition to completing the Program Self-Evaluation (PSE) Survey Form.

Submission of this survey is required and will support the planning of upcoming training opportunities. All CSPP contractors must complete the survey. Please designate one (1) staff member to submit the survey on behalf of your CSPP agency.

The survey must be completed in full and submitted no later than 5:00 p.m. on **Monday, June 1, 2026**. Responses to all questions are required in order to submit the survey.

If you wish to save your progress and return at a later time, you may select the **Save for Later** button on any page of the survey. A unique URL will be generated for you to access the saved survey. Please note that this URL is the only way to return to your saved responses.

If you have questions regarding the survey, please contact the Early Education Division (EED) Program Quality Implementation Office at PSEFY2526@cde.ca.gov.

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Survey

Agency Information

For the following questions, you will be asked to select your lead county from a list. After you select your county from the drop-down field menu below, you will be prompted to choose your vendor number and agency name from a county-specific list.

Your agency's county:

Shasta ▼

Your Shasta County agency:

6997 Enterprise Elem School Dist ▼

Program Type:

- ☐ Part-Day
☐ Full-Day
☒ Part-Day/Full-Day

Agency Respondent Information

First Name: Tina
Last Name: Croes
Role: Preschool ProgramDirector
Email Address: tcroes@eesd.net
Phone Number: (999-999-9999) 530-224-4178

Please review the vendor number and agency name selected above. If your agency name and vendor number are correct, please select the Next button below to continue the 2025–26 Program Self-Evaluation Survey on behalf of this agency.

☒ *The vendor number and agency name selected above are accurate.*

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Survey

I. Family Files

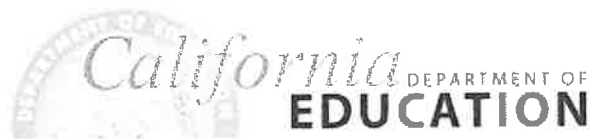
EED 01: Family Selection

Families with children enrolled in the California State Preschool Program (CSPP) are selected according to the priorities for that program, whether full-day or part-day.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Maintaining current eligibility waiting list*
- ☐ *Keeping records confidential*
- ☐ *Following the correct enrollment priorities.*
- ☒ *N/A*

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Survey

EED 02: Family Eligibility Requirements

Families with children enrolled in the program have met eligibility requirements, and the required documentation is complete. A family data file has been established for each family, including a completed application for services, supporting documentation, and as applicable, a completed Family Language Instrument and the Family Language and Interest Interview. Except as otherwise specified in EC Section 8208, the eligibility duration meets legal requirements applicable for the type of program and program year. completed family language interest survey.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Completing Confidential Application for Child Development Services and Certification of Eligibility or comparable form*
- ☐ *Maintaining copies of birth records*
- ☐ *Submitting statistical, cost, and program data (801-A Reports)*
- ☐ *Collecting supporting documentation for one of the eligibility criteria*
- ☐ *Collecting documentation of a child's IEP or IFSP (when applicable)*
- ☐ *Completing family language survey and family language and interest interview*
- ☒ *N/A*

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Survey

EED 03: Child Need Requirement Verification for Full-day CSPP

Families with children enrolled in full-day services have met the need requirements if applicable. Certified hours of childcare must correspond to the need of the parent/caretaker, as documented by the contractor at the initial certification and recertification or at the voluntary request of the family to increase or decrease the hours of need for service or hours must be within the parameters as otherwise provided by law.

Technical Assistance/Modifications Needed to meet requirements:

- ☐ *Collecting documentation of the family's need for services for full-day CSPP*
- ☒ *N/A*

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Survey

EED 04: Correct Fee Assessed

Families with children enrolled are assessed the correct monthly fee according to the current Family Fee Schedule issued by the California Department of Education (CDE) with the exception of families/children certified in a part-day/part-year CSPP program, families receiving CalWORKs cash aid, and CPS/At-risk families with referrals for up to 12 months. Additional payments, in cash or in kind, as a condition of participation shall not be required or collected, with the exception of field trips and/or diapers if the program's board and/or parents have approved.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Maintaining records of each family's fee assessment*
- ☐ *Calculating the correct fee*
- ☐ *Issuing families receipts for payment of family fees*
- ☒ *N/A*

