SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 5: Middle School Math/Science**
746 Moss Avenue, Chico, California
Date/Time: **Wednesday, July 10, 2013 – 5:30 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Jill Bailey, Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Russell Shapiro, Peter DiFalco, Chris Fosen, and Erwin Williams

1.2 Resolution 071012a-Commendation of Board Service
The Board will formally acknowledge the service of outgoing Director Russell Shapiro.

1.3 Resolution 071012b-Commendation of Board Service
The Board will formally acknowledge the service of outgoing Director Jill Bailey.

2. CONSENT AGENDA

2.1 Approval of Minutes from June 5, 2013

2.2 Approval of Changes to Signatory on Line of Credit Transfers

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report

3.2 Sherwood Montessori Parents Organization Report

3.3 School Director Report

3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Approval of Contracts for School Accountant and Business Manager
The Board will be asked to approve the contracts for Laura Mason for School Accountant and Lisa Speegle for School Business Manager.
ACTION REQUESTED: Approve contracts for Laura Mason for School Accountant and

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Lisa Speegle for Business Manager.

5.3 Election of New Officers

Each year, the Board of Directors vote for new officers: Chair, Vice-Chair, Treasurer, and Secretary. **ACTION REQUESTED:** Approval by the Board of newly elected officers.

5.4 Approval of Changes to Signatory on Bank Account

The Board will need to approve two signatories on the School's Bank Account. **ACTION REQUESTED:** Choose two signatories and approve Resolution 071013c-Change of signer on bank account.

5.5 Approval of Employment Contract for the School Director

The Board conducted a closed session performance evaluation for the School Director on June 5, 2013 and will consider the approval of a one year employment contract extension with compensation established at $70,000 annually. **ACTION REQUESTED:** Approve Employment Contract for School Director.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 Board Committee Assignments

The Board will discuss committee functions and the Chair will appoint Board members to established committees. **ACTION REQUESTED:** Discuss Board committees and assign Board members.

7.2 Facilities Committee Update

The School Director will provide the Board of Directors with a formal update on the work of the Facilities Committee to reach the goal of obtaining a permanent facility. **ACTION REQUESTED:** Receive report.

8. CLOSED SESSION

8.1 Public Employee Performance Evaluation.

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director

9. ADJOURNMENT (Est. 7:30 p.m.)

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Agenda Item 1.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 1.2 – RESOLUTION 071013a-Commendation of Russell Shapiro's Board Service**

Date: July 5, 2013 for the meeting of July 10, 2013

SUMMARY

Outgoing Board Treasurer Russell Shapiro has served on the Board of Directors of Sherwood Montessori since December, 2009.

DISCUSSION

Russell Shapiro has served Sherwood Montessori as a founding Board member, the Chair of the Board, and Treasurer of the Board and has earned recognition from the Sherwood community.

ACTION REQUESTED

Adopt Resolution 071013a.

Attachment: Resolution 071013a.

Agenda Item 1.2
Attachment

SHERWOOD MONTESSORI

RESOLUTION 071013a
RESOLUTION OF COMMENDATION

WHEREAS, Russell Shapiro *was first appointed to serve on the Board of Directors of Sherwood Montessori as the founding Chair of Board in December, 2009, and continued his service for a period of 3 years and eight months, during which he rarely missed a meeting; and*

WHEREAS, *he has consistently brought to the proceedings a sense of responsibility to the Mission of Sherwood Montessori; and*

WHEREAS, *Russell has discharged his Board duties as Chair and then as Treasurer with a high level of competence, preparedness and objectivity; and*

WHEREAS*, Russell brought to Sherwood Montessori a tireless work ethic, a sense of adventure and humor, and a pioneering spirit; and*

WHEREAS, *Russell has exhibited a sound knowledge of Sherwood's functions and concern for the successful future of the school and worked diligently to ensure that the actions taken by the Board were in the best interest of the students and families they serve; and*

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Directors of Sherwood Montessori recognizes and expresses its sincere appreciation for the services of Russell Shapiro to the community of Sherwood Montessori.*

FURTHER, *that this Resolution be included within the minutes of the Board of Directors of Sherwood Montessori and that a copy of said Resolution be presented to Russell Shapiro as a testimonial of the sentiments of the Board of Directors and Community of Sherwood Montessori.*

PASSED AND ADOPTED *by the Board of Directors of Sherwood Montessori on the 10th day of July, 2013.*

Michelle Yezbick, Director
Sherwood Montessori

Steve Lucas, Chair of the Board
Sherwood Montessori

Agenda Item 1.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 1.3 – RESOLUTION 071013b-Commendation of Jill Bailey's Board Service**

Date: July 5, 2013 for the meeting of July 10, 2013

SUMMARY

Outgoing Board Vice Chair Jill Bailey has served on the Board of Directors of Sherwood Montessori since December, 2009.

DISCUSSION

Jill Bailey has served Sherwood Montessori as a founding Board member, the Secretary of the Board, and Vice Chair of the Board and has earned recognition from the Sherwood community.

ACTION REQUESTED

Adopt Resolution 071013b.

Attachment: Resolution 071013b.

Agenda Item 1.3
Attachment

SHERWOOD MONTESSORI

RESOLUTION 071013b
RESOLUTION OF COMMENDATION

WHEREAS, Jill Bailey *was first appointed to serve on the Board of Directors of Sherwood Montessori in December, 2009, and continued her service for a period of 3 years and eight months, during which she rarely missed a meeting; and*

WHEREAS, *she has consistently brought to the proceedings a sense of responsibility to the Mission of Sherwood Montessori; and*

WHEREAS, *Jill has discharged her Board duties as Secretary and as Vice Chair with a high level of competence, preparedness and objectivity; and*

WHEREAS*, Jill brought to Sherwood Montessori a child-centered philosophic positioning, a concern for an authentically holistic approach to serving children, and a sense of duty to the students, families, and community of Sherwood Montessori; and*

WHEREAS, *Jill has exhibited a sound knowledge of Sherwood's functions and concern for the successful future of the school and worked diligently to ensure that the actions taken by the Board were in the best interest of the students and families they serve; and*

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Directors of Sherwood Montessori recognizes and expresses its sincere appreciation for the services of Jill Bailey to the community of Sherwood Montessori.*

FURTHER, *that this Resolution be included within the minutes of the Board of Directors of Sherwood Montessori and that a copy of said Resolution be presented to Jill Bailey as a testimonial of the sentiments of the Board of Directors and Community of Sherwood Montessori.*

PASSED AND ADOPTED *by the Board of Directors of Sherwood Montessori on the 10th day of July, 2013.*

Michelle Yezbick, Director
Sherwood Montessori

Steve Lucas, Chair of the Board
Sherwood Montessori

Agenda Item 2.1

SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of June 5, 2013

1. CALL TO ORDER: at 5:39 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Jill Bailey-Vice Chair; Robyn Faraone-Secretary; David Kuperman; Stephen Lucas-Chair; Russell Shapiro-Treasurer; Corin Meester; Erwin Williams.
Absent: None.
Others Present: Michelle Yezbick-School Director

Chair Lucas moved Closed Session Item 8.1 Public Employee Performance Evaluation, School Director. Board of Directors went into Closed Session at 5:45 PM, and returned to open session at 7:07 PM.

Director Meester departed the meeting at 7:07 PM.

2. CONSENT AGENDA

2.1 Approval of Minutes from May 15, 2013

Director Kuperman motioned to approve the consent agenda; 2nd *Director Shapiro.*

AYES: 4 (Bailey, Faraone, Kuperman, Lucas, Shapiro, Williams)
NOES: 0
ABSENT: 1 (Meester)

2.2 Funding Research Update-

Grant Writer Tempra Board provided a written funding research report. *Director Kuperman* asked *School Director* if she plans to target the small or large grants first. *School Director Yezbick* responded that she will target both. *Director Shapiro* said the grants for the gardening program look like real possibilities, but he is not sure we should focus on STEM. We could also research special education grants. *Director Williams* recommended that the next step is to develop the fundraising plan, and *School Director Yezbick* agreed.

3. REPORTS AND COMMUNICATION

None

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent- None

5.2 Budget Approval-

Director Shapiro explained that the budget committee felt that further cuts to the budget would infringe on the quality of the education offered. Although the budget shows a deficit at the end of 2013-14, the school has reserves and a line of credit to cover the deficit. The

projected deficit at the end of 2013-14 is $28,125, and $8,376 in 2014-15. Even more reassuring is that the budget projection shows a return to a surplus of $35,481 in 2015-16. The high cost of renting the two facilities is part of the cause of the deficit for next year. The future budget projections assume the same high facilities costs; however, if we find a new site that is less expensive by 2014-15, the deficit may be eliminated sooner. Another way to eliminate the deficit by 2014-15 would be to increase enrollment to the projected level of 2015-16, assuming we had the space to increase enrollment which we do not have at our current location. The enrollment projections are as follows: 166 students in 2013-14; 174 students in 2014-15, and 184 students in 2015-16.

Director Kuperman motioned to approve the budget; 2nd *Director Shapiro.*

AYES: 5 (Bailey, Faraone, Kuperman, Lucas, Shapiro, Williams)
NOES: 0
ABSENT: 1 (Meester)

5.3 Approval of Board Candidates-

The Board has received letters of interest from Chris Fosen and Peter DiFalco for the two seats being vacated by *Director Shapiro* and *Director Bailey.*. The role of the Board of Directors is to ensure that candidates are qualified, such as they are not related to employees at the school. The SMPO is responsible for a vote. Last year they helped to coordinate a school-wide vote, and in the previous year the vote was held at the SMPO meeting.

Director Kuperman motioned to approve the board candidates for a vote; 2nd *Director Faraone.*

AYES: 5 (Bailey, Faraone, Kuperman, Lucas, Shapiro, Williams)
NOES: 0
ABSENT: 1 (Meester)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None

7. FUTURE AGENDA ITEMS

7.1 Officers of the Board of Directors for the 2013-2014 school year will be chosen.

8. ADJOURNMENT: 7:50 PM. BOD adjourns until the BOD Meeting on July 10, 2013 at 5:30 PM.

Approved: _____, 20____

_____
Robyn Faraone, Secretary of the Board

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.2 – RESOLUTION 071013c-Change of Signatories of Line of Credit**

Date: July 5, 2013 for the meeting of July 10, 2013

SUMMARY

The School has secured a line of credit from our bank, Northern California National Bank (NCNB), to ensure cash flow throughout the 2013-2014 school year. Annually, approved signatories must be submitted to NCNB.

DISCUSSION

Outgoing Board Treasurer, Russell Shapiro, and current School Director, Michelle Yezbick, were named signatories on the Line of Credit during the time that Russell served as Board Treasurer. As Russell matriculates off the Board, a new signer must be chosen and approved by a board resolution to ensure that funds from the line can be drawn if needed. As Resolution 071013c reads here, XXXX stands as a placeholder for the incoming Board Treasurer, to be named at Agenda Item 5.3. Adopting Resolution 071013c will require that the Board names the second signer to replace the placeholder X's.

ACTION REQUESTED

Adopt Resolution 071013c.

Attachment: Resolution 071013c.

Agenda Item 2.2
Attachment

SHERWOOD MONTESSORI

RESOLUTION 071013c CHANGE OF SIGNATORIES OF LINE-OF-CREDIT

WHEREAS, the **Chico Unified School District** authorized the charter for **Sherwood Montessori** on **3 December, 2009,** and,

WHEREAS, the charter school will need cash-on-hand to **offset delays in apportionments from the State of California and the Public Charter School Grants Program**;

WHEREAS, the **Sherwood Montessori Board of Directors** has reviewed the supporting documents which include an operations budget for the charter school that provides for both reasonable operational expenses and repayment of the line of credit; and,

WHEREAS the **Sherwood Montessori 501c3 Non-Profit Public Benefit Corporation** agrees to meet all terms and conditions for the receipt of a line of credit pursuant to *Education Code* sections 41365 through 41367 and prompt repayment of any funds received

WHEREAS the **Sherwood Montessori 501c3** on behalf of the **Sherwood Montessori charter school** has renewed a Line of Credit from the **Northern California National Bank (NCLB**) in the amount of **$150,000**.

NOW, THEREFORE BE IT RESOLVED that the **Board of Directors of Sherwood Montessori** has voted to allow the school director, Michelle Yezbick, to be a co-signatory on the Line of Credit with the Board Treasurer, **XXXX**. The outgoing Board Treasurer, **Russell Shapiro**, is hereby removed as a signatory.

PASSED AND ADOPTED by the **Sherwood Montessori Board of Directors** at a meeting held on **10 July, 2013.**

_____

Steve Lucas, Chair of the Board,
Sherwood Montessori

_____ _____

Signature **Date**

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: July 5, 2013 for the meeting of July 10, 2013

The teachers are enjoying a well-earned rest, no report this month.

Agenda
Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: July 5, 2013 for the meeting of July 10, 2013

The SMPO is on summer break. The outgoing president, Marci Pope, served as SMPO president since the school's first year. Tanya Parish, parent of an incoming kindergarten student and spouse of Eric Parish, 1/2/3 teacher, will be the SMPO president for the 2012-2014 school year.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: July 5, 2013 for the meeting of July 10, 2013

ADMINISTRATIVE ITEMS:

- Marlo Knox has accepted the 1/2/3 teaching position. Marlo has subbed at Sherwood, holds an MA in Teaching, has extensive experience, and is bilingual in English and Spanish.

FISCAL ITEMS:

- Revenues from fundraisers continued to come in during the month of June. Our fundraising model had the most success since the school opened and staff and families familiarity with the fundraisers may be a contributing factor. Sherwoodstock was also a major part of our success this year and I continue to be grateful for the hard work of many community members that pitched in to make it a success.
- We dipped very briefly into our line of credit. We drew $55K to cover payroll and a/p and were able to pay it off in a matter of days as a big check arrived from Butte County Office of Education.
- I met with grant writer Tempra Board and we chose areas of focus from her potential sources. Tempra was given contact information for teachers to get input on programs they would like to put in place, given funding.

GENERAL ITEMS:

- Teachers have been meeting and planning for next year. The school is quiet otherwise.
- The Use Permit Public Hearing is scheduled for July 9, Tuesday, at 3:00 p.m. According to Mike Sawley, he has spoken to two people that sounded like they would attend Tuesday to oppose the project and/or raise concerns about existing operations at the Unitarian Fellowship. One complaint is that there is too much traffic on Filbert and no school should be added concerns about parking and future growth of the school were also mentioned. I plan to be present at the meeting to address concerns.
- The Facilities Committee met in June with a local realtor who has owners/investors who are “intrigued” with the idea of building a school on a property they own. An formal update will be provided to the Board at the August meeting.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: July 5, 2013 for the meeting of July 10, 2013

July Treasurer's Report

The good news continues to come in! Lisa Speegle has changed the outook for 2013-14 by adding additional funds from the Governor's new LCFF program. This increase in ~$32,000 wipes out our projected deficit and puts us in the black!

With regards to closing out 2012-13, Lisa has reversed some earlier entries that were incorrect and we show some over-expenditures (for instance, Classified Salaries). However, our reserves can weather the changes. The next step will be to present the unaudited actuals to the Board for approval and submission to CUSD. Lisa and Michelle will keep the new Treasurer updated on the process.

As Treasurer, I recommend that the Board authorize Michelle to increase funds toward stocking the new classrooms, particularly the new 1-3 classroom. The parents and students have benefitted greatly from the rich Montessori materials in Carin and Eric's classrooms. It will cost potentially 10-20K to stock the classroom (though Michelle will have a better sense of vendors and needs). This could be a positive step toward balancing the three classrooms. The increased revenues could allow this long-term investment.

Russell Shapiro, Treasurer BOD

Attachment: Supporting financial documents for the July, 2013 Treasurer's Report

Changes Since Initial 2013-14 Budget				
Revenues	was	is	variance	
Revenue Limit Sources	824,410	857,210	32,800	comment 1
Federal Sources	-	-	-	
State Sources	111,927	111,927	0	
Local Sources	49,751	49,751	-	
Net Change to Revenue	986,088	1,018,889	32,801	
Expenditures				
Certificated Staff	335,116	335,116	(0)	
Classified Staff	219,177	219,177	-	
Employee Benefits	123,169	123,169	(0)	
Books and Supplies	25,750	25,750	-	
Services and Operations	212,734	212,733	(1)	
Capital Outlay	-	-	-	
Other Outgo	98,269	98,269	(0)	
Net Change to Expenses	1,014,214	1,014,214	(1)	
CY Budget	**(28,126)**	**4,675**	**32,802**	**increase (decrease) in budget**

Comments:

Comment 1 - added an estimated 11.78% LCFF increment for 2013-14, increasing revenue.

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-16
Enrollment	121	141	166	174	184
ADA %	(actual)	94.50%	94.50%	94.50%	94.50%
Revenue					
8012 Education Protection Act	-	148,607	135,203	143,160	152,954
8015 General Purpose Entitlement	384,023	314,695	422,456	450,158	484,018
8096 In Lieu Taxes	197,772	226,578	266,751	279,607	295,676
xxxx LCFF	-	-	32,800	32,800	32,800
8220 Child Nutrition - Federal	10,660	-	-	-	-
8290 PCSGP	150,000	-	-	-	-
8290 EdJobs Funds	1,390	-	-	-	-
8520 Child Nutrition - State	593	-	-	-	-
8550 Mandates Block Grant	-	1,601	1,865	2,196	2,302
8560 State Lottery	28,645	21,714	25,564	26,796	28,336
8590 Categorical Block Grant	50,670	71,772	84,498	88,570	93,660
8590 All Other State Revenue	20,147	-	-	-	-
8660 Interest From Banks	-	-	-	-	-
8673 Parent Fees	29,011	14,851	14,851	14,851	14,851
8699 Fundraising / Donations	19,714	28,000	28,000	28,000	28,000
8710 Other Local Revenue	608	6,900	6,900	6,900	6,900
TOTAL REVENUES	893,232	834,718	1,018,889	1,073,038	1,139,498
Expenditures					
1000 Certificated Salaries	251,158	266,575	335,116	342,119	348,961
2000 Classified Salaries	205,176	181,470	219,177	220,482	221,986
3000 Employee Benefits	74,912	95,838	123,169	125,943	128,827
4100 Texts and Core Curricula	3,932	4,100	1,000	1,020	1,040
4200 Reference Materials	10,352	4,000	10,000	10,000	10,000
4300 Materials and Supplies	24,402	13,167	14,750	15,025	15,306
4400 NonCap Equipment	7,927	500	-	-	-
4700 Nutrition Services	19,445	-	-	-	-
5200 Travel and Conferences	13,977	4,275	4,775	4,775	4,775
5300 Dues and Memberships	997	1,105	1,230	1,270	1,320
5400 Property/Liability Insurance	19,228	14,113	16,936	20,323	24,387
5500 Operations / Housekeeping	22,739	22,180	25,914	26,432	26,961
5600 Rentals, Leases, and Repairs	78,784	93,750	109,165	110,286	110,375
5800 Prof. & Consulting Services	62,220	53,134	49,472	50,184	51,003
5900 Communications	4,815	5,560	5,242	5,242	5,242
7141 Special Ed Encroachment	35,670	83,472	97,269	114,515	120,034
7438 Long-Term Debt Interest	421	1,500	1,000	1,000	1,000
TOTAL EXPENDITURES	836,155	844,739	1,014,214	1,048,615	1,071,217
Excess/(Deficiency)	57,077	(10,020)	4,675	24,424	68,281
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	57,077	(10,020)	4,675	24,424	68,281
Beginning Fund Balance	73,087	130,164	120,143	124,819	149,242
Excess / (Deficiency)	57,077	(10,020)	4,675	24,424	68,281
Ending Fund Balance	130,164	120,143	124,819	149,242	217,523
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	130,164	120,143	124,819	149,242	217,523

Budget v. Actual - Revenues

	2012-13 Budget	Actuals July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total Actual	Remaining in Budget	Remaining in Budget
Revenue																
8015 General Purpose Entitlement	314,695	-	5,687	35,815	-	39,000	23,583	25,318	25,318	23,737	13,651	6,984	-	199,093	115,602	37%
8012 Education Protection Act	148,607	-	-	-	-	-	-	-	-	-	-	-	148,607	148,607	-	0%
8096 In Lieu Taxes	226,578	-	-	35,599	15,822	15,822	-	47,466	23,733	35,985	17,998	35,996	(101)	228,320	(1,742)	-1%
8290 PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8290 EdJobs Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8550 Mandates Block Grant	1,601	-	-	-	-	1,590	-	-	-	-	-	-	-	1,590	11	1%
8560 State Lottery	21,714	-	-	-	-	-	-	4,048	-	-	-	4,094	-	8,142	13,572	63%
8590 Categorical Block Grant	71,772	-	1,025	6,456	-	7,030	4,251	4,564	4,564	4,930	11,328	1,480	-	45,628	26,145	36%
8590 All Other State Revenue	-	-	-	600	-	-	-	20	282	-	-	-	-	901	(901)	0%
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8673 Parent Fees	14,851	3,020	1,882	550	2,285	1,864	2,475	1,955	1,007	1,327	1,719	2,588	1,661	22,333	(7,482)	-50%
8699 Fundraising / Donations	28,000	-	60	69	8,957	2,275	2,770	748	229	616	847	13,524	6,407	36,503	(8,503)	-30%
8710 Other Local Revenue	6,900	823	232	288	164	-	25	86	-	-	-	3	-	1,621	5,279	77%
Total Revenue	834,718	3,842	8,886	79,377	27,228	67,582	33,104	84,204	55,133	66,596	45,544	64,669	156,574	692,739	141,979	17%

Budget v. Actual - Expenses

	2012-13 Budget	Actuals July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total Actual	Remaining in Budget	Remaining in Budget
Expenses																
1000 Certificated Salaries	266,575	3,779	21,374	25,503	23,457	23,922	26,735	22,250	24,358	24,891	25,505	24,498	24,753	271,025	(4,450)	-2%
2000 Classified Salaries	181,470	(1,995)	8,096	21,095	20,735	18,991	19,308	13,988	20,018	18,638	18,509	21,119	17,806	196,307	(14,837)	-8%
3000 Employee Benefits	95,838	6,420	6,643	9,891	7,407	7,023	9,275	7,532	10,198	9,291	12,321	(1,482)	5,371	89,891	5,946	6%
4100 Textbooks	4,100	-	424	803	-	62	-	-	620	30	114	203	1,055	3,311	789	19%
4200 Books/Reference Material	4,000	-	434	48	47	67	141	116	-	422	286	364	(368)	1,557	2,443	61%
4300 Instructional Supplies	13,167	435	2,004	1,328	2,195	964	1,331	1,864	886	891	1,850	1,279	102	15,130	(1,963)	-15%
4400 Non-Cap Equipment	500	-	220	-	-	260	-	10	-	-	-	-	-	490	10	2%
4700 Food - Nutrition Program	-	(1,845)	65	19	49	-	-	-	-	-	-	-	-	(1,711)	1,711	0%
5200 Travel and Conferences	4,275	(22)	-	40	1,225	6	-	43	21	22	192	74	4,726	6,328	(2,053)	-48%
5300 Dues and Memberships	1,105	-	338	-	740	-	-	-	-	-	-	20	-	1,098	7	1%
5400 Property/Liability Insurance	14,113	4,261	1,065	2,131	-	-	1,065	1,065	1,065	1,065	1,065	-	-	12,784	1,329	9%
5500 Operations / Housekeeping	22,180	(0)	2,343	2,094	1,883	1,309	763	2,474	1,356	1,079	1,909	1,387	80	16,677	5,503	25%
5600 Rentals, Leases, and Repairs	93,750	13,268	459	15,808	7,835	536	8,319	15,724	8,233	8,106	7,895	10,766	7,683	104,631	(10,881)	-12%
5800 Prof. & Consulting Services	53,134	2,218	258	11,912	5,854	6,018	4,425	5,328	1,701	1,722	2,992	7,254	5,361	55,043	(1,909)	-4%
5900 Communications	5,560	(298)	470	280	870	124	369	386	476	422	507	401	269	4,275	1,285	23%
7141 Special Ed Encroachment	83,472	-	-	-	-	-	-	-	-	-	-	-	-	-	83,472	100%
7438 Long-Term Debt Interest	1,500	592	526	260	-	-	-	-	-	-	-	-	(307)	1,071	429	29%
Total Expenditures	844,739	26,813	44,719	91,210	72,296	59,281	71,731	70,781	68,934	66,581	73,146	65,883	66,532	777,906	66,833	8%
Net Income (Loss)	(10,020)	(22,971)	(35,833)	(11,833)	(45,068)	8,301	(38,628)	13,424	(13,801)	15	(27,602)	(1,214)	90,042	(85,167)		

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2012-13 - PAGE 1 INCOME

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	ACTUAL February	ACTUAL March	ACTUAL April	ACTUAL May	ACTUAL June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH IN																
8015 General Purpose Entitlement	-	5,687	35,815	-	39,000	23,583	25,318	25,318	23,737	13,651	6,984	-	115,602	314,695	314,695	-
8012 Education Protection Act	-	-	-	-	-	-	-	-	-	-	-	-	148,607	148,607	148,607	-
8096 In Lieu Taxes	-	-	35,599	15,822	15,822	-	47,466	23,733	35,985	17,998	35,996	(101)	-	228,320	226,578	1,742
8290 PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 EdJobs Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandates Block Grant	-	-	-	-	1,590	-	-	-	-	-	-	-	-	1,590	1,601	(11)
8560 State Lottery	-	-	-	-	-	-	4,048	-	-	-	4,094	-	13,572	21,714	21,714	-
8590 Categorical Block Grant	-	1,025	6,456	-	7,030	4,251	4,564	4,564	4,930	11,328	1,480	-	26,145	71,772	71,772	-
8590 All Other State Revenue	-	-	600	-	-	-	20	282	-	-	-	-	-	901	-	901
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	3,020	1,882	550	2,285	1,864	2,475	1,955	1,007	1,327	1,719	2,588	1,661	-	22,333	14,851	7,482
8699 Fundraising / Donations	-	60	69	8,957	2,275	2,770	748	229	616	847	13,524	6,407	-	36,503	28,000	8,503
8710 Other Local Revenue	823	232	288	164	-	25	86	-	-	-	3	-	6,900	8,521	6,900	1,621
Total Current Year Revenues	3,842	8,886	79,377	27,228	67,582	33,104	84,204	55,133	66,596	45,544	64,669	7,967	310,826	854,958	834,718	20,240
Other Current Assets	39,917	139,725	133,350	-	3,097	-	4,756	-	-	-	(51)	-	-	-	-	-
Total Cash In	43,760	148,610	212,727	27,228	70,679	33,104	88,960	55,133	66,596	45,544	64,617	7,967	310,826	854,958	834,718	20,240
Total Cash In Y-T-D	43,760	192,370	405,097	432,325	503,004	536,108	625,068	680,201	746,797	792,341	856,958	864,926	1,175,752			

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2012-13 - PAGE 2 OUTGO

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	ACTUAL February	ACTUAL March	ACTUAL April	ACTUAL May	ACTUAL June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	3,779	21,374	25,503	23,457	23,922	26,735	22,250	24,358	24,891	25,505	24,498	24,753	-	271,025	266,575	(4,450)
2000 Classified Salaries	(1,995)	8,096	21,095	20,735	18,991	19,308	13,988	20,018	18,638	18,509	21,119	17,806	-	196,307	181,470	(14,837)
3000 Employee Benefits	6,420	6,643	9,891	7,407	7,023	9,275	7,532	10,198	9,291	12,321	(1,482)	5,371	-	89,891	95,838	5,946
Total Salaries & Benefits	8,203	36,113	56,488	51,599	49,936	55,318	43,770	54,575	52,821	56,335	44,135	47,931	-	557,223	543,883	(13,340)
Supplies																
4100 Texts and Core Curricula	-	424	803	-	62	-	-	620	30	114	203	1,055	-	3,311	4,100	789
4200 Reference Materials	-	434	48	47	67	141	116	-	422	286	364	(368)	-	1,557	4,000	2,443
4300 Materials and Supplies	435	2,004	1,328	2,195	964	1,331	1,864	886	891	1,850	1,279	102	-	15,130	13,167	(1,963)
4400 NonCap Equipment	-	220	-	-	260	-	10	-	-	-	-	-	-	490	500	10
4700 Nutrition Services	(1,845)	65	19	49	-	-	-	-	-	-	-	-		(1,711)	-	1,711
Total Supplies	(1,410)	3,147	2,198	2,291	1,352	1,472	1,991	1,507	1,344	2,250	1,846	789	-	20,487	21,767	1,280
Services / Other Op Exp																
5200 Travel and Conferences	(22)	-	40	1,225	6	-	43	21	22	192	74	4,726	-	6,328	4,275	(2,053)
5300 Dues and Memberships	-	338	-	740	-	-	-	-	-	-	20	-	-	1,098	1,105	7
5400 Property/Liability Insurance	4,261	1,065	2,131	-	-	1,065	1,065	1,065	1,065	1,065	-	-	-	12,784	14,113	1,329
5500 Operations / Housekeeping	(0)	2,343	2,094	1,883	1,309	763	2,474	1,356	1,079	1,909	1,387	80	-	16,677	22,180	5,503
5600 Rentals, Leases, and Repairs	13,268	459	15,808	7,835	536	8,319	15,724	8,233	8,106	7,895	10,766	7,683	-	104,631	93,750	(10,881)
5800 Prof. & Consulting Services	2,218	258	11,912	5,854	6,018	4,425	5,328	1,701	1,722	2,992	7,254	5,361	-	55,043	53,134	(1,909)
5900 Communications	(298)	470	280	870	124	369	386	476	422	507	401	269	-	4,275	5,560	1,285
Total Services	19,428	4,932	32,264	18,407	7,993	14,942	25,020	12,852	12,417	14,561	19,901	18,120	-	200,836	194,117	(6,718)
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	83,472	83,472	83,472	(0)
7438 Long-Term Debt Interest	592	526	260	-	-	-	-	-	-	-	-	(307)	-	1,071	1,500	429
Total Other Outgo	592	526	260	-	-	-	-	-	-	-	-	(307)	83,472	84,543	84,972	429
Total Current Year Expenses	**26,813**	**44,719**	**91,210**	**72,296**	**59,281**	**71,731**	**70,781**	**68,934**	**66,581**	**73,146**	**65,883**	**66,532**	**83,472**	**863,089**	**844,739**	**(18,350)**
9500 Accounts Payable	30,688	46,508	31,100	14,866	22,468	(8,654)	(8,136)	(11,925)	10,193	(6,564)	9,921	(62,556)	-	-	-	-
Total Cash Out	**57,501**	**91,227**	**122,310**	**87,162**	**81,749**	**63,078**	**62,645**	**57,009**	**76,774**	**66,582**	**75,804**	**3,976**	**83,472**	**863,089**	**844,739**	**(18,350)**
Total Cash Out Y-T-D	57,501	148,728	271,038	358,200	439,949	503,026	565,671	622,680	699,454	766,036	841,839	845,816	929,288			
Percent of Budget	6.81%	17.61%	32.09%	42.40%	52.08%	59.55%	66.96%	73.71%	82.80%	90.68%	99.66%	100.13%	110.01%			

Projected Cash Balance Statement

Beginning Cash Balance	7,655	(6,087)	51,297	141,714	81,780	70,711	40,737	67,052	65,176	54,998	33,960	22,774	26,765	7,655	7,655	-
Net Change	(13,742)	57,383	90,417	(59,934)	(11,070)	(29,974)	26,315	(1,875)	(10,178)	(21,038)	(11,186)	3,991	227,354	(8,131)	(10,020)	1,890
Ending Cash Balance	**(6,087)**	**51,297**	**141,714**	**81,780**	**70,711**	**40,737**	**67,052**	**65,176**	**54,998**	**33,960**	**22,774**	**26,765**	**254,119**	**(475)**	**(2,365)**	**1,890**

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 1 INCOME

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH IN																
8015 General Purpose Entitlement	-	-	9,367	58,985	22,533	41,697	41,697	80,537	6,303	3,404	19,683	7,438	130,811	422,456	422,456	-
8012 Education Protection Act	-	-	-	33,801	-	-	33,801	-	-	33,801	-	-	33,801	135,203	135,203	-
8096 In Lieu Taxes	-	13,595	27,189	18,126	18,126	18,126	18,126	12,277	23,719	11,009	10,084	9,237	87,135	266,751	266,751	-
xxxx LCFF	-	-	663	4,176	1,595	2,952	2,952	5,702	1,233	692	4,002	1,765	7,068	32,800	32,800	-
8290 PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 EdJobs Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandates Block Grant	-	-	-	-	466	-	-	-	466	-	-	-	933	1,865	1,865	-
8560 State Lottery	-	-	-	-	-	-	-	6,391	-	-	6,391	-	12,782	25,564	25,564	-
8590 Categorical Block Grant	-	-	1,451	9,138	3,491	6,460	6,460	12,476	1,693	914	5,175	2,004	35,238	84,498	84,498	-
8590 All Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	-	-	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	1,485	-	14,851	14,851	-
8699 Fundraising / Donations	-	-	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	-	28,000	28,000	-
8710 Other Local Revenue	575	575	575	575	575	575	575	575	575	575	575	575	-	6,900	6,900	-
Total Current Year Revenues	575	14,170	43,531	129,086	51,071	74,095	107,896	122,243	38,275	54,681	50,195	25,303	307,768	1,018,889	1,018,889	-
Other Current Assets	148,607	162,219	-	-	-	-	-	-	-	-	-	-	-	310,826	310,826	-
Total Cash In	149,182	176,389	43,531	129,086	51,071	74,095	107,896	122,243	38,275	54,681	50,195	25,303	307,768	1,329,715	1,329,715	-
Total Cash In Y-T-D	149,182	325,571	369,102	498,188	549,259	623,354	731,250	853,494	891,768	946,449	996,644	1,021,947	1,329,715			

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 2 OUTGO

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	30,465	30,465	30,465	30,465	30,465	30,465	30,465	30,465	30,465	30,465	30,465	-	335,116	335,116	-
2000 Classified Salaries	-	10,959	21,918	21,918	21,918	21,918	21,918	21,918	21,918	21,918	21,918	10,959	-	219,177	219,177	-
3000 Employee Benefits	10,264	10,264	10,264	10,264	10,264	10,264	10,264	10,264	10,264	10,264	10,264	10,264	-	123,169	123,169	-
Total Salaries & Benefits	10,264	51,688	62,647	62,647	62,647	62,647	62,647	62,647	62,647	62,647	62,647	51,688	-	677,461	677,461	-
Supplies																
4100 Texts and Core Curricula	167	-	167	-	167	-	167	-	167	-	167	-	-	1,000	1,000	-
4200 Reference Materials	-	1,667	-	1,667	-	1,667	-	1,667	-	1,667	-	1,667	-	10,000	10,000	-
4300 Materials and Supplies	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	1,229	-	14,750	14,750	-
4400 NonCap Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700 Nutrition Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Supplies	1,396	2,896	1,396	2,896	1,396	2,896	1,396	2,896	1,396	2,896	1,396	2,896	-	25,750	25,750	-
Services / Other Op Exp																
5200 Travel and Conferences	398	398	398	398	398	398	398	398	398	398	398	398	-	4,775	4,775	-
5300 Dues and Memberships	-	-	-	-	-	1,230	-	-	-	-	-	-	-	1,230	1,230	-
5400 Property/Liability Insurance	3,387	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	-	-	-	-	16,936	16,936	-
5500 Operations / Housekeeping	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	25,914	25,914	-
5600 Rentals, Leases, and Repairs	9,097	9,097	9,097	9,097	9,097	9,097	9,097	9,097	9,097	9,097	9,097	9,097	-	109,165	109,165	-
5800 Prof. & Consulting Services	4,123	4,123	4,123	4,123	4,123	4,123	4,123	4,123	4,123	4,123	4,123	4,123	-	49,472	49,472	-
5900 Communications	437	437	437	437	437	437	437	437	437	437	437	437	-	5,242	5,242	-
Total Services	19,601	17,908	17,908	17,908	17,908	19,138	17,908	17,908	17,908	16,214	16,214	16,214	-	212,733	212,733	-
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-	24,317	-	-	24,317	-	-	24,317	-	-	24,317	97,269	97,269	-
7438 Long-Term Debt Interest	-	-	-	-	-	-	-	-	-	-	-	1,000	-	1,000	1,000	-
Total Other Outgo	-	-	-	24,317	-	-	24,317	-	-	24,317	-	1,000	24,317	98,269	98,269	-
Total Current Year Expenses	**31,261**	**72,491**	**81,950**	**107,767**	**81,950**	**84,680**	**106,267**	**83,450**	**81,950**	**106,074**	**80,257**	**71,798**	**24,317**	**1,014,214**	**1,014,214**	**-**
9500 Accounts Payable	83,472	-	-	-	-	-	-	-	-	-	-	-	-	83,472	83,472	-
Total Cash Out	**114,733**	**72,491**	**81,950**	**107,767**	**81,950**	**84,680**	**106,267**	**83,450**	**81,950**	**106,074**	**80,257**	**71,798**	**24,317**	**1,097,686**	**1,097,686**	**-**
Total Cash Out Y-T-D	114,733	187,224	269,175	376,942	458,892	543,572	649,840	733,290	815,240	921,314	1,001,571	1,073,369	1,097,686			
Percent of Budget	10.45%	17.06%	24.52%	34.34%	41.81%	49.52%	59.20%	66.80%	74.27%	83.93%	91.24%	97.78%	100.00%			

Projected Cash Balance Statement

Beginning Cash Balance	26,765	61,214	165,111	126,692	148,011	117,132	106,547	108,175	146,968	103,293	51,900	21,838	(24,657)	26,765	26,765	-
Net Change	34,449	103,898	(38,419)	21,318	(30,879)	(10,585)	1,628	38,793	(43,675)	(51,393)	(30,062)	(46,494)	283,451	232,029	232,029	-
Ending Cash Balance	**61,214**	**165,111**	**126,692**	**148,011**	**117,132**	**106,547**	**108,175**	**146,968**	**103,293**	**51,900**	**21,838**	**(24,657)**	**258,794**	**258,794**	**258,794**	**-**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Approval of Contracts for School Accountant and Business Manager**

Date: July 5, 2013 for the meeting of July 10, 2013

SUMMARY

Consideration of approval of the contracts for Laura Mason for School Accountant and Lisa Speegle for Business Manager.

DISCUSSION

During the 2012-2013 fiscal year, Lisa Speegle acted as Business Manager and Laura Mason as School Accountant. Contracts for the financial services of these two independent contractors are the same as the contracts approved last year, with dates changed to reflect extension into the 2013-2014 fiscal year.

ACTION REQUESTED

Approve contracts for Laura Mason for School Accountant and Lisa Speegle for Business Manager.

Attachments: Draft of contract for Laura Mason, School Accountant and draft of contract for Lisa Speegle, Business Manager

SHERWOOD MONTESSORI

AGREEMENT FOR ACCOUNTANCY SERVICES

This AGREEMENT is made this day of July 10, 2013 between Laura Mason ("Accountant"), PO Box 1583, Paradise, CA 95967 and Sherwood Montessori ("Client"), a 501 c(3) Public Benefit Corporation located at 746 Moss Ave. Chico, CA 95926.

Term of Agreement

1. This Agreement will become effective July 10, 2013 and will continue in effect until June 30, 2014 unless terminated sooner as further provided herein.

Accountant's Services

2. During the term of this agreement, Accountant agrees to perform such general tax and accounting services for Client as Client may request or authorize Accountant to perform, under the terms and conditions set forth in this Agreement, including such matters as general bookkeeping services, preparation of accounts payable, and bookkeeping accounts receivable.

   In addition, Accountant, in Accountant's discretion, may perform additional accounting services for Client if Client so requests and Accountant agrees to do so. Any services that are not specifically described in this section are not be included in the basic compensation rate specified in Paragraph 3 and will be billed separately to Client as stated below.

Accountant's Fees

3. Accountant's fee for the services specified in Paragraph 2, above, will be $250 per month. Any additional services performed by Accountant for Client and not specified in Paragraph 2, above, will be charged on an hourly rate basis at Accountant's standard hourly rate of $25 per hour. Amounts due for Accountant's fees, costs, and expenses will be billed to Client on a monthly basis and will be due and payable within 15 days thereafter.