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Survey

EED 05: Compliance with Due Process

The contractor complies with the program's due process requirements that are consistent with statutes and regulations, including: (1) providing parents with written information regarding their responsibility to comply with program rules; (2) issuing a Notice of Action (NOA) where appropriate; (3) following procedures for parental appeal of any contractor's decision contained in the Notice of Action; and (4) following procedures for suspension, expulsion, and unenrolling a child due to behavior.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Providing parents with written information on complying with program policies*
- ☐ *Completing NOA correctly*
- ☐ *Conducting family appeals correctly*
- ☐ *Establishing procedures for suspension, expulsion, and unenrolling a child due to behavior*
- ☒ *N/A*

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Survey

EED 06: Family Selection

The program has adopted policies and procedures that are consistent with statutes and regulations on excused absences. Documentation of recording and reporting attendance records are consistent with the approved certified schedule that is established for the child/parent/guardian.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Maintaining accurate attendance records*
- ☐ *Maintaining sign-in/sign-out records*
- ☐ *Making timely payments to family childcare providers*
- ☒ *N/A*

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Survey

II. Family Engagement and Strengthening

EED 07: Parent Engagement and Strengthening

There is a parent engagement and strengthening component that the programs ensure effective, two-way, comprehensive communication between staff and parents throughout the program year including the sharing of information of the child's progress.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Creating parent orientation materials*
- ☐ *Conducting parent/teacher conferences*
- ☐ *Conducting parent meetings*
- ☐ *Creating Open Door Policy Statement*
- ☐ *Creating Parent Advisory Committee Other*
- ☒ *N/A*

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Survey

EED 08: Health and Social Services

The program includes identification of the child or family health, and social service needs and makes referrals to appropriate agencies for services. The program does follow-up to ensure that identified needs have been met.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Identifying needs for health and social services*
- ☐ *Making referrals*
- ☐ *Conducting follow-up procedures*
- ☒ *N/A*

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Survey

EED 09: Community Involvement

The program includes a community involvement component that promotes the solicitation, collaboration and facilitation of services and goods to the families being served while providing information about the services offered to the community.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Facilitating relationships between families and Local Education Agencies*
- ☐ *Soliciting support from the community*
- ☐ *Providing information to the community on services offered by the program*
- ☒ *N/A*

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Survey

III. Program Quality

EED 10: Site Licensure

Each site has a current license issued by the authorized licensing agency.

Technical Assistance/Modifications Needed to meet requirements:

- ☐ *Maintaining license, any licensing citations, waivers, and current receipt for fees*
- ☒ *N/A*

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Survey

EED 11: Local Educational Agencies (LEA) Operating CSPPs Exempt from Licensing Regulations

LEAs operating part-day or full-day CSPP classrooms that are exempt shall continue to meet all legal and contractual requirements of the CSPP, which includes adequate standards of Program Quality.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Maintaining proof of classroom license exemption status*
- ☐ *Quality of outdoor space*
- ☐ *Quality of restroom facilities*
- ☐ *Quality of drinking water*
- ☒ *N/A*

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Survey

EED 12: Staff-Child Ratios

The applicable staff-child ratios are met for each age group.

Technical Assistance/Modifications Needed to meet requirements:

- ☐ *Adhering to teacher-child and adult-child ratios*
- ☒ *N/A*

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Survey

EED 13: Classroom Assessment Scoring System (CLASS) Second Edition and CLASS Environment

Contractors are required to use the CLASS Second Edition Pre-K–3rd and CLASS Environment tools to observe CSPP classrooms. CLASS shall be implemented with a graduated phase-in approach beginning in 2024–25.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Connecting with Quality Rating and Improvement System (QRIS) Block Grantees*
- ☐ *Connecting with Regional ASPIRE Leads*
- ☐ *Prioritize License Exempt classrooms when conducting CLASS Environment observations*
- ☒ *N/A*

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Survey

EED 14: Additional Environment Requirements

Contractors are required to implement additional environment requirements that are not included either in CLASS, CLASS Environment, or in current license or license-exempt regulations and yet remain necessary to support quality improvement in CSPP.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Napping provisions*
- ☐ *Daily Schedules*
- ☐ *Written Handwashing Procedures*
- ☐ *Staff Storage Space*
- ☐ *Staff Work and Break Space*
- ☒ *N/A*

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Survey

EED 15: Nutrition

The program provides meals that are nutritious and are culturally and developmentally appropriate for the children in attendance and shall meet the nutritional requirements specified by the federal Child and Adult Care Food Program or the USDA Child Nutrition Programs. The program maintains age-appropriate Desired Results Developmental Profiles 2015 (DRDP) to monitor the progress of the child's learning. The program uses DRDP data to plan and conduct age and developmentally appropriate activities.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Meals and snacks are developmentally appropriate*
- ☐ *Meals and snacks are culturally appropriate*
- ☐ *Meals and snacks meet nutritional requirements specified by the Federal Child and Adult Care Food Program or the USDA Child Lunch Programs*
- ☐ *Creating Food Menus*
- ☒ *N/A*