Termination on Notice

4. Either party may terminate this agreement at any time by giving two weeks' written notice to the other party. In the event that this agreement is terminated, Client agrees to compensate Accountant at Accountant's regular hourly rate for any time expended but not billed as of the termination date, as well as any costs or expenses as specified above incurred but not billed as of that date.

Attorneys' Fees

5. If any party to this Agreement resorts to litigation or arbitration to enforce or interpret any provision of this Agreement, the prevailing party will be entitled to recover reasonable attorneys' fees in addition to any other relief to which that party may be entitled. This provision applies to the entire contract.

Client's Cooperation

6. Client agrees to cooperate fully and completely with Accountant and to provide Accountant with all the necessary data, information, records, and other materials requested by Accountant that are reasonably necessary to enable Accountant to render accounting services to Client under the terms of this Agreement.

Independent Contractor

7. In performing accounting services under this Agreement, Accountant at all times will be an independent contractor and not an employee of Client.

Entire Agreement

8. This Agreement contains the entire agreement between the parties relating to the rights granted and the obligations assumed. Any oral representations or modifications concerning this Agreement will be of no force or effect excepting a subsequent modification in writing, signed by the party to be charged.

Partial Invalidity

9. If any part of this contract is declared invalid for any reason, the remainder of the agreement shall be unaffected. The other parts of the agreement shall remain in effect as if the agreement had been executed without the invalid part. The parties declare that they intend and desire that the remaining parts of the agreement continue to be effective without any part or parts that have been declared invalid.

Governing Law

10. The validity of this Agreement and its terms or provisions, as well as the rights and duties of the parties, will be interpreted and construed pursuant to and in accordance with the laws of the State of California.

Amendments and Waivers

11. Any term or provision of this Agreement may be amended and the observance of any term of this Agreement may be waived (either generally or in a particular instance and either retroactively or prospectively) only by a writing signed by the

party to be bound thereby. The waiver by a party of any breach of this Agreement will not be deemed to constitute a waiver of any other default or succeeding breach or default.

Notices

12. Any notices to be given under this Agreement by either party to the other may be effected either by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested. Mailed notices must be addressed to the addresses of the parties as they appear in the introductory paragraph of this agreement, but each party may change address by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of actual receipt; mailed notices will be deemed communicated as of five business days after mailing.

Authority

13. Client's representatives who are signing this agreement on behalf of Client warrant that they are fully authorized by Client to engage Accountant to perform accounting services for Client, and that all necessary approvals required under Client's governing instruments in order to engage Accountant to provide these services have been obtained, and all necessary procedures followed.

Executed on July 10, 2013 at Chico, California.

_____ _____

Steve Lucas Date

Chair of the Board of Directors, Sherwood Montessori

_____ _____

Laura Mason Date

Accountant

SHERWOOD MONTESSORI

AGREEMENT FOR BUSINESS MANAGEMENT SERVICES

This AGREEMENT is made this day of July 10, 2013 between Forest Ranch Charter School, having a principal place of business at 15815 Cedar Creek Road Forest Ranch, CA 95942, and Sherwood Montessori ("Client") a 501 c(3)Public Benefit Corporation located at 746 Moss Ave. Chico, CA 95926

Term of Agreement

1. This Agreement will become effective July 10, 2013 and will continue in effect until June 30, 2014 unless terminated sooner as further provided herein.

Business Manager's Services

2. During the term of this agreement, Forest Ranch Charter School shall make available to Sherwood Montessori Lisa Speegle as Business Manager. As Business Manager, Lisa Speegle agrees to perform such general tax and accounting services for Client as Client may request or authorize Business Manager to perform, under the terms and conditions set forth in this Agreement, including such matters as general financial advisory services, preparation of the First Interim Financial Report, Second Interim Financial Report, Unaudited Actuals, and Initial Budget for 2014-2015, and monthly payroll services, including health benefit and state and federal tax liability accounts.

   Business Manager agrees to perform the following specific accounting services for Client under the terms and conditions stated in this agreement. In addition, Business Manager, in Business Manager's discretion, may perform additional accounting services for Client if Client so requests and Business Manager agrees to do so. Any services that are not specifically described in this section are not be included in the basic compensation rate specified in Paragraph 3 and will be billed separately to Client as stated below.

Business Manager's Fees

3. Business Manager's fee for the services specified in Paragraph 2, above, will be $50 per hour, payable to Forest Ranch Charter School. Any additional services performed by Business Manager for Client and not specified in Paragraph 2, above, will be charged on an hourly rate basis at Business Manager's standard hourly rate of $50 per hour. Amounts due for Business Manager's fees, costs, and expenses will be billed to Client on a monthly basis and will be due and payable within 15 days thereafter.

Termination on Notice

4. Either party may terminate this agreement at any time by giving two weeks' written notice to the other party. In the event that this agreement is terminated, Client agrees to compensate Business Manager at Business Manager's regular hourly rate for any time expended but not billed as of the termination date, as well as any costs or expenses as specified above incurred but not billed as of that date.

Arbitration

5. Any controversy between the parties to this Agreement involving the construction or application of any of its terms, covenants, or conditions will be submitted to arbitration, on the written request of one party served on the other. The arbitration will comply with and be governed by the provisions of the California Arbitration Act, California Code of Civil Procedure Sections 1280 through 1294.2.

Attorneys' Fees

6. If any party to this Agreement resorts to litigation or arbitration to enforce or interpret any provision of this Agreement, the prevailing party will be entitled to recover reasonable attorneys' fees in addition to any other relief to which that party may be entitled. This provision applies to the entire contract.

Client's Cooperation

7. Client agrees to cooperate fully and completely with Business Manager and to provide Business Manager with all the necessary data, information, records, and other materials requested by Business Manager that are reasonably necessary to enable Business Manager to render accounting services to Client under the terms of this Agreement.

Entire Agreement

8. This Agreement contains the entire agreement between the parties relating to the rights granted and the obligations assumed. Any oral representations or modifications concerning this Agreement will be of no force or effect excepting a subsequent modification in writing, signed by the party to be charged.

Partial Invalidity

9. If any part of this contract is declared invalid for any reason, the remainder of the agreement shall be unaffected. The other parts of the agreement shall remain in effect as if the agreement had been executed without the invalid part. The parties

declare that they intend and desire that the remaining parts of the agreement continue to be effective without any part or parts that have been declared invalid.

Governing Law

10. The validity of this Agreement and its terms or provisions, as well as the rights and duties of the parties, will be interpreted and construed pursuant to and in accordance with the laws of the State of California.

Amendments and Waivers

11. Any term or provision of this Agreement may be amended and the observance of any term of this Agreement may be waived (either generally or in a particular instance and either retroactively or prospectively) only by a writing signed by the party to be bound thereby. The waiver by a party of any breach of this Agreement will not be deemed to constitute a waiver of any other default or succeeding breach or default.

Notices

12. Any notices to be given under this Agreement by either party to the other may be effected either by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested. Mailed notices must be addressed to the addresses of the parties as they appear in the introductory paragraph of this agreement, but each party may change address by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of actual receipt; mailed notices will be deemed communicated as of five business days after mailing.

Authority

13. Each party represents that they are fully authorized to execute this agreement and bind their representative agency.

Executed on July 10, 2013 at Chico, California.

_____ _____

Steve Lucas Date

Chair of the Board of Directors, Sherwood Montessori

_____ _____

Lisa Speegle Date

Chief Business Officer, Forest Ranch Charter School

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 – Election of Officers for the Board of Directors**

Date: July 5, 2013 for the meeting of July 10, 2013

SUMMARY

Each year, the Board of Directors elects the following officers: Chair, Vice-Chair, Treasurer, Secretary. New officers for the 2013-2014 school year need to be elected.

DISCUSSION

During the 2012-2013 school year, Board Officers were as follows:

Steve Lucas-Chair
Jill Bailey-Vice-Chair
Russell Shapiro-Treasurer
Robyn Faraone-Secretary

Following a clarifying discussion regarding the duties of the officers, the Board will need to elect officers for each of the positions. Directors who wish to continue serving in their office are free to do so if approved.

ACTION REQUESTED

Elect officers for the Board of Directors for the 2013-2014 school year.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 – RESOLUTION 071013d-Change of Signatories of Bank Account**

Date: July 5, 2013 for the meeting of July 10, 2013

SUMMARY

The School's bank, Northern California National Bank (NCNB), requires that approved signatories be submitted to NCNB for the checking account.

DISCUSSION

Outgoing Board Treasurer, Russell Shapiro, and outgoing Vice-Chair, Jill Bailey, were named signatories on the Line of Credit during the 2013-2014 school year. New signers must be chosen and approved by a board resolution for the School's checking account. As Resolution 071013d reads here, XXXX stand as placeholders for the new signatories to be named. Adopting Resolution 071013d will necessitate that the Board names the signers to replace the placeholder X's.

While it is not required by our bylaws or by NCNB that the Board Treasurer be named as one of the signatories, the signatories named will need to have some awareness of the School's financial state at each signing. Bank balances can be provided by the School Director, as well as answers to any questions the signers have about the documents provided or the bank account. Checks should not be signed without first checking supporting documentation, which should be provided at the time the checks are presented to be signed. The signers should be prepared to be available to do this work approximately once or twice monthly.

ACTION REQUESTED

Adopt Resolution 071013d.

Attachment: Resolution 071013d.

Agenda Item 5.4
Attachment

SHERWOOD MONTESSORI

RESOLUTION 071013d
IDENTIFICATION OF NEW SIGNATORY ON BANK ACCOUNT

WHEREAS, the **Chico Unified School District** authorized the charter for **Sherwood Montessori** on **3 December, 2009,** and,

WHEREAS, the **Sherwood Montessori Board of Directors** has established policies to ensure fiscal responsibility, including separation of duties; and,

WHEREAS, the **Sherwood Montessori** charges the Treasurer of the Board with the following duties as outlined in Article 5, Section 9 of the Bylaws of the Corporation, and,

WHEREAS, XXXX is current Board Treasurer, and,

WHEREAS, the **Sherwood Montessori Board of Directors** wishes to revise the authorized signators on the **Northern California National Bank (NCNB)** account by adding XXXX and XXXX and removing outgoing Board Treasurer Russell Shapiro and outgoing Board Vice Chair Jill Bailey:

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the executive director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;
2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;
3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports;
4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;
5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

NOW, THEREFORE BE IT RESOLVED that Russell Shapiro no longer has signatory authority nor any other access to the NCNB account. XXXX shall have signatory authority on the NCNB account. The second signatory on the School back account shall be XXXX. Jill Bailey, outgoing Vice Chair of the Board of Directors of Sherwood Montessori, shall no longer be an authorized signatory on the NCNB account. The power to request transfers and / disbursements on the Line of Credit will reside with the school Director, Michelle Yezbick or the Board Treasurer, XXXX.

PASSED AND ADOPTED by the **Sherwood Montessori Board of Directors** at a public meeting held on **10 July 2013.**

_____

Steve Lucas, Chair of the Board of Directors,
Sherwood Montessori

_____ _____

Signature **Date**

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 – Approval of School Director's Contract**

Date: July 5, 2013 for the meeting of July 10, 2013

SUMMARY

Each year, the Board of Directors approves an employment contract for the School's Director.

DISCUSSION

During the June 5, 2013 meeting, the School Director's performance was discussed in closed session. Time for closed session has been provided on this July 10, 2013 if the Board wishes to continue a confidential discussion.

Attached is a draft of the School Director's contract based on the 2011-2012 school year contract (the most recent contract available at this writing). The salary has been adjusted to $70,000 which is the salary earned last year by the Director. The dates of the contract have been changed to reflect the fiscal year, which also meshes well with an academic calendar year. Former dates ran August 21-August 20 to reflect the year worked by the School Director the first year the school opened.

ACTION REQUESTED

Approve contract.

Attachment: School Director Contract 2013-2014 DRAFT

Agenda Item 5.5
Attachment

SHERWOOD MONTESSORI

EMPLOYMENT AGREEMENT

for

SHERWOOD MONTESSORI CHARTER SCHOOL DIRECTOR

DRAFT

This EMPLOYMENT AGREEMENT is entered into and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **MICHELLE YEZBICK** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School agrees to employ EMPLOYEE as a full-time, at-will School Director at Sherwood Montessori under the following terms and conditions until terminated by either party as provided herein.

1. **RECITALS:**

a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District. A copy of the Charter School's current charter petition is attached hereto as "EXHIBIT A" and fully incorporated by reference herein.

b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE as the Charter School's administrator to manage the day to day functions of the

Charter School and to assist the Charter School's Board of Directors in meeting its stated objectives and the requirements of the Charter School's charter.

2. **EMPLOYMENT AT WILL:**

a. This AGREEMENT shall cover a one year period and commence on June 30, 2013 and shall end on June 30, 2014. The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. **EMPLOYMENT TERMS:**

a. The EMPLOYEE is expected to work full-time as described in Section 3c below and be present on the school campus at all times school is in session except as is necessary to conduct school business.

b. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT, the adopted job specification and all adopted policies of the Charter School Board of Directors . The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Board of Directors may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

c. EMPLOYEE acknowledges and understands that the position of School Director carries with it great public trust and responsibility. Therefore, in accordance with that goal, EMPLOYEE agrees to make full disclosure to, and obtain approval of, the EMPLOYER prior to entering into negotiations, or contracting for, any supplies, computer software, equipment (including computer hardware), work, professional services, or any other item or service, from any individual related to EMPLOYEE by blood or marriage or from any

entity wherein any owner, partner, majority or controlling stockholder, or employee is related to EMPLOYEE by blood or marriage.

d. Work days: The EMPLOYEE is employed in a full-year capacity with one month of paid leave to be generally taken. The dates of the leave shall be mutually agreed upon by the School Director and the Governing Board. It is understood that some duties (e.g., workshops) may extend beyond the typical work day.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $70,000 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other full-time employees of the Charter School in the same classification, workday, and work year. Benefit leaves may change without notice during the contract term as determined by the Governing Board of the Charter School.

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2013 through June 30, 2014. EMPLOYEE agrees to undertake training course(s) as reasonably identified by the Board of Directors as needed. EMPLOYEE acknowledges that the Charter School's offer of

employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Board of Directors. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's performance shall be evaluated and assessed by the Board of Directors annually. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing

otherwise required by law.

c. **Early Termination:** The Board may unilaterally and without cause terminate this AGREEMENT. In consideration of the Board's right to terminate this AGREEMENT without cause, the Board shall pay to the EMPLOYEE the remainder of her salary for the term of this AGREEMENT or for a period of one (1) calendar month following the effective date of termination, whichever is less.

d. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Board of Directors, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Board of Directors. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of

receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. **DISPUTES:**

All claims, disputes, controversies, or disagreements of any kind whatsoever ("claims") including but not limited to any claim arising out of or in connection with the EMPLOYEE's employment or the termination of the EMPLOYEE's employment that may arise between the EMPLOYEE and the Charter School shall be directed to the Board for final resolution. If EMPLOYEE is not satisfied with the Board's resolution, the decision may be submitted to a mediator, selected and agreed upon by the Board, or designee, and EMPLOYEE for final resolution.

11. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the

AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.

SHERWOOD MONTESSORI

12. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____ Social Security Number: _____

Charter School Approval:

Dated: _____ _____

(Signature)

_____

(Type Name and Title)

This Employment AGREEMENT is subject to ratification and approval by the Governing Board of Sherwood Montessori.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 5: Middle School Math/Science**
746 Moss Avenue, Chico, California
Date/Time: **Wednesday, August 7, 2013 – 5:30 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 Approval of Minutes from July, 2013
Postponed until the September meeting.

2.2 Release of Standardized Testing Results
School Director will present results of STAR test to the Board and discuss trends in data.
ACTION REQUESTED: Receive report.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report
3.2 Sherwood Montessori Parents Organization Report
3.3 School Director Report
3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)
5.2 Board Committee Assignments
The Board will discuss committee functions and the Chair will appoint Board members to established committees.
ACTION REQUESTED: Discuss Board committees and assign Board members.

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

5.3 Facilities Committee Update

The School Director will provide the Board of Directors with a formal update on the work of the Facilities Committee to reach the goal of obtaining a permanent facility and on the current issues with use permits at our sites for the 2013-2014 school year.

ACTION REQUESTED: Receive report.

5.4 Employee Handbook Revisions

The School Director will present proposed revisions to the Employee Handbook for approval by the Board of Directors.

ACTION REQUESTED: Approve revisions of Employee Handbook.

5.5 Administration Restructure

The School Director will propose a restricting at the administrative level of the school's organization to improve the effectiveness of the school's functioning.

ACTION REQUESTED: Approve plan to restructure administration.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 Approval of Unaudited Actuals for 2012-2013

The Board will consider approving the Unaudited Actuals for 2012-2013 prepared by Business Manager Lisa Speegle.

ACTION REQUESTED: Approve Unaudited Actuals for 2012-2013

8. CLOSED SESSION

8.1 Personnel Issue

The Board will meet in closed session to discuss a personnel issue.

9. ADJOURNMENT (Est. 8:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Release of Standardized Testing Results**

Date: August 2, 2013 for the meeting of August 7, 2013

SUMMARY

The results of the Standardized Testing and Reporting (STAR) tests have arrived. The data have been analyzed for trends and overall Sherwood is showing improvement.

DISCUSSION

Each year in the spring, Sherwood Montessori students in second grade and above take the STAR tests. Students take either the California Standards Test (CST) or the California Modified Assessment (CMA). In our inaugural year, students did quite well in English language arts (ELA), but not as well on the math section of the test. We have been implementing our Single Plan for Student Achievement (SPSA) as outlined in our renewed Charter and have been making progress to the goal set by Chico Unified School District (CUSD) to have 73.9% of Sherwood students at proficient or above in the math areas of the STAR tests.

It is important to remember when looking at these data that the number of participants is so small, it is difficult to draw reliable conclusions. One student who is having an off day can significantly scew results. It is also noteworthy that our fourth grade results will not be publicly reported as the numbers are so small (<11) that students' privacy is protected.

The first graph, titled *Mean Scale Socre on CST for Math 2011-2013 Sherwood Montessori,* shows that in Spring 2013 the average of students' scores were above the 350 scale score goal for all students set by the California Department of Education (CDE). Our highest scoring group is also the group that started with us as kindergarten; it will be interesting to see if this trend continues with future groups of students that started their schooling with us.

The next chart, *Mean Scale Socre on CST for ELA 2011-2013 Sherwood Montessori,* shows that we have been holding steady with high scores in English Language Arts. The average of our

students' scores are reaching or exceeding the 350 mark. Once again, our students that have been with us since kindergarten performed well on this assessment.

The chart titled *2011-2012-2013 Percentage of Students Who Scored Proficient or Above in ELA at Sherwood Montessori* gives the percentage of students who earned a 350 or higher scale score in ELA in the past three years. Again, the goal set by the CDE is for 100% of students to achieve at this level.

For the math counterpart to this chart, the goal set by CUSD at our renewal is marked to show the growth still needed in the next two years. The progress that has been made in the past two years suggests that this goal is attainable.

Next are graphs showing the number of students performing at each of the five performance levels in math and ELA. These data reveal that the number of students who are performing in the Below Basic performance band for ELA is only seven, and no students at Sherwood are in the Far Below Basic performance band for ELA. In math, there are twelve students who are Below Basic, and three who are Far Below Basic. For ELA, in all grades but 3rd and 6th the number of students who scored in the Proficient or Advanced range is greater than the number of students at Basic or below. For Math, the number of students who scored in the Proficient or Advanced range is greater than the number of students at Basic or below in all grades but 6th.

The final graph shows clearly the goal set for Sherwood by CUSD and the progress we have made toward it. These bars represent the percentage of students who have achieved at the Proficient or Advanced level. The goal for Sherwood is to have 73.9% of students score at this level in math. This goal was set by comparing Sherwood to achievement levels at Shasta Elementary and Sierra View Elementary.

The last chart is the summary page from the Academic Performance Index (API) calculator available on the CDE website. By entering data from student records sent to the school, we can estimate our APE score for 2013, usually within a few points of accuracy. The estimated API for 2013 would be 849, up from 827 in 2012 and 807 in 2011. The State sets the goal for all schools to reach at 800.

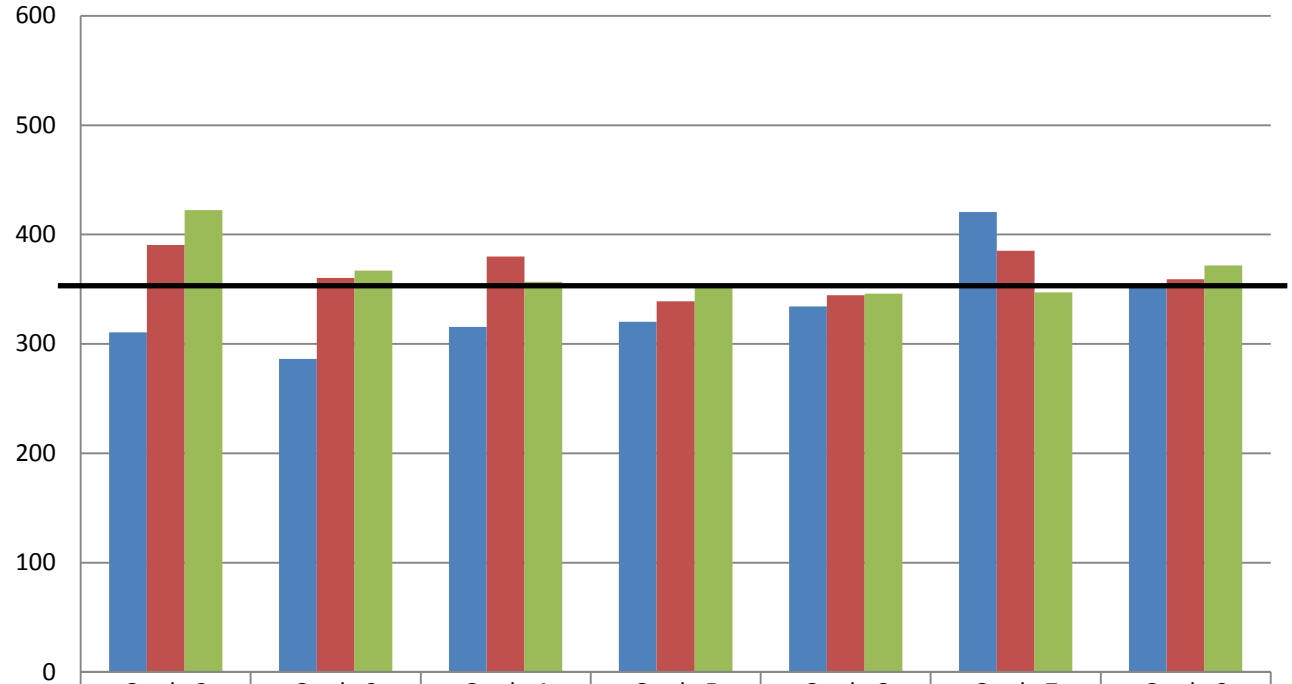
ACTION REQUESTED

Receive report.

Attachments: Mean Scale Socre on CST for Math 2011-2013 Sherwood Montessori, Mean Scale Score on CST for ELA 2011-2013 Sherwood Montessori, 2011-2012-2013 Percentage of Students Who Scored Proficient or Above in ELA at Sherwood Montessori, 2011-2012-2013 Percentage of Students Who Scored Proficient or Above in Math on the CST at Sherwood Montessori, Number of Sherwood Montessori Students Scoring at the 5 Performance Levels

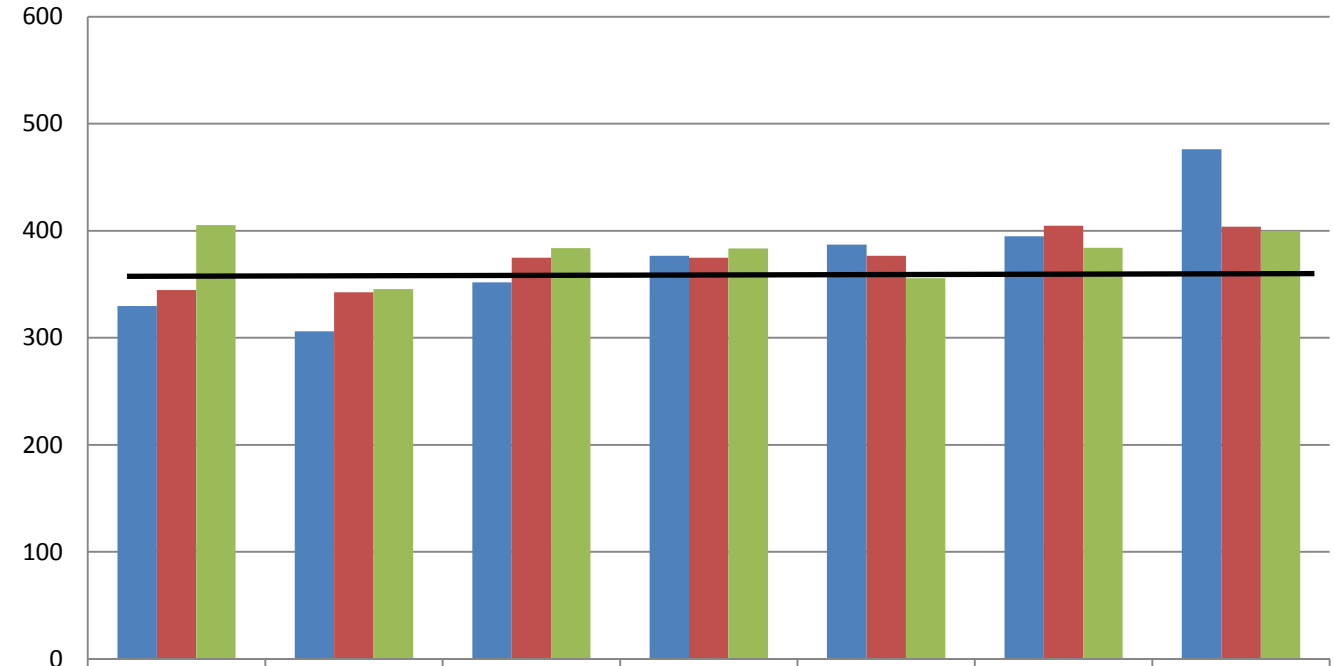
on the English Language Arts CST - Spring 2013, Number of Sherwood Montessori Students Scoring at the 5 Performance Levels on the Math CST - Spring 2013, Sherwood Students Scoring Proficient or Above on Math STAR tests, Calculation Spreadsheet for the 2012 Base API or 2013 Growth API For Bridge Schools that Cross Grade/SWD Spans

Mean Scale Score on CST for Math 2011-2013
Sherwood Montessori



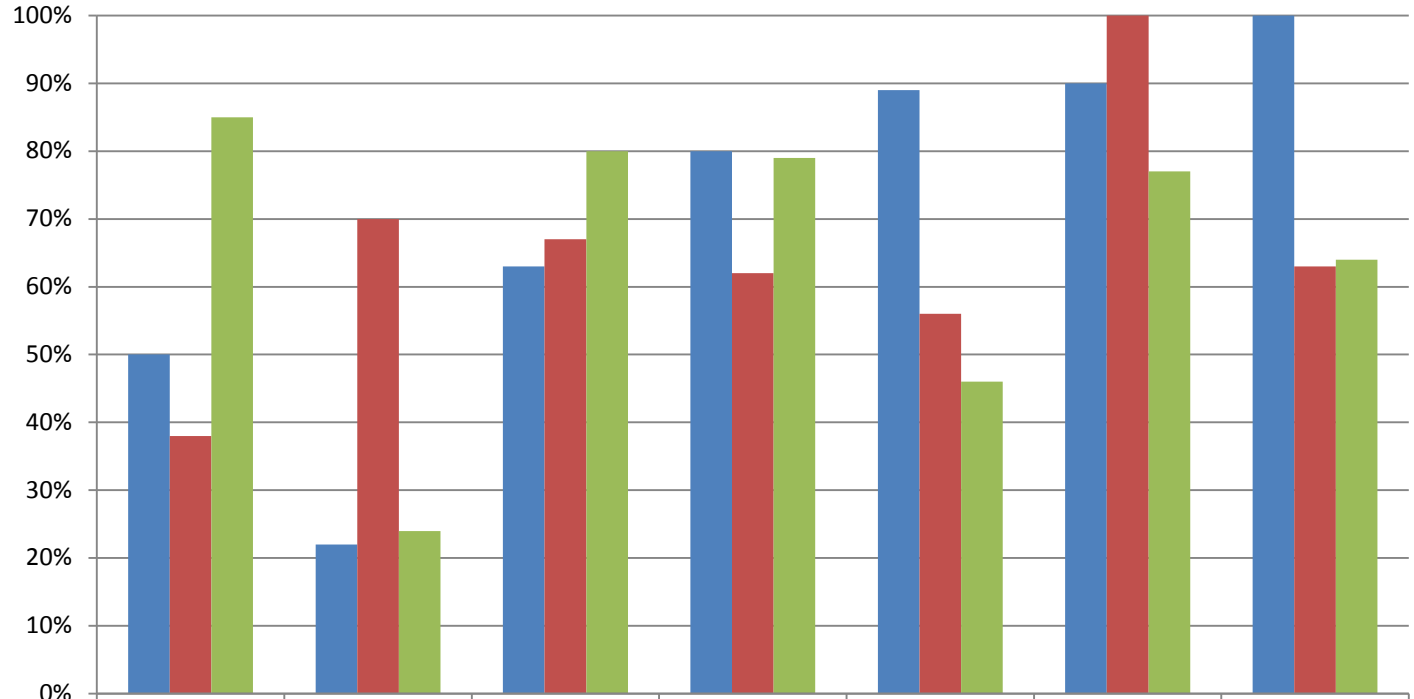
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2011	310.7	286.3	315.6	320.2	334.3	420.5	352
2012	390.4	360.4	379.8	339	344.5	385.1	359.2
2013	422.3	367.1	356.8	351.5	346	347.1	371.8

Mean Scale Score on CST for ELA 2011-2013 Sherwood Montessori



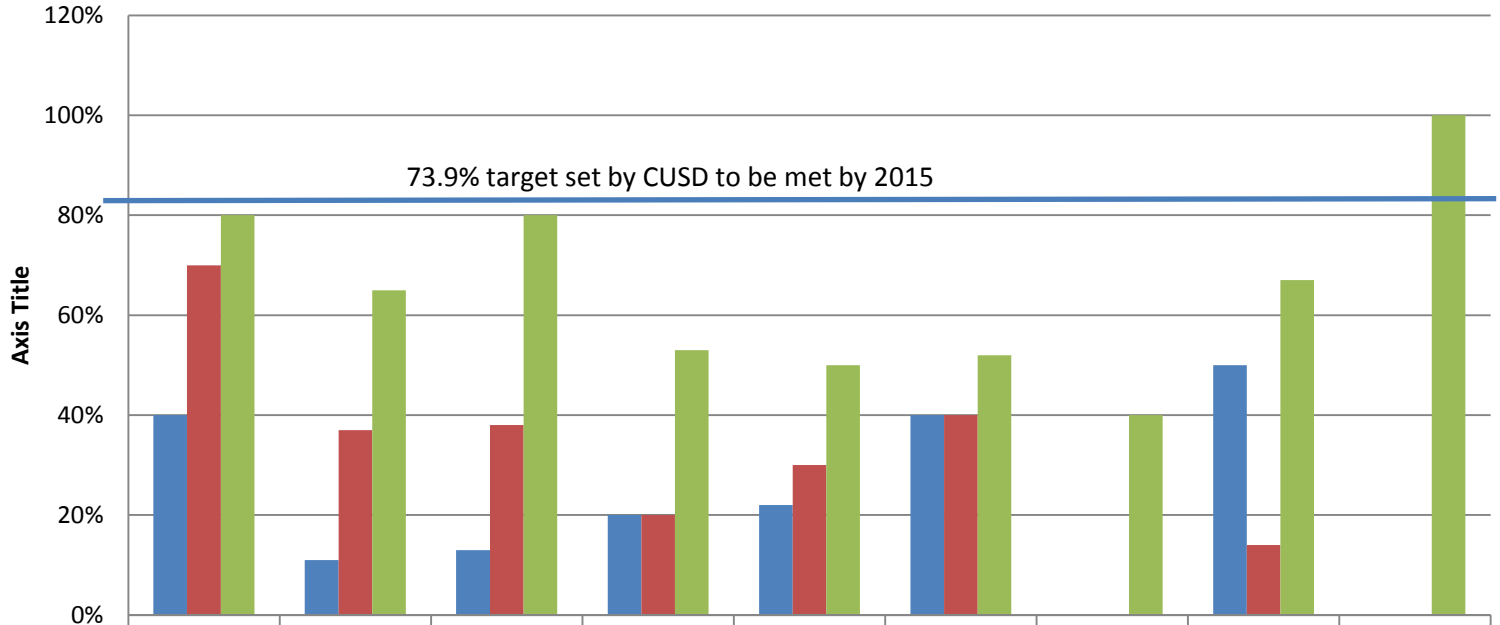
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2011	329.7	306.1	351.7	376.7	387.2	394.9	476.3
2012	344.6	342.4	374.8	374.8	376.7	404.8	403.8
2013	405.4	345.5	383.8	383.6	355.8	384	399.9

2011-2012-2013 Percentage of Students Who Scored Proficient or Above in ELA at Sherwood Montessori



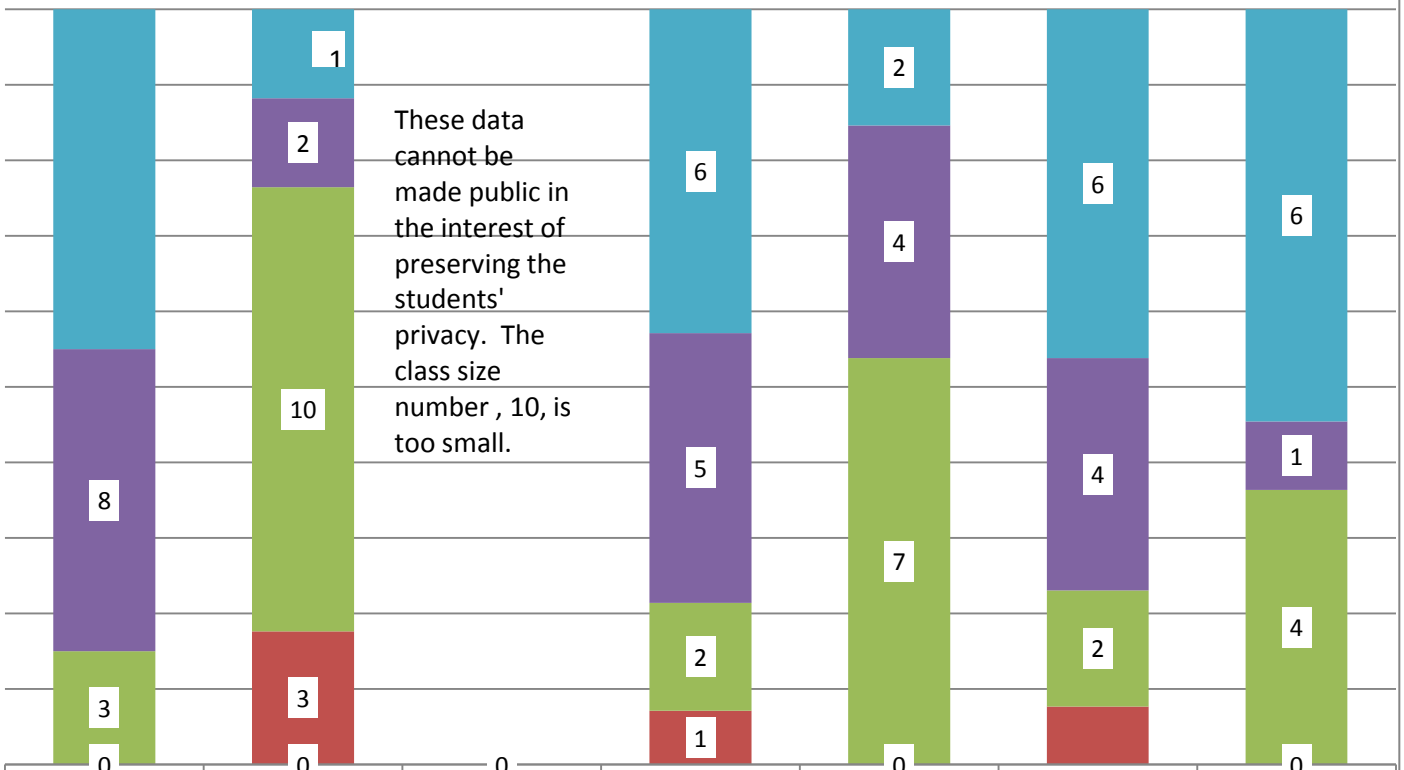
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2011	50%	22%	63%	80%	89%	90%	100%
2012	38%	70%	67%	62%	56%	100%	63%
2013	85%	24%	80%	79%	46%	77%	64%

2011-2012-2013 Percentage of Students Who Scored Proficient or Above in Math on the CST at Sherwood Montessori



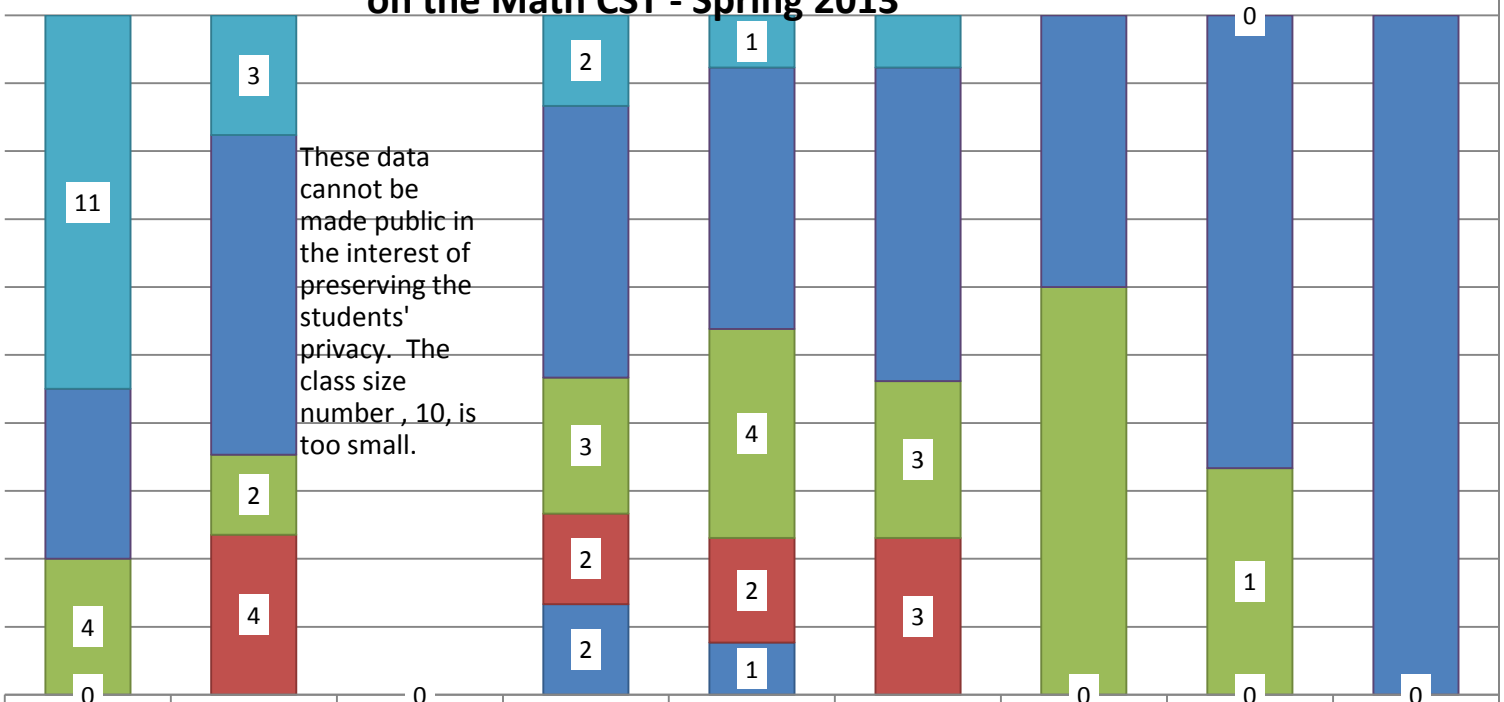
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Gen Math	Algebra	Geometry
2011	40%	11%	13%	20%	22%	40%	0%	50%	0%
2012	70%	37%	38%	20%	30%	40%	0%	14%	0%
2013	80%	65%	80%	53%	50%	52%	40%	67%	100%

Number of Sherwood Montessori Students Scoring at the 5 Performance Levels on the English Language Arts CST - Spring 2013

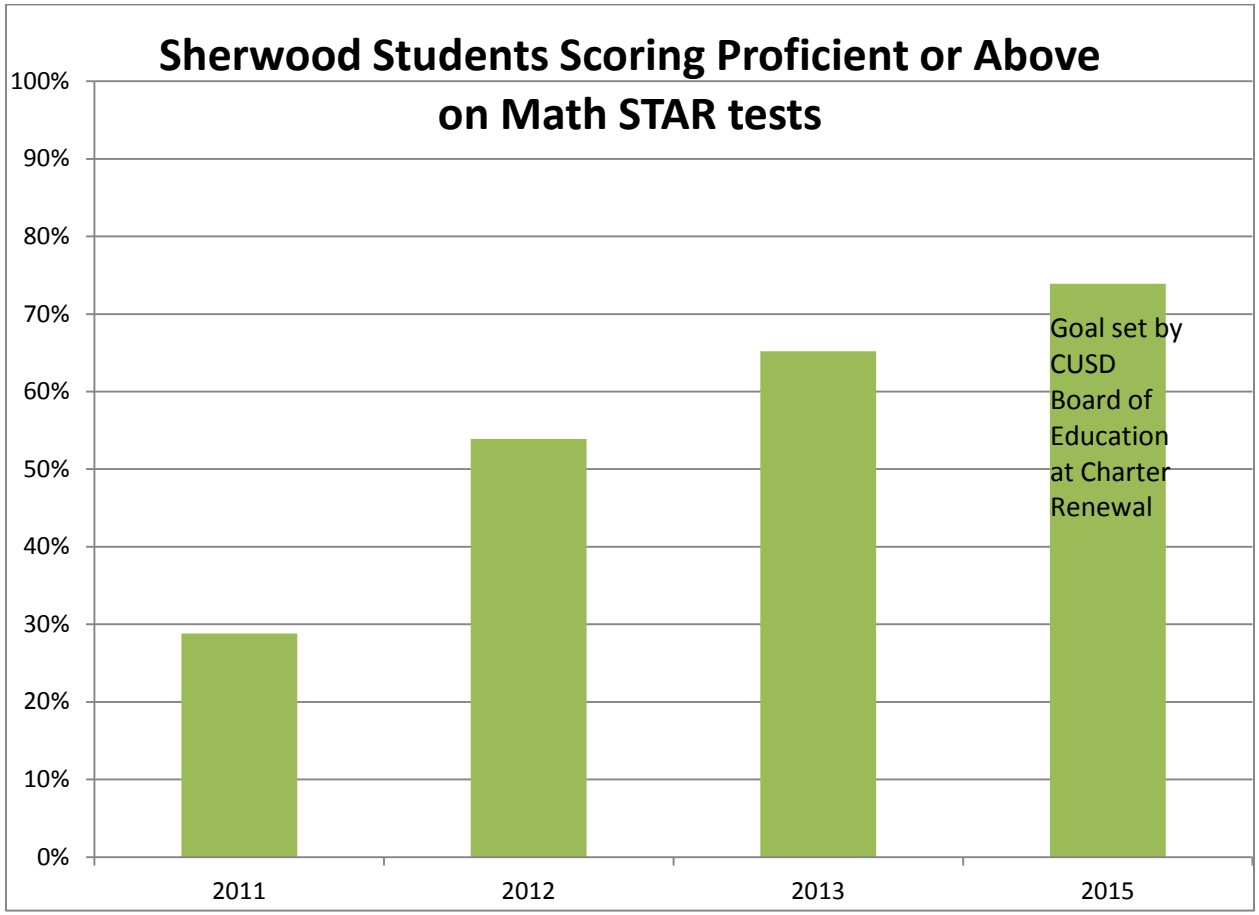


	Grade 2 (20)	Grade 3 (17)	Grade 4 (10)	Grade 5 (15)	Grade 6 (15)	Grade 7 (14)	Grade 8 (11)
Advanced	9	2	0	6	2	6	6
Proficient	8	2	0	5	4	4	1
Basic	3	10	0	2	7	2	4
Below Basic	0	3	0	1	0	1	0
Far Below Basic	0	0	0	0	0	0	0

Number of Sherwood Montessori students scoring at the 5 performance levels on the Math CST - Spring 2013



	Grade 2 (20)	Grade 3 (17)	Grade 4 (10)	Grade 5 (15)	Grade 6 (13)	Grade 7 (13)	Grade 8 (3) Gen. Math	Grade 8 (3) (Algebra I)	Grade 8 (2) (Geometry)
Advanced	11	3	0	2	1	1	0	0	0
Proficient	5	8	0	6	5	6	2	2	2
Basic	4	2	0	3	4	3	3	1	0
Below Basic	0	4	0	2	2	3	0	0	0
Far Below Basic	0	0	0	2	1	0	0	0	0


Sherwood Students Scoring Proficient or Above on Math STAR tests
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2011
2012
2013
2015
Goal set by CUSD Board of Education at Charter Renewal

Calculation Spreadsheet for the 2012 Base API or 2013 Growth API For Bridge Schools that Cross Grade/SWD Spans

API Calculation

Grade Level	Total Weight	API Score
Grade 2	16.00	935
Grades 3-5 Students with Disabilities Only	1.00	747
Grades 3-5 Students with No Disabilities	35.80	812
Grade 6 Students with Disabilities Only	2.40	804
Grade 6 Students with No Disabilities	9.60	809
Grades 7-8 Students with Disabilities Only	4.48	808
Grades 7-8 Students with No Disabilities	19.60	885
Grades 9-12 Students with Disabilities Only	0.00	0
Grades 9-12 Students with No Disabilities	0.00	0
Total Values	**88.88**	**849**

Content Area Weights

Content Area	Test Weight	Content Area Weight
CST/CMA/CAPA in English-Language Arts (ELA)	48.96	55.1%
CST/CMA/CAPA in Mathematics	32.32	36.4%
CST in Science End-of-Course (Grades 9-11)	0.00	0.0%
CST/CMA/CAPA in Science (Grades 5, 8, and 10)	5.40	6.1%
CST in History-Social Science (HSS) (Grades 8-11)	2.20	2.5%
CAHSEE ELA (Grades 10-12)	0.00	0.0%
CAHSEE Mathematics (Grades 10-12)	0.00	0.0%
Assignment of 200 CST in Mathematics (Grades 8-11)	0.00	0.0%
Assignment of 200 CST in Science (Grades 9-11)	0.00	0.0%
Totals	**88.88**	**100.0%**

Questions: Betty Miura | bmiura@cde.ca.gov | 916-319-0863

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: August 2, 2013 for the meeting of August 7, 2013

The teachers are enjoying a well-earned rest, no report this month.

Agenda
Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: August 2, 2013 for the meeting of August 7, 2013

The SMPO is on summer break. The outgoing president, Marci Pope, served as SMPO president since the school's first year. Tanya Parish, parent of an incoming kindergarten student and spouse of Eric Parish, 1/2/3 teacher, will be the SMPO president for the 2012-2014 school year.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: August 2, 2013 for the meeting of August 7, 2013

ADMINISTRATIVE ITEMS:

- SBIT Coordinator Emily Sherman has resigned in favor of a full-time position with benefits.
- Teachers Hildi Myers, Lindsey Serrao, and Marlo Knox are participating in Montessori training offered online through the North American Montessori Center.
- Board Member Corin Meester and I met with Casey Taylor, the principal of Achieve Charter School, to discuss their transition to independence as a provider of special education services.

FISCAL ITEMS:

- We may be holding an alternative fundraiser to Annie B's due to missing the deadline to enroll by a matter of hours.
- Grant writer Tempra Board was unable to get teacher feedback in time to submit two grants that were due on August 1. She is currently working on other grants, including one that involves working with the teachers in the middle school program.

GENERAL ITEMS:

- A storage unit has been rented to keep middle school supplies and materials while they are waiting for news regarding the use permits.
- The short-term solution for housing the middle school involves using the library and the resource room as classrooms. While these rooms are small and not ideal, they will work for a temporary solution. There is the further inconvenience that other students will not be able to use these spaces while the middle school is there, and the special education staff will need to use the small office near the front of the building.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: August 2, 2013 for the meeting of August 7, 2013

August Treasurer's Report

Because the Board meeting was moved up on the calendar, we do not have financial reports from Business Manager Lisa Speegle at this time.

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Board Committee Assignments**

Date: August 2, 2013 for the meeting of August 7, 2013

SUMMARY

The Board will discuss committee functions and the Chair will appoint Board members to established committees.

DISCUSSION

The document titled *Sherwood Montessori Board of Directors Committees* describes the two kinds of committees found at the Board level: standing committees and ad hoc committees. Not all committees need be formed every year. The document then describes the committees that were needed in the prior year.

This year, the School Director feels we will need the following standing committees: Growth Committee, Fundraising Committee, Curriculum Committee, and Safety Committee. We will also need the following ad hoc committees: Director Contract Committee, Facilities Committee and Election Committee.

ACTION REQUESTED

Discuss work of each committee needed in the upcoming year.

Attachment: Sherwood Montessori Board of Directors Committees

Agenda Item 5.2

SHERWOOD MONTESSORI

SHERWOOD MONTESSORI BOARD OF DIRECTORS COMMITTEES

I. STANDING COMMITTEES

"Standing Committees" may be composed of any community members (though not a quorum of Directors) and report to the Board. Meetings must follow rules set out in the Brown Act. The following are examples of potential standing committees:

1. GROWTH COMMITTEE (Develops model for future growth including student enrollment and facilities.)
2. CHARTER RENEWAL COMMITTEE (Works on the charter renewal as needed.)
3. FUNDRAISING COMMITTEE (Works with the Director and SMPO to identify needs and monitor fundraising efforts.)
4. CURRICULUM COMMITTEE (Works with the Director and Staff to evaluate and approve curricular changes and enhancements.)
5. AUDIT COMMITTEE (Identifies an Auditor for the Annual Audit.)
6. SAFETY COMMITTEE (Works with the Board, the School Director, and the school's insurance carriers to develop, implement, and continually improve a Safety Plan.)

II. AD HOC

"Ad Hoc" committees are composed solely of Directors, but less than a quorum. The purpose is to serve a specific task for a limited time. Some examples include:

1. SCHOOL DIRECTOR CONTRACT COMMITTEE (Updates and constructs annual contract.)
2. CHARTER REVIEW (Assesses current state of the Charter and makes recommendations for changes.)
3. BOARD POLICIES AND BYLAWS (Assesses current policies and bylaws of the corporation and makes recommendations for changes.)
4. ELECTIONS COMMITTEE (Accepts applications for potential candidates and presents a slate of candidates for consideration to the SMPO)

III. PRACTICES AND PROCEDURES

Purpose

- Committees are considered an extension of the Board, established by the Board, and charged with considering matters referred to them by the Board.
- Committees are advisory in nature and are intended to serve as an informal forum that allows for more focused review of issues affecting the school.
- Committees are expected to provide the Board with a summary analysis of the issue referred to them and provide recommendations to the Board as to the preferred course of action.
- Committees are expected to seek the widest possible range of input from staff, students, parents and the general community so as to increase the value of its recommendations.

Structure

- Committees are to have three Board members each.
- Each Committee will select a member to act as chair of the Committee and a secretary to be charged with keeping records.
- Committees shall post agendas for each meeting and maintain minutes of each meeting.
- The School Director shall serve as primary staff to the Committee although all school staff and teachers may be requested to provide assistance as appropriate.
- Only the Board can determine and direct an issue to a Committee to ensure that resources are used the most efficiently and all activities are integrated into a larger work plan.
- Committees will report out to the Board as to their activities, if any, at each Board meeting if appropriate.

IV. PRIOR YEAR COMMITTEES

These committees were chosen to be standing committees in the 2011-2012 school year and were assigned Board members in the 2012-2013 school year:

Management Committee

- Human Resources (School Director, certificated and non-certificated staff positions)
- School Administration and Practices (Safety Plan, Technology Plan, Health and Wellness)
- Policy Development
- Charter Review and Renewal
- School Governance (Board bylaws,elections)

School Development Committee

- Facilities Review, Planning and Augmentation
- Growth Models
- Enrollment Efforts
- Community Partnerships
- Public Outreach (recruitment, advertising)
- Special Programs

Educational Practices Committee

- Curriculum Development
- Incorporation of Montessori Methods and Best Practices
- Testing and Performance Measures

Finance Committee

- Audit Preparation
- Budget Development and Implementation
- Fundraising

The following ad hoc committees were formed:

Facilities Committee

- Develop a long-term solution to the school's need for an adequate facility
- Determine funding sources for the project and actively pursue funds
- Determine best course to follow for obtaining permanent facilities

Elections Committee

- Accepts applications for potential candidates
- Reviews applications and presents a slate of candidates for consideration to the SMPO
- Determines that an election for new Board members is held in accordance to bylaws

School Director Contract Committee

- Updates and constructs annual contract

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 – Facilities Update**

Date: August 2, 2013 for the meeting of August 7, 2013

SUMMARY

Two issues are currently being addressed in the realm of facitlities:

A. Use Permit issues at the Unitarian Fellowship site and at our Moss Avenue site
B. Progress toward obtaining a permanent future facility

DISCUSSION

A. Use Permit issues at the Unitarian Fellowship site and at our Moss Avenue site
We have been experiencing pushback from neighbors regarding obtaining a use permit for the middle school classrooms at the Unitarian Fellowship facility on Filbert Avenue. The process has involved one neighbor scrutinizing the permits of all the neighborhood churches and schools. During this investigation, it was revealed that the permit the Moss Avenue site is under is only for 100 students K-6. At this time, it is the intention of the City to notice the Redeemer Lutheran Church about the compliance issue and ask for remedies to take place. As for the Filbert site, it will be known by late Friday, August 2nd whether or not the neighbors have decided to appeal the permit that was approved by the Zoning Department.

B. Three members of the Facilities Committee met with a potential investor/owner regarding a build to suit project on a 6 acre property on East Avenue. The investors are interested in gaining more understanding about Montessori education and are considering taking this project on. Other potential investors exist, and members are working on setting up meetings to explore those possibilities. The document attached is a means of expressing to potential investors what our vision for a future facility is.

ACTION REQUESTED

Discuss possible next moves in both issues and advise School Director.

Attachment: Sherwood Montessori Facilities Development Plan

Sherwood Montessori

Charter School

Facilities Development Plan

Prepared by Sherwood Montessori's

Facilities Committee, Summer 2013,

Chico, California

Sherwood Montessori

Charter School

Facilities Development Plan

Purpose

Sherwood Montessori seeks to establish a business relationship of mutual benefit with a partner for creating and maintaining a facility for Sherwood Montessori to satisfy its requirements and accomplish its goals as a public charter school in Chico, CA.

Organizational Structure

Sherwood Montessori is a public charter school under agreement with the Chico Unified School District and a nonprofit, California public benefit corporation, Entity Number C3114241, currently situated at 746 Moss Avenue, Chico, CA 95926.

The School is governed by a seven-member Board of Directors each elected to serve a three-year term. The Board is empowered to perform any and all requisite duties subject its Charter, California Nonprofit Public Benefit Corporations Laws, the Articles of Incorporation and Corporate Bylaws.

The Director (commonly referred to as a principal in other school settings) reports to the Board and governs the school's daily activities. Responsibilities include business and financial management of school activities pursuant to a Board approved budget; management and control of daily activities and coordination by and between the School and third parties; implementation and control of curricular plans; facilities management; implementation and management of staff and related personnel matters; and the implementation of policy. All staff report to the Director.

The current Board and Director are identified in Exhibit A.

Mission Statement

The mission of Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The educational focus is engaging critical thinking, fostering empathy and developing skills necessary for students to become competent, responsible citizens who are life-long learners and skillful problem solvers.

The school serves our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori allowing each child to reach his or her own potential academically, personally, and socially and focusing on educating the whole

child intellectually, physically, and psychologically. The methodology develops a firm foundation for the students emphasizing ethics, initiative, persistence and self-confidence.

The mission is accomplished by a concerted community-based effort between the school, the parents and the individual child.

The school is founded on the following core values:

- Creatively apply the Montessori method toward reaching high academic standards while emphasizing core subjects.
- Maintain a diverse school population through inclusive mixed-aged, mentor-based classrooms that welcome all students.
- Place emphasis on collaboration, problem-solving and self-directed goal-setting for each student according to developmental readiness.
- Nurture a commitment toward local and global sustainability and environmental awareness.
- Apply firm standards of conduct emphasizing mutual respect, honesty and courtesy.
- Employ creative, passionate and engaged teachers who are committed to the Montessori philosophy.
- Encourage high parental involvement and collaboration in all areas of education and governance

<u>High Quality, Sustainable Education for the Chico Community</u>

Sherwood Montessori has succeeded in implementing its Mission and establishing a school culture based on these core values in its first three years of operations. The school's standardized testing scores are higher than the state or local district's averages, and a wait list has existed since the school's inaugural year. Families have been pleased with our work and continue to recommend the program to others.

Sustainable education is slowly gaining importance in our mainstream educational system. *The Next Generation Science Standards* have recently been developed by The National Research Council, the National Science Teachers Association, and the American Association for the Advancement of Science and are in the process of being implemented across the United States. A Montessori school naturally fits into this model and for many years Montessori educators around the world have been using lessons within their science curriculums of History, Zoology, Botany and Geology that align with these new mainstream standards.

Montessori educators have the additional component of a prepared environment. The environment is a very carefully planned piece of the curriculum and the children are constantly obtaining information, skills and guidance from this integral component. The design of our school would reflect this prepared environment in every aspect and in itself become a sustainable community.

Growth Model

Sherwood Montessori began instruction in the Fall of 2010 with an initial enrollment of 89 students. Enrollment has steadily increased each year with an anticipated enrollment of 170 students for the Fall of 2013. Current growth models anticipate enrollment levels as follows:

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	23	23	23	23	23	23
1	23	23	23	23	23	23
2	23	23	23	23	23	23
3	23	23	23	23	23	23
4	17	23	23	23	23	23
5	14	17	23	23	23	23
6	15	14	17	23	23	23
7	15	15	14	17	23	23
8	16	15	15	14	17	23
Total	169	176	184	192	201	207

Funding and Competitive Advantage

Sherwood Montessori is a public charter school supported by public funds and not private tuition. The bulk of funds is provided by the State of California and is based on enrollment levels and average daily attendance. Implicit with all public funding, the School's revenue is subject to the State's budget and deferrals. The nature of the funding is assured and reasonably predictable. The State must provide funding for educational purposes. The challenge often lies with deferrals resulting in delayed funding. To absorb the fluctuations in cash flow, Sherwood has established appropriate lines of credit to provide requisite funding on an as-needed basis. The line of credit affords Sherwood the ability to satisfy all contractual obligations, including rent and maintenance, without cash flow interruptions to our vendors or landlord. The line of credit is then paid down, in full, on receipt of the deferred funds. Charter schools may also avail themselves of additional funding sources specific to educational institutions, including, but not limited to, the Butte County Office of Education. The mandated State funding for education coupled with lending resources to absorb fluctuations in cash flow provide a revenue stream unique to educational institutions distinct from for-profit business entities. Sherwood is not burdened by generating revenue and can rely on continuous long-term funding. The School is

reasonably insulated from changes in market conditions and fluctuations in the economy which can otherwise adversely affect a for-profit endeavor and its ability to engage in and maintain a long-standing facilities commitment.

Facilities Requirements

Facilities requirements are analogous to most K-8 public school sites with additional features necessary to support the School's mission to provide a Montessori based educational experience. Montessori facilities consultants recommend a minimum of 35 square feet per child for the youngest students, with 50 square feet being optimal. For older students, 50-100 square feet is optimal. Well-appointed Montessori classroom environments have sinks located in tile areas to provide space for messy learning experiences without sacrificing the beauty and order of the carpeted areas. They are well-lighted with natural light and have windows at heights through which students can see. The Montessori approach to education emphasizes an appreciation of the natural world, and as much as possible synthetic materials are avoided.

Sherwood's current growth plan calls for measured, careful growth as a means to bring authentic Montessori education to families that want it while preserving the culture of the school. A facility that could accommodate this restrained growth would allow more children in the Chico area the benefits of a stellar Montessori education.

The Ideal Montessori Facility

Research shows that schools that reflect sustainability in their design and are built using sustainable practices attract more families, decrease operational costs improve the health of children and staff as well as increase academic achievement. Exhibit B and the narrative here illustrate an example of the kind of purposeful design that garner these results.

This design reflects a campus that is modeled by nature and is *alive* with opportunities for students to engage with their environment in the learning process. David W. Orr writes, "Buildings have their own hidden curriculum that teaches as effectively as any course taught to them." The campus is situated in a spiral, like the shell of a chambered nautilus or the unfurling fronds of a fern, with each grade level building upon the one before. The Kindergarten is situated near the center because they are beginning their educational journey. The classrooms will continue to spiral outward up to the middle school. The middle school is situated closest to the outside of the property also signifying they are the students that are closest to the larger community as well.

Gardens and playing fields are placed throughout the design and would reflect age appropriateness and natural indigenous landscaping as much as possible. Children will use the gardens to support their classroom lessons and to provide resources for developing healthy living skills and positive nutritional choices.

Maria Montessori stated, “One of the most urgent endeavors to be undertaken on behalf of the reconstruction of society is the reconstruction of education. It must be brought about by giving…children the environment that is adapted to their [nature]” (as cited by Lillard, 2007).

As educators, we hold in our hands the potential to give children the tools they need to solve the current and very critical dilemma of maintaining a sustainable planet. At no other time in the history of humans have we been faced with such an urgent responsibility and no other time have we had the resources, the knowledge and the opportunity to make such a significant difference in the lives of children today and the generations of tomorrow. We thank you for your consideration of our work, and look forward to your future involvement.

References:

Lillard, A.(2007) Montessori: The Science Behind the Genius. New York, NY: Oxford University Press, Inc.

Stone, M.(2009) Smart by Nature: Schooling for Sustainability. Healdsburg, CA: Watershed Media.

Attachments: Exhibit A: School Director and Board of Directors, Exhibit B: Site Plan Example, Exhibit C: Master Facilities Plan, Exhibit D: Other Site Plan Examples

Exhibit A

Sherwood Montessori Organizational Structure

School Director……..Michelle Yezbick

Board of Directors

Chair……Steve Lucas, Executive Officer, Butte Local Agency Formation Commission, Term ends 2014.

Vice-Chair……...Corin Meester, Retired Director of Special Education, Butte County Office of Education, Term ends 2015.

Treasurer…….David Kuperman, Administrator, Roseleaf Senior Care, Term ends 2015.

Secretary……. Robyn Faraone, MPA, Nonprofit Program Manager, Term ends 2015.

Member……Erwin Williams, Attorney, McKernan, Lanam, Bakke, & Williams LLP, Term ends 2014

Member……Chris Fosen, Professor, English Department, Chico State University, Term ends 2016.

Member……Peter DiFalco, Instructional Technology Consultant, Chico State University, Term ends 2016.

Ideal size classrooms

6 ac = 261,360 sqft
1” = 57 ft

Exhibit B

1 – Front office
2 – Staff lounge
3 – Director office
4 – SMPO office



Exhibit C

Building and Grounds MASTER PLAN(draft)
Sherwood Montessori

MAXIMUM ENROLLMENT-207 STUDENTS

	Min./ideal SF/student			
Kindergarten	35/50	23 students 805-1,150 SF		
Lower Elementary Grades 1/2/3	50/100	23 students 1,150-2,300 SF	23 students 1,150-2,300 SF	23 students 1,150-2,300 SF
Upper Elementary Grades 4/5/6	50-100	23 students 1,150-2,300 SF	23 students 1,150-2,300 SF	23 students 1,150-2,300 SF
Middle School Grades 7/8	75-100	23 students 1,725-2,300 SF	23 students 1,725-2,300 SF	

Total SF = 11,055-19,550

Dream School

CLASSROOMS

- 19,550 SF of classroom space
- Each classroom opens to outdoor classroom space: shaded patio, small garden, electrical outlet, water
- Classrooms can access each other, common areas: library, large group space, computer lab, science lab
- Low windows with sills, bay window with storage/seating, windows have blinds
- Carpet area/tile area
- Kitchen in classroom: small fridge with freezer, stove top & oven, counter space, sink
- Bathroom in each classroom
- Dimmable fluorescent lighting
- Ceiling fans

OFFICES

1,000 SF of office space:

- 300 SF front office/nurse station/parent lounge
- 300 SF staff lounge
- 200 SF director's office
- 200 SF SMPO office
- Public restroom

SPECIALIZED INSTRUCTIONAL SPACE

6,000 SF of specialized instruction space (1,000 SF each):

- library w/connection to computer lab
- 2 science labs (K-3rd & 4th-8th)
- art classroom (materials storage, works-in-progress storage, kiln, potter's wheel, easels area, tables area)
- intervention/special education services
- Dimmable fluorescent lighting
- Ceiling fans

LARGE GROUP SPACE

- gymnasium/cafeteria
- lunch tables and benches that fold up into the wall
- scoreboard
- movie screen

- adjacent kitchen
- adjustable lighting
- PE equipment storage
- Stage
- Mirrored wall for dance instruction

OUTDOOR SPACE

- 5 acres total property
- 1 acre building and pathways/courtyards
- 1 acre playground
- 1.5 acres fields
- 1 acre farm: crops, goat pen, chicken coop, bunny hutch, barn
- .5 acre parking & driveway
- Garden space with brick pizza oven, compost
- Outdoor stage
- Treed and shaded areas

PARKING & DRIVEWAY

- Ample covered parking for bikes away from car traffic
- Plug station for electric vehicles
- Loop driveway with student pick-up area
- Pedestrian walkways away from driving areas
- Tree-shaded parking and student waiting areas

OTHER

- Janitorial closet
- Public Address system
- Covered walkways
- Storage container for occasionally used materials & furniture
- Book room 150 SF
- Solar panels
- Cool or living roof

Dream Deferred

CLASSROOMS

- 11,055 SF of classroom space
- Windows
- Carpet area/tile area
- Sink in classroom
- Bathroom in each classroom
- Dimmable fluorescent lighting
- Ceiling fans

OFFICES

700 SF of office space:

- 300 SF front office/nurse station/parent lounge
- 200 SF director's office
- 200 SF SMPO office
- Public restroom

SPECIALIZED INSTRUCTIONAL SPACE

2,000 SF of specialized instruction space:

- library w/connection to computer lab 1,000 SF
- intervention/special education services 1,000 SF
- Dimmable fluorescent lighting
- Ceiling fans

OUTDOOR SPACE

- 3.5 acres total property
- 1 acre building and pathways/courtyards
- 1 acre playground
- 1 acre fields
- .5 acre parking & driveway
- Treed and shaded areas

PARKING & DRIVEWAY

- Ample covered parking for bikes away from car traffic
- Loop driveway with student pick-up area
- Pedestrian walkways away from driving areas

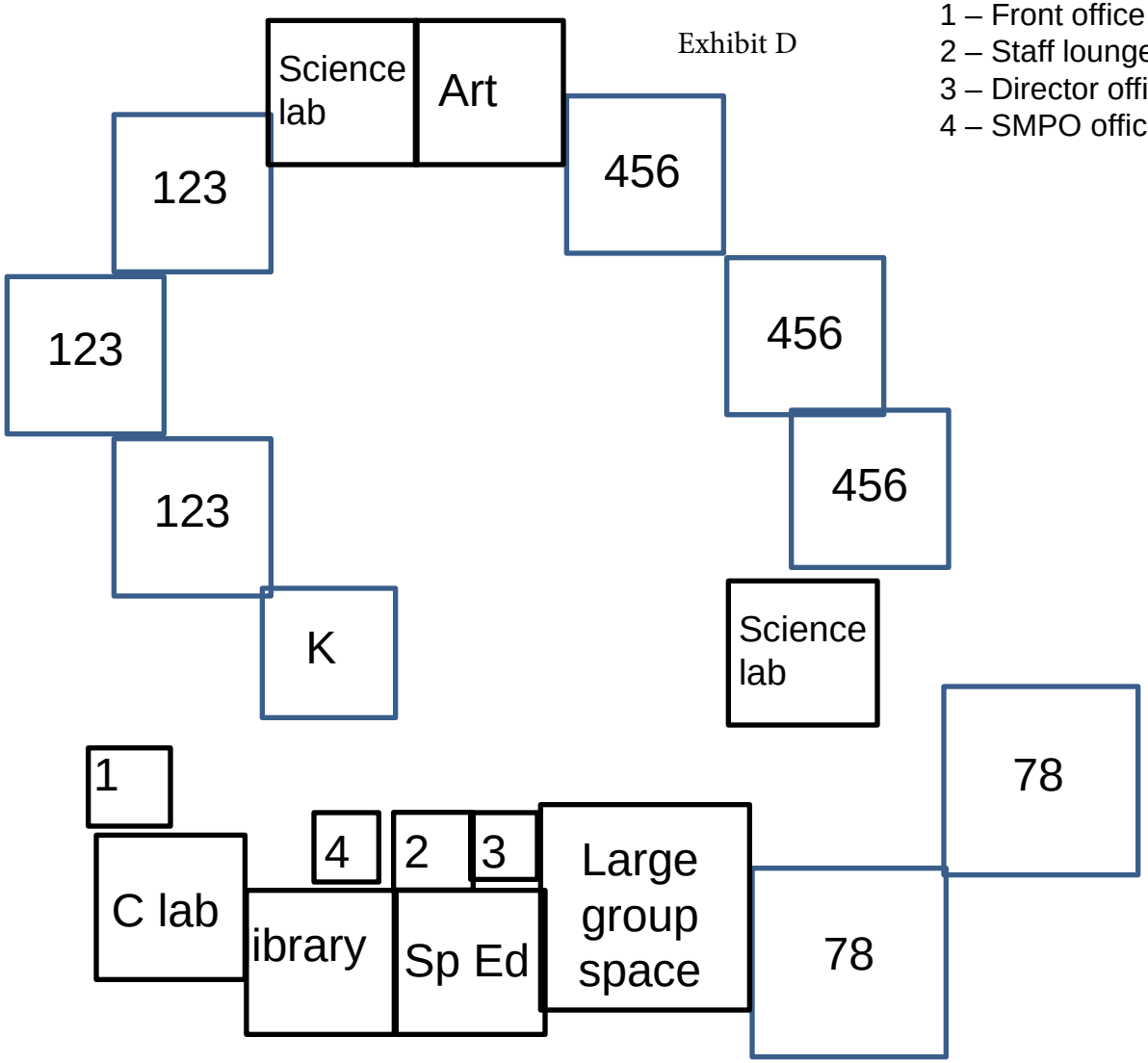
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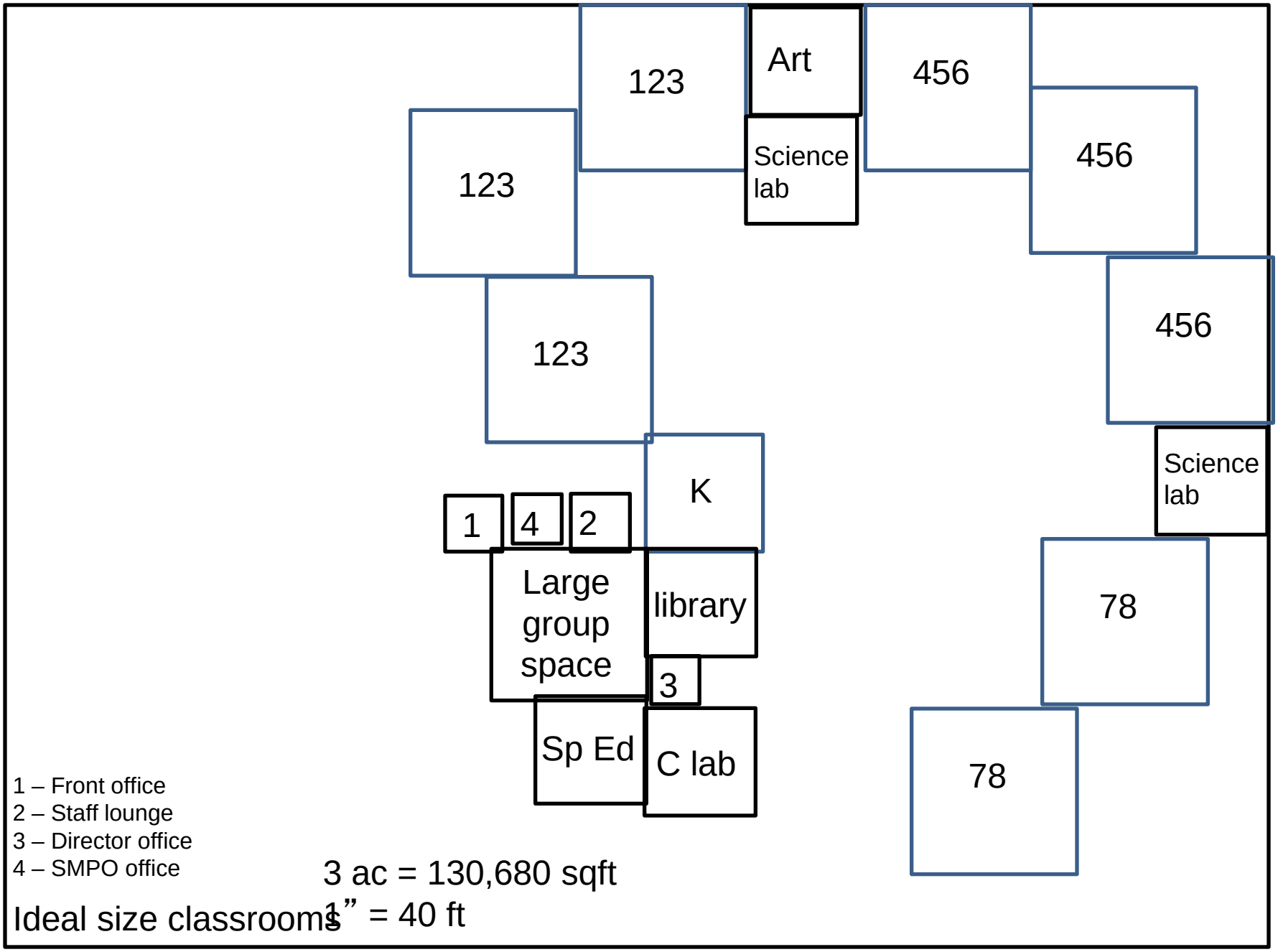
Exhibit D

1 – Front office
2 – Staff lounge
3 – Director office
4 – SMPO office



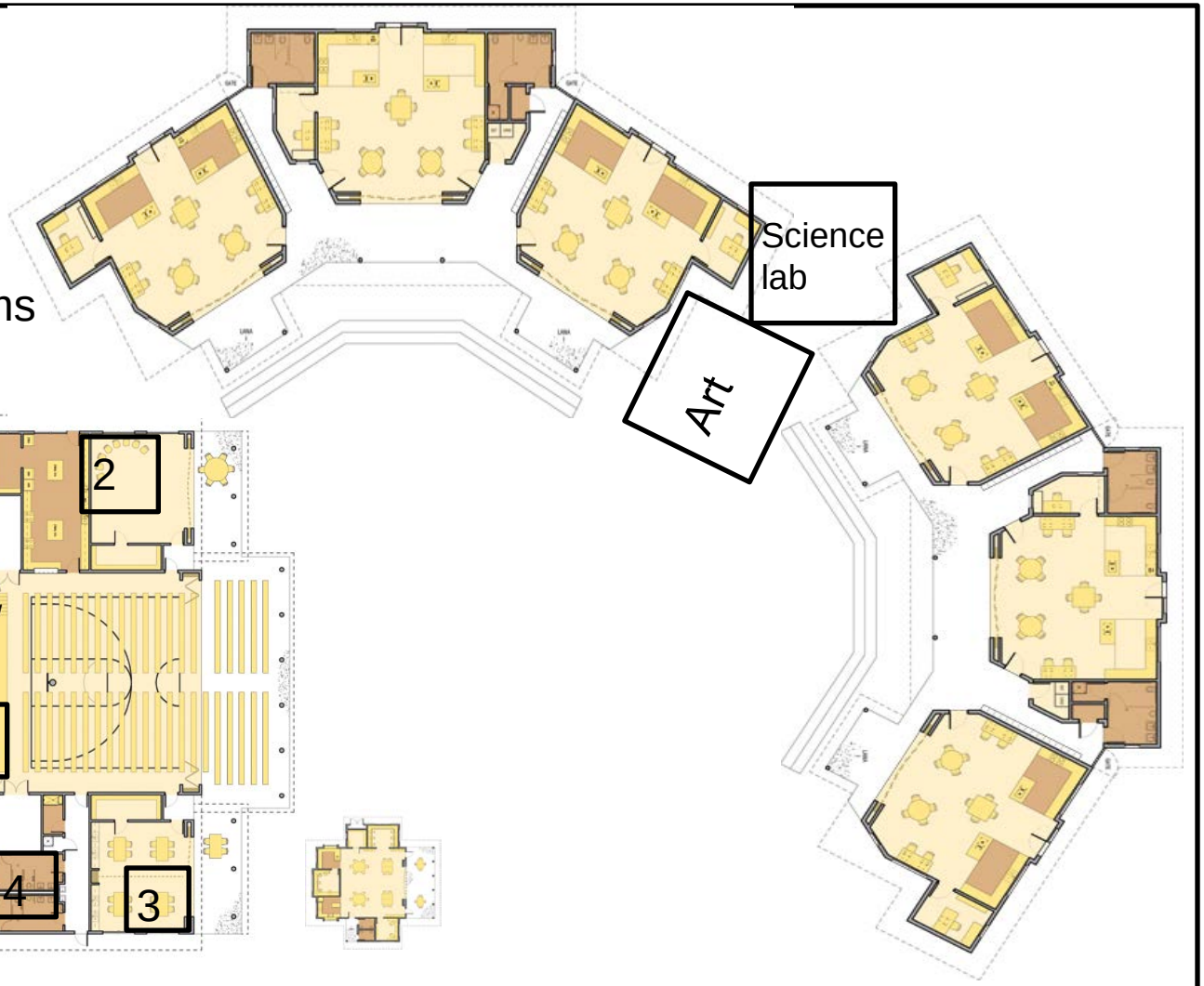
3 ac = 130,680 sqft
1” = 40 ft

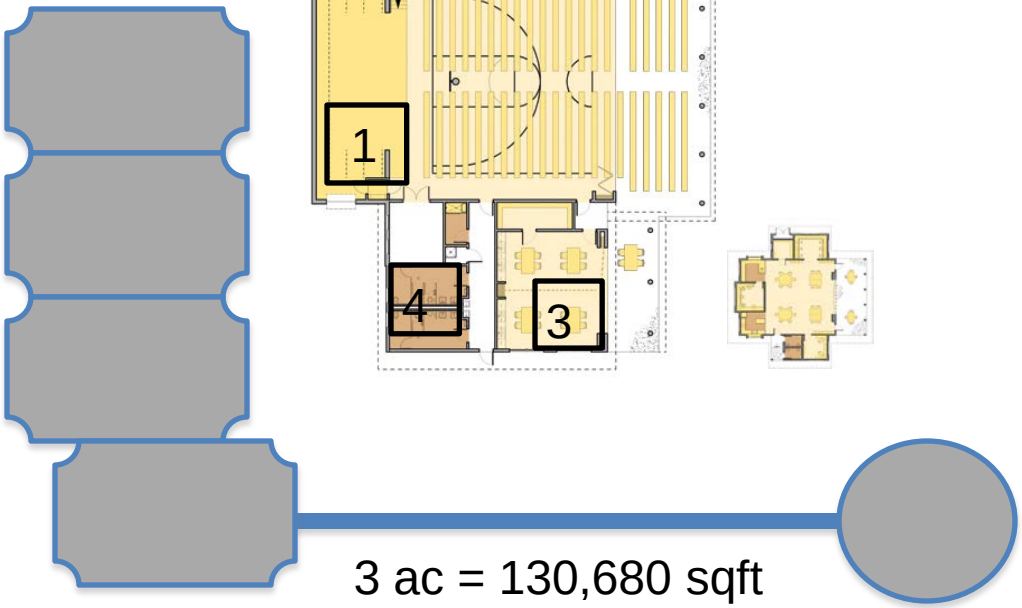
Min. size classrooms


123
Art
456
123
Science lab
456
123
456
Science lab
K
1
4
2
Large group space
library
3
Sp Ed
C lab
78
78
1 – Front office
2 – Staff lounge
3 – Director office
4 – SMPO office
3 ac = 130,680 sqft
1” = 40 ft
Ideal size classrooms