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Survey

EED 16: Developmental Profile

The program maintains age-appropriate Desired Results Developmental Profiles 2015 (DRDP 2015) to monitor the progress of the child's learning. The program uses DRDP data to plan and conduct age and developmentally appropriate activities.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Using DRDP data to plan, age, and developmentally appropriate activities*
- ☐ *Using a variety of work samples and anecdotal notes to complete rating*
- ☐ *Completing DRDPs within the required timeline*
- ☐ *Completing DRDP summary of findings*
- ☒ *N/A*

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Survey

EED 17: Parent Qualifications

The program annually distributes a parent survey to parents and analyzes the results to plan and conduct activities to help parents support their child's learning and development and to meet the family's needs. The survey is utilized as part of the annual self-evaluation process.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Supporting families to complete the survey*
- ☐ *Providing parent surveys in parent home language*
- ☐ *Using parent survey results to improve the program*
- ☒ *N/A*

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Survey

EED 18: Staff Qualifications

Program staff are qualified for the position held. Each program operating two or more sites or a Family Child Care Home Education Network (FCCHEN) has a qualified program director. Each program with more than one site has a qualified site supervisor at each site. Each site has qualified teachers.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Maintaining classroom personnel roster*
- ☐ *Maintaining copies of permits, credentials, or certificates*
- ☒ *N/A*

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Survey

EED 19: Staff Professional Development Program

The program has developed and implemented a staff development component.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Identifying individual staff training needs to retain and support staff*
- ☐ *Writing job descriptions*
- ☐ *Creating orientation plan for new staff*
- ☐ *Completing annual written performance evaluation for staff*
- ☐ *Completing staff training linked to the Desired Results System*
- ☐ *Completing staff training linked to CLASS 2nd Edition and CLASS Environment*
- ☒ *N/A*

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Survey

EED 20: Prohibition Against Religious Instruction or Worship

The program refrains from religious instruction and worship.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Providing statements and/or posting to families and the public that program does not provide religious instruction or worship*
- ☐ *Removing books, materials, or other practices related to religious instruction or worship as observed during reviewer observation.*
- ☒ *N/A*

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Survey

IV. Administrative

EED 21: Inventory Records

Inventory records are maintained by the contractor for all equipment and all nondisposable items with an estimated useful life of more than one year, such as computing devices and electronics, purchased in whole or in part with contract funds.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Maintaining complete asset and equipment inventory records*
- ☐ *Maintaining written procedures for competitive procurement of equipment/services*
- ☒ *N/A*

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Survey

EED 22: Program Self-Evaluation Process

The program has developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Conducting annual program self-evaluation*
- ☐ *Creating written list of tasks needed to modify the program to address all areas identified as in need of improvement*
- ☐ *Establishing procedures for the ongoing monitoring of the program areas identified as requiring modifications*
- ☒ *N/A*

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Survey

EED 23: Written Information

The Program has developed written policies and procedures. Written information shall be provided to families and providers. The written policies and procedures may not conflict with law, regulations, and terms of the contract.

Technical Assistance/Modifications Needed to meet requirements: (Select all that apply)

- ☐ *Writing philosophical statements*
- ☐ *Providing families with written information regarding eligibility for services, and need verification for full-day CSPP programs*
- ☐ *Providing families with policies and procedures for collection of family fees*
- ☐ *Creating written policies for parents of their appeal rights and procedures for requesting appeal*
- ☐ *Writing attendance policies*
- ☐ *Writing policies/procedures for provision of meals/snacks*
- ☐ *Writing non-discrimination policies*
- ☐ *Writing policies or statement of Equal Access-Americans with Disabilities Act*
- ☐ *Writing policies for uniform complaint procedures*
- ☐ *Writing board approved policies*
- ☐ *Writing and providing family childcare provides policies*
- ☒ *N/A*

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Survey

V. Fiscal/Audits

EED 24: Fiscal Reporting

The program has submitted fiscal attendance and accounting reports to the CDE consistent with the laws for state or federal fiscal reporting and accounting, including the set-aside for enrollment of children with disabilities.