1 – Front office
2 – Staff lounge
3 – Director office
4 – SMPO office

Ideal size classrooms



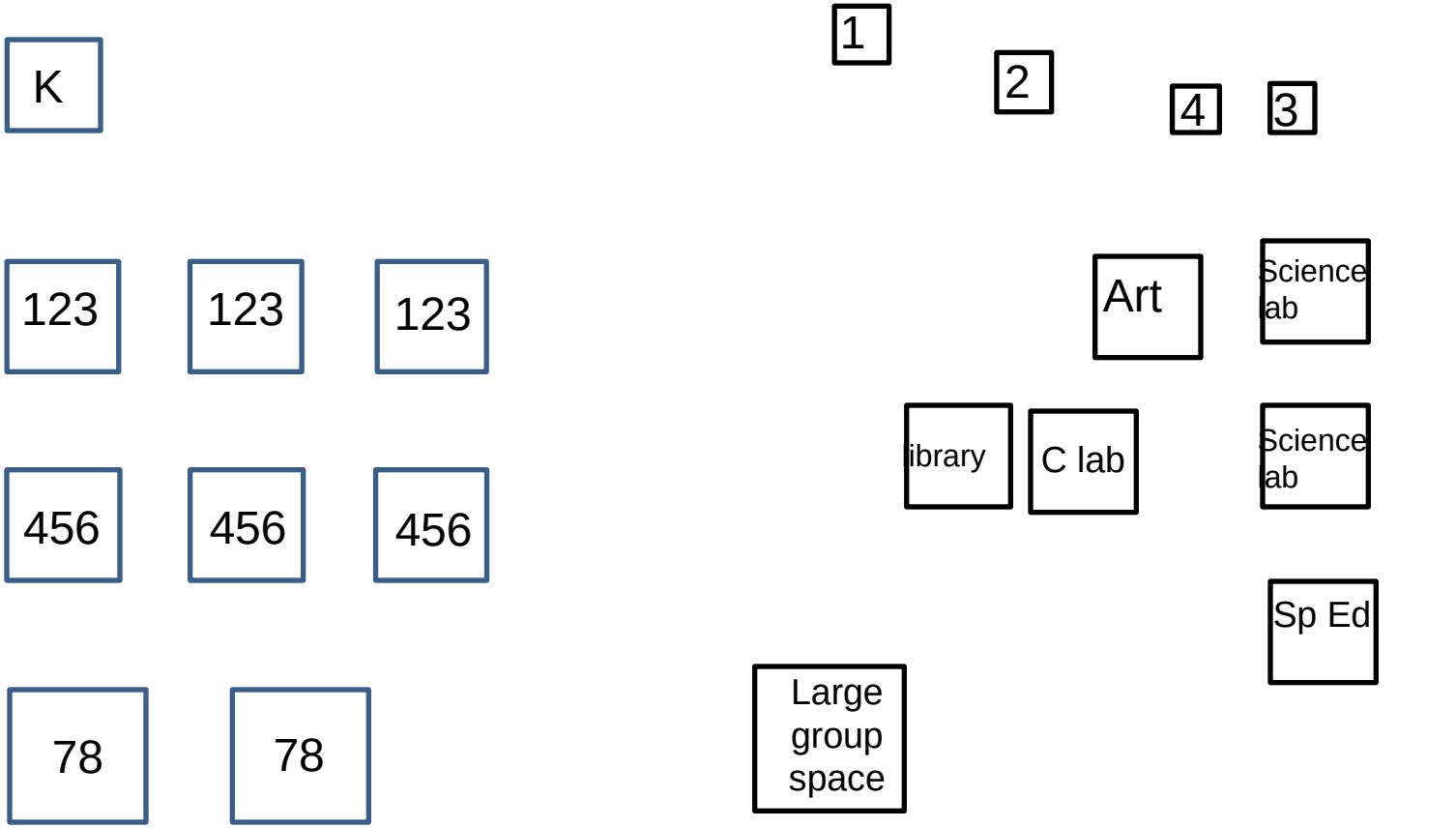


3 ac = 130,680 sqft
1” = 40 ft



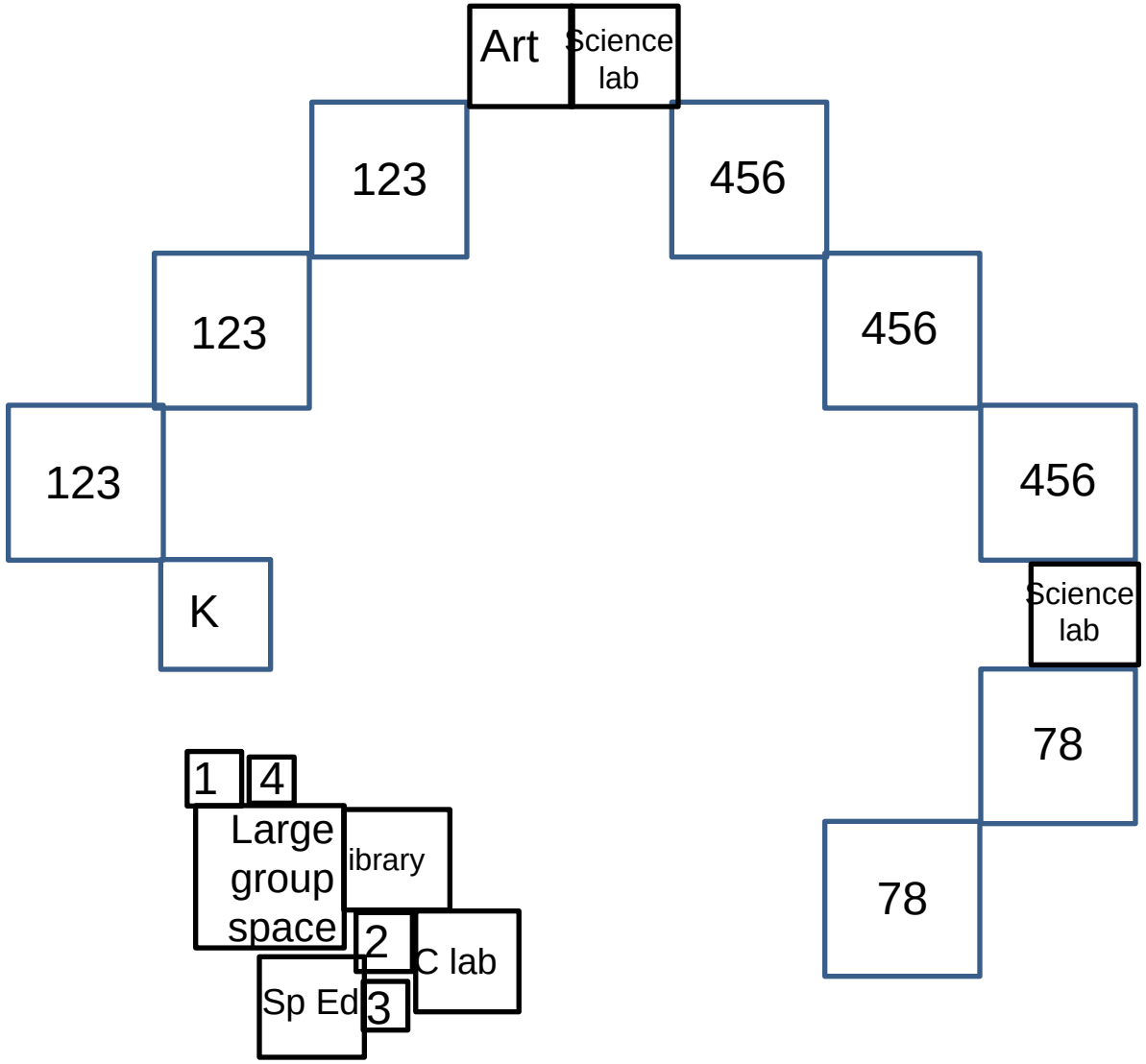
Min. size classrooms

1 – Front office
2 – Staff lounge
3 – Director office
4 – SMPO office



6 ac = 261,360 sqft
1” = 57 ft

1 – Front office
2 – Staff lounge
3 – Director office
4 – SMPO office



6 ac = 261,360 sqft
1” = 57 ft

Ideal size classrooms

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 –Employee Handbook Revisions**

Date: August 2, 2013 for the meeting of August 7, 2013

SUMMARY

Revisions in the areas of Staff Attendance and Assignment and Reassignment Policies are submitted for approval.

DISCUSSION

The suggested changes in the Staff Attendance section of the Employee Handbook are found on page 13 and are highlighted in yellow. These changes will allow the School Director to more accurately track staff absences to determine the number of sick days available to salaried staff as well as the general reliability of all staff.

The Assignment and Reassignment Policies section in the Handbook was created late in the 2010-2011 school year by the Personnel Committee. The draft was in the possession of a committee member who left the school until recently. The School Director would like to adopt these policies as a means of creating a fair and transparent job assignment procedure.

ACTION REQUESTED

Adopt revisions to Employee Handbook.

Attachment: Employee Handbook 2013-2014

SHERWOOD MONTESSORI

Employee Handbook

2013-2014

SHERWOOD MONTESSORI STAFF HANDBOOK 2012-2013

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Incident Report

General Information

About this Document

The policies stated in this Handbook are intended as guidelines only and are subject to change at the sole discretion of the Director of the school through Board Action in consult with Sherwood Montessori Board of Directors. All staff members are responsible for upholding the policies and procedures stated herein, and in the Family Handbook and/or other procedural documents. Those guidelines should be read carefully and questions should be asked to the Director for clarification.

Mission Statement

The mission of the Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on educating the whole child intellectually, physically, and psychologically. The methodology used will develop a firm foundation for the students, and will emphasize ethics, initiative, persistence, and self-confidence.

This mission will be accomplished by a concerted community-based effort between the school, the parents, and the individual child.

Core Values
To successfully implement and sustain this mission, the school will be founded on the following core values:

To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects

- To maintain a diverse total school population through inclusive mixed-aged, mentor-based classrooms that welcome all students
- To place emphasis on collaboration, problem-solving, and self-directed goal-setting for each Montessori student according to developmental readiness
- To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Chico and in the greater world
- To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy
- To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy

- To nurture high parental involvement and collaboration in all areas of education and governance

Equal Employment Opportunity/Non-Discrimination Policy

Sherwood Montessori is a non-profit, 501(c) 3 organization. We value, welcome and celebrate a diverse population. The school treats all employees and applicants for employment without unlawful discrimination as to race, creed, color, national origin, age, disability, marital status, or sexual orientation in all employment decisions.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Sherwood will make reasonable accommodations for the known limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the Director with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Sherwood then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Sherwood will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Sherwood will make the accommodation.

Sexual Harassment Policy

Sexual harassment in employment violates the provisions of Title VII of the Civil Rights Act of 1964. Any employee who is aware of any instance of sexual harassment should report the alleged act immediately to the Director. All complaints will be investigated promptly, impartially and discreetly and, upon completion of the investigation, the appropriate parties will be notified immediately of the findings. The School will not tolerate any forms of discrimination and harassment by anyone. No words, acts or symbols of racial or gender discrimination will be allowed. Proven harassment because of an individual's race, color, religion, gender, national origin, age disability or sexual orientation will not be tolerated and may result in disciplinary action up to and including termination.

Substance/Tobacco Use Policy

All use or possession of any alcoholic or illegal substance on School grounds or at a Sherwood Montessori event or reporting to work while under the influence of intoxicants or drugs will not be tolerated. Use or possession is grounds for immediate dismissal. Any observed use or possession is to be reported directly and immediately to the Director. Failure to do so can be cause for immediate termination. Sherwood Montessori is a smoke-free workplace. All School buildings, grounds, and

facilities are nonsmoking areas. Additionally, smoking is prohibited within 20 feet of the school's playgrounds and the building's entrances, exits, and windows.

Professional Policies and Procedures

Job Descriptions

Director

The Director is responsible for, but not limited to, communicating with the Board and advising the board on programs, policies budget and other school matters. Specific duties include:

- Presents reports to the board on progress, programs and problems of school operations;
- Implement and communicate the school mission;
- Oversee curriculum and instruction;
- Communicate with the Chico Unified School District;
- Meet with parents as needed;
- Oversee the budget and purchasing;
- Hire, evaluate, promote and discipline teachers and staff;
- Negotiate salaries;
- Develop short and long range plans;
- Oversee the operations of a safe and productive school;
- Talks with student encountering problems and resolves problems.

Administrative Assistant

The administrative assistant performs basic secretarial duties for the school and takes care of administrative details:

- Compiles and files students grade and attendance reports, immunization and other school records;
- Greets visitors to the school, determines the nature of business, and directs visitors to destination;
- Answers telephone to provide information, takes messages, or transfer calls;
- Schedule appointments to talk with the Director or teachers and handles school communication;
- Inventory, order and dispense school supplies;
- Accept and deposit funds for student activities;
- Disburse funds, record financial transactions, and audit and balance student-organizations and other school-fund accounts;
- Maintain calendar of school events;
- Oversee student playground activities and monitor classroom during temporary absence of teacher;
- Assist the Director in all areas and be aware of what's going on at the school on a day-to-day basis;
- Maintains school attendance records for all students using attendance software;
- Manage the School Lunch Program, including maintaining paperwork for the Free and Reduced

Lunch Program and communicating with the contracted lunch provider to ensure compliance with all federal, state, and local legal requirements;

- Use appropriate software and hardware such as, but not limited to, word processing, school database, page layout, and spreadsheet.

Business Manager

The Business Manager is charged with general bookkeeping for the school and will serve in an advisory role as regards the budget to the School Director and Treasurer of the Board of Directors. Specific duties include:

- Weekly: Verifies invoices, reimbursement requests, and deposits for accuracy (amount, SACS code, funding class); prints checks.
- Monthly: Creates payroll; monthly profit/loss statements and cash flow analysis; oversees STRS and PERS contributions as well as Federal and State tax liabilities.
- Annual: Year-end reports as regards STRS/PERS, payroll, and tax liabilities.
- Reports: Prepares Annual Projected Budget, First and Second Interim Reports, and End of Year Expenses for Chico Unified School District; yearly accrual entries and balance restricted and unrestricted funds.
- In addition, the Business Manager may be called up to provide financial reports for grants and other requests from the CUSD, Butte County Office of Education, or California Department of Education as needed.

Classroom Teacher

- Reports directly to the Director in all pertinent matters or areas of concern
- Holds a Bachelor of Arts or Bachelor of Science degree or higher, holds a California State Teacher's Credential or is committed to obtaining one within two years of employment, and holds a Montessori Certificate or is committed to obtaining one within two years of employment
- Prepares and maintains an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty
- Initiates and facilitates ongoing dialogue with parents on the overall development of each child/teen
- Demonstrates competency to deliver an educational program based on individual needs of each child/teen
- Demonstrates competency to provide effective, innovative instruction with a balance of Montessori materials and best practices to address California State Standards
- Oversees the learning of all children/teens in the classroom while partnering with colleagues and Director in supporting the needs of all learners
- Is a reflective practitioner open to continuous self-improvement and self-evaluation
- Demonstrates basic computer literacy/competency, uses technology to access and respond to professional emails from Director and parents, and teaches technology

skills as outlined in California State Standards
- Models positive attitude and courteous behavior for children, teens and adults, and will prepare all other visitors and teachers to model the same respect when working and volunteering in the school
- Conducts the class: plans, develops, records and implements class curriculum; makes materials when needed, maintains classroom materials and keeps shelves clean and orderly
- Communicates ground rules and procedures effectively to all children/teens and is consistent with consequences
- Communicates verbally with parents in the fall and in the spring at conferences regarding progress of students
- Turns in comprehensive progress reports for each child/teen twice yearly
- Keeps accurate and daily attendance and tardiness records for each child/teen
- Turns in a material replacement list order, room repair list, inventory worksheet, wants/needs order, and any other documents communicated on the last Friday at the end of each year

<u>Teacher's Aide</u>

- Demonstrates flexibility in assisting classroom teacher in myriad and changing ways that will maximize benefits to the learning community
- Models positive attitude and courteous behavior for children, teens and adults, and will prepare all other visitors and teachers to model the same respect when working and volunteering in the school
- Assists the classroom teacher in preparing and maintaining an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty
- Communicates ground rules and procedures effectively to all children/teens and is consistent with consequences
- Maintains vigilance in supervising students for safety in classrooms and recreation spaces
- Demonstrates openness to obtaining new skills that will optimize effectiveness in assisting classroom teacher to meet the needs of all students
- Demonstrates competency in behavior management using cooperative/positive discipline techniques in whole class, small group, and 1:1 settings
- Demonstrates abilities to use computers, copiers, and other office equipment needed to assist classroom teacher in work related duties

Professional Conduct

Sherwood Montessori strives to be an exemplar in educating for the human potential. We value candid, respectful communication with openness for hearing the needs of others. We honor others' perspectives and positions and actively seek to understand these within the context of a diverse society. We are committed to ownership of one's education, for students as well as the lifelong learners who comprise our staff. Sherwood seeks to be a community where talent, ideas, input, and

knowledge are actively shared, sought out, honored, and acted upon. We acknowledge that conflict is a natural product of the complexity of the human condition and commit to approaching conflict with a problem-solving agenda, receptivity to feedback, and an appreciation of lessons learned. Sherwood staff members should conduct themselves in a manner that reflects an understanding of the school's mission statement and core values.

All employees are expected to treat students, staff, and parents with respect at all times. If a teacher feels that a parent or another staff member has behaved inappropriately, this matter should be brought to the Head of School's attention promptly.

Confidentiality

Employees of Sherwood Montessori are obligated to maintain confidentiality of all information relating to students, families, and employees. Personnel and student records will remain in office files with access restricted to those under the umbrella of confidentiality. Two-way release of confidential information consent forms must be signed by involved parties before information can be released to extended parties. Exceptional care must be taken to protect confidential information; failure to abide by this procedure may lead to termination. This requires that private information not be discussed with parents, and that confidential information, including staff memos, correspondence, and student records, be safeguarded.

Certification and Credentials

Lead Teachers, Teaching Aides (TAs) and Specialty Teachers will be required to maintain a current Live Scan through the Department of Justice prior to and during the entire period of employment at Sherwood Montessori, current Child First Aid/CPR certification and TB testing.

<u>Lead Teachers</u>

Sherwood Montessori teachers are required to have a minimum of a Bachelo'rs Degree from an accredited, degree-granting institution and a valid authorization from the California Commission on Teacher Credentialing (CCTC). Head classroom teachers must demonstrate core academic subject matter competence, in the elementary grades through passing CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (HOUSSE). Head classroom teachers that demonstrate core academic subject matter competence may teach with an Intern Credential for up to two years as they actively work to obtain a California Teacher Credential (Multiple Subjects). Teachers of English Language Learners (ELLs) are also required to demonstrate competency in teaching ELLs. This may be fulfilled with a CLAD or BCLAD credential or by passing a CCTC approved exam.

Middle School teachers will also be expected to teach multiple subjects and ELLs and will be held to the same requirements.

Montessori training and experience will be highly valued and sought by Sherwood Montessori. Teachers who do not yet hold a Montessori Teaching Certificate from an accredited training site will be considered if able to demonstrate teaching congruent with the Montessori approach to education. Such an individual would be expected to seek out professional development opportunities that would enhance the authenticity of this approach.

Teachers of students with special education needs will be required to have appropriate special education credentials and/or licenses.

Teaching Aides

TAs must hold a high school diploma and must have completed a minimum of two years of post-secondary study (defined as 48 semester units or greater) or hold a minimum of an Associate's degree. The coursework will include subjects specifically designed to prepare the candidate for demonstration of working knowledge of and the ability to assist in instructing reading, writing, math, or additional subjects as declared by the Sherwood Montessori Board of Directors.

TAs will have any additional qualifications that meet the requirement of relevant federal and state regulations associated with funding received by the school.

Specialty Teachers

These positions may be filled by non-certified teachers as allowed by law.
Minimum qualifications for Specialty Teacher positions are:

- If the subject is deemed academic by the school Director (e.g., Reading/Language Arts, Science, History, etc.), the candidate shall hold a minimum Bachelor's degree from an accredited institution and prior teaching experience of elementary-aged children. The preferred candidate should also have Montessori training in his/her subject area.
- For Visual and Performing Arts, the candidate should possess an established history of excellence in both the medium and in teaching.

Criminal Background Check

All employees and contracted individuals that work with children/teens will have a criminal background check conducted upon their initial employment. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Head of School.

Child Abuse & Neglect Reporting Procedures

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees **are required** to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.
Child abuse should be reported promptly by phone to a child protective agency. The **Chico Children's Services 24 hr. hotline number for the Chico area is:1-800-268-8822 Oroville area: 1-800-400-0902 .** The phone call is to be followed by a written report within thirty-six (36) hours.

While there is no legal duty for the reporter to contact the child's parents, reporters are strongly urged to do so if a productive dialogue could be expected to maintain the relationship between the family and the school and to offer support to families in crisis. If a child is released to a peace officer or a child protective agency agent, the reporter **shall not** notify the parent as required in other instances of removal. Following the report to the proper authorities, employees must notify the Head of School regarding any incidents of known or reasonably suspected child abuse.

CPR & First Aid Training

Lead teachers and the Administrative Assistant are required to have CPR/First Aid training for infants, children and adults. Sherwood will adhere to the same requirements put forth by the California Commission on Teacher Credentialing for acceptable training programs. Red Cross training programs for infants, children and adults provide appropriate programs.

Guidance and Discipline

All Sherwood personnel need to familiarize themselves with the Family Handbook, paying close attention to the section titled "Guidance and Discipline" for issues dealing with student behavior. Staff members who are not able to use a positive approach to discipline will not retain employment at Sherwood. Please see the appendices for samples of a "Thought Paper" and an "Incident Report". These are available for staff members to use in consult with a Lead Teacher to facilitate communication with families regarding student behavior.

TB Testing

No person shall be employed by the School unless the employee has submitted proof of an examination within the last four (4) years that the employee is free of active tuberculosis. This examination shall consist of an X-ray of the lungs or an approved tuberculin test which, if positive,

shall be followed by an X-ray of the lungs. Thereafter all employees shall be required to undergo the foregoing examination at least once every four (4) years. After such examination, each employee shall cause to be on file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.
The examination is a condition of initial employment and the expense incident thereto shall be borne by the applicant.

Performance Evaluation

Employees of Sherwood Montessori will be expected to engage in reflective practice: an ongoing, informal evaluation of one's own performance as an educator. As well, formal performance evaluations will be conducted at least once a year. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Prior to any evaluation, an evaluation form will be distributed to teachers for input on his/her performance and areas for improvement. Additionally, a formal observation will be completed by the Director of Lead teachers' lesson facilitation. Lead teachers will meet with the Director to discuss the Director's documentation of evaluation and discuss performance and a plan for professional growth.

Performance evaluations will review standards such as but not limited to: the quality and quantity of work performed, knowledge of the job, initiative, communication skills, work ethic, and collaboration. The performance evaluations are intended to make the employee aware of progress, areas for improvement, and objectives or goals for future work performance.

The Director will seek the input of Lead Teachers in evaluating the work of Teaching Aides. TAs will be evaluated on punctuality and attendance, effectiveness and responsiveness with students, initiative, and communication skills.

Unfavorable evaluations and lack of progress on meeting goals and objectives may affect renewal of contract or serve as grounds for termination. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School. After the evaluation, the employee will be required to sign the evaluation form to acknowledge that it has been presented, reviewed and discussed. Employees may write a response to the evaluation to be filed as an appendix of the evaluation to expand on any content or to submit a rebuttal in the event there is a discrepancy between the perspective of the Director and the employee.

Personnel Files

All staff should notify the Director immediately of any changes address, telephone number, number of dependents and person(s) to notify in case of emergency

The School will restrict disclosure of your personnel file to authorized individuals within the School. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Security & Emergency Protocols

All Sherwood personnel should be familiar with the Comprehensive School Safety Plan. Any duty described therein that is not something a staff member is comfortable or familiar with should be discussed with the Director.

Be aware of unknown persons loitering on campus. **Report any suspicious persons or activities to the office promptly.**

Lead teachers will secure windows and lock classrooms or work areas at the end of the day or when away from the classroom for an extended period. The security of facilities as well as the welfare of our employees and students depends upon the alertness and sensitivity of every individual to potential security risks. You should promptly notify the Director when keys are missing.

Teachers will be aware of where their students are at all times. There should not be children on the backside of any building unattended. Children may work in the outside as an extension of the classroom; however, they must remain visible to the teacher or TA.
If any adult who is not a staff member, including parents, delivery persons or repair persons, comes to your classroom during the school day they should have a volunteer badge or a visitor badge visible. If they are not displaying one of these badges please ask that they return to the office for this badge.

Use of Email, Voicemail, and Internet Access

Sherwood will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols. Cell phone and email should only be used during official breaks when not supervising children.
- The Email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
- Employees should not attempt to gain access to another employee's personal file of Email or a voicemail message without the latter's express permission.
- Only students who have on file with the school parental permission to record their image may be included in photos or video recordings. Permission forms must be

obtained prior to any recording of students' images.

Purchasing & Reimbursements

All approved expenses should be turned in with **original** receipts. Approved expenses are those expenses which have been reviewed and approved by the Director. Reimbursements should be submitted in totals of $35.00 or more. Reimbursements are made on pre-determined dates only, no exceptions. Reimbursements may take up to two weeks to process. If waiting for a reimbursement will be a burden on the employee, it is recommended that a request for purchase be made instead, to be approved by the Director, and the purchase will be made by the Administrative Assistant.

For mileage or travel:

The Director will make travel decisions for other staff members for professional development on an as needed basis, based on budget/grant amounts, etc. Director and staff member, together, will fill out the Individual Travel Agreement to outline expectations.

Field Trips

Teachers wishing to take their class on a field trip will need to fill a Field Trip Application form from the Administrative Assistant. The Administrative Assistant will create permission slips with appropriate requested fees, letters to parents regarding the trip, and other documents needed. If a teacher wishes to take a trip that will take longer than the regular school day or will cross state lines, she or he must present a proposal to the Board of Directors for approval.

Conferences & Report Cards

Lead Teachers will hold conferences for all students twice a year on days indicated on the school calendar. Teachers may request additional conferences as needed and the Director will be present if the teacher feels support is needed and/or appropriate. Report Cards will be written by Lead Teachers for each student twice per year. Copies of report cards must be filed in students' cumulative files by the last contracted day of the school year. This task is the Lead Teacher's responsibility, but may be delegated to a Sherwood employee who has been apprised of the confidentiality required.

Independent Study

Students at Sherwood Montessori may be granted an Independent Study if they need to be away from school during any calendared student day. Parents are to make the request to the Director at least two weeks ahead of the scheduled trip or absence. Teachers are asked to pull together work for the student for the duration of

the Independent Study such that it is comparable to the quantity and quality of work the student would do if she or he were present at school. Teachers are asked to sign and fill all paperwork carefully as it will be used to recoup ADA, i.e.: public funds. When students return to school, teachers are asked to turn in all work to the front office.

Human Resources

Staff Attendance

Attendance and timeliness are crucial parts of the consistency and well-being of the school and more specifically the children/teens. All staff should be on time and work according to their contract. Excessive tardiness will need to be problem-solved with the Director.

Absences

Any staff member that wishes to have a shift or day off when they would normally be scheduled to work is required to fill a *Request for Absence* form. This form is available in the Appendices of this document. Unless the form is returned to the employee with the Director's signature and approval, the absence will be considered a no-show and disciplinary action up to and including termination will follow.

Any staff member or contracted employee that will be absent on a given day will be recorded on the white board near the front office used to facilitate this communication. Teachers are asked to check the board daily to see if changes will need to be made to the daily plans.

When possible, staff should contact their own substitutes from their approved studio list. If a staff member is too ill to contact subs, s/he should notify the Director who will secure a substitute for the staff member. In the case of lead teachers, only one substitute will be paid at the teacher substitute rate for covering the absence. It is the responsibility of the employee planning the absence to communicate clearly to the substitute what position she or he will be covering and what the rate of pay will be. When the substitute is secured by the Director, the Director shall clearly communicate this information.

The *Absence Verification* form must be completed by any staff member who is absent for any reason, whether the absence was preapproved or unexpected. This is to assist the Director in accurately recording absences for sick days available and to accurately assess the employee's reliability. This form is also available in the Appendices of this document.

School Functions and Meetings

Attendance at school functions is encouraged, but not required, with the exception of Back to School Night and Open House. If a staff member cannot attend the scheduled Back to School Night or Open House, s/he will set an alternate date for the event for the families of her or his class.

Certificated staff members are required to attend Wednesday staff meetings/development days/collaboration days each Wednesday while school is in session at 2:15 p.m. Support staff is not required to attend, but are invited and encouraged to do so. Staff children should only be present at staff meetings in emergency situations so that staff can share information freely. If children are in attendance, please have appropriate activities planned for them in a location where they can be monitored by you and notify Director and staff

members present of their attendance.

Hours of Work, Breaks, Overtime, and Paydays

Wage & Hour Laws for Non-exempt Employees

Two part test for exemption:

- Minimum salary: $33,280/yr and
- Majority of Exempt Duties "customarily and regularly exercise discretion and independent judgment"

Meal and Rest Periods:

- Employees may not choose to waive his/her meal period and leave work a half an hour early
- Nonexempt employees working 6 hours must be provided with at least 30-minute duty free meal period
- Non-exempt employees must be provided with a second 30-minute meal period for work period of more than 10 hours per day
- Employees must be relieved of all duties during meal periods
- Employees should be permitted to leave the work site
- Meal periods are unpaid
- All meal periods should be reflected on the employee's timecards, e.g., clock out and clock back in
- Employers must "authorize and permit" paid rest periods for employees who work shifts of at least 3 ½ hours
- Rest periods must be approximately in the middle of each 4-hour work period and must be at least 10 minutes in length
- Employer may require employee to stay at the work site during rest periods
- Employee should acknowledge receipt of break periods

Overtime

- Non-exempt employees must be paid for overtime worked, even if the employee did not get permission. The employee will be paid and it becomes a personnel issue in which the employee may receive disciplinary action.
- Non-exempt employees must be paid 1 ½ times the "regular rate of pay" for:

-Hours worked in excess of 40 in a work week

-Hours worked in excess of 40 in a workweek

-Hours worked in excess of 8 hours (but fewer than 12 hours) in a workday

-The first 8 hours worked on the 7th consecutive day of work in a workweek

- Non-exempt employees must be paid double an employee's "regular rate of pay" for:

-Hours worked in excess of 12 in a workday

-Hours worked in excess of 8 on the 7th consecutive day of work in a workweek

- Hours worked on Saturdays and Sundays are treated like hours worked any other day

Notes:

Sherwood's cap on 29.5 hours/week for part time employees is related to benefits package.

Even when we are having fun, doing stuff we like to do and would choose to do on our own time, we are working if we are here and should avoid blurring the line between volunteer and employee.

Paydays

Paydays for all employees will be the last business day of the month.

Salary Schedule & Movement on the Salary Schedule

Vertical Placement (Years of Experience)

Teachers new to Sherwood can bring 10 years' teaching experience into the Certificated Employee salary schedule. A new to Sherwood teacher will be placed at 10 years maximum at the beginning of the contract year and will qualify for a vertical movement at the completion of a 1.0 FTE year.

Years in private Montessori schools will count if teacher was trained in Montessori at the time of experience.

Years in public schools will count if teacher held a valid state credential at the time of experience.

It shall be the responsibility of the employee to provide written verification of previous experience from prior employers to the Director by September 30th.

Employees must have rendered paid service for 75% or more of the number of days in the regular school year, counting days of used sick leave, to advance one vertical step on the schedule.

Vertical movement on the salary schedule will occur as one space per year maximum and will only move ~~only~~ once yearly at the start of the contract year (July 1st). No vertical movement will be made if the employee is at the maximum experience level allowed on the salary schedule. Movement on the salary schedule will follow completion of at least a 0.75~~1.0~~ FTE year. ~~For example, a 0.5 FTE teacher will need two years at this assignment to move one vertical space on the salary schedule. A 0.6 FTE teacher will need two years at this assignment to move one vertical space on the schedule, but will move again when the 0.1 FTE units left over equal to 1.0 FTE, in 11 years. The 0.1 FTE units will complete a 1.0 FTE credit after 10 years, but the employee will make the vertical move in the eleventh year as one vertical space movement is the maximum allowed annually.~~Employees who work less than than 0.75 FTE will advance one vertical step every other school year.

Horizontal Placement (Education Credits)

Column placement shall be based upon semester units verified by official transcripts. ~~Contracts~~Pay scale shall not be ~~effective~~determined until complete transcripts have been received. It shall be the responsibility of the employee to provide official transcripts and written to the Director. Teachers will need to provide official transcripts by May 1st to have units count toward next year's salary.

~~Credits paid for by Sherwood Montessori will not be counted toward horizontal movement on the salary schedule.~~

Only credits received through accredited colleges or universities will be considered. Credits paid for by Sherwood Montessori will not be counted toward horizontal movement on the salary schedule. ~~.~~
Sherwood Montessori will have ~~final say~~sole authority on number of credits awarded as it applies to horizontal movement on the salary schedule. ~~Only credits received through accredited colleges or universities will be considered.~~

~~Column placement shall be based upon semester units verified by official transcripts. Contracts shall not be effective until complete transcripts have been received. It shall be the responsibility of the employee to provide official transcripts and written to the Director.~~

Leaves of Absence

Emergency Leave

Emergency leave is available to employees to provide for full salary and benefits for absences due to personal illness or injury that prevent the employee from working or for the following reasons:

1. Appearance in court as an interested party or under subpoena;

2. Death of an immediate family member;

3. An emergency caused by an accident or illness that requires the employee to be absent from work;

4. Emergency care for a sick family member.

Observance of religious holidays are not considered sick days.

Full-time staff shall accrue sick leave at the rate of ten (10) days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Emergency leave is granted for only the reasons listed above and will not be paid out if not utilized, if the employee is terminated, or if the employee's contract is not renewed. All employees shall inform the Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be preapproved by the Director. The Director may require an employee to verify the claimed reason for any absence.

Personal Leave

The Director may grant up to three (3) days, from the sum of the ten days of Emergency Leave, per employee per year for urgent personal business or other emergencies. Such leave shall be at full pay and benefits but

with cost of substitute deducted. Such leave may not be accrued and will not be paid out for any reason if not used.

Long Term Leave

After the ten Emergency Leave days have been used, the employee may request Long Term Leave. Long Term Leave shall be defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. The school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave shall be given for a maximum of up to twelve (12) consecutive weeks, or longer if required by law. In no event shall such leave extend beyond the end of the employee's annual contract unless the contract is renewed. Such leave is available to all staff of Sherwood Montessori. Any health benefits provided to the employee by the school will continue to be provided during this leave. Whenever possible, such leave must be pre-approved by the Director and at least 30 days advance notice shall be given by the employee.

Jury Duty

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. In the event this request is not granted, time off with no loss of salary limited to two (2) weeks will be provided for jury duty required to be served during the school year. Any employee, when advised of his/her notification of jury duty, must immediately inform the Director. Salary will be paid as usual, and the check for juror fees is to be signed over to the school.

Professional Development Leave

Full-time employees are entitled to the equivalent of one paid day during the school year for training purposes. Such training must be approved by the Director in advance. Additional days may be approved by the Director in consultation with the Board of Directors.

Assignment and Reassignment Policies

Definitions

1.1 “Assignment,” for the purposes of this Article, means the continued placement of an employee renewed for the following year in his/her existing position for the coming school year. An assignment does not include duties that are purely voluntary in nature.

1.2 “Reassignment” is a change in assignment (as defined in Paragraph 1.1) at the same work location.

1.3 “Voluntary” refers to a reassignment that is requested by the employee renewed for the following year.

1.4 “Involuntary” refers to a reassignment initiated by the Director.

1.5 The Director will use the following non-prioritized criteria when determining an employee renewed for the following year’s qualifications for a given position:

A. Credentials and certifications of the employee(s) renewed for the following year;
B. Training and experience related to the position(s);
C. Years of experience;
D. Documented educational program needs;
E. Documented skills and abilities of the employee(s) renewed for the following year;
F. Major and/or minor fields of study;
G. Advanced degrees related to the position(s);
H. Affirmative Action requirements;
I. Other, one-time criteria that is mutually agreed upon between the employee renewed for the following year and the Director.

2. General Provisions

The reassignment policies for all employees renewed for the following year shall be as set forth in this Article.

2.1 Certificated Assignment Preference Form (CAPF): Once each year, unit members will be provided the opportunity to submit a Certificated Assignment Preference Form.

2.1.1 Each employee renewed for the following year shall return his/her CAPF to the Director for review.

2.1.2 The Director will forward a copy of the CAPF to the Personnel Committee.

2.1.3 The Director shall consider an employee renewed for the following year's CAPF and the criteria in Paragraph 1.5 when making assignments and reassignments.

2.2 Each employee renewed for the following year shall be informed of his/her tentative assignment for the coming school year at least two (2) weeks prior to the last teacher work day of the school year.

3. Assignments

3.1 If an employee renewed for the following year's continued assignment requires an involuntary room change, the employee renewed for the following year will be paid two (2) days' pay at their daily rate for the express purpose of moving to a new classroom outside of the school day.

4. Reassignments

4.1 In addition to the criteria defined in Paragraph 1.5, the Director shall consider the employee renewed for the following year's annual CAPF submission when making staffing reassignments. Reassignments of unit members shall not be made for arbitrary, capricious or discriminatory reasons.

4.1.1 The Director shall confer with the unit member to discuss any reassignment either proposed by the Director or requested by the employee renewed for the following year through the CAPF.

4.1.2 If the employee renewed for the following year so requests, their Director must provide, in writing, the specific reasons for their reassignment or the denial of

their requested reassignment, unless mutually agreed upon by the employee renewed for the following year and the Director.

4.1.3 Employees renewed for the following year whose reassignment requires involuntarily moving to a different classroom shall be paid two (2) full days' pay at their daily rate for the express purpose of moving to the new classroom outside of the school day.

4.2 Reassignments Due to Enrollment Changes After the Beginning of the School Year

4.2.1 An employee renewed for the following year may be involuntarily reassigned within a school at any time during the school year due to needs of the school to another subject matter or grade level assignment provided the new assignment falls within the employee renewed for the following year's credential(s).

4.2.1.A Employees renewed for the following year to be reassigned during the school year shall be consulted prior to the reassignment and given at least five (5) days' advanced notice.

4.2.1.B Employees renewed for the following year to be reassigned during the school year will receive, at their discretion, two (2) days of release time (or two(2) days' pay, if work is performed outside the regular work day) for preparation and/or orientation to the new assignment.

4.2.1.C Employees renewed for the following year to be reassigned during the school year will be given the reasons in writing, if the reasons are requested within five (5) days of notification.

4.2.1.D Employees renewed for the following year involuntarily reassigned to another classroom shall be paid two (2) full days' pay at their daily rate for the express purpose of moving outside of the school day.

5. Grant-Funded Teaching Positions

5.1 The Director shall first seek to fill grant-funded teaching positions through the use of unit members who volunteer for these assignments.

5.2 Employees renewed for the following year working in grant-funded positions shall have return rights to their former position at the conclusion of the grant or at the end of the year, if requested by the employee renewed for the following year. This shall not apply if there have been modifications to the educational program at the employee renewed for the following year's former work site – in such case, the unit member is subject to assignment/reassignment/transfer in the same manner as if he/she had not been in the grant-funded position.

Employee Benefits

Full-time employees are entitled to group health and dental insurance coverage. This includes all employees who work over 30 hours per week.

Sherwood Montessori has the responsibility to provide retirement benefits to its employees. Sherwood Montessori will make all employer contributions as required by STRS, PERS, and Federal social security laws. Certificated staff will have STRS and classified staff will have PERS. Sherwood Montessori will make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Holidays & Paid Time Off

Full time, exempt employees will have paid holidays during the school year. Refer to the school calendar for exact days off.

Internal Complaint Review

Complaints regarding allegations of harassment or discrimination should be made pursuant to the specific policies addressing those issues. The purpose of this "Internal Complaint Review Policy" is to afford all employees of the school the opportunity to seek internal resolution of their work-related concerns. All employees have free access to their immediate supervisors or to the Director to informally express their work-related concerns.
All efforts should be made to handle situations between the specific people involved. If there is a personal issue between two (2) employees, the employees should address the situation at that level first. The following procedure should be followed only if the situation cannot be resolved at the primary level.

<u>Filing of Complaint</u>
If complaints cannot be resolved informally, employees may file a written complaint with the Head of School as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the basis for the employee's complaint.

<u>Investigation</u>
An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.
The School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Director shall report the finding(s) to the employee in writing.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should promptly notify the Director or Sherwood Board Chair.

SHERWOOD MONTESSORI

Reimbursement Claim

Use for Out of Pocket Expenses or Refunds, including Travel Costs

IMPORTANT: Claim must be submitted within 30 days of event AND by July 10 of each year

Claimant is responsible for obtaining written approval from Director prior to purchase

Claimant name:_____

Mailing address (if needed): _____

NOTE: **Itemized** Receipts Required—Attach all invoices, bills, receipts related to this claim. If claiming mileage of own vehicle, attach yahoo or google map for full documented miles and state number of miles on form. For meals to be reimbursed, please state what meal was purchased (breakfast, lunch, dinner).

Date and Event (if applicable) Item Description or Type of Meal $ Amount or Number of Miles

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Total $ _____

_____ _____

Signature of Claimant/Requester Date Approved by Date



Absence Request

Absence Information

Employee Name:_____

Type of Absence Requested:

- ☐ Sick
- ☐ Vacation
- ☐ Bereavement
- ☐ Time Off Without Pay
- ☐ Military
- ☐ Jury Duty
- ☐ Maternity/Paternity
- ☐ Other

Dates of Absence: From: _____ To: _____

Reason for Absence:

_____

Employee Signature *Date*

Director Approval

- ☐ Approved
- ☐ Rejected

Comments:

_____

Director Signature *Date*

SHERWOOD MONTESSORI

Absence Verification

Absence Information

Employee Name:_____

Type of Absence:

☐ Sick	☐ Vacation	☐ Bereavement	☐ Time Off Without Pay
☐ Military	☐ Jury Duty	☐ Maternity/Paternity	☐ Other

Dates of Absence: From: _____ To: _____

_____

Employee Signature *Date*

From the Employee Handbook:

Full-time staff shall accrue sick leave at the rate of ten (10) days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Emergency leave is granted for only the reasons listed above and will not be paid out if not utilized, if the employee is terminated, or if the employee's contract is not renewed. All employees shall inform the Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be preapproved by the Director. The Director may require an employee to verify the claimed reason for any absence.

Sick leave days available before absence:_____

Sick leave days now available:_____

_____

Director Signature *Date*

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 –Administration Restructure**

Date: August 2, 2013 for the meeting of August 7, 2013

SUMMARY

The workload for the School Director has increased due to the pursuit of adequate facilities and the conversion to independence for specail education purposes, as well as a decrease in Board level involvement and an increase in enrollment. While these changes have occurred, no increased support has been put in place at the administrative level.

DISCUSSION

Due to the factors described above in the summary, the School Director is finding that work duties are too great to complete with the current level of support. There is no full time Secretary, Business Manager, or Administrative Assistant employed at the school. As a result, many duties that are normally carried out by several staff members are left to the School Director. This is not the best use of the School Director's time, and the whole organization is poised to suffer if the situation is not remedied.

Recently, the SBIT Coordinator position was vacated in favor of a full-time position with benefits. There have been three people in this position in the last three years, none have stayed. As a result, teachers and special education staff have adapted and coped without this position. The budget for 2013-2014 allocated $18,812.50 for this position. For administrative support (administrative assistant and office aide) the combined salaries is $18,518.40. The money allocated to the SBIT position could increase the amount of administrative support.

ACTION REQUESTED

Approve restructuring of administrative team.

SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 6, 746 Moss Avenue, Chico, California**

Date/Time: **Thursday, September 5, 2013 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CLOSED SESSION

2.1 Personnel Issues

The Board will meet in closed session to discuss personnel issues and potential litigation.

3. ADJOURNMENT (Est. 7:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, September 19, 2013 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 Approval of Minutes from July, 2013 and August, 2013

2.2 Approval of Unaudited Actuals for 2012-2013

The Board will consider approving the Unaudited Actuals prepared by Lisa Speegle, Business Manager.

ACTION REQUESTED: Approve Unaudited Actuals for 2012-2013.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report

3.2 Sherwood Montessori Parents Organization Report

3.3 School Director Report

3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Board Committee Assignments

The Chair will appoint Board members to established committees.

ACTION REQUESTED: Assign Board members.

5.3 Facilities Committee Update

The School Director will provide the Board of Directors with a formal update on the work of the Facilities Committee to reach the goal of obtaining a permanent facility and on the current issues with use permits at our sites for the 2013-2014 school year.

ACTION REQUESTED: Receive report.

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

5.4 Acceptance of Resignation
The Board will consider accepting the resignation of teacher Hildi Myers.
ACTION REQUESTED: Accept resignation.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 The Board will receive a Job Audit from the School Director.
7.2 The Board will receive the Single Plan for Student Achievement from the School Director.
7.3 The Board will receive the School's Performance Audit from the School Director.
7.4 The Board will receive a draft of the School's Prop 39 Initial Request from the School Director.
7.5 The Board will be asked to approve a resolution to spend restricted funds for Common Core Standards implementation.
7.6 The Board will be asked to approve a resolution to spend restricted funds from the Clean Energy Jobs Act.

8. ADJOURNMENT (Est. 8:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Agenda Item 2.1

SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of July 10, 2013

1. CALL TO ORDER: at 5:42 PM at 746 Moss Avenue by *Chair Lucas*.

1.1 Roll Call

Board Present: Peter DiFalco; Robyn Faraone; Chris Fosen; David Kuperman; Stephen Lucas-Chair; Russell Shapiro; Corin Meester; Erwin Williams.
Absent: None.
Others Present: Michelle Yezbick-School Director

1.2 Resolution 071012a- Commendation of Board Service

The Board formally recognizes the service of outgoing Director Russell Shapiro for his service to Sherwood Montessori and his role in the school's founding.

1.3 Resolution 071012b- Commendation of Board Service

The Board formally recognizes the service of outgoing Director Jill Bailey for her service to Sherwood Montessori.

Chair Lucas moved moved item 5.3 Election of New Officers to the beginning of the agenda.

5.3 Election of New Officers

Each year, the Board of Directors vote for new officers: Chair, Vice-Chair, Treasurer, and Secretary. The following officers were nominated: Treasurer- David Kuperman, Secretary- Faraone, Vice Chair- Meester.

Director Williams motioned to approve the assignments of Treasurer, Secretary and Vice Chair as nominated; 2nd *Director Lucas*.

AYES: 7 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 0

Stephen Lucas was nominated to continue a second year as Chair of the Board.

Director Meester motioned to approve Stephen Lucas as Chair; 2nd *Director Williams*.

AYES: 7 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 0

2. CONSENT AGENDA

2.1 Approval of Minutes from June 5, 2013

2.2 RESOLUTION 071013c- Change of Signatories of Line of Credit

Treasurer David Kuperman will replace Russell Shapiro as a signatory on the Line of Credit at Northern California National Bank. *School Director Yezbick* will remain as the other signatory.

Director Meester motioned to approve the consent agenda; 2nd *Director Kuperman.*

AYES: 7 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 0

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report- None

3.2 SMPO Report- None

3.3. School Director Report- Written report provided.

Director Willliams recommends that *School Director Yezbick* be prepared to start the school year at Moss Ave. for all grade levels, given the events at the hearing for the use permit for the Unitarian Church. *School Director Yezbick* has a Facilities Development Plan and is meeting with the landowner of the property on East Ave. near Blue Oak Charter School. If plans move ahead we will need another use permit, and the new site will not likely be completed by Fall 2014-15.

3.4 Treasurer's Report- Written report provided by outgoing *Treasurer Shapiro.*

The additional funds of $32,000 from the Governor's budget, eliminates our projected deficit and puts us in the black for 2013-14.

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent- None

5.2 Approval of Contracts for School Accountant and Business Manager

The Board discussed the responsibilities of the School Accountant and Business Manager. The Board would like to request that *Business Manager Speegle* attend our Board meetings quarterly to answer questions about the school budget. *School Director Yezbick* will ask her.

Director Kuperman motioned to approve the contracts; 2nd *Director Fosen.*

AYES: 7 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 0

5.3 Election of Officers for the Board of Directors

Approved at the beginning of the meeting.

5.4 RESOLUTION 071013d- Change of Signatories of Bank Account

Outgoing Board Treasurer Russell Shapiro and outgoing Vice-Chair Jill Bailey need to be replaced as signatories on the school's checking account with Northern California National Bank. *Treasurer David Kuperman, Secretary Robyn Faraone,* and *Director Christian Fosen* were nominated as signatories.

Director Meester motioned to approve the new signatories; 2nd *Director DiFalco.*

AYES: 7 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0

ABSENT: 0

5.5- Approval of School Director's Contract
The Board of Directors went into closed session at 6:55 PM to discuss the school director's evaluation to bring the two new board members up to date prior to voting on the employment contract. The Board of Directors went back into regular session at 7:08 PM with no action taken.

Secretary Faraone motioned to approve the school director's contract effective August 21, 2013- June 30, 2014; 2nd *Director Williams.*

AYES: 7 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 0

The Board recommends deleting social security numbers from all contracts for employees' privacy and protection.

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None

7. FUTURE AGENDA ITEMS
7.1 Boad Committee Assignments
7.2 Facilities Committee Update
7.3 Employee Handbook

8. ADJOURNMENT: 7:25 PM. BOD adjourns until the BOD Meeting August, 2013 at 5:30 PM.

Approved: _____, 20____

_____
Robyn Faraone, Secretary of the Board

Agenda Item 2.1

SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of August 7, 2013

1. CALL TO ORDER: at 5:35 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter DiFalco; Chris Fosen; David Kuperman - Treasurer; Stephen Lucas - Chair; Erwin Williams.
Absent: Robyn Faraone; Corin Meester.
Others Present: Michelle Yezbick - School Director

Chair Lucas moved Closed Session Item 8.1 Personnel Issue. Board of Directors went into Closed Session at 5:45 PM, and returned to open session at approximately 6:15 PM.

2. CONSENT AGENDA

2.1 Approval of Minutes from July 10, 2013
Postponed until the September meeting.

2.2 Release of Standardized Testing Results
School Director Yezbick provided an analysis of the school's Standardized Testing and Reporting (STAR) results, which were accepted and discussed by the board.

3. REPORTS AND COMMUNICATION

3.3 School Director Report
No action requested.

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent - None

5.2 Board Committee Assignments:
Chair Lucas requests Board members read the descriptions of the Standing Committees and Ad-Hoc Committees to indicate interest in the future. No action.

5.3 Facilities Update
School Director Yezbick and Chair Lucas advised the Board of the issues surrounding the continued pursuit of the Unitarian Fellowship location for 7-8 grade and the status of the current permit for 746 Moss Avenue. The Board discussed these issues.
Director DiFalco motioned to request that the Unitarian Fellowship discontinue the permitting process for the middle school at that site; 2nd *Director Kuperman*

AYES: 5 (DiFalco, Fosen, Kuperman, Lucas, Williams)

NOES: 0
ABSENT: 2 (Faraone, Meester)

Director Fosen motioned to authorize *School Director Yezbick* to begin the process to modify the use permit for 746 Moss Avenue to continue school operations; 2nd *DiFalco*

AYES: 5 (DiFalco, Fosen, Kuperman, Lucas, Williams)
NOES: 0
ABSENT: 2 (Faraone, Meester)

Chair Lucas and *Director Williams* will seek legal advice on the permit modification process.

The Board discussed the progress of the Facilities Committee to find a new site for the entire school. The Board proposes further refinement to the Facilities Development Plan; *Director Fosen* will provide some editorial assistance. Progress has been made with one prospect and more prospects will be investigated. The Facilities Committee will next meet on August 14, 2013 at 5:30pm.

5.4 Employee Handbook Revisions

The Board gave feedback on the modifications to the Employee Handbook which clarify absence procedures. The Board requested that an exception be made to the timeline for returning an absence form in the event of illness preventing the return of a form. *School Director Yezbick* will include the proposed edits.

Director Williams motioned to accept the revised handbooks with specified edits; 2nd *Director Kuperman*.

AYES: 5 (DiFalco, Fosen, Kuperman, Lucas, Williams)
NOES: 0
ABSENT: 2 (Faraone, Meester)

5.5 Administration Restructure

School Director Yezbick reported that the school's CBIT Coordinator has resigned, and requested that the CBIT funds be reallocated to provide for the expansion of administrative support as well as continuance of CBIT activities by qualified staff.

Director Fosen motioned to restructure CBIT funds to expand the hours of the Administrative Assistant as requested by *Yezbick*; 2nd *Kuperman.*

AYES: 5 (DiFalco, Fosen, Kuperman, Lucas, Williams)
NOES: 0
ABSENT: 2 (Faraone, Meester)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None

7. FUTURE AGENDA ITEMS

7.1 The Minutes of the July 2013 BOD meeting will be approved.

8. ADJOURNMENT: 8:10 PM. BOD adjourns until the BOD Meeting in September, 2013.

Approved: _____, 20____

_____
Peter DiFalco, acting as Secretary

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2012 to June 30, 2013

Charter School Name: Sherwood Montessori
CDS #: 04614240121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

[X] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9499, 9660-9669, 9796, and 9797)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. Revenue Limit Sources				
State Aid - Current Year	8011			0.00
Education Protection Account State Aid - Current Year	8012	148,607.00		148,607.00
Charter Schools General Purpose Entitlement - State Aid	8015	322,201.00		322,201.00
State Aid - Prior Years	8019	(18,859.00)		(18,859.00)
Tax Relief Subventions (for revenue limit funded schools)	8020-8039			0.00
County and District Taxes (for revenue limit funded schools)	8040-8079			0.00
Miscellaneous Funds (for revenue limit funded schools)	8080-8089			0.00
Revenue Limit Transfers (for revenue limit funded schools)				
PERS Reduction Transfer	8092			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	240,809.19		240,809.19
Other Revenue Limit Transfers	8091, 8097			0.00
Total, Revenue Limit Sources		692,758.19	0.00	692,758.19
2. Federal Revenues (see NOTE in Section J)				
No Child Left Behind	8290			0.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	0.00	0.00
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	95,921.34	9,614.50	105,535.84
Total, Other State Revenues		95,921.34	9,614.50	105,535.84
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	67,696.29		67,696.29
Total, Local Revenues		67,696.29	0.00	67,696.29
5. TOTAL REVENUES		856,375.82	9,614.50	865,990.32
B. EXPENDITURES (see NOTE in Section J)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	245,100.40	25,924.65	271,025.05
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300			0.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		245,100.40	25,924.65	271,025.05
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	88,873.00		88,873.00
Noncertificated Support Salaries	2200	17,905.33		17,905.33

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2012 to June 30, 2013

Charter School Name: Sherwood Montessori
CDS #: 04614240121475

Description	Object Code	Unrestricted	Restricted	Total
Noncertificated Supervisors' and Administrators' Salaries	2300	70,000.00		70,000.00
Clerical and Office Salaries	2400	19,528.70		19,528.70
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		196,307.03	0.00	196,307.03
3. Employee Benefits				
STRS	3101-3102	13,229.39	604.15	13,833.54
PERS	3201-3202	12,660.84	1,366.82	14,027.66
OASDI / Medicare / Alternative	3301-3302	18,614.31	1,131.94	19,746.25
Health and Welfare Benefits	3401-3402	19,069.38		19,069.38
Unemployment Insurance	3501-3502	8,542.29	318.68	8,860.97
Workers' Compensation Insurance	3601-3602	8,210.03		8,210.03
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
PERS Reduction (for revenue limit funded schools)	3801-3802			0.00
Other Employee Benefits	3901-3902	2,448.66	11.24	2,459.90
Total, Employee Benefits		82,774.90	3,432.83	86,207.73
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	1,398.01	1,912.62	3,310.63
Books and Other Reference Materials	4200	788.87	767.85	1,556.72
Materials and Supplies	4300	15,143.38	75.34	15,218.72
Noncapitalized Equipment	4400	489.89		489.89
Food	4700	(1,710.76)		(1,710.76)
Total, Books and Supplies		16,109.39	2,755.81	18,865.20
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	6,327.02		6,327.02
Dues and Memberships	5300	1,098.00		1,098.00
Insurance	5400	12,783.86		12,783.86
Operations and Housekeeping Services	5500	17,734.20		17,734.20
Rentals, Leases, Repairs, and Noncap. Improvements	5600	104,719.84		104,719.84
Professional/Consulting Services and Operating Expend.	5800	58,977.05		58,977.05
Communications	5900	4,354.27		4,354.27
Total, Services and Other Operating Expenditures		205,994.24	0.00	205,994.24
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (for accrual basis only)	*6900*			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	73,300.71		73,300.71
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2012 to June 30, 2013

Charter School Name: Sherwood Montessori
CDS #: 04614240121475

Description	Object Code	Unrestricted	Restricted	Total
Debt Service:				
Interest	7438	1,236.01		1,236.01
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		1,236.01	0.00	1,236.01
Total, Other Outgo		74,536.72	0.00	74,536.72
8. TOTAL EXPENDITURES		820,822.68	32,113.29	852,935.97
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		35,553.14	(22,498.79)	13,054.35
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(23,186.82)	23,186.82	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(23,186.82)	23,186.82	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C+D4)		12,366.32	688.03	13,054.35
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	190,001.00	0.00	190,001.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(59,837.12)		(59,837.12)
c. Adjusted Beginning Balance		130,163.88	0.00	130,163.88
2. Ending Fund Balance, June 30 (E+F1c)		142,530.20	688.03	143,218.23
Components of Ending Fund Balance (Modified Accrual Basis) (Optional)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				0.00
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
f. *Components of Ending Net Position (Accrual Basis)*				
1. Net Investment in Capital Assets	9796			0.00
2. Restricted Net Position	9797		688.03	688.03
3. Unrestricted Net Position	9790A	142,530.20	0.00	142,530.20
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	26,002.68	688.03	26,690.71
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2012 to June 30, 2013

Charter School Name: Sherwood Montessori
CDS #: 04614240121475

Description	Object Code	Unrestricted	Restricted	Total
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	7,289.91		7,289.91
4. Due from Grantor Governments	9290	295,231.07		295,231.07
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	4,042.50		4,042.50
7. Other Current Assets	9340			0.00
8. *Capital Assets (for accrual basis only)*	*9400-9499*			0.00
9. TOTAL ASSETS		332,566.16	688.03	333,254.19
H. LIABILITIES				
1. Accounts Payable	9500	135,035.96		135,035.96
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	55,000.00		55,000.00
4. Deferred Revenue	9650			0.00
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*			0.00
6. TOTAL LIABILITIES		190,035.96	0.00	190,035.96
I. FUND BALANCE				
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		142,530.20	688.03	143,218.23

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2012 to June 30, 2013

Charter School Name: Sherwood Montessori
CDS #: 04614240121475

J. FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	$ 0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures			Amount (Enter "0.00" if none)
a. Certificated Salaries		1000-1999	0.00
b. Noncertificated Salaries		2000-2999	17,905.33
c. Employee Benefits	(except 3801-3802)	3000-3999	2,720.38
d. Books and Supplies		4000-4999	478.39
e. Services and Other Operating Expenditures		5000-5999	1,235.47
TOTAL COMMUNITY SERVICES EXPENDITURES			22,339.57

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2012 to June 30, 2013

Charter School Name: Sherwood Montessori
CDS #: 04614240121475

3. State and Local Expenditures to be Used for Annual NCLB Maintenance of Effort Calculation:
Results of this calculation will be used for comparison with 2011-12 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2014-15.

a. Total Expenditures (B8)		852,935.97
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]		0.00
c. Subtotal of State & Local Expenditures [a minus b]		852,935.97
d. Less Community Services [J2 Total]		22,339.57
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less J1 Total]		1,236.01
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	$	829,360.39

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: September 13, 2013 for the meeting of September 19, 2013

Kindergarten -Teresa Shippen

The Kindergarten had a smooth start to the new school year. Parents and students were invited to visit the room a few days before the start of the year to take a peek around and enjoy some watermelon together. Many of the families have siblings currently at our school and are familiar with each other. There are also quite a few families from the Montessori Children's House who know each other and are familiar with the Montessori Method. This has helped the transition! In this mix there are also a few who have not attended pre-school and are adjusting to school life. Overall we are hearing positive feedback about our first few weeks, and are having fun getting to know one another.

Our first few weeks have centered around community building and basic routines. We are working to build a strong foundation of respect; for each other, the teacher, our materials and our school. Using kind words, moving carefully in our environment, sharing materials and listening are some of the lessons we have practiced. We will continue to emphasize these lessons throughout these next few months and as needed throughout the year. We are working towards having a peaceful environment to learn and grow in.

Academically we have been observing and accessing the students to determine appropriate placement in our curriculum. We have given many lessons in the Sensorial and Practical Life areas. These are particularly engaging materials and all the students have been busy exploring these shelves. We have also begun lessons in the Math area. The kindergarten students are intrigued by the bead chains and some have begun explorations in the golden bead material. More focused lessons will begin when we are finished with our formal assessments in the next week or so. Our first formal Zoology lesson has been presented on identifying Living and Non-Living things. In Botany, the students will work with Chef Richie to plant carrots. Danielle has begun introducing Spanish to our students and, of course, there are a lot of new songs, new

books and some outside play time each day. Overall, things are progressing at a happy pace in our classroom.

1st/2nd -Marlo Knox

It is a pleasure to take time to update our Board of Directors about the development of the new lower elementary classroom.

A good place to start would be introductions. I am the lead teacher, happy to use my 21 years of credentialed teaching experience to guide my students to their full potential in all areas of their individual development. I have the pleasure of working with Libby Grinton, an exceptional instructional assistant and dedicated Sherwood parent. We have 19 students which is our full enrollment for this school year. The student make up of our class is unique compared to our other lower elementary classrooms at our school. Our classroom has 13 boys and six girls, 13 "first graders" and six "second graders", and we have eight new students, without prior Montessori experience, representing eight new families to our community. Our classroom is really a work in process, with small victories daily.

Another point of interest to the board may be the status of the transformation of our classroom from an 6,7,8 grade room to a lower elementary room. Our last pieces of furniture arrived Friday, September 6th. Parents have worked diligently to assemble everything ordered for us. It is my hopes that all our furniture will be in its place by Monday, September 16th. The Montessori materials ordered have also arrived but are not complete, with many items for math and few items for any other curriculum. This will allow me to order materials specific to my on-line Montessori certification course and the developmental needs of our students. It is paramount that the ordering happen as soon as possible moving our classroom and our students forward.

Finally, I want the board to know that learning is happening in our class. We have adapted well to a standard Montessori daily schedule with large uninterrupted work times in both the morning and afternoon. We are using daily work plans and nightly homework which is consistent with the other lower elementary classrooms at Sherwood. We have introduced the following curriculum areas: The Five Great Lessons, Cosmic Education, Math, Physical Geography, Advanced Practical Life Skills, and Art. I am also completing baseline assessments of our students in language arts and math. We have had opportunities to work with Danielle and Richie, enriching our students' lives through exposure to Spanish and Cooking. We are learning how to use nomenclature materials in the areas Botany and Zoology. We incorporate movement into our daily schedule developing our bodies as well as our minds. In addition, I share literature with my students as often as possible by reading out loud to them. We are creating a class culture where literature is important, appreciated, and honored. Every day is a joy and pleasure. I am happy to report that many parents have shared with me that their child is thriving at our school.

1st/2nd/3rd-Carin Anderson

Life in Carin and Gretchen's class is keeping us very busy. I always forget what a challenging process it is to guide a class into "normalization." It takes so much patience, and is a kind of dance between giving enough lessons for the children to have independent work, but not so many so that I am unavailable to circulate and help the children engage productively with their work. The kids are slowly settling into the rhythms and routines of worktime. It is wonderful to work with our new aide Gretchen; she brings a calm, positive, open energy to the room.
Now in my fourth year with almost half of my students, I am experiencing the great wisdom of having students with the same teacher and classroom over an extended period of time. The level of knowledge of the children, academically, socially, and emotionally is so much more profound after these years with them. We have developed a classroom culture that continues and builds year after year. I feel privileged to have the opportunity to experience this. I look forward to seeing how this new year unfolds.

1st/2nd/3rd –Eric Parish

We are off to a quick start this year. The students are very busy and have begun with lessons and works. In our first weeks we have been establishing procedures and routines. Our returning students are getting back in the swing of things and new students are learning about how a Montessori learning environment works and what may be expected from their work and behavior. It has been a joy watching the older third grade students work, demonstrate, help and lead by example for the many new students we have in our class this year.

This year we have made an early start to the Great Lessons. So far we have explored the First Great Lesson (The Creation of the Universe), the Second Great Lesson (The Creation of Earth), and The Third Great Lesson (The Story of Coming of Life on Earth). These stories are great to tell and the children have been very receptive and eager for each exploration.

We have also been exploring how our brain works through the Mind Up curriculum. The kids are learning about the Amygdala (security guard), the Prefrontal Cortex (wise leader), and the Hippocampus (memory saver). Through these lessons kids may learn how to use brain focused strategies for learning and living.

4th/5th/6th-Kristina Besnard

It has been a busy few weeks in our 4/5/6 classroom. We are so pleased to have added the sixth grade level to our upper elementary classroom and can already see the benefits. It was great to watch our returning students team up with new classmates to model procedures, role play conflict resolution strategies, and lead lessons in our language program the first week of school. We have such a kind, helpful group and it was great to sit back and watch them come together as

a classroom community.
We spent our first week getting to know each other through ice breakers and a time capsule project. Students made time capsule art and filled a small bag with treasures and photos that hold special meaning at this point in their lives. They wrote a letter to themselves to be opened in 1-5 years. We will be sharing our mini-time capsules to get to know each other and then burying our items in a few weeks.
Writer's Workshop has officially launched and our first focus is all about Ideas. Mini-lessons have included: developing a strong idea, reading about where famous authors got their ideas for stories, and brainstorming possible topics to write about. Students are narrowing down their list of possible personal narratives and will begin writing this week. Danielle groups have also started and students have been writing poetry to get their creative juices flowing.
In science, we have spent the last few weeks with the first two Great lessons, The Beginning (creation of the universe) and Timeline of Life. Returning students were interested to see small changes in the Clock of Eras from last year, with the addition of the Hadean period, the time that earth was still very hot due to high volcanism, a partially molten surface, and frequent collisions with other solar system bodies. Students are making small booklets with information/illustrations to summarize the major events and life in each eon of time.
We will spend the next six weeks finishing the second great lesson and covering Timeline of Man. This will hopefully be a great transition to our social studies focus on Ancient Civilizations in mid-October. We will try as much as possible to align our science and social studies lessons. For example, when we are learning about Mesopotamia and their agricultural practices in social studies, we will look at floodplains/fertile soil and the benefit of controlling water by irrigation in science. We will also be incorporating new EEI curriculum for several units of study, when it fits. Steve M. and Tracy, our classroom aides are wonderful and have helped smooth the transition of losing our other classroom teacher. They will continue to take a lead role in my absence one day a week over the next few weeks, until we find a perfect fit for the other 20% position.

4th/5th/6th-Lindsey Serrao

Our 4/5/6 has started off to a good start! The students, Steve and I have really been focusing on building our classroom community where we can feel safe, respected and be able to learn all that we can! As a class, we have created classroom expectations, and have accepted community jobs to keep our classroom organized and clean so we can all feel comfortable in our environment to work hard...and work hard is what they do! We have started our social studies unit, ancient civilizations. In science We have been having a lot of fun talking in detail about the first two great lessons! Lots of exciting things are happening in the 4,5,6! Looking forward to a fun year!!

7th/8th-John Howlett

As the Middle School begins our fourth year at Sherwood, we find ourselves reconfigured and redistributed. For the first time, our middle school is comprised of only the seventh and eighth

graders. Although this is probably the only working scenario given our lack of adequate space, many students have mentioned that they miss having the sixth graders with us, and that they were glad they were with the older students when they were in sixth grade. On the other hand, they also mention that it is nice to have a smaller class and feel we can get more accomplished with just the two grades. Either way, it is wonderful to have so many returning students, while at the same time difficult for many of us whom are missing those middle schoolers who chose not to return to Sherwood. Given the many uncertainties and challenges this year, our students remain dedicated to their schoolwork, to their school and to each other, and this is a wonderful thing to experience and be a part of.

In terms of staffing, we would like to express our appreciation to Steve MacKeever, our new Math teaching assistant who is helping Kelli with a lot of the Math instruction this year. We are very lucky to have Steve with us, and the students are so happy to have Steve with us on a more full time basis. It is also great to have Edward Philippi with us again this year and Edward will again be helping with World History and Geography, as well as aiding with math enrichment activities during the morning work session. Finally, any description of the Middle School program would be incomplete without mentioning the wonderful contributions from both Danielle, our Language Arts enrichment specialist and Chef Richie, the Guru of the Garden and King of the Kitchen!

Finally, even with the challenges of lack of space and access to instruction materials, our students are excited about school, and are keeping their spirits up by planning the first school dance for October. Also, the Annual Eighth Grade Bowling Night will be taking place this Friday evening at Orchard Lanes, and this is another outing that is quickly becoming a Middle School tradition. Board members are welcome if they think they can "roll with the best" Sherwood has to offer! As always, any of you are welcome to stop by and check out what is happening in the Middle School - you'd be surprised how quickly seventh and eighth grade arrives for our students!

$7^{th}/8^{th}$ Math-Kelli Kurth

The middle school students have all been placed in math groups and have been settling into the math routine. All students are in a group this year in lieu of the online program (ALEKS) that was used last year. More hands-on and real-world math is being incorporated into the program as well as daily math warm ups to review lasts years concepts. The students receive four lessons a week, are assessed weekly and have hands on activities 3-5 times per week. Many of the students who worked primarily with ALEKS last year are expressing their appreciation for the changes and are thriving in the new math routines created this year.

SBIT-Kelli Kurth

The SBIT math program is in full swing as we enter our 5^{th} week of school. Currently, we have 4 math intervention groups and 1 math remediation/review group serving our students in grades

4th-8th. The students are seen 4 times a week for 30-40 mins per session. The students in these groups are adjusting well to being pulled out and are responding enthusiastically to the new math program, focusmath, we have started using. The program uses lots of visual aids, as well as colorful, hands-on manipulatives which fit well into the Montessori curriculum presented in the classroom. Within the next week we hope to identify our at-risk students in 3rd grade and begin a review and remediation group at this level as well.

Lead teachers have begun compiling data from beginning of the year assessments and will be sending it to the resource team over the next week. SBIT meetings will begin shortly thereafter in the following weeks. Although there have been a few staffing changes in the resource team we are all excited to begin working together to support our students and classroom teachers.

Literacy/Spanish-Danielle Mennucci

Garden-Kitchen Program-Chef Richie Hirshen

Before the school year started John, Michelle and I coordinated the purchase of a new solar oven (Sun Oven brand, Global model), which we got at a hundred dollar discount because we asked enthusiastically (the school discount is normally $50). We used last year's “profits” from our Farmers' Market account. This oven, which we've used almost daily since school started and with every class in the school, represents a step forward on our path toward maximum sustainability in the Sherwood Garden-Kitchen program. Soon, a friend of the program will be donating the funds we need to buy the accessories package for the oven including a dehydrator.

We received recognition for our solar/low carbon footprint efforts in the current edition of the Chico News and Review, a full article with color picture and recipe. This recipe along with others we're working on and some from last school year will be published in our second school cookbook, being put together by the middle school class.

Tuesday morning Elliott Proffit from GRUB and some other community minded volunteers helped us with a big garden work day, the second work day since school started. The first, two Sundays ago, was attended by three parents, three kids and me. GRUB continues to be a big support and donated a truck full of compost. I'll be attending a potluck at the Grange Hall this Thursday from 6:00-8:00 (you are all invited), being put on by GRUB to galvanize leaders of local school and community gardens. This Saturday, I'll be with John and some middle school students as Chef at the Market at the REDDING farmers' market. Please come support us there too, as we present our solar oven.
Our new CSU Chico Nutrition Department student volunteer intern Disha started with us last Thursday and she'll be with us a few hours a week this semester. AS Sustainability interns will be arriving soon as well, after Laurie Niles and I toured the AS Sustainability and CAVE offices last Tuesday.

I'm inspired to do great things at our school and in the community this year and the start to this school year has been fun and fabulous!

Agenda
Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: September 13, 2013 for the meeting of September 19, 2013

There is no SMPO Report at this time.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: September 13, 2013 for the meeting of September 19, 2013

ADMINISTRATIVE ITEMS:

- New hires for this school year include:

Marlo Knox	Teacher, 1st/2nd
Lindsey Serrao	Teacher, 4th/5th/6th
Libby Grinton	Teacher's Aide, 1st/2nd, Marlo's class
Gretchen Bergstrand	Teacher's Aide, 1st/2nd/3rd
Alysia Frank	Instructional Aide, SBIT
Chris Anspach	Substitute Teacher

- A search for substitute teachers and substitute teachers' aides and child care has begun.
- Kristina Besnard has decided to increase her employment time from 0.6 FTE to 0.8 FTE. A search is underway for a teacher to fill the remaining 0.2 FTE position.
- We held our annual mandatory training meetings for classified and certificated staff.

FISCAL ITEMS:

- We have had positive response to the Maria M's fundraiser. We have had three anonymous donors who have pledged to match 8-10% of raised funds up to $2,000. So far, we have a little over 7% of families donate so it is too early to predict what our outcome will look like.
- CUSD has been notified that our unaudited actuals will be a few days late this year.
- Grant writer Tempra Board is submitting a proposal to PG&E to fund a middle school science venture that would include an overnight trip to the Monterrey Bay Aquarium as well as an extensive collection of science materials.
- I am awaiting feedback from the Foor Foundation for a proposal I wrote to fund the transport and removal of leased modular classrooms. Initial verbal feedback is that the

Foundation would prefer to help fund a permanent project, and would like to learn more about Montessori education and our school.

GENERAL ITEMS:

- Certificated staff participated in a professional development meeting regarding the School's budget and the Local Control Funding Formula (LCFF).
- Other professional development topics identified by certificated staff for future meetings include: Common Core Standards implementation and alignment to report cards, the Environmental Education Initiative science curriculum for California, physical education, and sustainability.
- The second tier of our Response to Intervention and Instruction (services for kids not yet at grade level) has begun serving returning students and identifying and evaluating new students for needed services. This is the first year we have begun with returning staff from Chico Unified on our special education team, a big help in getting started right away.
- I have begun the CELDT testing for our students who speak a language other than English.
- I have been attending the SELPA Coordinating Council meetings and the SELPA Governing Board meetings at the Butte County Office of Education and learning a lot about the world of special education.
- John Bohannon called regarding our middle school space issues and expressed that he wanted to know ahead of time when issues like this come up so he can address parents that call him.
- Materials and furniture are still arriving for Marlo Knox's classroom. Some parents did notice and express concern about the classroom having less materials than the established classrooms. A spare classroom is a better choice for a Montessori environment that has as many new to Montessori learners as Marlo's, and I have been sharing this philosophy as the classroom is evolving.
- The website is looking much better, thanks to the help of Board member Peter DiFalco.
- We have a counseling intern assigned to us through CSU, Chico. We also have an intern arranged by Richie from the nutrition program at the university who helps in the Cooking and Gardening program.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: September 13, 2013 for the meeting of September 19, 2013

September Treasurer's Report

In the place of a Treasurer's Report this month, Business Manager Lisa Speegle will be in attendance to answer questions about the budget and the 2012-2013 unaudited actuals.

Attachments: Changes Since Initial 2013-2014 Budget, Multi-Year Budget Projections, Budget v. Actual, Cash Flow Projections

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Board Committee Assignments**

Date: September 13, 2013 for the meeting of September 19, 2013

SUMMARY

The Board will revisit the discussion of committee functions and the Chair will appoint Board members to established committees.

DISCUSSION

The document titled *Sherwood Montessori Board of Directors Committees* describes the two kinds of committees found at the Board level: standing committees and ad hoc committees. Not all committees need be formed every year. The document then describes the committees that were needed in the prior year.

This year, the School Director feels we will need the following standing committees: Growth Committee, Fundraising Committee, Curriculum Committee, and Safety Committee. We will also need the following ad hoc committees: Director Contract Committee, Facilities Committee and Election Committee.

The functions of the committees were discussed at the August Board meeting.

ACTION REQUESTED

Assign Directors to each committee needed in the upcoming year.

Attachment: Sherwood Montessori Board of Directors Committees

Agenda Item 5.2

SHERWOOD MONTESSORI

SHERWOOD MONTESSORI BOARD OF DIRECTORS COMMITTEES

I. STANDING COMMITTEES

"Standing Committees" may be composed of any community members (though not a quorum of Directors) and report to the Board. Meetings must follow rules set out in the Brown Act. The following are examples of potential standing committees:

1. GROWTH COMMITTEE (Develops model for future growth including student enrollment and facilities.)
2. CHARTER RENEWAL COMMITTEE (Works on the charter renewal as needed.)
3. FUNDRAISING COMMITTEE (Works with the Director and SMPO to identify needs and monitor fundraising efforts.)
4. CURRICULUM COMMITTEE (Works with the Director and Staff to evaluate and approve curricular changes and enhancements.)
5. AUDIT COMMITTEE (Identifies an Auditor for the Annual Audit.)
6. SAFETY COMMITTEE (Works with the Board, the School Director, and the school's insurance carriers to develop, implement, and continually improve a Safety Plan.)

II. AD HOC

"Ad Hoc" committees are composed solely of Directors, but less than a quorum. The purpose is to serve a specific task for a limited time. Some examples include:

1. SCHOOL DIRECTOR CONTRACT COMMITTEE (Updates and constructs annual contract.)
2. CHARTER REVIEW (Assesses current state of the Charter and makes recommendations for changes.)
3. BOARD POLICIES AND BYLAWS (Assesses current policies and bylaws of the corporation and makes recommendations for changes.)
4. ELECTIONS COMMITTEE (Accepts applications for potential candidates and presents a slate of candidates for consideration to the SMPO)

III. PRACTICES AND PROCEDURES

Purpose

- Committees are considered an extension of the Board, established by the Board, and charged with considering matters referred to them by the Board.
- Committees are advisory in nature and are intended to serve as an informal forum that allows for more focused review of issues affecting the school.
- Committees are expected to provide the Board with a summary analysis of the issue referred to them and provide recommendations to the Board as to the preferred course of action.
- Committees are expected to seek the widest possible range of input from staff, students, parents and the general community so as to increase the value of its recommendations.