Technical Assistance/Modifications Needed to meet requirements:

- ☐ *Completing fiscal attendance and accounting reports accurately, and on time.*
- ☒ *N/A*

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Survey

EED 25: Annual Fiscal Audit

The program has submitted to CDE's Office of External Audits an acceptable financial and compliance audit.

Technical Assistance/Modifications Needed to meet requirements:

- ☐ *Completing fiscal audit*
- ☒ *N/A*

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Survey

Additional Questions (for data collection only)

Please select the curriculum you use in your CSPP program. You can select more than one curriculum if you use multiple. As a note, the CDE does not endorse any one curriculum, this is just a list of options we have heard of programs using.

- ☐ *Al's Pals: Kids Making Healthy Choices*
- ☒ *Heggerty Phonemic Awareness Pre-K*
- ☐ *Amplify CKLA Pre-K*
- ☐ *High-Scope Preschool*
- ☐ *Benchmark Ready to Advance*
- ☐ *Kimochis*
- ☐ *Building Blocks Pre-K Math*
- ☐ *Math Shelf*
- ☐ *Connect4Learning Preschool*
- ☐ *MyMath Pre-K*
- ☐ *Core Knowledge Preschool*
- ☐ *Numbers Plus Preschool Curriculum*
- ☐ *Curiosity Corner*
- ☐ *Opening the World of Learning*
- ☐ *DLM Early Childhood Express*
- ☐ *Pre-K On My Way*
- ☐ *Doors to Discovery*
- ☐ *Second Step Early Learning Program*
- ☐ *Eureka Math Pre-K*
- ☐ *The Creative Curriculum for Preschool*
- ☐ *Everyday Mathematics Pre-K*
- ☐ *The Creative Curriculum for Family Child Care*
- ☐ *Focus on Pre-K*
- ☐ *Three Cheers for Pre-K*
- ☒ *Frog Street Pre-K*
- ☐ *World of Wonders*
- ☒ *Get Set for School (Learning Without Tears)*

Agenda for May 27, 2026 Phonics Meeting

- ☒ *Teacher or program created curriculum*
- ☒ *Other published curriculum or resource not listed above (write in)*

Name the other published curriculum or resource not listed above:

Scholastic, Starfall, Education.com

Additional CLASS Question (for data collection only)

Please review the following questions regarding your program's ability to meet the required goals for observing CSPP classrooms using the CLASS and CLASS Environment Tools in the upcoming program year

Will your program be able to meet the goal of observing 60% of CSPP classrooms using the CLASS Tool as outlined in your agency's contract next program year?

- ☒ *Yes*
- ☐ *No*

Will your program be able to meet the goal of observing 60% of CSPP classrooms using the CLASS Environment Tool as outlined in your agency's contract for next program year?

- ☒ *Yes*
- ☐ *No*

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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 RESOLUTION #2611, DEVELOPER FEE INCREASE

Resolution #2611, developer fee increase is presented to the board for adoption.

A public hearing will be held at this time

Any discussion or questions before we vote?

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 May 27, 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 27, 2026 and the board should direct the superintendent to file a Notice of Exemption from the California Environmental Quality Act.



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

RESOLUTION NO. 2611 (May 27, 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 May 27, 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 July 27, 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 27th day of May 2026, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Enterprise Elementary School District

ATTEST:

Secretary, Governing Board
Enterprise Elementary School District

9.4.3 CONSTRUCTION CONTRACT FOR BOULDER CREEK MUSIC CLASSROOM

The construction contract for Boulder Creek Music Classroom is presented to the Board for approval.

Proposed Action: Approval.

MOTION MADE BY:_____

SECONDED BY:_____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MAY 20, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: CONSTRUCTION CONTRACT FOR BOULDER CREEK MUSIC CLASSROOM

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

The board has previously authorized funding for the construction of a music classroom at Boulder Creek.

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

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

Please place this on the May 27, 2026 Board Agenda as a Business Action Item requesting approval of the construction contract.

AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement between Owner and Contractor ("Agreement") is entered into effective as of May 11, 2026 between the Enterprise Elementary School District, Shasta County, California ("Owner") and Cerami & Browning ("Contractor"), with Owner and Contractor each a "Party" and together the "Parties" to this Agreement.