Structure

- Committees are to have three Board members each.
- Each Committee will select a member to act as chair of the Committee and a secretary to be charged with keeping records.
- Committees shall post agendas for each meeting and maintain minutes of each meeting.
- The School Director shall serve as primary staff to the Committee although all school staff and teachers may be requested to provide assistance as appropriate.
- Only the Board can determine and direct an issue to a Committee to ensure that resources are used the most efficiently and all activities are integrated into a larger work plan.
- Committees will report out to the Board as to their activities, if any, at each Board meeting if appropriate.

IV. PRIOR YEAR COMMITTEES

These committees were chosen to be standing committees in the 2011-2012 school year and were assigned Board members in the 2012-2013 school year:

Management Committee

- Human Resources (School Director, certificated and non-certificated staff positions)
- School Administration and Practices (Safety Plan, Technology Plan, Health and Wellness)
- Policy Development
- Charter Review and Renewal
- School Governance (Board bylaws,elections)

School Development Committee

- Facilities Review, Planning and Augmentation
- Growth Models
- Enrollment Efforts
- Community Partnerships
- Public Outreach (recruitment, advertising)
- Special Programs

Educational Practices Committee

- Curriculum Development
- Incorporation of Montessori Methods and Best Practices
- Testing and Performance Measures

Finance Committee

- Audit Preparation
- Budget Development and Implementation
- Fundraising

The following ad hoc committees were formed:

Facilities Committee

- Develop a long-term solution to the school's need for an adequate facility
- Determine funding sources for the project and actively pursue funds
- Determine best course to follow for obtaining permanent facilities

Elections Committee

- Accepts applications for potential candidates
- Reviews applications and presents a slate of candidates for consideration to the SMPO
- Determines that an election for new Board members is held in accordance to bylaws

School Director Contract Committee

- Updates and constructs annual contract

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 – Facilities Update**

Date: September 13, 2013 for the meeting of September 19, 2013

SUMMARY

Three issues are currently being addressed in the realm of facitlities:

A. Use Permit issues at our Moss Avenue site
B. Progress toward obtaining a permanent future facility
C. Current space issues at our Moss Avenue site

DISCUSSION

A. At our last Board meeting, I reported that the permit at our Moss Avenue site was not aligned with our use, per the City. The City of Chico sent a warning email to the School Director describing fees we would be facing for having more students than the permit allowed. They also had advised us that the permit was for K-6, not K-8. Terry Brinson, member of Redeemer Lutheran Church, began representing the Church (as property owners, they are the party who needs to address the permits held for their property). Mr. Brinson noticed that the City was incorrect, the permit was for K-8 and the limit of 80-100 students was for the addition built in 1992. Therefor, we were not out of compliance with the use permit as the City of Chico was describing. Instead, the Church will need to modify the permit for the original building as it only listed "daycare" and not elementary or any other age level.

B. Our first meeting with a potential investor ended with one partner being onboard and one partner being cautious, feeling there were too many projects at hand at this time. As property owners, they will consider selling the land to another interested investor if we find one, an idea they had not previously entertained. Other potential investors have been contacted and initial conversations have begun.

C. At the last Facilities Committee meeting, the Committee advised the School Director to focus on making the site at Moss Avenue conducive to our work while moving forward on long-term plans, but not to spend resources following other potential interim sites. Since that meeting, we have been informed that putting a window in the last classroom (formerly the library) is not possible due to shear. When the School Director asked for building plans to review with parents in the community who are engineers, Redeemer Lutheran's representative let it be known that adding a window would entail obtaining a building permit from the City and the cost would be the School's to bear.

ACTION REQUESTED

Discuss possible next moves in facilities issues and advise School Director.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 –Employee Resignation**

Date: September 13, 2013 for the meeting of September 19, 2013

SUMMARY

Employee Hildi Myers has submitted a letter of resignation.

DISCUSSION

Employee Hildi Myers has submitted a letter of resignation to terminate the employment relationship between Ms. Myers and Sherwood Montessori.

ACTION REQUESTED

Accept resignation.

Attachment: Resignation letter

Agenda Item 5.4

August 30, 2013

Ms. Michelle Yezbick
746 Moss Avenue
Chico, CA 95926

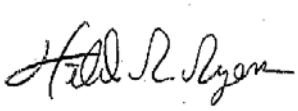
Dear Ms. Yezbick,

I am writing to notify you that I am resigning from my position as a teacher at Sherwood Montessori.

I appreciate the opportunities I have been given during my time with the charter school and the contacts I have made.

I wish you and Sherwood Montessori the best of success in the future.

Sincerely,



Hildi Myers

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, October 17, 2013 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 Approval of Minutes from September 6, 2013 and September 19, 2013

2.2 Single Plan for Student Achievement

The Board will receive the Single Plan for Student Achievement from the School Director.

ACTION REQUESTED: Receive report.

2.3 School Performance Audit

The Board will receive the School's Performance Audit from the School Director.

ACTION REQUESTED: Receive report.

2.4 School Director Job Audit

The Board will receive a Job Audit from the School Director.

ACTION REQUESTED: Receive report.

2.5 Prop 39 Initial Request

The Board will receive a draft of the School's Prop 39 Initial Request from the School Director.

ACTION REQUESTED: Receive report.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report

3.2 Sherwood Montessori Parents Organization Report

3.3 School Director Report

3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

5.1 Items Removed From Consent (If any)

5.2 Facilities Committee Update

The School Director will provide the Board of Directors with a formal update on the work of the Facilities Committee to reach the goal of obtaining a permanent facility and on issues at our current site.

ACTION REQUESTED: Receive report.

5.3 Land lease

The Board will be presented with a land lease for consideration for a 64 acre parcel to explore the possibility of building a permanent facility

ACTION REQUESTED: Approve lease.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to approve a resolution to spend restricted funds for Common Core Standards implementation.

8. CLOSED SESSION

8.1 Personnel Issue

The Board will meet in closed session to discuss a personnel issue.

9. ADJOURNMENT (Est. 8:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Agenda Item 2.1

SHERWOOD MONTESSORI

DRAFT MINUTES FOR SPECIAL MEETING OF THE BOARD OF DIRECTORS on September 6, 2013

1. CALL TO ORDER: at 6:05 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter DiFalco; Robyn Faraone – Secretary; Chris Fosen; David Kuperman - Treasurer; Corin Meester; Stephen Lucas – Chair; Erwin Williams.
Absent: None.
Others Present: Michelle Yezbick - School Director.

2. CLOSED SESSION
The Board met in closed session to discuss a personnel issue.

3. ADJOURNMENT: 7:00 PM. BOD adjourns until the BOD Meeting on September 19, 2013.

Approved: _____, 20____

_____
Robyn Faraone, Secretary

SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of September 19, 2013

1. CALL TO ORDER: at 6:12 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter DiFalco; Robyn Faraone – Secretary; Chris Fosen; David Kuperman - Treasurer; Corin Meester; Stephen Lucas - Chair.
Absent: Erwin Williams.
Others Present: David and Mamie Bronson; Scott Giannini; Marlo Knox – Lead Teacher; Michael Polsan; Lisa Speegle – Business Manager; Emily Vanneman; Michelle Yezbick - School Director.

2. CONSENT AGENDA

2.1 Approval of Minutes from July 10, 2013 and August 7, 2013.
Director Meester motioned to approve minutes; Director Fosen 2nd motion.

AYES: 6 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester)
NOES: 0
ABSENT: 1 (Williams)

2.2 Approval of Unaudited Actuals for 2012-2013
Sherwood's contracted *Business Manager, Lisa Speegle*, was present to answer questions from the Board. The Board discussed the variances between the proposed and actual budgets now that we have more information on funding from the state. The Board needs to look at the fund balance and cash flow to have a full understanding of the budget. *Treasurer Kupperman* asked numerous questions of clarification, and *Lisa Speegle* answered them.

Treasurer Kupperman motioned to approve the Unaudited Actuals for 2012-2013; 2nd *Director DiFalco.*

AYES: 6 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester)
NOES: 0
ABSENT: 1 (Williams)

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report- The Board was impressed with how quickly all of the teachers were up and running, even with the last minute facilities changes. *Chair Lucas* encouraged all Sherwood community members to read the monthly Instructional Staff Reports prepared by the teachers.
3.2 SMPO Report- Tanya Parish may need to resign as President because she started working.
3.3 School Director Report- Meagan Callihan was hired to work in Kristina's 4,5,6 class as part of a job share. *Treasurer Kupperman* reported that although the Foor Foundation did not fund our grant proposal to fund portables for the Middle School, they may be interested in funding a more permanent solution. They will need more information on what a charter school

is and the Montessori approach. *School Director Yezbick* reported that she met with Sherwood's health insurance broker, and learned that there will be a significant increase in the cost of employees' health insurance in 2014. We have $35,000 budgeted and the increases will bring the cost up to $58,000, unless we make changes to our plans or the amount the school pays for. Our current budget projects a $143,000 fund balance, thus we would have sufficient funds to pay for the increased costs. *Chair Lucas* stated that we should explore joining CUSD because they have greater negotiating power as a large public employer than we do as a small private employer. The Board does not have enough information on the options available to discuss changes but request the item be put on the agenda in October.

3.4 Treasurer Report- None.

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent - None

5.2 Board Committee Assignments:

Board members chose the following committee assignments:
Management Committee: Kupperman, Lucas, Williams
School Development:: Lucas, Meester, Williams
Practices: DiFalco, Fosen, Meester
Finance: DiFalco, Faraone, Kupperman

5.3 Facilities Update

School Director Yezbick provided a written report. The Facilities Committee met with two investors and one was interested and one felt that they were over-extended at the moment but asked if the school would want to buy land rather than lease. The problem is a lack of capital. There is another landowner who has expressed interest, and he is coming to visit the school next week. The process for developing a new school will take 18 months to 2 years in the best case scenario; therefore, we still need to explore interim solutions. A member of the public asked the Board to explore renting a portion of East Ave. Community Church, which was determined to be too small for the whole school. The status of the current permit for 746 Moss Avenue was misinterpreted by the City of Chico. The use permit for our current location approved 80-100 additional students in the second building. The two classrooms in the main building were approved for preschool students and that is what Redeemer Lutheran is now seeking to amend, thus we were still partially out of compliance. The Board discussed the possibility of going back to the City to see if they would be willing to re-open the use permit process for the Unitarian Church.

Parents of middle school students present at the meeting reported that students in the 7th and 8th grade are feeling pushed out, and they are not happy. They requested that changes be made to improve the situation until new classrooms can be realized: 1. More communication on what is being done, 2. Give the middle schoolers their own outdoor space, such as a designated quad area, 3. Immediate modifications to the classroom, such as removing library books to free up wall space for students' art/self-expression, 4. Add a window. *Chair Lucas* thanked the parents for the input. He expressed the limitations of having one administrator plus a volunteer board. He stated that getting the window put in is the first priority but it will take time to secure permit and the information needed from the landlord.

5.4 Acceptance of Resignation
Director Meester motioned to accept the resignation of Hildi Meyers; 2nd *Director Kuperman.*

AYES: 6 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester)
NOES: 0
ABSENT: 1 (Williams)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None

7. FUTURE AGENDA ITEMS
7.1 School Director Job Audit
7.2 Single Plan for Student Achievement
7.3 School Performance Audit
7.4 Prop 39 Initial Request
7.5 Resolution to Spend Restricted Funds for Common Core Standards implementation
7.6 Resolution to Spend Restricted Funds from the Clean Energy Jobs Act

8. ADJOURNMENT: 8:04 PM. BOD adjourns until the BOD Meeting in October 17, 2013 at 6:00 PM.

Approved: _____, 20____

_____
Robyn Faraone, Secretary

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Single Plan for Student Achievement (SPSA)

Date: October 11, 2013 for the meeting of October 17, 2013

SUMMARY

Each year, the School Director creates an SPSA based on data collected from standardized test scores. The data collected in 2013 informs the SPSA for the 2013-2014 school year.

DISCUSSION

The interventions we have put in place at Sherwood are robust and effective. Little has changed in our SPSA in the past years, with the exception of the data included.

ACTION REQUESTED

Receive report.

Attachment: Single Plan for Student Achievement

Agenda Item 2.2

The Single Plan for Student Achievement

SCHOOL: Sherwood Montessori

Principal/Director: Michelle Yezbick

Date of this revision: 09/30/2013

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Michelle Yezbick

Position: Director

Telephone Number: (530) 345-6600

Address: 746 Moss Ave. Chico, CA 95926

E-mail Address: michelle@sherwoodmontessori.org

Form A: Planned Improvements in Student Performance

Sherwood Montessori has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<tr><td colspan="2">School Goal #1 Increase percentage of students at Proficient or Advanced in Math based on CST & CMA data from 63.2% to 89.5%</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?

CST & CMA data</td><td></td></tr>
<tr><td>What did the analysis of the data reveal that led you to this goal?

63.2% of students scored at proficient or advanced on the CST or CMA. 19 students scored advanced, 41 students scored proficient, 23 scored basic, 12 scored below basic and 3 scored far below basic.</td><td>Which stakeholders were involved in analyzing data and developing this goal?

Teaching faculty and Director</td></tr>
<tr><td>Who are the focus students and what is the expected growth?

Students scoring below basic and far below basic are the focus student; students are expected to make gains in mathematical understanding that will result in a gain of at least one performance level as measured by the CST or CMA (students far below basic are expected to move up to at least below basic, students below basic are expected to move up to at least basic).</td><td>What data will be collected to measure student achievement?

Summative data will be collected from the CST & CMA results and formative data will be collected by classroom teachers using Curriculum Associates' California Content Standards Practice and Mastery Mathematics and/or assessments from the Envision math program for grades 1-5, and/or McDougal-Littell /Houghton Mifflin Math for grades 6-8 and/or ALEKS Assessment and Learning Systems. Kindergarten students will be assessed using teacher created performance assessments with manipulative materials.</td></tr>
<tr><td>What process will you use to monitor and evaluate the data?

Data collection sheets are filled by teachers and turned in to the Director and SBIT Coordinator three times annually. Pre-SBIT planning meetings in grade level teams will look at the data together and identify students needing additional interventions. For students who have followed a course of classroom-based interventions but have not shown significant progress, SBIT meetings are planned and attended by the Director, SBIT Coordinator, parents and teaching faculty. Data is analyzed after 6-8 weeks of prescribed interventions.</td><td></td></tr>
</table>

Strategies/Actions to Implement Goal 1	Start/Completion Date/Personnel	Process for Evaluation of Implementation
Students needing improvement in understanding math concepts will be assessed for placement in math intervention groups with peers with similar needs.	2013-2014 school year/teaching faculty & intervention staff (School Based Intervention Team [SBIT] Coordinator, Intervention Aide)	Increased math ability will be measured by formative assessments
Students needing improvement in math fluency will be given instruction specifically designed to improve understanding and memorization of math facts and processes.	2013-2014 school year/teaching faculty & intervention staff (School Based Intervention Team [SBIT] Coordinator, Intervention Aide)	Increase in ability to compute problems accurately and quickly will be measured by formative assessments

School Goal #2 *Increase percentage of students at Proficient or Advanced in English Language Arts (ELA) based on CST & CMA data from 68.4% to 89.2 %*

What data did you use to form this goal (findings from data analysis)? CST & CMA data	
What did the analysis of the data reveal that led you to this goal? 68.4% of students scored at proficient or advanced on the CST or CMA. 35 students scored advanced, 28 students scored proficient, 28 students scored basic, 7 scored below basic, and 0 scored far below basic.	**Which stakeholders were involved in analyzing data and developing this goal?** Teaching faculty and Director
Who are the focus students and what is the expected growth? Students scoring below basic and far below basic are the focus student; students are expected to make gains in English Language Arts that will result in a gain of at least one performance level as measured by the CST or CMA (students far below basic are expected to move up to at least below basic, students below basic are expected to move up to at least basic).	**What data will be collected to measure student achievement?** Summative data will be collected from the CST & CMA results and formative data will be collected by classroom teachers using Benchmark Book reading tests, Basic Phonics Skills Tests, and analyses of student writing generated with a writing prompt and scored with a Standards referenced rubric.
What process will you use to monitor and evaluate the data? Data collection sheets are filled by teachers and turned in to the Director and SBIT Coordinator three times annually. Pre-SBIT planning meetings in grade level teams will look at the data together and identify students needing additional interventions. For students who have followed a course of classroom-based interventions but have not shown significant progress, SBIT meetings are planned and attended by the Director, SBIT Coordinator, parents and teaching faculty. Data is	

analyzed after 6-8 weeks of prescribed interventions.	

Strategies/Actions to Implement Goal 2	**Start/Completion Date/Personnel**	**Process for Evaluation of Implementation**
Students needing improvement in reading fluency will use the Read Naturally program.	2013-2014 school year/teaching faculty & intervention staff (School Based Intervention Team [SBIT] Coordinator, Intervention Aide)	Progression through levels on Read Naturally program and increased fluency in reading independent level text
Students needing improvement in reading decoding will use the Wilson Reading program.	2013-2014 school year/teaching faculty & intervention staff (School Based Intervention Team [SBIT] Coordinator, Intervention Aide)	Increase in scores on BPST and increase in reading levels as measured with Benchmark Books
Students needing improvement in reading comprehension will have additional Guided Reading Instruction in heterogeneous skills groups using pull out model.	2013-2014 school year/teaching faculty & intervention staff (School Based Intervention Team [SBIT] Coordinator, Intervention Aide), and School Director	Increase in scores on comprehension quizzes and increase in reading levels as measured with Benchmark Books

Agenda Item 2.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Performance Audit

Date: October 11, 2013 for the meeting of October 17, 2013

SUMMARY

The School Director has reviewed school performance based on standardized test results.

DISCUSSION

An analysis of our 2013 STAR (Standardized Testing and Reporting) test data shows that overall, the school is doing well in regards to measurable student outcomes. In August, the Board received a report analyzing these data prior to being issued an official Academic Performance Index (API) score from the California Department of Education (CDE) or an Adequate Yearly Progress (AYP) report from the U.S. Department of Education. These numbers are now available and are the focus of this report.

Our estimated API (found by entering STAR data into a claculator provided by the CDE) was reported in August as 849; our actual API was 857. We gained 32 points from our API in 2012 which was 825. APIs were also reported for three subgroups: White, Socioeconomically Disadvantaged, and Hispanic or Latino. Among these groups, only the White group was numerically significant in 2012 and 2013 with 64 students in 2012 and 72 in 2013 identified as White.

Our AYP report shows that we met all AYP criteria: Participation Rates for both math and English language arts (ELA), Percent Proficient Math, Percent Proficient English language arts, and API. Our AYP target for next year was set to 89.2% proficient in ELA and 89.5% proficient in math. Because California has opted out of STAR testing in these subjects for 2014, these targets will not be measurable.

Aside from continuous improvement to have all students reach proficiency in language arts and math, a goal is to shrink the gap that exists between students in the Socioeconomically Disadvantaged category and student in the White category. In 2012, the gap was 59 API

points, in 2013 it was 75 API points. A closer look at this gap reveals that the achievement gap is mostly in mathematics. Out of 13 students in the Socioeconomically Disadvantaged group, 8 (61.5%) achieved proficiency in English language arts; among 72 students in the White group, 48 (66.7%) achieved proficiency in English language arts. In mathematics the gap widens: 66.7% of students in the White group are proficient, but only 38.5% of students in the Socioeconomically Disadvantaged group are proficient. As this is a group of 13 students altogether, it is not challenging to find and target the 8 kids who are not achieving at or above the proficient level.

It is important to remember whenever examining data from standardized tests that our student group is small. It is more valuable to understand individual student needs than to look for trends in data that are not numerically significant. These data offer another source of information about our students' achievement, but do not weigh more heavily than the qualitative data we glean from knowing our students. Although Sherwood has grown over the years, we are still a small enough school that considering each student as an individual is possible, is desirable, and is our work.

ACTION REQUESTED

Receive report.

Attachments: Reports from the California Department of Education regarding Sherwood Montessoi's Accountability Progress Reporting (APR)

2012 -13 Accountability Progress Reporting (APR)

School Summary
2012-13 APR

California Department of Education
. Analysis, Measurement, &
Accountability Reporting Division
9/19/2013

School: Sherwood Montessori
LEA: Chico Unified
County: Butte
CDS Code: 04-61424-0121475
School Type: Small Elementary
Direct Funded Charter School: Yes

2012 -13 APR Links:

- Base API County List of Schools
- Grow th API LEA List of Schools
- Grow th API County List of Schools
- AYP LEA List of Schools
- AYP County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2012 Base API	2013 Growth API	Growth in the API from 2012 to 2013
825	857	32

Met 2012 - 13 Growth API Targets:

Schoolwide	Yes
All Student Groups	Yes
Both Schoolwide and Student Groups	Yes

Schools that do not have a valid 2012 Base API will not have any growth or target information.

Made AYP: Yes

	English-Language Arts	Mathematics
Met AYP Criteria:		
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

Program Improvement (PI)

PI Status: Not receiving Title 1 funds

School Report - Base API, Ranks, and Targets
2012 Base
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

2012 Base API Links:

- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

School: Sherwood Montessori
LEA: Chico Unified
County: Butte
CDS Code: 04-61424-0121475

School Type: Small Elementary
Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2012 Statewide Rank: 6 * **2012 Similar Schools Rank**:

	Number of Students Included in 2012 API	Numerically Significant	2012 Base	2012-13 Growth Target	2013 Target
Schoolwide	76		825 *	A	A
Black or African American	1	No			
American Indian or Alaska Native	2	No			
Asian	3	No			
Filipino	1	No			
Hispanic or Latino	5	No			
Native Hawaiian or Pacific Islander	0	No			
White	64	Yes	836	A	A
Two or More Races	0	No			
Socioeconomically Disadvantaged	18	No	733		
English Learners	3	No			
Students with Disabilities	5	No			

Click on column header to view notes.

Note: 2012 Base data are reported for all Student Groups with 11 or more students but only numerically significant Student

Groups receive growth targets. Student Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API **or** (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school or a small local educational agency (LEA), defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2012.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

2012 - 13 Accountability Progres Reporting (APR)

School Demographic Characteristics
2013 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
9/19/2013

School: Sherwood Montessori
LEA: Chico Unified
County: Butte
CDS Code: 04-61424-0121475
School Type: Small Elementary

2013 Growth API Links:

- School Report - Grow th
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Page	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from either the California Longitudinal Pupil Achievement Data System (CALPADS) or the 2013 Standardized Testing and Reporting (STAR) Program studnent answer document.

Ethnic/Racial* (CALPADS)	Percent
Black or African American	1
American Indian or Alaska Native	2
Asian	0
Filipino	1
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0
White	73
Two or More Races	9

**These percentages may not sum to 100 due to responses of: other, multiple, or non-response.*

Eligible for Free or Reduced-Price Lunch (CALPADS)	13
Participants in Gifted and Talented Education Program (STAR)	0
Participants in Migrant Education Program (STAR)	0
English Learners (CALPADS)	4

Enrollments(STAR)	Percent
Grade 2	20
Grades 3-5	41
Grade 6	15
Grades 7-8	25
Grades 9-11	0

***This is a percentage of all enrollments in grades 2-11.*

Parent Education Level (CALPADS)	
Percentage with a response***	75
Of those with a response:	
Not a high school graduate	0
High school graduate	4
Some college	14
College graduate	34
Graduate school	48

****This is the percentage of CALPADS records with stated parent education level information.*

	Average
Average Parent Education Level (CALPADS)	4.26

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate

Reclassified Fluent-English-Proficient (RFEP) Students (CALPADS)	2
Students with Disabilities (CALPADS)	5

Continuous Enrollment

School, (CALPADS)	93
LEA, (CALPADS)	93

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2012 CALPADS data collection and who have been continuously enrolled since that date.

Fully-Credentialed Teachers**** (CCTC)	100
Teachers with Emergency Credentials ****(CCTC)	0

**** California Commission on Teacher Credentialing

school."

Average Class Size (CALPADS)

Grades	Average
K-3	11
4-6	12
Core academic courses in departmentalized programs	N/A

	Number
Enrollment in Grades 2-11 on First Day of Testing (STAR)	102
Students Exempted from STAR Testing Per Parent Written Request (STAR)	0
Number of Students Tested (STAR)	102

	Yes/No
Multi-track, Year-round School (CALPADS)	No

2012-13 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2013 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
9/19/2013

School: Sherwood Montessori
LEA: Chico Unified
County: Butte
CDS Code: 04-61424-0121475
School Type: Small Elementary

Direct Funded Charter School: Yes

2013 Growth API Links:

- School Chart
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	95		857	825	A	32	Yes
Black or African American	1	No					
American Indian or Alaska Native	2	No					
Asian	0	No					
Filipino	1	No					
Hispanic or Latino	15	No	819				
Native Hawaiian or Pacific Islander	0	No					
White	72	Yes	867	836	A	31	Yes
Two or More Races	4	No					
Socioeconomically Disadvantaged	13	No	792	733			
English Learners	6	No					
Students with Disabilities	5	No					

2012 - 13 Growth Academic Performance Index (API) Chart

School Chart
2013 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
9/19/2013

School:	Sherwood Montessori
LEA:	Chico Unified
County:	Butte
CDS Code:	04-61424-0121475
School Type:	Small Elementary

2013 Growth API Links:

- School Report - Growth
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

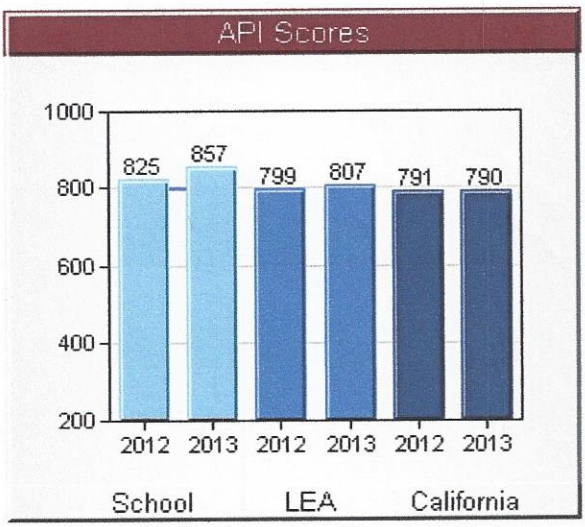
2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

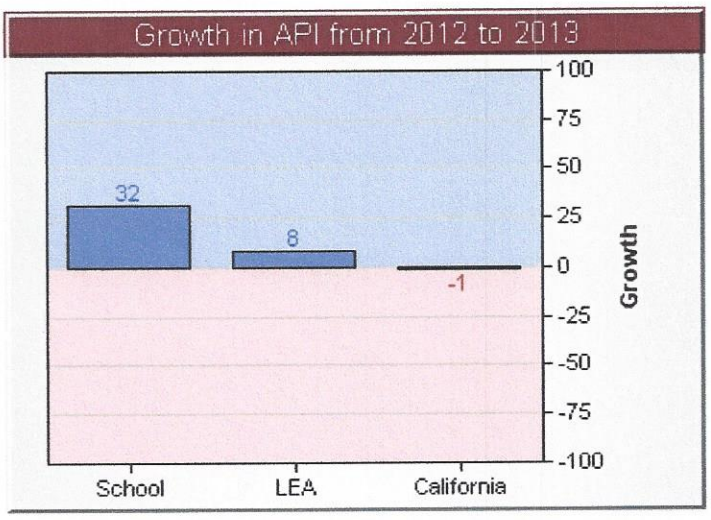
2012 Base API	2013 Growth API	Growth in the API from 2012 to 2013
825	857*	32

Met 2012 - 13 Growth API Targets:

Schoolwide	Yes
All Student Groups	Yes
Both Schoolwide and Student Groups	Yes

Schools that do not have a valid 2012 Base API will not have any growth or target information.





Statewide Performance Target for Schools = API of 800 or Above

2012 -13 Accountability Progress Reporting (APR)

School Report
2013 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
9/19/2013

School: Sherwood Montessori
LEA: Chico Unified
County: Butte
CDS Code: 04-61424-0121475
School Type: Elementary

Direct Funded Charter School: Yes

2013 AYP and PI Links:

- School Chart
- School PI Status
- Cohort Graduation Rates
- LEA List of Schools
- County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: Yes
Met 7 of 7 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method
Schoolwide	102	102	100	Yes		102	102	100	Yes	
Black or African American	1	1	100	--		1	1	100	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	0	0		--		0	0		--	
Filipino	1	1	100	--		1	1	100	--	
Hispanic or Latino	15	15	100	--		15	15	100	--	
Native Hawaiian or Pacific Islander	0	0		--		0	0		--	
White	74	74	100	Yes	ER	74	74	100	Yes	ER
Two or More Races	9	9	100	--		9	9	100	--	
Socioeconomically Disadvantaged	13	13	100	--		13	13	100	--	
English Learners	6	6	100	--		6	6	100	--	

Students with Disabilities	5	5	100	--		5	5	100	--	

p2

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 89.2 % Met all percent proficient rate criteria? Yes					Mathematics Target 89.5 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method
Schoolwide	95	65	68.4	Yes	SH	95	60	63.2	Yes	SH
Black or African American	1		--	--		1		--	--	
American Indian or Alaska Native	2		--	--		2		--	--	
Asian	0		--	--		0		--	--	
Filipino	1		--	--		1		--	--	
Hispanic or Latino	15	10	66.7	--		15	8	53.3	--	
Native Hawaiian or Pacific Islander	0		--	--		0		--	--	
White	72	48	66.7	--		72	48	66.7	--	
Two or More Races	4		--	--		4		--	--	
Socioeconomically Disadvantaged	13	8	61.5	--		13	5	38.5	--	
English Learners	6		--	--		6		--	--	
Students with Disabilities	5		--	--		5		--	--	

Two or More Races: Schools and local educational agencies will be making demographic changes to the "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group for the initial AYP release. Therefore, the results for the "Two or More Races" student group is likely to change and will be reflected in the updated AYP reports released in January 2014.

Academic Performance Index (API) - Additional Indicator for AYP

2012 Base API	2013 Growth API	2012-13 Growth	Met 2013 API Criteria	Alternative Method
825	857	32	Yes	

2013 API Criteria for meeting federal AYP: A minimum "2013 Growth API" score of 770 OR "2012-13 Growth" of at least one point.

Graduation Rate data not available.

Graduation Rate Goal: 90 Percent
Current Year: Graduation Rate Results

Graduation Rate data not available.

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable

target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

2012 - 12 Accountability Progress Reporting (APR)

School Chart
2013 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
9/19/2013

School: Sherwood Montessori
LEA: Chico Unified
County: Butte
CDS Code: 04-61424-0121475
School Type: Elementary

Direct Funded Charter School: Yes

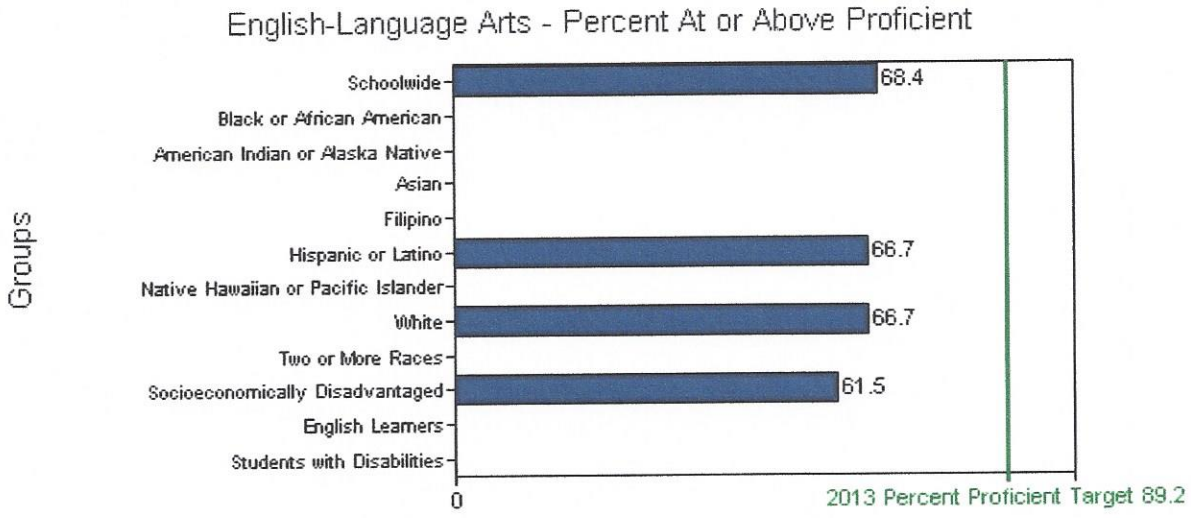
2013 AYP and PI Links:
- School Report
- School PI Status
- LEA List of schools
- County List of Schools

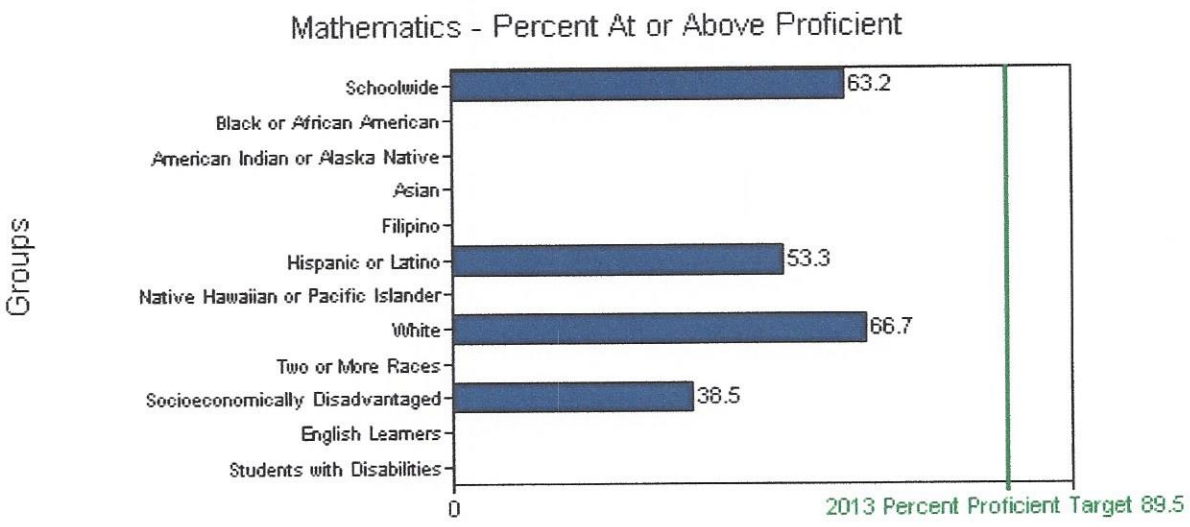
(An LEA is a school district, county office of education, or statewide benefit charter.)

2012 -12 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP PI	PI	Guide

Made AYP: Yes

Met AYP Criteria:	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
Academic Performance Index (API) - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	




Mathematics - Percent At or Above Proficient
Groups
Schoolwide
Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or More Races
Socioeconomically Disadvantaged
English Learners
Students with Disabilities
63.2
53.3
66.7
38.5
0
2013 Percent Proficient Target 89.5

Agenda Item 2.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Job Audit

Date: October 11, 2013 for the meeting of October 17, 2013

SUMMARY

The School Director has created a Job Audit as requested by the Board of Directors.

DISCUSSION

This job audit covers work done in the months of July, August, and September. Because the School Director's contract is for eleven months, the job duties performed in July are considerably less than those performed in August and September.

ACTION REQUESTED

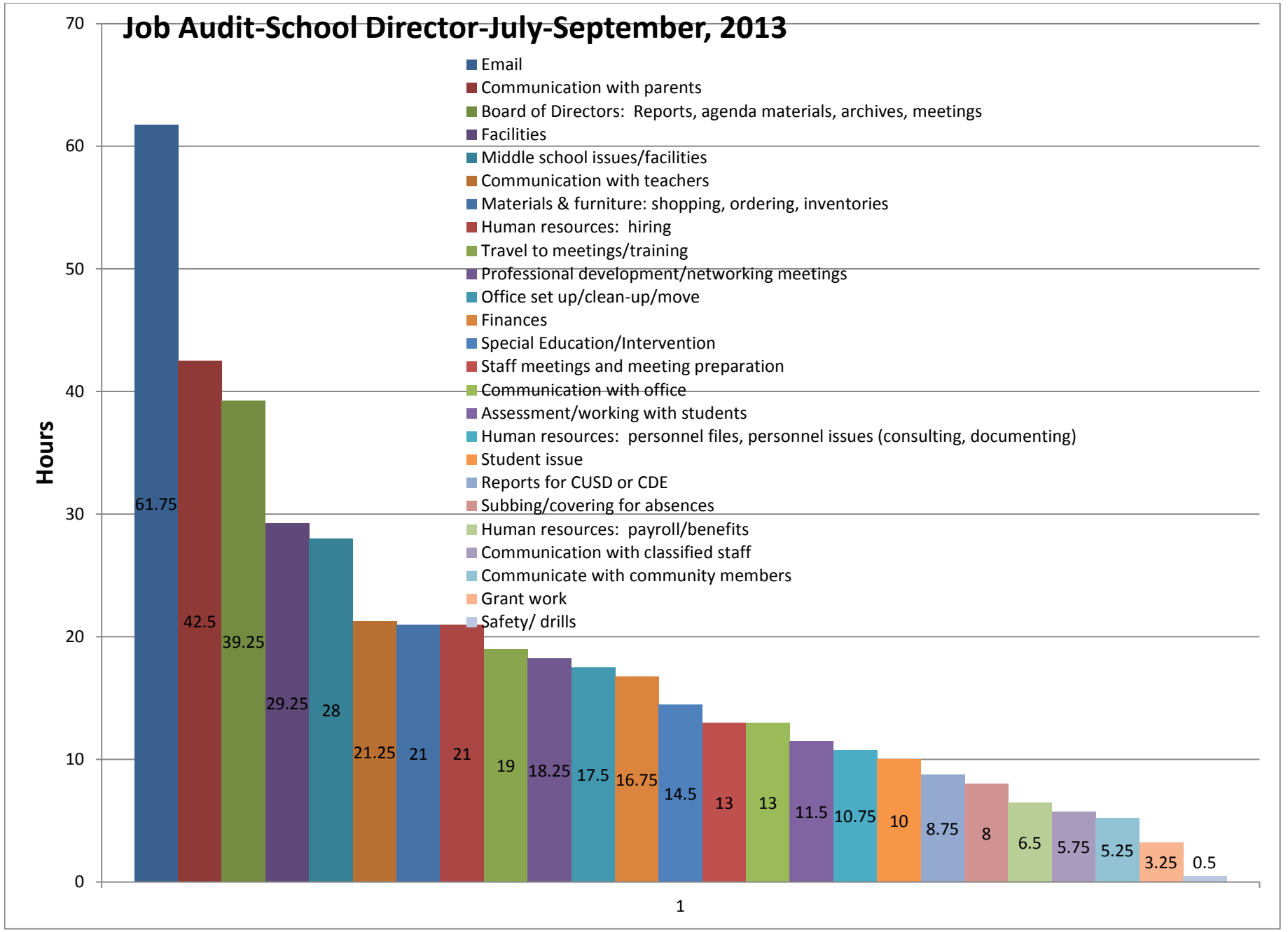
Receive report.