Contractor and Owner agree as follows:

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

Boulder Creek Music Classroom

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

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

3. **CONTRACT DOCUMENTS.** The Contractor and Owner agree that the Contract Documents are composed of this Agreement, required insurance certificates, additional insured endorsement and declarations page, Designation of Subcontractors, Noncollusion Declaration, Roof Project Certification (where applicable), Sufficient Funds Declaration (Labor Code section 2810), the Fingerprinting Notice and Acknowledgment, Independent Contractor Student Contact Form, any required bonds, and any specifications and plans. If there are specifications and plans, the specifications and plans are intended to cooperate, so that any work exhibited in the plans and not mentioned in the specifications, or vice versa, is to be executed the same as if both mentioned in the specifications and set forth in the plans to the true intent and meaning of the said plans and specifications, when taken together. The Contract Documents are complementary, and each obligation of the Contractor, subcontractors, and material or equipment suppliers in any one shall be binding as if specified in all. Where requirements of the Contract Documents exceed those of the applicable building codes and ordinances, the Contract Documents shall govern. Contractor shall comply with all applicable Federal, State and local laws. The work shall constitute a "work of improvement" under Civil Code section 8050 and Public Contract

Code section 7107.

4. **COMPLETION DATE.** The work to be completed under this Agreement shall begin no later than May 28, 2026, and shall be completed on or before February 28, 2027 (the "Completion Date").

5. **CONTRACT SUM.** The Contract Sum is the total amount payable by Owner to Contractor for the performance of work under the Contract Documents. The Contract Sum is One million four hundred eighty five thousand dollars (\$1,485,000), unless modified in accordance with the Contract Documents.

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

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

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

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

8. **EARLY COMPLETION.** Regardless of the cause therefore, the Contractor may not maintain any claim or cause of action against the Owner for damages incurred as a result of its failure or inability to complete its work on the Project in a shorter period than established in this

Agreement, the Parties stipulating that the period established in this Agreement is a reasonable time within which to perform the work on the Project.

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

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

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

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

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

12. CLAIMS LESS THAN \$375,000. Notwithstanding any other provision herein, claims of \$375,000 or less shall be resolved pursuant to the alternative dispute resolution procedures set forth in Public Contract Code sections 20104, et seq., including claim, response, informal meet and confer conference, non-binding mediation if a claim of over \$100,000 remains in dispute after the meet and confer conference, and Government Code claim. "Claim" for this purpose means a separate demand by the Contractor for a time extension, payment of money or damages arising from work done by or on behalf of the Contractor pursuant to this Agreement, for which payment is expressly provided, or the Contractor is otherwise entitled to, or an amount the payment of which is disputed by the Owner.

The Contractor shall submit its claim of \$375,000 or less to the Owner in writing before payment is made. The Owner shall respond within the time provided by statute. If the Contractor disagrees with the response or the Owner fails to respond within the time permitted, the Contractor shall notify the Owner of the disagreement in writing within fifteen (15) days from the date of the response or expiration of the time permitted to respond and demand a meet-and-

confer conference. The Owner shall schedule a meet-and-confer conference within thirty (30) days of the demand. If not resolved at the meet-and-confer conference, then the claim shall be submitted to mediation. If the dispute is not resolved at mediation, the Contractor may initiate a civil action as set forth in Public Contract Code section 20104 et seq.

13. TERMINATION. If the Contractor should be adjudged bankrupt, or if the Contractor should make a general assignment for the benefit of Contractor's creditors, or if a receiver should be appointed on account of Contractor's insolvency, or if Contractor or any of Contractor's subcontractors should violate any of the provisions of the Agreement, or if Contractor should refuse or fail to supply enough properly skilled workmen or proper materials, or if Contractor violates Labor Code section 1771.1(a), subject to the provisions of Labor Code section 1771.1(f), or should fail to make prompt payment to subcontractors or for material or labor, or disregard laws, ordinances or the instructions of the Owner, then the Owner may serve written notice upon the Contractor of its intention to terminate the Agreement. Unless, within five (5) days after the serving of such notice, such violations shall cease and satisfactory arrangements for corrections thereof be made, the Agreement shall, upon the expiration of said five (5) days, at the Owner's option, terminate.

[T]he Owner may then take over the Project and prosecute the same to completion by any method it may deem advisable, for the account and at the expense of the Contractor, and the Contractor shall be liable to the Owner for any excess cost occasioned the Owner thereby. In such event, the Owner may without liability for so doing, take possession of and utilize in completing the Project, such materials, appliances and other property belonging to the Contractor as may be on the site of the Project and necessary therefore. In such case the Contractor shall not be entitled to receive payment until the Project is finished. If the Contract Sum exceeds the expense of finishing the Project, including compensation for additional managerial and administrative services, such excess shall be paid to the Contractor. If such expense shall exceed the Contract Sum, the Contractor shall pay the difference to the Owner.