Attachments: Job Audit table and chart

School Director Job Audit Summary Table
July/August/September 2013

Agenda Item 2.4

Activity	Time spent in hours
Email	61.75
Communication with parents	42.5
Materials & furniture: shopping, ordering, inventories	21
Special Education/Intervention	14.5
Communication with teachers	21.25
Assessment/working with students	11.5
Board of Directors: Reports, agenda materials, archives, meetings	39.25
Human resources: personnel files, personnel issues (consulting, documenting)	10.75
Staff meetings and meeting preparation	13
Middle school issues/facilities	28
Human resources: hiring	21
Professional development/networking meetings	18.25
Finances	16.75
Subbing/covering for absences	8
Communication with office	13
Office set up/clean-up/move	17.5
Travel to meetings/training	19
Reports for CUSD or CDE	8.75
Student issue	10
Communication with classified staff	5.75
Facilities	29.25
Human resources: payroll/benefits	6.5
Communicate with community members	5.25
Grant work	3.25
Safety/ drills	0.5
	446.25/42 contracted days=10.625hrs/day


Job Audit-School Director-July-September, 2013
Hours
70
60
50
40
30
20
10
0
1
Email
Communication with parents
Board of Directors: Reports, agenda materials, archives, meetings
Facilities
Middle school issues/facilities
Communication with teachers
Materials & furniture: shopping, ordering, inventories
Human resources: hiring
Travel to meetings/training
Professional development/networking meetings
Office set up/clean-up/move
Finances
Special Education/Intervention
Staff meetings and meeting preparation
Communication with office
Assessment/working with students
Human resources: personnel files, personnel issues (consulting, documenting)
Student issue
Reports for CUSD or CDE
Subbing/covering for absences
Human resources: payroll/benefits
Communication with classified staff
Communicate with community members
Grant work
Safety/ drills
61.75
42.5
39.25
29.25
28
21.25
21
21
19
18.25
17.5
16.75
14.5
13
13
11.5
10.75
10
8.75
8
6.5
5.75
5.25
3.25
0.5

Agenda Item 2.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Prop 39 Initial Request

Date: October 11, 2013 for the meeting of October 17, 2013

SUMMARY

The School Director has written a draft of the initial request for facilities that will go to Chico Unified School District by November 1.

DISCUSSION

Each year, the School Director writes a Prop 39 Reqest for facilities from CUSD. We have not been able to accept any offers in the past due to inadequate offers. The attached draft is in review by Sarah Kollman of Young, Minney and Corr. An appointment with John Bohannon and Julie Kistle has been made to discuss the potential offers prior to the Prop 39 process beginning.

ACTION REQUESTED

Receive draft of Prop 39 Initial Request.

Attachments: DRAFT Prop 39 Initial Request, Prior Year P2 Report, Operational Calendar (Current student roster will not be published to preserve students' families' privacy)

Agenda Item 2.5

SHERWOOD MONTESSORI

746 Moss Ave.
Chico, CA, 95926
(530) 345-6600
(530) 345-6620 fax

Via: Hand Delivery

October 31, 2013

Superintendent Kelly Staley
Chico Unified School District
1163 E. Seventh Street
Chico, CA 95926

RE: Request for Proposition 39 Facilities for the 2014-15 School Year DRAFT

Dear Superintendent Staley:

I am writing on behalf of the Sherwood Montessori Charter School ("Charter School") to request reasonably equivalent school facilities from the Chico Unified School District ("District") pursuant to Education Code Section 47614 (i.e., Proposition 39) and Title 5 of the California Code of Regulations ("CCR") Section 11969.1 through 11969.11, as amended ("Implementing Regulations").

Proposition 39, passed by the voters of California on November 7, 2000, requires school districts to make available, to each charter school operating within the school district, school facilities sufficient for each charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the school district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. In addition, the school district must make reasonable efforts to provide the charter school with facilities near to where the charter school desires to be located. (See Education Code Section 47614(b)).

The Proposition 39 Implementing Regulations, adopted by the State Board of Education ("SBE") in 2002, and amended in 2008, require the Charter School to make an annual written request for facilities. Title 5 CCR Section 11969.9(c)(1) specifies the information that must be included in the annual facilities request. This request, along with the information submitted herewith, meets and exceeds the requirements of Education Code Section 47614 and the Implementing Regulations.

Projected Average Daily Attendance (ADA)

In accordance with Education Code Section 47614(b)(2), the District is required to allocate school facilities to the Charter School for the following school year based upon a projection of average daily classroom attendance provided by the Charter School.

The Charter School's Board of Directors has determined that a reasonable projection of the Charter School's in-District average daily classroom attendance for the 2014-15 school year is 156.04. The following is a breakdown of the Charter School's projected average daily attendance ("ADA") as required by 5 CCR Section 11969.9(c)(1). The Charter School's ADA figures are based on the methodology outlined in the following section.

Please note:

- "Prior year" means the fiscal year prior to the year in which a facilities request is made. For this request, the prior year is 2012-13.
- "Current year" means the fiscal year in which a facilities request is made. For this request, the current year is 2013-14.
- "Request year" means the fiscal year for which facilities are being requested. For this request, the request year is 2014-15.

Table 1: Total ADA

A	B	C	D
Grade Level	**Actual Total Prior Year (P-2)**	**Projected Total Current Year**	**Projected Total Request Year**
K	20.78	21.62	21.62
1	15.9	23.5	21.62
2	19.46	21.62	23.5
3	15.93	19.74	21.62
4	8.92	18.8	19.74
5	14.6	10.34	18.8
6	13.73	16.92	10.34
7	14.96	9.4	16.92
8	9.83	13.16	9.4
Total	134.11	155.1	163.56

Table 2: Total In-District ADA

A	B	C	D
Grade Level	**Actual Total Prior Year (P-2)**	**Projected Total Current Year**	**Projected Total Request Year**
K	16.92	21.62	21.62
1	13.16	21.62	21.62
2	17.86	20.68	21.62
3	14.1	18.8	20.68
4	6.58	17.86	18.8
5	13.16	8.46	17.86
6	9.4	15.98	8.46
7	13.16	9.4	15.98
8	9.4	11.28	9.4
Total	113.74	145.7	156.04

Table 3: Total Classroom ADA

A	B	C	D
Grade Level	**Actual Total Prior Year (P-2)**	**Projected Total Current Year**	**Projected Total Request Year**
K	16.92	21.62	21.62
1	13.16	23.5	21.62
2	17.86	21.62	23.5
3	14.1	19.74	21.62
4	6.58	18.8	19.74
5	13.16	10.34	18.8
6	9.4	16.92	10.34
7	13.16	9.4	16.92
8	9.4	13.16	9.4
Total	113.74	155.1	163.56

Table 4: Total In-District Classroom ADA

A	B	C	D
Grade Level	**Actual Total Prior Year (P-2)**	**Projected Total Current Year**	**Projected Total Request Year**
K	16.92	21.62	21.62
1	13.16	21.62	21.62
2	17.86	20.68	21.62
3	14.1	18.8	20.68
4	6.58	17.86	18.8
5	13.16	8.46	17.86
6	9.4	15.98	8.46
7	13.16	9.4	15.98
8	9.4	11.28	9.4
Total	113.74	145.7	156.04

The following tables represent the projected **in-District ADA** (from Table 2 above) and **in-District classroom ADA** (from Table 4 above) broken down by grade level and the school in the District the pupils are otherwise eligible to attend. (5 CCR Section 11969.9(c)(2).)

Table 5: In-District ADA Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:

School Name	K	1	2	3	4	5	6	7	8	TOTAL
Chapman	0.94	2.82	0.94	0.94	0.00	2.82	0.00	0.00	0.00	8.46
Citrus	1.88	0.00	1.88	2.82	2.82	0.00	1.88	0.00	0.00	11.28
Emma Wilson	1.88	6.58	2.82	0.00	3.76	0.94	0.94	0.00	0.00	16.92
Marigold	2.82	0.94	0.94	1.88	1.88	0.00	0.94	0.00	0.00	9.4
John McManus	0.94	0.94	4.7	0.94	1.88	0.00	3.76	0.00	0.00	13.16
Little Chico Creek	2.82	2.82	1.88	0.94	1.88	0.00	0.94	0.00	0.00	11.28
Neal Dow	0.94	1.88	0.00	0.94	0.00	0.94	1.88	0.00	0.00	6.58
Parkview	2.82	0.94	1.88	2.82	1.88	0.00	0.00	0.00	0.00	10.34
Shasta	0.00	1.88	0.00	0.94	1.88	0.00	0.94	0.00	0.00	5.64
Sierra View	6.58	2.82	5.64	6.58	1.88	3.76	4.7	0.00	0.00	31.96
Bidwell Jr.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.82	4.7	7.52
Chico Jr.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.7	2.82	7.52
Marsh	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.88	3.76	5.64
Total	21.62	21.62	20.68	18.8	17.86	8.46	15.98	9.4	11.28	145.7

Table 6: In-District Classroom ADA Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:

School Name	K	1	2	3	4	5	6	7	8	TOTAL
Chapman	0.94	2.82	0.94	0.94	0.00	2.82	0.00	0.00	0.00	8.46
Citrus	1.88	0.00	1.88	2.82	2.82	0.00	1.88	0.00	0.00	11.28
Emma Wilson	1.88	6.58	2.82	0.00	3.76	0.94	0.94	0.00	0.00	16.92
Marigold	2.82	0.94	0.94	1.88	1.88	0.00	0.94	0.00	0.00	9.4
John McManus	0.94	0.94	4.7	0.94	1.88	0.00	3.76	0.00	0.00	13.16
Little Chico Creek	2.82	2.82	1.88	0.94	1.88	0.00	0.94	0.00	0.00	11.28
Neal Dow	0.94	1.88	0.00	0.94	0.00	0.94	1.88	0.00	0.00	6.58
Parkview	2.82	0.94	1.88	2.82	1.88	0.00	0.00	0.00	0.00	10.34
Shasta	0.00	1.88	0.00	0.94	1.88	0.00	0.94	0.00	0.00	5.64
Sierra View	6.58	2.82	5.64	6.58	1.88	3.76	4.7	0.00	0.00	31.96
Bidwell Jr.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.82	4.7	7.52
Chico Jr.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.7	2.82	7.52
Marsh	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.88	3.76	5.64
Total	21.62	21.62	20.68	18.8	17.86	8.46	15.98	9.4	11.28	145.7

Methodology Used In Making ADA Projection:

Title 5 CCR Section 11969.9(c)(1)(B) requires the facilities request to include a description of the methodology for the ADA projections. The Charter School utilized the following methodology in calculating the ADA projections:

School Year	Enrollment	ADA Claimed at P-2	Retention Rate from prior year	Growth Percentage Change	# of Wait Listed Children
2010-2011	89	87.52	N/A	N/A	140
2011-2012	120	114.54	70%	26%	101
2012-2013	140	134.26	94%	14%	106
2013-2014	168	N/A	87%	17%	98

As demonstrated herein, we have analyzed our School's historical enrollment, retention, and growth trends, prior ADA figures, and historical wait list numbers in order to arrive at our total projected in-District classroom ADA figure for the request year. ADA numbers were based on an attendance rate of 94%

The Charter School considered the number of students currently on the School's wait list, as well as the number of students that have historically been on the wait list. Because the Charter School has consistently had an average of over 100 students on its waiting list for the past four years, it has consistently been able to fill all slots in its classes, including the spaces from students who have not re-enrolled at the Charter School. As a result, the Charter School anticipates being able to fill all of its projected students slots for each grade level.

Supporting Documentation

Title 5 CCR Section 11969.9(c)(1)(C) requires the facilities request to include supporting documentation. The Implementing Regulations state that when a charter school is not yet open (i.e., not yet providing instruction) or to the extent an operating charter school projects a substantial increase in in-District ADA, the annual request must include documentation of the number of in-District students meaningfully interested in attending the Charter School. Please be advised that the Charter School is an existing school and does not project a significant increase in its in-District ADA. Accordingly, pursuant to the Implementing Regulations, please find attached our P-2 ADA forms for the prior year (2012-13) to support our projections and a roster of current year students, by name, address, and phone number.

As you review the Charter School's ADA projections and supporting documentation, please keep in mind that the Proposition 39 regulations do not specify or require a particular type of supporting documentation to be used. Schools may submit any type of supporting documentation which they used to arrive at their ADA projections. This documentation must be "sufficient for the district to determine the reasonableness of the projection, but … need not be verifiable for precise arithmetical accuracy." (Section 11969.9(c)(1)(C); emphasis added.) The supporting documentation is intended only to demonstrate reasonableness of Charter School's request, not mathematical exactitude. However, should the District desire additional documentation or information regarding the Charter School's ADA projections, please contact me as soon as possible. We remain willing to cooperate with the District to immediately address any questions or concerns about this request and the supporting documentation.

Operational Calendar:

Title 5 CCR Section 11969.9(c)(1)(D) requires the facilities request to include the Charter School's operational calendar. The Charter School's operational calendar is attached for your review. The Charter School's first day of instruction for its summer program is on Monday, June 16, 2014; therefore we will need access to the facility on or before Thursday, June 5, 2014, in order to prepare. Please note that Title 5 CCR Section 11969.9(j) requires the District to ensure that a furnished and equipped facility meeting the requirement of Proposition 39 be made available to the Charter School no less than ten (10) working days prior to the charter school's first day of instruction. In addition, in accordance with Section 11969.5, the space allocated must be made available for the Charter School's entire school year regardless of the School District's instructional year or class schedule.

Educational Program:

Title 5 CCR Section 11969.9(c)(1)(F) requires the facilities request to provide information regarding the charter school's educational program that is relevant to the assignment of facilities. The Charter School's educational program does have unique facility's needs. As you are aware, key components of the educational program of the Charter School include our cooking and gardening program which is tied to the Montessori *Erdkinder* model for learners 12-15 years old. In order to provide this aspect of our educational program, the facility allocated to the Charter School must provide a kitchen that can accommodate cooking classes with up to 15 students and an outdoor area that can be used as a garden space. Access to the outdoor garden space must be available at the minimum of two hours per week per grade level, or eighteen hours per week. Access to the kitchen must be at a minimum of two hours per week per grade level, or eighteen hours per week.

In addition, and in accordance with its charter and its budget, Sherwood Montessori operates grade levels kindergarten through 8th on one contiguous school site. In the Montessori approach to education, multiple-age classrooms give students opportunities for leadership, access to mentors, and occasions for community building. When a Montessori school spans age levels traditionally grouped in separate classrooms, these multiple-age relationships are replicated on a school wide scale. Consequently, the Charter School's educational program prefers a single contiguous school site in which to operate.

However, the Charter School is open to exploring the possibility of housing its middle school program on another site. The current facility rented by the Charter School was designed for a preschool and early elementary program. Every room available has been rented at this site and without a larger site for the entire program relief from overcrowding could be achieved by locating the middle school in classrooms at another location. The Charter School would appreciate the opportunity to discuss this option with the District, but absent an alternative agreement, expects that the District will provide it with an allocation of facilities to accommodate its entire program.

Facility Location:

Title 5 CCR Section 11969.9(c)(1)(E) requires the Charter School to provide information regarding the District school site and/or general geographic area in which the Charter School wishes to locate. Based upon the needs of the Charter School and the residency of the projected student enrollment, the Charter School desires to locate its facility within four miles of its current location at 746 Moss Avenue in Chico.

Procedures and Timelines:

In accordance with the Implementing Regulations, the District is required to review the Charter School's attendance projections and to express any objections that it has about the Charter School's attendance projections in writing on or before December 1, 2013. The Charter School must respond to the District's written objections, if any, on or before January 2, 2014, and will either reaffirm or modify its projections as it deems necessary. (5 CCR Section 11969.9(d).)

Furthermore, we look forward to receiving a written preliminary facilities proposal from the District on or before February 1, 2014, as required under the Implementing Regulations. (5 CCR Section 11969.9(f).) The preliminary proposal must include, at a minimum, the following information: (1) a breakdown of the number of teaching stations (classrooms), specialized and non-classroom based space to be allocated to the Charter School, with an indication as to whether the space is exclusive or shared use; (2) the projections of in-District classroom ADA on which the proposal is based; (3) the specific location of the space; (4) all conditions pertaining to the space, including a draft of any proposed agreement pertaining to the Charter School's use of the space, (typically referred to as a facilities use agreement); (5) the projected pro rata share amount and a description of the methodology used to determine that amount; and (6) a list and description of the comparison group schools used in developing its preliminary proposal, and a description of the differences between the preliminary proposal and the Charter School's facilities request. In accordance with the Implementing Regulations (5 CCR Section 11969.2(d)), if the District's preliminary proposal (or final notification) does not accommodate Charter School at a single school site, the District's governing board must first make a finding that the Charter School could not be accommodated at a single site and adopt a written statement of reasons explaining the finding. The Charter School has until March 1, 2014, to respond to the preliminary proposal, expressing any concerns, addressing differences between the preliminary proposal and the facilities request, and/or making counter proposals.

The Implementing Regulations Section 11969.9(h) requires the District to provide a written final notification regarding the space to be allocated to the Charter School prior to April 1, 2014. The final notification specifically must include, at a minimum, the following:

(1) The teaching station, specialized classroom space, and non-teaching station space offered for the exclusive use of the charter school and the teaching station, specialized classroom space, and non-teaching station space which the charter is to be provided access on a shared basis with District operated programs, if any;
(2) For shared space, if any, the proposed arrangements for sharing;
(3) The in-District classroom ADA assumptions for the Charter School upon which the allocation is based and, if the assumptions are different than those submitted by the charter school, a written explanation of the reasons for the differences;
(4) The specific location of the space;
(5) All conditions pertaining to the Charter School's use of the space;
(6) The pro rata share amount and a description of the methodology used to determine that amount;
(7) The payment schedule for the pro rata share amount, which shall take into account the timing of revenues from the state and from local property taxes; and
(8) A response to the Charter School's concerns and/or counter-proposals, if any.

A California Court of Appeals decision has made clear that, in meeting their Proposition 39 obligation, school districts must give the same degree of consideration to the needs of charter school students as it does to the students in district-run schools. The court noted that "accommodating a charter school might involve moving district-operated programs or changing attendance areas" and that providing a contiguous school facility to a charter school might require disruption and dislocation among district students, staff and programs. *Ridgecrest Charter School v. Sierra Sands Unified School District*, 130 Cal.App.4th 986 (2005). In addition, the Court concluded that a school district responding to a request for facilities must issue a statement of reasons at the time it makes its final determination that is "thorough" and "factual" enough to permit "effective review by the courts"; the statement of reasons issued by the school district must demonstrate that the district has "adequately considered all relevant factors" and that the district can "demonstrate a rational connection between those factors, the choice made, and the purposes of [Proposition 39]." Furthermore, as the District may be aware, two recent court cases clarified the manner in which a school district must allocate facilities to a charter school. Specifically, *Bullis Charter School v. Los Altos School District* (200 Cal.App.4th 1022), among other things, requires the District to perform a calculation of the square footage of all of the specialized and non-teaching station spaces at the comparison schools. The District must base its allocation of space to the Charter School on this analysis. In addition, the California Supreme Court has agreed to review whether a school district may use its internal "norming ratios", or student-teacher ratios, in determining the number of classrooms to offer to charter schools instead of using the facilities inventory at comparison group schools required by the Implementing Regulations. (*California Charter Schools Assn.n v. Los Angeles Unified School District* (154 Cal.Rptr.3d 889 2013)).

Although Proposition 39 requires the District to allocate a school facility for Charter School use, the Charter School is amenable to discussing alternative facilities arrangements that meet both the needs of the District and the Charter School.

The Charter School Board of Directors has delegated to me the responsibility to negotiate the allocation of a facility under Proposition 39. All communications regarding this matter should be sent to my attention at the address below. My contact information is as follows:

Michelle Yezbick
746 Moss Ave
Work/school: 530-345-6600
Cell: 530-966-8513
Fax: 530-345-6620
michelle@sherwoodmontessori.org

I appreciate your time and consideration of this request and I look forward to developing a mutually agreeable plan to meet the facilities needs of the Charter School's in-District students.

Sincerely,

Michelle Yezbick

Director

cc: Sherwood Montessori Charter School Board Members:

Steve Lucas
Corin Meester
David Kuperman
Robyn Faraone
Erwin Williams
Chris Fosen
Peter DiFalco
John Bohannon, Director, Alternative Programs, Chico Unified School District
Sarah Kollman, Legal Counsel
Laura Kerr, CCSA Regional Director

Attachments (the following attachments are incorporated by reference herein): Prior year P-2 ADA forms, roster of current year students, operational calendar

Certification

County: Butte
District: Chico Unified
CDS CODE 04 61424 0121475

Sherwood Montessori

Fiscal Year: FY 2012-13
P-2
835E06D6

Charter School ADA Funded Through Block Grants

I hereby certify that, to the best of my knowledge and belief, this report is true and correct and all data have been compiled and reported in accordance with state and federal laws and regulations and the instructions for this report.

Responsible Charter School Official: Heather Fisher Date: 4/18/13

School District Superintendent: _____ Date: _____

County Superintendent of Schools: _____ Date: _____

Any inquiries concerning this report should be directed to:

CONTACT NAME Heather Fisher
PHONE (530)345-6600 *
FAX (530)345-6620
E-Mail heather@sherwoodmontessori.org

Attendance Charter School Block Grant - Unified
Charter School ADA Funded Through Block Grant
Direct Funded Charter School -- Yes

County: Butte
District: Chico Unified : Sherwood Montessori
CDS CODE 04 61424 0121475 1166

Fiscal Year: 2012-13
P-2
Certificate Number: 835E06D6

Did the charter school cease operation during the current fiscal year? No
(If 'Yes', enter the number of school days in 'Days of Operation' tab)

Is this Charter School in its First Year of Operation?

Enter Date (month, day, year) that instruction commenced __/__/____

Elementary and High School ADA - Resident

Regular Elementary and High School		Elementary	High School
ADA for Students in Transitional Kindergarten Pursuant to E.C. 46300 included in Section A (Lines A-1, A-11, A-21, A-31, A-41, and A-51, First Year ADA Only)	A-0	0.00	
Total Kindergarten	A-1	20.78	
Classroom-based ADA included in line A-1	A-2	20.78	
Total Grades 1 - 3	A-3	51.30	
Classroom-based ADA included in line A-3	A-4	51.30	
Total Grades 4 - 6	A-5	37.38	
Classroom-based ADA included in line A-5	A-6	37.38	
Total Grades 7 - 8	A-7	24.81	
Classroom-based ADA included in line A-7	A-8	24.81	
Total Grades 9 - 12	A-9		0.00
Classroom-based ADA included in line A-9	A-10		0.00
Extended Year Special Education Students [E.C. 56345(b)(3)] (Divisor 175 Days)			
Total Kindergarten	A-11	0.00	
Classroom-based ADA included in line A-11	A-12	0.00	
Total Grades 1 - 3	A-13	0.00	
Classroom-based ADA included in line A-13	A-14	0.00	
Total Grades 4 - 6	A-15	0.00	
Classroom-based ADA included in line A-15	A-16	0.00	
Total Grades 7 - 8	A-17	0.00	
Classroom-based ADA included in line A-17	A-18	0.00	
Total Grades 9 - 12	A-19		0.00
Classroom-based ADA included in line A-19	A-20		0.00

County: Butte
District: Chico Unified : Sherwood Montessori
CDS CODE 04 61424 0121475 1166

Fiscal Year: 2012-13
P-2
Certificate Number: 835E06D6

Extended Year Special Ed - Nonpublic, Nonsectarian Schools [E.C. 56366(a)(7)] (Divisor 175 Days)

Total Kindergarten	A-21	0.00	[redacted]
Classroom-based ADA included in line A-21	A-22	0.00	[redacted]
Total Grades 1 - 3	A-23	0.00	[redacted]
Classroom-based ADA included in line A-23	A-24	0.00	[redacted]
Total Grades 4 - 6	A-25	0.00	[redacted]
Classroom-based ADA included in line A-25	A-26	0.00	[redacted]
Total Grades 7 - 8	A-27	0.00	[redacted]
Classroom-based ADA included in line A-27	A-28	0.00	[redacted]
Total Grades 9 - 12	A-29	[redacted]	0.00
Classroom-based ADA included in line A-29	A-30	[redacted]	0.00

Extended Year Special Ed - Nonpublic, Nonsectarian Schools/Licensed Children's Institutions (Divisor 175 Days)

Total Kindergarten	A-31	0.00	[redacted]
Classroom-based ADA included in line A-31	A-32	0.00	[redacted]
Total Grades 1 - 3	A-33	0.00	[redacted]
Classroom-based ADA included in line A-33	A-34	0.00	[redacted]
Total Grades 4 - 6	A-35	0.00	[redacted]
Classroom-based ADA included in line A-35	A-36	0.00	[redacted]
Total Grades 7 - 8	A-37	0.00	[redacted]
Classroom-based ADA included in line A-37	A-38	0.00	[redacted]
Total Grades 9 - 12	A-39	[redacted]	0.00
Classroom-based ADA included in line A-39	A-40	[redacted]	0.00

Special Ed-Nonpublic, Nonsectarian Schools/Licensed Children's Institutions

Total Kindergarten	A-41	0.00	[redacted]
Classroom-based ADA included in line A-41	A-42	0.00	[redacted]
Total Grades 1 - 3	A-43	0.00	[redacted]
Classroom-based ADA included in line A-43	A-44	0.00	[redacted]
Total Grades 4 - 6	A-45	0.00	[redacted]
Classroom-based ADA included in line A-45	A-46	0.00	[redacted]
Total Grades 7 - 8	A-47	0.00	[redacted]

County: Butte **Fiscal Year: 2012-13**
District: Chico Unified : Sherwood Montessori **P-2**
CDS CODE 04 61424 0121475 1166 **Certificate Number: 835E06D6**

Classroom-based ADA included in line A-47	A-48	0.00	[redacted]
Total Grades 9 - 12	A-49	[redacted]	0.00
Classroom-based ADA included in line A-49	A-50	[redacted]	0.00

Special Ed - Nonpublic, Nonsectarian Schools [E.C. 56366(a)(7)]

Total Kindergarten	A-51	0.00	[redacted]
Classroom-based ADA included in line A-51	A-52	0.00	[redacted]
Total Grades 1 - 3	A-53	0.00	[redacted]
Classroom-based ADA included in line A-53	A-54	0.00	[redacted]
Total Grades 4 - 6	A-55	0.00	[redacted]
Classroom-based ADA included in line A-55	A-56	0.00	[redacted]
Total Grades 7 - 8	A-57	0.00	[redacted]
Classroom-based ADA included in line A-57	A-58	0.00	[redacted]
Total Grades 9 - 12	A-59	[redacted]	0.00
Classroom-based ADA included in line A-59	A-60	[redacted]	0.00
ADA Totals (Sum of A-1 through A-59 excluding classroom-based ADA lines)	A-61	134.27	0.00
Classroom-based ADA Totals (Sum of A-2 through A-60 including only Classroom-based ADA lines)	A-62	134.27	0.00

CDE Approved Emergency Conditions Waiver (Form J-13A) No

Single Track

Number of school days from July 1 through June 30 B-1 0

Multi Track

SBE Approved waiver No

Number of school days from July 1 through June 30

B-2	0	0	0	0	0

ADA Reported at P-2		**TRACK A**	**TRACK B**	**TRACK C**	**TRACK D**	**TRACK E**
Kindergarten	B-3	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-4	0.00	0.00	0.00	0.00	0.00
Grades 1-3	B-5	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-6	0.00	0.00	0.00	0.00	0.00
Grades 4-6	B-7	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-8	0.00	0.00	0.00	0.00	0.00

Grades 7-8	B-9	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-10	0.00	0.00	0.00	0.00	0.00
Grades 9-12	B-11	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-12	0.00	0.00	0.00	0.00	0.00

Extended Year Special Ed ADA: Special Education Students [E.C.56345(b)(3)]; Nonpublic, Nonsectarian Schools [E.C. 56366(a)(7)]; and Nonpublic, Nonsectarian Schools/Licensed Children's Institutions - Reported at Annual

Kindergarten	B-13	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-14	0.00	0.00	0.00	0.00	0.00
Grades 1-3	B-15	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-16	0.00	0.00	0.00	0.00	0.00
Grades 4-6	B-17	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-18	0.00	0.00	0.00	0.00	0.00
Grades 7-8	B-19	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-20	0.00	0.00	0.00	0.00	0.00
Grades 9-12	B-21	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-22	0.00	0.00	0.00	0.00	0.00

Special Ed - Nonpublic, Nonsectarian Schools/Licensed Children's Institutions and Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] - Reported at Annual

Kindergarten	B-23	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-24	0.00	0.00	0.00	0.00	0.00
Grades 1-3	B-25	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-26	0.00	0.00	0.00	0.00	0.00
Grades 4-6	B-27	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-28	0.00	0.00	0.00	0.00	0.00
Grades 7-8	B-29	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-30	0.00	0.00	0.00	0.00	0.00
Grades 9-12	B-31	0.00	0.00	0.00	0.00	0.00
Classroom-based	B-32	0.00	0.00	0.00	0.00	0.00

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/20/2012, MONTH8 - Ending: 03/29/2013

Current School - All Students

Days Taught: 130

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	Max. Enroll.	Days Not Enroll	Days of Absence	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attend	Total For School	ADA	% of actual Attend	1st Day Next Month
Grade0K	Shippen	0		0	22	3	2	23	25	376	170	38	2	0	2,664	2,702	20.784	92.69	25
Grade KN		0		0	22	3	2	23	25	376	170	38	2	0	2,664	2,702	20.784	92.69	25
Sub Total	**GRADE K**	0		0	22	3	2	23	25	376	170	38	2	0	2,664	2,702	20.784	92.69	25
1A	Anderson	0		0	7	0	0	7	7	0	40	9	0	0	861	870	6.692	94.61	7
1B	Parish	0		0	9	1	0	10	10	33	70	7	0	0	1,190	1,197	9.207	93.92	10
Grade 01		0		0	16	1	0	17	17	33	110	16	0	0	2,051	2,067	15.900	94.21	17
2A	Anderson	0		0	12	0	0	12	12	0	47	0	0	0	1,513	1,513	11.638	96.98	12
2B	Parish	0		0	9	0	1	8	9	113	36	2	4	0	1,015	1,017	7.823	96.02	9
Grade 02		0		0	21	0	1	20	21	113	83	2	4	0	2,528	2,530	19.461	96.59	21
3A	Anderson	0		0	8	0	0	8	8	0	60	25	1	0	954	979	7.530	91.73	8
3B	Parish	0		0	9	1	1	9	10	130	78	18	0	0	1,074	1,092	8.400	91.79	10
Grade 03		0		0	17	1	1	17	18	130	138	43	1	0	2,028	2,071	15.930	91.76	18
Sub Total	**GRADES 1-3**	0		0	54	2	2	54	56	276	331	61	5	0	6,607	6,668	51.292	94.33	56
Grade4-A	Besnard	0		0	10	1	2	9	11	192	68	3	1	0	1,166	1,169	8.992	94.18	11
Grade 04		0		0	10	1	2	9	11	192	68	3	1	0	1,166	1,169	8.992	94.18	11
Grade5-A	Besnard	0		0	14	2	0	16	16	101	78	11	3	0	1,887	1,898	14.600	95.35	16
Grade 05		0		0	14	2	0	16	16	101	78	11	3	0	1,887	1,898	14.600	95.35	16

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/20/2012, MONTH8 - Ending: 03/29/2013

Current School - All Students

Days Taught: 130

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	Max. Enroll.	Days Not Enroll	Days of Absence	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attend	Total For School	ADA	% of actual Attend	1st Day Next Month
Grade6-A	Howlett	0		0	13	2	0	15	15	86	68	32	10	0	1,754	1,786	13.738	94.09	15
Grade 06		0		0	13	2	0	15	15	86	68	32	10	0	1,754	1,786	13.738	94.09	15
Sub Total	**GRADES 4-6**	0		0	37	5	2	40	42	379	214	46	14	0	4,807	4,853	37.330	94.60	42
Grade7-A	Howlett	0		0	16	1	2	15	17	183	81	0	0	0	1,946	1,946	14.969	96.00	17
Grade 07		0		0	16	1	2	15	17	183	81	0	0	0	1,946	1,946	14.969	96.00	17
Grade8-A	Howlett	0		0	10	1	0	11	11	93	55	11	3	0	1,268	1,279	9.838	94.83	11
Grade 08		0		0	10	1	0	11	11	93	55	11	3	0	1,268	1,279	9.838	94.83	11
Sub Total	**GRADES 7-8**	0		0	26	2	2	26	28	276	136	11	3	0	3,214	3,225	24.807	95.54	28
School Totals:		0		0	139	12	8	143	151	1,307	851	156	24	0	17,292	17,448	134.215	94.37	151

Signature_____ **Date**_____

To the best of my knowledge and belief this State School Register report has been kept as required by law and in accordance with the instruction of the Superintendent of Public Instruction.

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/20/2012, MONTH8 - Ending: 03/29/2013

Current School - All Students

Days Taught: 130

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	Max. * Enroll.	Days Not Enroll	Days of Absence	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attend	Total For School	ADA	% of actual Attend	1st Day Next Month
Grade7-A - Howlett		0		0	16	1	2	15	17	183	81	0	0	0	1,946	1,946	14.969	96.00	15
Grade 07		0		0	16	1	2	15	17	183	81	0	0	0	1,946	1,946	14.969	96.00	15
Grade8-A - Howlett		0		0	10	1	0	11	11	93	55	11	3	0	1,268	1,279	9.838	94.83	11
Grade 08		0		0	10	1	0	11	11	93	55	11	3	0	1,268	1,279	9.838	94.83	11
Sub Total	**GRADES 7-8**	0		0	26	2	2	26	28	276	136	11	3	0	3,214	3,225	24.807	95.54	26
School Totals:		0		0	139	12	8	143	151	1,307	851	163	17	0	17,292	17,455	134.269	94.37	143

* Refer to Report Description

Signature Heather **Date** 4/18/13

To the best of my knowledge and belief this State School Register report has been kept as required by law and in accordance with the instruction of the Superintendent of Public Instruction.

2013-2014

July '13						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August '13						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	**21**	22	23	24
25	26	27	28	29	30	31

September '13						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '13						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '13						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '13						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '14						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '14						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '14						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '14						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '14						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '14						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	**11**	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Legend

	Instructional Day	
	Legal Holiday	Kindergarten: 8:30-11:50
	Early Release 2:00 Dismissal	Elementary: 8:30-3:00
	Conference Day/No School	Middle School: 8:30-3:00
	Teacher Work Day-No School	Total Instructional Days: 180
	Attendance Make-up Day	

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: October 11, 2013 for the meeting of October 17, 2013

Kindergarten -Teresa Shippen

Our class is very excited for our upcoming field trip to Books Pumpkin Patch! We have been busy classifying things in our world: Living/Non-living, Plant /Animal, Vertebrate/Invertebrate and so on. We have studied the life cycle of plants, and more specifically apple trees, and of course, pumpkins. But this field trip will also include visiting many vertebrates that one may typically see on a farm. Learning in the field is wonderful for both the kids, and all of our wonderful parent drivers! We are hoping for good weather.

Our classroom is beginning to have more productive work periods now. Slowly but surely, the students are settling into their new routine, and are accepting new lessons. It is always difficult to transition from pre-school, to a guided learning atmosphere. Some students are more resistant than others! Little by little they are observing their peers and showing curiosity. Our 4-5-6th grade big buddies are very instrumental in this process. Every Friday, the Big Buddies come to read with the students. Then the Kindergarteners show their big buddies a work from our shelves. The K. Students are very proud, and the Big Buddies are wonderful role models! It is such a joy to watch! We are very thankful for their one-on-one attention!

As we settle into this new school year, we are discovering all sorts of things... How to sit at circle, how to line up, how to get along, how to share work items and personal space...the list goes on. Each day that we teach, we learn more about our students and where they are in this process. Each day, we notice progress towards our goal of building a respectful classroom community. This is our main goal, and it takes time, but it is always time well spent

1st/2nd -Marlo Knox

It is a pleasure to take time to update our Board of Directors about the continued development of the new lower elementary classroom.

We have had many successful “firsts” in our classroom. Our first celebration of life ceremonies, our first going out experience (field trip) to Laxson Auditorium to see *Beauty and the Beast*, our first class pet, allowing zoology to come to life. We have established an environment that has

students excited about learning and about being at school.

We have an extremely active group of parents. Some parents are supporting our classroom by encouraging practice of the academic skills we are learning by administering spelling test or listening to students read books. We have a credentialed parent who is offering our students weekly science experiments following Montessori curriculum. Other parents provide support during special classes like cooking or art. It is important to mention the behind the scenes help as well. We have one family that cleans our classroom weekly. We have parents assembling notebooks to be used during class time. We have a parent helping with the copies we make for homework weekly. Parents have secured public library books for us and have gathered recyclable materials we might be able to use in our classroom. In general, I feel like we are working together to provide the best educational experience we can for our students.

Challenges for our classroom tend to be related to the physical design of our space and the materials that will be used permanently in our room. For example, we have a few chairs and shelves to still be assembled. We need both items, and perhaps some more tables, but our classroom is already feeling too small. How can we integrate what we need most effectively? I am changing the configuration of my physical space almost weekly, which takes time and energy, both limited resources, in hopes of resolving this issue. Michelle and I meet to discuss this and to talk about materials on a regular basis. She is helping me get what I feel I need to teach the curriculum I am studying through the Montessori Certification Program I am currently enrolled in. She has great insight into what materials are most important from her own experience as a Montessori teacher. She has been a source of encouragement to me as I try to figure out how to use materials available at our school which are not being used by others and what to order to have a prepared environment. Everyone at Sherwood has been generous with their materials, their time, and their words of support. I know that the effort I (and many others) am putting into the establishment of this new classroom environment is important and an opportunity for personal growth but the process continues to be arduous.

1st/2nd/3rd-Carin Anderson

Carin and Gretchen's class is humming along. We are working on, with varying levels of success, the quiet hum Montessorians strive for. The students just have so much to say to each other! And much of the time it is work-related talk - helping and being helped, reading their writing to each other, researching together, working out a problem together. As I gain more experience in this kind of classroom, I have less and less patience with a criticism I have heard regarding Montessori - that it is "so individualistic" with not enough room for "social interaction." In my experience, not only is there quite a bit more social interaction here than in the traditional schools in which I have taught, but the interaction here is much more purposeful, kind, and connected to the learning we hope for in school. The kids are constantly teaching each other.

As I learn more about the three year cycle of a Montessori classroom, I am trying to increasingly organize the curriculum with the trust that I do indeed get all of these years with the kids. So for example, this year in Geography, instead of studying all of the continents somewhat superficially, we will be studying our own and two more. This way we will be able to look at each in more depth over the course of three years. Similarly, with lessons that are repeated each year, I am learning how to help the students work with the same concepts each year with increasing complexity as they grow.

Our studies at the moment, beyond the ever-present math, language, writing and reading, include study of North America (we are now beginning our study of Native America), biomes, landforms, layers of the earth, the solar system, the Clock of Eras, Second Step, and the Laws of the Universe experiments. We also recently had a wonderful visit from a group of Pakistani teachers. I hope to set up more of these kinds of visits - windows into a world beyond their own.

1st/2nd/3rd –Eric Parish

The children are beginning to take on the classroom environment and make it fitting for their own personalities. It is really quite amazing what they may do when the teacher does not get in the way of their great work. Interference is not easy to avoid because you want to stop them when you observe mistakes, but then the learning and internal motivation may cease. Some students have been creating pop up scenes using the Weseca biome material. It started when a child created a small pop up character on a piece of paper. Other students observed what he had created and I assume noticed that I did not interfere with his work. Another student followed by making a pop up animal by tracing a picture from a zoology book. Then students began to collaborate using the Weseca biome materials and tracing paper. They glued the pop-up animals on sheets of paper they colored to look like nature scenes. For example, the mountains of North America, with specific animals and plants of that biome. Each time they brought the project to me for feedback I gave them guidance as to how they may enhance the project. Now we have these beautiful scenes with pop up plants and animals along with written information about the plants and animals. It is quite amazing the power of subtle influence that began with that first single child.

4th/5th/6th-Kristina Besnard and Meghan Callahan

We have been settling in to the morning work period and continue to enjoy watching our older students help answer questions, model procedures, and share materials with their younger classmates. We have had several fourth grade students attempt the prime factorization and finding the GCF/LCM of the number of days in school and days left after watching their older classmates solve each morning. Several students showed great initiative and asked to design a poster for our weekly class meetings to show the format, procedures, and language to use during these meetings, which they thought would be helpful for new students.

We have finished making illustrated booklets for the Timeline of Life and posters for plate tectonics. After visiting the Gateway Science Museum, students saw how frequently earthquakes happen all over the world, how engineers design structures with solid infrastructure, and how plate tectonics have affected the shape and location of the continents over time. We invited Tom Waits, a retired geologist to our classroom for a presentation on how convection in the lithosphere affects plate movement and he was pleased with our students' curiosity and interest in earth science. We are currently learning about types of fossils, researching the location of well-known fossils/artifacts, and learning about how these discoveries give incite to how people and animals lived. We will finish up the Timeline of Man next week and end with a WANTED poster for different groups of hominids.