The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause. Upon receipt of written notice from the Owner of such termination for the Owner's convenience, the Contractor shall (1) cease operations as directed by the Owner in the notice; (2) take actions necessary, or that the Owner may direct, for the protection and preservation of the work; and (3) except for work directed to be performed prior to the effective date of termination stated in the notice, terminate all existing subcontracts and purchase orders and enter into no further subcontracts and purchase orders. In case of such termination for the Owner's convenience, the Contractor shall be entitled to receive payment for work executed, and costs incurred by reason of such termination.

14. SUBCONTRACTORS. If Contractor shall subcontract any part of the work, Contractor shall be fully responsible to Owner for acts or omissions of Contractor's subcontractors. Pursuant to Public Contract Code section 6109, no contractor may perform work on a public works project with a subcontractor who is ineligible to perform work on the project pursuant to California Labor Code sections 1777.1 or 1777.7.

15. PREVAILING WAGES. The Project is a public work, the Work shall be performed as a public work and under California Labor section Code 1770 et seq., the Director of Industrial Relations has determined the general prevailing rate of per diem wages and the general

44.5. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior Court in Shasta County, California.

44.6. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who gives the notice. Owner shall, at Contractor's cost, timely notify Contractor of Owner's receipt of any third party claims relating to this Agreement pursuant to Public Contract Code section 9201.

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

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

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

(CONTRACTOR)



By: Joe Cerami

Its: CICU

B 746224
CALIFORNIA CONTRACTOR'S
LICENSE NO.

2/28/22
LICENSE EXPIRATION DATE

(OWNER)



By: Deborah Williams

Its: CBO- Bus. Services

NOTE: Contractor must give the full business address of the Contractor and sign with

Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

J:\wdocs\90005\005\agt\00351006.DOC

9.4.4 RESOLUTION #2612, PROJECT AND DESIGN AUTHORIZATION FOR THE
ALTA MESA PLAYGROUND RENOVATION PROJECT

Resolution #2612, project and design authorization for the Alta Mesa playground renovation project is presented to the Board for adoption.

Proposed Action: Adoption.

MOTION MADE BY: _____

SECONDED BY: _____



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MAY 15, 2026

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: PROJECT AND DESIGN AUTHORIZATION FOR ALTA MESA PLAYGROUND RENOVATION

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

The existing main playground at Alta Mesa has been in place and used by thousands of kids for decades. The playground is designed for students ages 5-12. Many of the play apparatus are no longer functional. Some are not safe to use for the younger students. This project represents the necessary steps to design and construct a new playground that will provide activity and safety for all students from ages 5-12. The renovation will include:

1. Removing a majority of the existing play pieces
2. Installing new play equipment designed for ages 5-12
3. Installing new and improved fall protection material

Conceptual drawings of the playground renovation are attached for your review.

The preliminary budget allocation for this project is \$700,000, with funding to be provided by Special Reserve for Capital Projects, General Fund, Fund 17, or any other appropriate project funding available. We will be following the CMAS or OMNIA purchasing process to obtain and install all equipment and material.

Attached to this memo is Resolution # 2612 which will provide delegated authorization for this project. Please place this on the May 27, 2026 Board Agenda as a Business Action Item requesting approval of the attached resolution.

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

Resolution # 2612

**AUTHORIZING THE SUPERINTENDENT OR CBO TO PROCEED WITH DESIGN,
ADVERTISING, AWARDED OF LOWEST RESPONSIBLE BID, AND COMPLETION
OF THE ALTA MESA PLAYGROUND RENOVATION PROJECT**

WHEREAS, the District wishes to proceed with playground renovation at Alta Mesa,

WHEREAS, this project qualifies as an eligible expenditure under the recently approved Enterprise Elementary School District Bond Measure A Bond Funds, Developer Fee Funds, Board Reserved for Capital Improvements and/or State Matching funds, if available,

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

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

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, county of Shasta, California, this twenty-seventh day of May, 2026.

Bonnie Hyatt, Clerk
Enterprise Board of Education

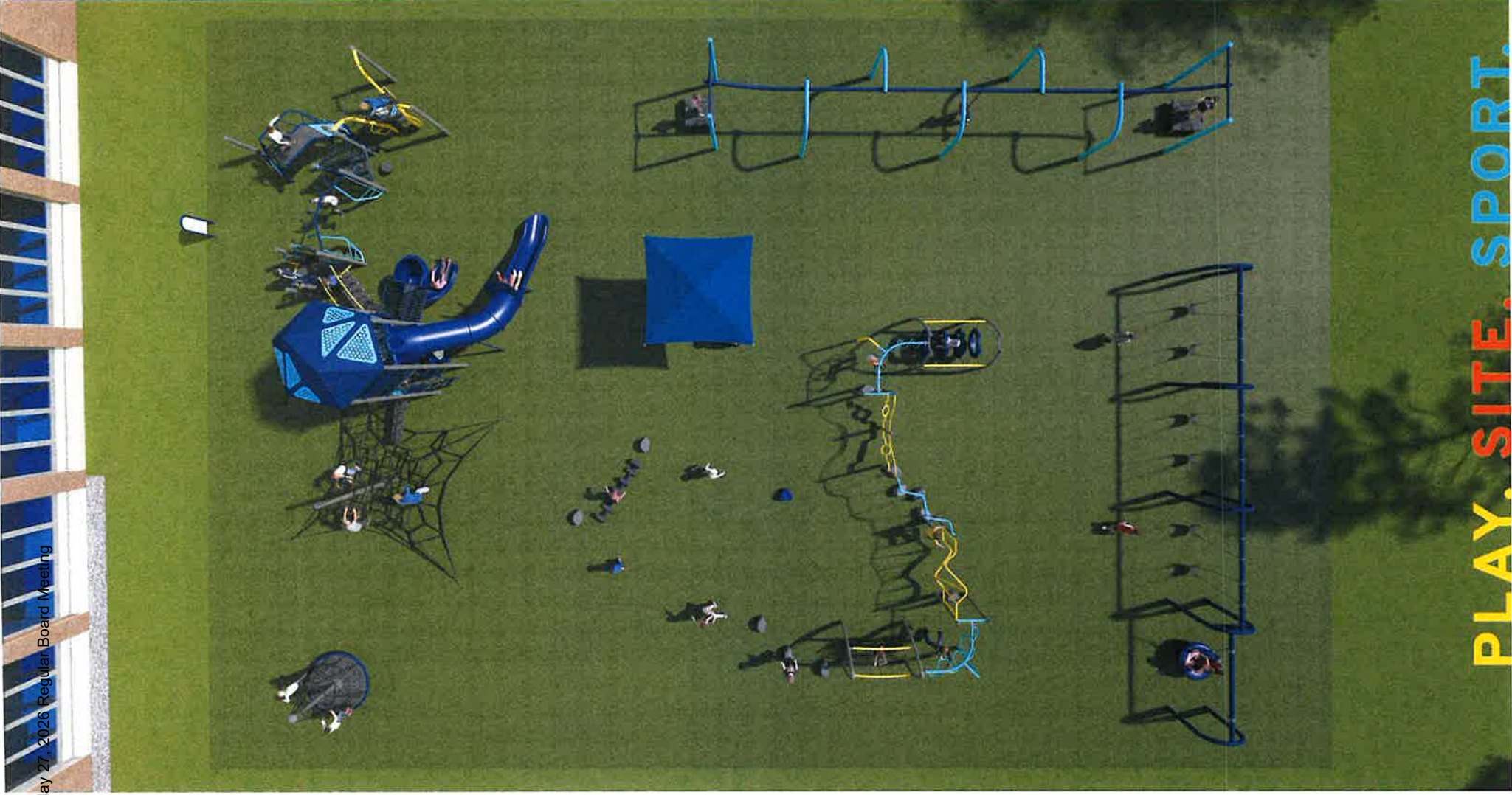
I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on May 27, 2026.

Heather Armelino
Secretary to the Board of Education



Alta Mesa Elementary School - Enterprise ESD

PLAY. SITE. SPORT.





Alta Mesa Elementary School - Enterprise ESD

PLAY. SITE. SPORT.





Alta Mesa Elementary School - Enterprise ESD







Alta Mesa Elementary School - Enterprise ESD



9.4.5 APPROVE FORM J-13A REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A, Request for Allowance of Attendance due to Emergency Conditions is presented for approval.

Proposed Action: Approval.

MOTION MADE BY: _____

SECONDED BY: _____

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fg/>

Telephone: 916-324-4541

Email: attendanceaccounting@cde.ca.gov

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fg/ft/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME: Enterprise Elementary School District		COUNTY CODE: 45	DISTRICT CODE: 69971	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Heather Armelino			FISCAL YEAR: 2025-2026	
ADDRESS: 1155 Mistletoe Ln		COUNTY NAME: Shasta		
CITY: Redding		STATE: CA		ZIP CODE: 96002
CONTACT NAME: Shelby Price	TITLE: Admin Asst: Bus Services	PHONE: 530-224-4100 ext 8208	E-MAIL: sprice@eesd.net	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

☐ SCHOOL DISTRICT Choose one of the following: ☐ All district school sites ☒ Select district school sites	☐ COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: ☐ All COE school sites ☐ Select COE school sites	☐ CHARTER SCHOOL
---	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

☒ SCHOOL CLOSURE: When one or more schools were closed because of conditions described in <i>EC</i> Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per <i>EC</i> Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to <i>EC</i> Section 46200, et seq. ☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
☐ MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of <i>EC</i> Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency. ☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
☐ LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in <i>EC</i> Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to <i>EC</i> Section 46391: <i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i>

SECTION B: SCHOOL CLOSURE

☐ Not Applicable (Proceed to Section C)

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Supplemental Page(s) Attached

There was a traffic accident near the school causing the power and water service to be interrupted. Students were sent home at 8:30am due to no utilities.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/it/j13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Parsons Junior High	6050249	Traditional	180	1	0	4/16/2026	4/16/2026	1

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Alta Mesa Elementary	6050215	22-23	2/28/2023	Snow Storm	Yes
Boulder Creek Elementary	6111470	22-23	2/28/2023	Snow Storm	Yes
Lassen View Elementary	6050223	22-23	2/28/2023	Snow Storm	Yes
Mistletoe Elementary	6050231	22-23	2/28/2023	Snow Storm	Yes
PACE Academy	6114334	22-23	2/28/2023	Snow Storm	Yes
Parsons Junior High	6050249	22-23	2/28/2023	Snow Storm	Yes
Rother Elementary	6050256	22-23	2/28/2023	Snow Storm	Yes
Shasta Meadows Elementary	6050264	22-23	2/28/2023	Snow Storm	Yes

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

☐ Not Applicable (Proceed to Section D)

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Supplemental Page(s) Attached

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fg/it/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
Total:		0.00			0		0.00

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/it/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
Total:		0.00			0.00		0.00

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☐ Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of Enterprise Elementary SD, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

Troy Wright

Bonnie Hyatt

Gloria Valles

Andrew Shaddix

Robin Littau

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this twenty-seventh day of May, 2026.

Witness: Heather Armelino Title: Superintendent of of Shasta County, California
 (Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
 (Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
 (Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____.

Witness: _____ Title: _____ of _____ County, California
 (Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

[Home](#)
[Admin](#)
[Add-ons](#)

Parsons Junior High

ALERTS AND NOTICES

Notifications

Message Library

Power Outage at Parsons

Created on Thu, Apr 16, 2026 at 08:32 AM
Scheduled on Thu, Apr 16, 2026 at 08:37 AM PDT
Sent to Parsons Junior High
Recipients are Staff and Parents

This message was sent as a Smart Alert

Email Message

[View English Email](#)

[View Spanish Email](#)

Immediate Attention Required | Power Outage at Parsons

Due to a nearby traffic incident, Parsons Junior High is currently without power and water. At this time, we do not have an estimated timeline for restoration.

We are asking all families to pick up their students as soon as you are able.

Thank you for your prompt attention. If you need to get in touch with us, please call the District Office at 530-224-4100.

OK

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

June 10, 2026, 4:00 p.m. (Open Session) - Regular Board Meeting

11.3 Other Important Dates:

May 28

- Parsons Open House at 5:30 pm

Graduation

June 2

- PACE 10 am at PACE Academy
- Mistletoe 6 pm at EHS

June 3

- Boulder Creek 6 pm at Simpson

June 4

- Parsons 6 pm at Redding Civic

June 5

- RCA at David Marr Theater
 - 8th Grade 9:30 am
 - 12th Grade 11:00 am

11.4 Adjournment to Closed Session

12. CLOSED SESSION

- a. PUBLIC EMPLOYMENT: Assistant Principal, Director of Special Education, Assistant Director of Business Services, Director of Facilities, Teacher, Special Ed Aide, Program Assistant, CIA Aide, Clerk I, Bus Driver/GDA, EXPAND Group Leader, Behavior Tech Aide, Cook, Library Specialist. [GC § 54957]
- b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Classified Probationary Release: Employees #492974 and #492276. Resolution #2616 Non-Reelection-Probationary Teacher. [GC § 54957] [GC § 54957]
- c. LABOR NEGOTIATIONS: [GC § 54957.6]
- d. LITIGATION: [GC § 54956.9]

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

14. ADJOURNMENT