For writing, students have finished their first personal narrative with Danielle and are working on a second in Writer's Workshop. The focus of the "ideas" trait has allowed them to spend extra

time brainstorming possible topics to write about, looking at great beginnings, and thinking about the questions a reader might have before they begin writing. We are moving on to our next trait of word choice, where students will use that same piece of writing to revise and think of how a slight change in word choice affects the tone and imagery in their narrative.

Space on campus continues to be the most difficult part of being at our current location. I had to move three different times today, after the copy room, lunch area, and red table were all too noisy to conduct formal reading assessments. We are all feeling the need to have a common space for school assemblies to pump up fundraisers, touch bases with other classes, and just develop a stronger bond among the grade levels.....but we are crammed to the brim. We are optimistic that with a new site, many of these inconveniences will no longer be an issue.

The best news is that our 20% teacher, Meghan Callahan, has started teaching on Mondays. It has been such a pleasure to collaborate, talk about students, and think about ways to improve our upper elementary program. Meghan has many ideas for incorporating more mental math into the morning work period and creating engaging, real life math problems so students can see the application of the math concept they are working with.

Happy Fall!

4th/5th/6th-Lindsey Serrao

Hello!
It's October! The time is flying by! I feel and see our class settling into a rhythm. The students have been working on narratives in their Danielle groups and just started wonderful books for their literacy aspect in Danielle groups.
In their math groups they have been working hard with challenging new concepts. Great questions are being asked and we are working hard at realizing the importance of the process of finding the answer in math, not just focusing on the answer...the big WHY did you get that answer...what was the process?
In social studies we are still learning about Mesopotamia and some of the first civilizations. We will be doing a project where the students will be able to create their own civilizations once they learn about the characteristics involved in being considered a civilization.
In science we have begun talking about the theories behind the timeline of humans.
The free choice Friday electives have been a great hit! Our last day of this Six week unit is Friday. Students have been either learning about soccer, music, or careers or had an opportunity to have some quiet time reading, drawing or playing games in the quiet room.
Great things happening in our 4/5/6! Stay tuned!!!
Lindsey

7th/8th-John Howlett

Well, as the days are getting shorter and the weather is getting colder, it must mean Fall is just around the corner. The middle school students are anxiously planning our first dance of the year this Friday at the Grange, and the theme for this dance is "Carnival". (The ferris wheel and cotton candy type, not the South American version!) The Student Council students and dance committee have raised over three hundred dollars for the hall rental, decorations, and food, and

the students are ready to "cut a rug" this Friday. Also, many parents have volunteered to chaperone and bring snacks to the dance, and I would like to take the opportunity to thank them here. It truly takes a committed group of parents, students and staff to make activities such as these possible.

In the classroom, we have been spending a lot of time on persuasive writing (along with Danielle) in preparation for our upcoming Debates unit. The middle schoolers love this time of year where they get to "officially" argue with each other, and they learn invaluable lessons in public speaking, crafting an argument, working as a team and persuasive writing during this time. Likewise, they expand their knowledge on subjects such as GMO food labeling, censorship in the media, steroid use in athletes, the Bay Delta Conservation Plan, and Fracking among others. I will keep you informed how the debates turn out in future Board notes.

Finally, we are starting to build a "bridge" with the CSU Chico Physical Education Department, and last week half of our students attended an hour and one half class on the Ropes Course taught by Reed Cross' P.E. students. Reed is a parent at the Sherwood, and I thank him for including us in his Practicum courses at CSUC. Also, thanks to Marci Pope for a wonderful P.E. workshop last Wednesday for the Sherwood teachers. Note only was it very applicable to all levels of physical ability and age, but it was also fun to be outside and playing on a nice Wednesday afternoon!

7th/8th Math-Kelli Kurth

SBIT-Kelli Kurth

Literacy/Spanish-Danielle Mennucci

The year is off to a wonderful start for the Literacy Program! On Monday, the 4-8th grades group up and meet in the sunny new room being borrowed from Michelle. We have engaged in poetry and have entered the CN&R Poetry'99 contest. All students worked diligently and edited their work carefully before submitting. This year, I asked the 3rd graders from Eric and Carin's classes to participate and they were excited to do so! The 7-8th have also written the first draft of a persuasive essay and we will continue to fine tune and edit this week. The 4-5th grades all wrote a personal narrative and they included an introduction, 3 supportive paragraphs, and a conclusion. This week, we will relax a little and write poetry but when doing so, we always analyze published poems and look for simile, metaphor, personification, and other details. We have also given some time each week for the 3rd grades to come to writing class. We are writing poems, but have also written one paragraph personal narratives.

In literature groups, the middle school is following up on their studies of the Renaissance with *Catherine Called Birdy* by Karen Cushman. It is a wonderful journal of a girl during that time in history. The 8th grade is reading *Shabanu*, a story of a teenage girl growing up in Pakistan. The 4-6th grades are reading *The Little Prince*, *Where the Red Fern Grows, Ulysses*, and *Wind in the Willows*. We are writing journal entries and studying vocabulary, and writing letters to characters as well as answering questions to plot issues. We have plenty of time in class, to

discuss current event topics that correlate with the literature, and to cover plot, setting, and character development.

We have begun Spanish instruction and the students are happy to participate. We have found a textbook that will guide the older students and allow them to advance at a more rapid pace. The K-3rd grades each come to Spanish class one time weekly and I notice that the students are becoming more familiar and comfortable with foreign language with each year that passes.

Garden-Kitchen Program-Chef Richie Hirshen

Something super special happened here last Wednesday (October 2nd), part of the community outreach and philanthropy components of our school mission. We hosted a group of nine special needs students and four adult supervisors from Rose Scott School. This will, I hope, become a regular (first Wednesday of the month) sistering of our schools and garden-kitchen program success story. The folks at Rose Scott came to us through Sherwood/community super-volunteer Chef Alex Cilensek, who came to me for help unable to run his two programs on a regular basis, purely as a volunteer (Alex also teaches at Chapman Elementary...if you don't know him,he started as a volunteer here with me, before branching off). Over the years I have done culinary work with special needs students and I continue to find it the most rewarding endeavor ever. We made smoothies (the kids cut the fruit), pizza from scratch (the kids stretched the dough, spread the sauce and crumbled the ricotta all made by our 1-2-3's the day before), I gave a Sun Oven lecture, we planted swiss chard seeds and we sang Raffi's All I Really Need. Charming...and apparently newsworthy as, I believe, Christine Lapado-Breglia will be covering the event in her CN&R column in tomorrow's edition.

We're also moving forward with our second cookbook (a supervisory team of three middle schoolers has come on board); our farmers' markets are an ongoing source of joy, nutrition, flavor and pandemonium; our CSU Chico intern Disha Shrotria is helping in all phases; the garden, planted with Mister Carrot himself (Matt Martin of Pyramid Farms, the Saturday market carrot whisperer...go to youtube and type in Matt Martin Carrots to see a CA Dept of Public Health video from a couple of years ago that he and I/Sherwood are in together), is turning into a sprouting fairy wonderland...a micro kale-aganza; a team of middle schoolers and I catered a visit by a group of Pakistanis that rivaled Chico's best caterers (ok...exaggerating, but it WAS great...rose tulsi tea with local lime and pomegranate juices...whole wheat spaghetti and fresh tomato-basil sauce...roasted yams and russetts with garden rosemary...); a friend of mine donated $150 to my program because she wanted to help us with the Sun Oven; the air fryer is being either fixed or replaced for free even though the warranty expired two years ago, because I played the sympathy card ($400 machine); and on Thursday 10/24 from 2:15-2:45 I'll be our representative at CSU Chico's AS Sustainability's Food Day conference, chatting up the sustainability/food system community about all of our successes, especially the Sun Oven, which continues to cook our local (Massa Organics) brown rice on a regular basis, which I demo'd at the Redding Farmers Market (Chef at the Market program) last month, promoting our school and low carbon footprint education. See the attached flyer and please help promote/attend this meaningful event.

YAY!

Agenda
Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: October 11, 2013 for the meeting of October 17, 2013

There is no report from the SMPO.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: October 11, 2013 for the meeting of October 17, 2013

ADMINISTRATIVE ITEMS:

- New hires since the September Board Report include:

Meghan Callahan	0.2 FTETeacher, 4th/5th/6th
Jessica Ordaz	Substitute Teacher
Kimberly Alexander-Graf	Substitute Teacher
Cristin MacKenzie	Substitute Classified Staff
Kristina Dyer	Substitute Classified Staff
Jodee Smith	Substitute Classified Staff
Sonia Zepeda	Substitute Classified Staff

FISCAL ITEMS:

- I sent the Foor Foundation a thank you letter to acknowledge the time they spent considering our proposal to fund a temporary middle school site.
- We have begun collecting items for the financial audit taking place October 21-23. The audit will be done at Matson & Isom's offices as there is no space at the school.
- The Bulb Fundraiser and the Read-a-Thon are underway and will finish the last Friday of the month.
- Response to Maria M's was disappointing. Next year, we will return to Annie B's or perhaps offer both options.

School Year	Number of Families Enrolled	Participation Rate	Total Amount Raised
2010-2011	72	41%	$7,905.90
2011-2012	95	53%	$7,277.64
2012-2013	100	43%	$8,917.48
2013-2014	128	27%	$7,419.50

GENERAL ITEMS:

- Certificated staff participated in a professional development led by parent Marci Pope to learn about best practices in Physical Education with an emphasis on differentiating for a range of grade levels and a range of ability levels.
- CELDT testing for our students who speak a language other than English has been completed and teachers have received data on these students to begin tracking progress.

- I attended the SELPA Coordinating Council meeting at the Butte County Office of Education to continue learning about the world of special education.
- The Charter School Annual Performance Audit was completed and sent to Chico Unified School District.
- I attended a workshop on records retention offered free of charge through Butte County Office of Education.
- There was no space for the photographer on Picture Day, so Teresa shared the kindergarten room and pictures were taken on the carpet side of her room.

LEGISLATIVE ITEMS:

- SB 484 was passed and as a result there will be no STAR testing this spring. The school will need to formalize a Local Control Accountability Program (LCAP) to show student growth.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: October 11, 2013 for the meeting of October 17, 2013

October 2013 Treasurer's Report

Cash Flow:
We received the final allotment of funds for, and applied to, the last fiscal year in September. Sherwood operates on a continual monthly deficit during the school year, but, given the influx of funds in July, August, and September related to the last fiscal year, our cash on hand has been sufficient to cover these monthly deficits. If revenues are collected/received in a time frame consistent with current projections, we should not have to confront any cash shortages until May. The available line of credit should be more than sufficient to meet this projected shortfall.

Revenue:
Lisa has updated the revenue projections for this year, and it would appear that we should receive approximately $84,000.00 more than originally planned for in the original budget. Given that current enrollment is one less than that used for the projection of ADA funds, this revenue increase will most likely be reduced by approximately $5,000.00, suggesting that the increased revenue may be more in the vicinity of $79,000.00. This change should be reflected as of the upcoming first interim budget.

Expenses:
The projected expenses as outlined within the original proposed budget should be adjusted upward by about $13,000.00 for the year. Based on updated projections identified within the budget committee, we may experience reduced costs associated with certificated salaries and lease payments relative to the original expenditures within the projected budget. In contrast, however, we may experience increased costs associated with classified salaries, employee benefits, and texts/core curricula relative to the original expenditures outlined within the projected budget. The net changes result in the $13,000.00 upward adjustment identified above. This change should be reflected as of the upcoming first interim budget.

Overall Synopsis:
We seem to be in a better financial position this year than in years past. If revenues are received as predicted, and if we avoid any large, unforeseen, expenses, our available cash, and monthly cash flow, are well within comfortable limits relative to our LOC. The effect of the revenue and expenditure adjustments mentioned previously would seem to indicate the likelihood of a cash shortfall in May, as identified earlier, rather than in June as suggested by the original projections.

Other Considerations:
Lisa provided some feedback based on her attendance at our last meeting. She had several

suggestions. They include:

1. Every board member should be reading and approving both the Donations Report and the Payments to Vendors Report. The Donations Report allows Board Members to understand where fundraising is coming from and pass thanks to folks
making donations or doing fundraising. Fundraising is a primary responsibility of the Board. Another primary responsibility of the Board is to make sure funds are being appropriately spent and designated. The Payments to Vendors report details all payments made in the current month and to what fund they are designated. An understanding of this report is vital to the board's oversight of the school. Both of these reports are included for board review.
2. The 1st Interim Budget will be completed next month for presentation in December. This should be something the board goes over thoroughly before approving so that they truly understand how the school funds are being used.

David Kuperman, Treasurer

Attachments: Changes Since Initial 2013-2014 Budget, Multi-Year Budget Projections, Budget v. Actual, Cash Flow Projections, Donations Report, Payment to Vendors Report

Changes Since Initial 2013-14 Budget

Revenues	was	is	variance	
Revenue Limit Sources	824,410	858,540	34,130	comment 1
Federal Sources	-	-	-	
State Sources	111,927	152,600	40,673	comment 5, 6, 8
Local Sources	49,751	60,391	10,640	comment 7, 8
Net Change to Revenue	986,088	1,071,530	85,442	
Expenditures				
Certificated Staff	335,116	335,116	(0)	
Classified Staff	219,177	219,177	-	
Employee Benefits	123,169	123,169	(0)	
Books and Supplies	25,500	25,500	-	
Services and Operations	212,734	213,200	466	comment 3
Capital Outlay	-	-	-	
Other Outgo	98,269	99,017	748	comment 4
Net Change to Expenses	1,013,964	1,015,178	1,214	
CY Budget	**(27,876)**	**56,352**	**84,228**	**increase (decrease) in budget**

Comments:

1 - added an estimated 11.78% LCFF increment for 2013-14, increasing revenue by $32,800
2 - removed LCFF estimate, replaced with advance apportionment increases of $24,187
3 - increased district oversight due to increased revenue limit funding
4 - increase to Special Ed encroachment based on PY P-2 attendance entered in budget
5 - added Common Core Implementation funds at $200 per PY ADA totaling $26,854, restricted funds
6 - N/A
7 - increased intervention aide reimbursement from CUSD by $5592 per new MOU
8 - reclassed Special Ed Passthru Funds from local to state per auditor input, no net affect

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	168	177	188	192
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8012 Education Protection Act	148,607	124,504	163,857	175,779	181,382
8015 General Purpose Entitlement	303,342	456,903	458,543	495,006	514,071
8096 In Lieu Taxes	240,809	277,133	291,979	310,125	316,723
8550 Mandates Block Grant	1,590	1,865	2,223	2,342	2,487
8560 State Lottery	22,096	25,872	27,258	28,952	29,568
8587 Special Education Passthru Funds	6,246	12,492	12,492	12,492	12,492
8590 Categorical Block Grant	80,919	85,516	90,097	95,697	97,733
8590 All Other State Revenue	931	-	-	-	-
xxxx Common Core Implementation Funds	-	26,854	-	-	-
8660 Interest From Banks	-	-	-	-	-
8673 Parent Fees	22,675	22,675	22,675	22,675	22,675
8699 Fundraising / Donations	37,716	37,716	37,716	37,716	37,716
8710 Other Local Revenue	1,060	-	-	-	-
TOTAL REVENUES	865,990	1,071,530	1,106,840	1,180,784	1,214,847
Expenditures					
1000 Certificated Salaries	271,025	335,116	342,119	392,160	400,003
2000 Classified Salaries	196,307	219,177	220,669	222,175	223,697
3000 Employee Benefits	86,208	123,169	125,982	133,834	136,926
4100 Texts and Core Curricula	3,311	1,000	1,020	1,040	1,061
4200 Reference Materials	1,557	10,000	10,000	10,000	10,000
4300 Materials and Supplies	15,219	14,500	14,775	15,056	15,342
4400 NonCap Equipment	490	-	-	-	-
4700 Food (Nutrition)	(1,711)	-	-	-	-
5200 Travel and Conferences	6,327	4,775	4,775	4,775	4,775
5300 Dues and Memberships	1,098	1,240	1,285	1,340	1,360
5400 Property/Liability Insurance	12,784	16,936	20,323	24,388	29,265
5500 Operations / Housekeeping	17,734	25,914	26,432	26,961	27,500
5600 Rentals, Leases, and Repairs	104,720	109,165	110,286	110,375	110,467
5800 Prof. & Consulting Services	58,977	49,928	50,403	51,273	51,833
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	98,017	115,895	122,103	129,692
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,015,178	1,050,205	1,121,723	1,148,163
Excess/(Deficiency)	13,054	56,352	56,635	59,061	66,685
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	56,352	56,635	59,061	66,685
Beginning Fund Balance	130,164	143,218	199,570	256,205	315,266
Excess / (Deficiency)	13,054	56,352	56,635	59,061	66,685
Ending Fund Balance	143,218	199,570	256,205	315,266	381,950
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	199,570	256,205	315,266	381,950

Budget v. Actual - Revenues

Revenue	2013-14 Budget	July	Actuals August	Sept	Total Actual	Remaining in Budget	Remaining in Budget	Comments
8015 General Purpose Entitlement	124,504	-	44,896	-	44,896	79,608	64%	
8012 Education Protection Act	456,903	-	-	-	-	456,903	100%	
8096 In Lieu Taxes	277,133	-	13,838	28,353	42,191	234,942	85%	
8550 Mandates Block Grant	1,865	-	-	-	-	1,865	100%	
8560 State Lottery	25,872	-	-	-	-	25,872	100%	
8590 Categorical Block Grant	85,516	-	-	-	-	85,516	100%	
8590 All Other State Revenue	-	239	69	-	308	(308)	0%	
xxxx Common Core Implementation Funds	26,854	-			-	26,854	100%	
8660 Interest From Banks	-	-	-	-	-	-	0%	
8673 Parent Fees	22,675	-	1,888	40	1,928	20,747	91%	
8699 Fundraising / Donations	37,716	-	239	1,356	1,595	36,120	96%	
8710 Other Local Revenue	-	-	139	-	139	(139)	0%	
Total Revenue	1,059,038	239	61,069	29,750	91,058	967,980	91%	

Budget v. Actual - Expenses

Expenses	2013-14 Budget	July	Actuals August	Sept	Total Actual	Remaining in Budget	Remaining in Budget	Comments
1000 Certificated Salaries	335,116	-	28,380	28,563	56,943	278,173	83%	
2000 Classified Salaries	219,177	6,206	7,292	23,098	36,595	182,581	83%	
3000 Employee Benefits	123,169	5,208	7,744	10,724	23,676	99,492	81%	
4100 Texts and Core Curricula	1,000	287	2,389	3,396	6,073	(5,073)	-507%	budget increase or reclass needed
4200 Reference Materials	10,000	-	1,276	-	1,276	8,724	87%	
4300 Materials and Supplies	14,500	286	5,603	3,781	9,670	4,830	33%	
4400 NonCap Equipment	-	935	658	-	1,593	(1,593)	0%	
5200 Travel and Conferences	4,775	3,024	50	626	3,700	1,075	23%	
5300 Dues and Memberships	1,240	-	-	-	-	1,240	100%	
5400 Property/Liability Insurance	16,936	3,243	1,084	1,084	5,411	11,525	68%	
5500 Operations / Housekeeping	25,914	1,101	1,350	2,093	4,544	21,370	82%	
5600 Rentals, Leases, and Repairs	109,165	7,877	7,915	8,112	23,903	85,262	78%	
5800 Prof. & Consulting Services	49,928	1,275	2,389	1,841	5,505	44,423	89%	
5900 Communications	5,242	284	436	346	1,066	4,176	80%	
		-	-	-	-	-	0%	
7141 Special Ed Encroachment	98,017	-	-	-	-	98,017	100%	
7438 Long-Term Debt Interest	1,000	(128)	-	-	(128)	1,128	113%	
Total Expenditures	1,015,178	29,596	66,567	83,664	179,827	835,352	82%	
Net Income (Loss)	43,860	(29,357)	(5,498)	(53,914)	(88,769)			

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 1 INCOME

	ACTUAL July	ACTUAL August	ACTUAL September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH IN																
8015 General Purpose Entitlement	-	44,896	-	40,675	40,675	40,675	40,675	40,675	18,777	17,087	10,632	454	161,681	456,903	456,903	-
8012 Education Protection Act	-	-	-	31,126	-	-	31,126	-	-	31,126	-	-	31,126	124,504	124,504	-
8096 In Lieu Taxes	-	13,838	28,353	19,265	19,265	19,265	19,265	12,631	24,402	11,314	10,363	9,493	89,680	277,133	277,133	-
8550 Mandates Block Grant	-	-	-	-	466	-	-	-	466	-	-	-	933	1,865	1,865	-
8560 State Lottery	-	-	-	-	-	-	-	6,468	-	-	6,468	-	12,936	25,872	25,872	-
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-	-	-	-	-	12,492	12,492	12,492	-
8590 Categorical Block Grant	-	-	-	7,283	7,283	7,283	7,283	7,283	4,419	4,021	2,277	107	38,277	85,516	85,516	-
8590 All Other State Revenue	239	69	-	-	-	-	-	-	-	-	-	-	-	308	-	308
xxxx Common Core Implementation Funds	-	-	-	-	-	-	-	-	-	-	-	-	26,854	26,854	26,854	-
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	-	1,888	40	2,267	2,267	2,267	2,267	2,267	2,267	2,267	2,267	2,267	-	22,335	22,675	(339)
8699 Fundraising / Donations	-	239	1,356	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	-	35,540	37,716	(2,176)
8710 Other Local Revenue	-	139	-	-	-	-	-	-	-	-	-	-	-	139	-	139
Total Current Year Revenues	239	61,069	29,750	104,388	73,728	73,262	104,388	73,096	54,104	69,587	35,779	16,093	373,978	1,069,462	1,071,530	(2,068)
Other Current Assets	223,596	59,949	6,246	-	-	-	-	-	-	-	-	-	-	289,791	289,791	-
Total Cash In	223,835	121,018	35,996	104,388	73,728	73,262	104,388	73,096	54,104	69,587	35,779	16,093	373,978	1,359,253	1,361,321	(2,068)
Total Cash In Y-T-D	223,835	344,853	380,849	485,237	558,965	632,227	736,615	809,711	863,815	933,402	969,181	985,275	1,359,253			

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 2 OUTGO

	ACTUAL July	ACTUAL August	ACTUAL September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	28,380	28,563	30,465	30,465	30,465	30,465	30,465	30,465	30,465	30,465	30,465	-	331,129	335,116	3,987
2000 Classified Salaries	6,206	7,292	23,098	21,918	21,918	21,918	21,918	21,918	21,918	21,918	21,918	10,959	-	222,896	219,177	(3,719)
3000 Employee Benefits	5,208	7,744	10,724	10,264	10,264	10,264	10,264	10,264	10,264	10,264	10,264	10,264	-	116,053	123,169	7,116
Total Salaries & Benefits	11,414	43,416	62,385	62,647	62,647	62,647	62,647	62,647	62,647	62,647	62,647	51,688	-	670,078	677,461	7,384
Supplies																
4100 Texts and Core Curricula	287	2,389	3,396	-	167	-	167	-	167	-	167	-	-	6,739	1,000	(5,739)
4200 Reference Materials	-	1,276	-	1,667	-	1,667	-	1,667	-	1,667	-	1,667	-	9,610	10,000	390
4300 Materials and Supplies	286	5,603	3,781	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	-	20,545	14,500	(6,045)
4400 NonCap Equipment	935	658	-	-	-	-	-	-	-	-	-	-	-	1,593	-	(1,593)
Total Supplies	1,507	9,927	7,177	2,875	1,375	2,875	1,375	2,875	1,375	2,875	1,375	2,875	-	38,487	25,500	(12,987)
Services / Other Op Exp																
5200 Travel and Conferences	3,024	50	626	398	398	398	398	398	398	398	398	398	-	7,281	4,775	(2,506)
5300 Dues and Memberships	-	-	-	-	-	1,240	-	-	-	-	-	-	-	1,240	1,240	-
5400 Property/Liability Insurance	3,243	1,084	1,084	1,694	1,694	1,694	1,694	1,694	1,694	-	-	-	-	15,572	16,936	1,364
5500 Operations / Housekeeping	1,101	1,350	2,093	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	23,979	25,914	1,935
5600 Rentals, Leases, and Repairs	7,877	7,915	8,112	9,097	9,097	9,097	9,097	9,097	9,097	9,097	9,097	9,097	-	105,777	109,165	3,388
5800 Prof. & Consulting Services	1,275	2,389	1,841	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	-	42,951	49,928	6,977
5900 Communications	284	436	346	437	437	437	437	437	437	437	437	437	-	4,997	5,242	245
Total Services	16,803	13,224	14,102	17,946	17,946	19,186	17,946	17,946	17,946	16,252	16,252	16,252	-	201,798	213,200	11,402
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-	24,504	-	-	24,504	-	-	24,504	-	-	24,504	98,017	98,017	-
7438 Long-Term Debt Interest	(128)	-	-	-	-	-	-	-	-	-	-	1,000	-	872	1,000	128
Total Other Outgo	(128)	-	-	24,504	-	-	24,504	-	-	24,504	-	1,000	24,504	98,889	99,017	128
Total Current Year Expenses	**29,596**	**66,567**	**83,664**	**107,972**	**81,967**	**84,707**	**106,472**	**83,467**	**81,967**	**106,278**	**80,274**	**71,815**	**24,504**	**1,009,251**	**1,015,178**	**5,927**
9500 Accounts Payable	95,909	(11,290)	(8,105)	-	-	-	-	-	-	-	-	-	-	76,514	76,514	-
Total Cash Out	**125,505**	**55,276**	**75,559**	**107,972**	**81,967**	**84,707**	**106,472**	**83,467**	**81,967**	**106,278**	**80,274**	**71,815**	**24,504**	**1,085,765**	**1,091,692**	**5,927**
Total Cash Out Y-T-D	125,505	180,782	256,341	364,312	446,280	530,987	637,459	720,926	802,894	909,172	989,446	1,061,261	1,085,765			
Percent of Budget	11.50%	16.56%	23.48%	33.37%	40.88%	48.64%	58.39%	66.04%	73.55%	83.28%	90.63%	97.21%	99.46%			

Projected Cash Balance Statement

Beginning Cash Balance	26,691	125,021	190,762	151,199	147,616	139,376	127,931	125,847	115,475	87,612	50,921	6,426	(49,295)	26,691	26,691	-
Net Change	98,330	65,741	(39,563)	(3,584)	(8,239)	(11,445)	(2,084)	(10,372)	(27,864)	(36,691)	(44,494)	(55,722)	349,474	273,488	269,629	3,859
Ending Cash Balance	**125,021**	**190,762**	**151,199**	**147,616**	**139,376**	**127,931**	**125,847**	**115,475**	**87,612**	**50,921**	**6,426**	**(49,295)**	**300,179**	**300,179**	**296,320**	**3,859**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
September 2013

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Fundraising			
Deposit	09/05/2013	Maria M's fundraising	350.00
Deposit	09/05/2013	middle school bake sale	120.37
Deposit	09/10/2013	Maria M's donations	655.00
Deposit	09/17/2013	Farmers' Market	25.39
Deposit	09/17/2013	Maria M's	10.00
Deposit	09/17/2013	Middle School Fundraiser	188.20
Deposit	09/24/2013	eScrip donation	7.53
Total 8699-Fundraising			1,356.49
Total 8699-Fundraising and Donations			1,356.49
Total 8600-8799 Other Local Revenue			1,356.49
Total 8000-Revenues			1,356.49
TOTAL			**1,356.49**

Sherwood Montessori

Board of Directors - Vendor Payments Report

September 2013

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	09/01/2013	38308	Longfellow Self Storage	September rent	Other Rentals	Government Funds:General - Govt	57.00
Bill	09/01/2013		American Janitorial	September services	Housekeeping Services	Government Funds:General - Govt	485.00
Bill	09/01/2013		Clark Pest Control	8/7/13 pest service	Pest Control	Government Funds:General - Govt	65.98
Bill	09/01/2013	12465	charterSafe	WC Payroll Audit 12-13	3601-Workers Comp	Government Funds:General - Govt	739.41
Bill	09/01/2013	12169	charterSafe	September premium 2013-2014	3601-Workers Comp	Government Funds:General - Govt	845.98
Bill	09/01/2013	12169	charterSafe	September premium 2013-2014	5400-Liability Insurance	Government Funds:General - Govt	1,084.08
Check	09/01/2013	DBT	Really Good Stuff	Red baskets for cubbies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	135.57
Check	09/01/2013	DBT	Amazon.com	Literature Books	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	888.50
Check	09/01/2013	DBT	Amazon.com	History & Literature Books	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	270.77
Check	09/01/2013	DBT	Amazon.com	Science Books	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	17.98
Check	09/01/2013	DBT	Amazon.com	Science Book	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	26.99
Check	09/01/2013	DBT	Amazon.com	Science Books	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	34.97
Bill	09/01/2013	1599677062	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	276.72
Bill	09/01/2013	1602742415	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	268.22
Bill	09/01/2013	1609683835	Office Depot	Office Supplies	Office Supplies	Government Funds:General - Govt	55.33
Bill	09/01/2013	12465	charterSafe	WC Payroll Audit 12-13	3401-Health Benefits	Government Funds:General - Govt	739.41
Bill	09/02/2013	32068	The Creative Apple	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	102.59
Bill	09/02/2013	32080	The Creative Apple	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	35.91
Bill	09/02/2013	32098	The Creative Apple	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	16.07
Bill	09/03/2013	9710975595	Verizon Wireless	8/4/13 to 9/3 service	Telephone, Cellular	Government Funds:General - Govt	98.70
Bill	09/04/2013	475228	Ray Morgan Company	Toner	Office Supplies	Government Funds:General - Govt	82.45
Bill	09/04/2013		Laura A. Mason	Bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	125.00
Check	09/04/2013	3039	Steven Duke	Maintenance - paint, toilet flapper	Facility Repairs	Government Funds:General - Govt	41.95
Check	09/04/2013	3039	Steven Duke	Maintenance supplies- shelf support & shelf mate...	Maintenance Supplies	Government Funds:General - Govt	29.90
Bill	09/04/2013	4022723341	Pearson Education Inc.	Textbooks	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	1,196.18
Check	09/04/2013	DBT	Amazon.com	Literature Books	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	389.70
Check	09/04/2013		Amazon.com	ELA texts	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	88.85
Check	09/05/2013	DBT	Cash & Carry	Supplies	Custodial Supplies	Government Funds:General - Govt	105.68
Check	09/05/2013	DBT	Costco	Custodial Supplies	Custodial Supplies	Government Funds:General - Govt	66.63
Check	09/05/2013	DBT	Costco	Office Supplies	Office Supplies	Government Funds:General - Govt	67.69
Bill	09/05/2013	307706	S & S WHOLESALE PRODUCE	Farmers Market	Farmers' Market	Non Government:Farmers' Market	34.43
Bill	09/05/2013	307706	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	11.48
Bill	09/05/2013	1612022856	Office Depot	SBIT/Resource supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	13.26
Bill	09/05/2013	1612022856	Office Depot	4/5/6 supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	5.53
Check	09/06/2013	DBT	4G Wireless	IPhone	Office Supplies	Government Funds:General - Govt	243.34
Bill	09/06/2013		California Water Service Compa...	Services 8/6/13-9/5/13	Water	Government Funds:General - Govt	208.65
Check	09/06/2013		Amazon.com	ELA texts	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	87.57
Check	09/06/2013		Amazon.com	ELA texts	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	91.60
Check	09/06/2013		Amazon.com	ELA texts	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	91.60
Check	09/08/2013	DBT	Wufoo	Subscription 9/8/13 to 10/8/13 Invoice #622869	Online List Management	Government Funds:General - Govt	9.95
Check	09/09/2013	3053	Neighborhood Church	Winter festival rental 12/17/13	Other Rentals	Government Funds:General - Govt	0.00
Check	09/09/2013	3054	Neighborhood Church	Winter festival rental 12/17/13	Other Rentals	Government Funds:General - Govt	100.00
Check	09/09/2013		Mission Ranch Primary	unknown - missing receipt	Instructional Supplies	Government Funds:General - Govt	15.00
Check	09/09/2013		Big Accessories	unknown - missing receipt	Instructional Supplies	Government Funds:Lottery - Unrestricted	138.41
Check	09/10/2013	DBT	Costco	custodial supplies	Custodial Supplies	Government Funds:General - Govt	36.53
Check	09/10/2013	DBT	Costco	classroom supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	39.75
Check	09/10/2013	DBT	Target	7/8 class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	6.71
Check	09/10/2013	DBT	Target	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	21.39
Bill	09/10/2013	1613540329	Office Depot	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	124.64
Bill	09/10/2013	1613540329	Office Depot	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	6.73
Bill	09/10/2013	CNIN638444	Advanced Document	Copier rental contract 9/4/13-10/3/13	Copier Lease	Government Funds:General - Govt	166.63
Bill	09/10/2013	CNIN638445	Advanced Document	Maintenance contract	Copier Lease	Government Funds:General - Govt	122.82
Bill	09/10/2013	307903	S & S WHOLESALE PRODUCE	Farmers market	Farmers' Market	Non Government:Farmers' Market	13.52
Bill	09/10/2013	307903	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	13.51
Bill	09/11/2013	25943	North American Montessori Cent...	NAMC - Meghan Callahan	5200-Travel and Conferences	Government Funds:General - Govt	600.00
Check	09/11/2013		Amazon.com	ELA texts	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	177.70
Bill	09/12/2013	307999	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	10.31
Bill	09/12/2013		Comcast	service 9/17/13-10/16/13	Internet Service Provider	Government Funds:General - Govt	99.95
Bill	09/12/2013		Comcast	service 9/17/13-10/16/13	Telephone, Landline	Government Funds:General - Govt	102.28
Bill	09/12/2013		Comcast	service 9/17/13-10/16/13	Television, Cable	Government Funds:General - Govt	4.95
Bill	09/12/2013		Comcast	taxes	Telephone, Landline	Government Funds:General - Govt	1.23
Bill	09/12/2013		Comcast	late fee	Television, Cable	Government Funds:General - Govt	4.75
Check	09/13/2013	DBT	Home Depot	Maintenance supplies	Maintenance Supplies	Government Funds:General - Govt	35.95
Bill	09/13/2013	308020	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	30.98
Bill	09/13/2013	308020	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	10.33

Sherwood Montessori

Board of Directors - Vendor Payments Report

September 2013

Type	Date	Num	Name	Memo	Account	Class	Amount
Check	09/13/2013		Amazon.com	ELA texts	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	88.85
Check	09/17/2013	3055	Teresa Shippen	Montesorri serv. & Jmplearning	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	276.54
Bill	09/17/2013		Redeemer Lutheran Church	September rent	Property Rental - Moss Ave	Government Funds:General - Govt	7,513.00
Check	09/17/2013	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	75.20
Check	09/17/2013	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	33.84
Check	09/17/2013	DBT	Target	Supplies	Office Supplies	Government Funds:General - Govt	7.66
Check	09/17/2013	DBT	Target	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	4.30
Check	09/17/2013	DBT	Target	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	60.02
Check	09/17/2013	DBT	HP Home & Home Office Store	HP ink cartridge	Office Supplies	Government Funds:General - Govt	32.24
Bill	09/18/2013		Laura A. Mason	Bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	125.00
Check	09/18/2013	3056	Bergstrand, Gretchen B	Livescan	LiveScan and TB Test Services	Government Funds:General - Govt	69.00
Check	09/18/2013	3057	Michelle Yezbick	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	26.29
Check	09/18/2013	3058	Mary Lucas	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	277.59
Check	09/18/2013	DBT	Walmart	Supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	83.59
Check	09/18/2013	DBT	Alison's Montessori	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	61.00
Check	09/19/2013	DBT	Rite Aid	Office supplies	Office Supplies	Government Funds:General - Govt	2.21
Check	09/19/2013	DBT	USPS	Postage	Postage	Government Funds:General - Govt	24.61
Check	09/20/2013	DBT	Amazon.com	Spanish books	Instructional Supplies	Government Funds:Lottery - Unrestricted	107.40
Bill	09/20/2013	308312	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	18.21
Bill	09/20/2013	308312	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	18.20
Bill	09/20/2013	2580	Forest Ranch Charter School	Accounting services	Business Manager Services	Government Funds:General - Govt	1,100.00
Bill	09/20/2013	308335	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	19.77
Bill	09/20/2013		PG & E	8/21/13 - 9/19/13 service	Electricity	Government Funds:General - Govt	1,259.20
Check	09/20/2013		Amazon.com	spanish language materials	Instructional Supplies	Government Funds:Lottery - Unrestricted	85.92
Check	09/23/2013	DBT	Amazon.com	NewAir Swamp cooler	Facility Repairs	Government Funds:General - Govt	110.12
Check	09/23/2013		Amazon.com	ELA texts	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	177.70
Check	09/24/2013	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	103.16
Check	09/24/2013	DBT	Amsterdam	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	106.05
Bill	09/24/2013	1617602520	Office Depot	Office	Office Supplies	Government Funds:General - Govt	17.17
Check	09/24/2013		Montessori Outlet	classroom supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	81.16
Bill	09/25/2013		Recology	September service	Trash/Recycling	Government Funds:General - Govt	73.72
Check	09/25/2013		Target	sports equipment	Instructional Supplies	Government Funds:Lottery - Unrestricted	22.51
Check	09/25/2013		Amazon.com	spanish language materials	Instructional Supplies	Government Funds:Lottery - Unrestricted	21.48
Check	09/25/2013		University Box Office	unknown - missing receipt	Field Trips and Assemblies	Non Government:General - Non Govt	139.00
Check	09/25/2013		Amazon.com	ELA texts	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	177.70
Check	09/25/2013		Amazon.com	ELA texts	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Lottery - Rest...	177.70
Bill	09/26/2013	308548	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	16.24
Bill	09/26/2013	308548	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	5.42
Check	09/26/2013		Play it Again Sports	sports equipment	Instructional Supplies	Government Funds:Lottery - Unrestricted	37.58
Check	09/26/2013		Alison's Montessori	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	152.00
Check	09/30/2013	3091	Knox, Marlo	SS reimbursed, withheld in error	3302-OASDI	Government Funds:EPA Funds	552.17
TOTAL							**24,461.21**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Facilities Update**

Date: October 11, 2013 for the meeting of October 17, 2013

SUMMARY

Three issues are currently being addressed in the realm of facitlities:

A. Use Permit issues at our Moss Avenue site
B. Progress toward obtaining a permanent future facility
C. Current space issues at our Moss Avenue site

DISCUSSION

Our Facilities Committee Meeting on October 1 was well attended by members who have been on the working committee for many months and new members of concerned middle school parents. Some time was used catching new members up on information, but most time was used to discuss facilities' issues and assign tasks to members new and old.

A. I have been in touch with Redeemer Lutheran Church representative Terry Brinson and we will coordinate a meeting with neighbors when he returns from out of town.

B. We have a land lease to consider under Agenda Item 5.3 that best describes current devleopments in obtaining a permanent future facility. In addition, Tanya Parish, Facilities Committee member, and I met with a representative from Gen 7 schools to discuss the possibility of renting these high-end modular classrooms for a whole-school long-term solution.

C. A parent volunteer has offered to draw plans for a window in the former library/current middle school room. We have been to the church to secure building plans to get him started, but so far have had limited luck in obtaining the original plans. The church secretary will be in touch with the Head Trustee who is believed to have the complete

set of plans. Parent volunteers have offerered to donate time building once the plans are approved and the permit is acquired. I ordered a shed from Home Depot to house books from the former library and some equipment from the existing shed on the playground. The shed needs assembling and a request for parent volunteers has been made. The existing shed has electricity and could be used as an office when needed once space is made.

ACTION REQUESTED

Discuss possible next moves in facilities issues and advise School Director.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 – Land lease**

Date: October 11, 2013 for the meeting of October 17, 2013

SUMMARY

Sherwood has an offer of a land lease for 64 acres to explore the possibility of developing a permanent facility for the school.

DISCUSSION

In order to move forward on determining if a potential site is viable for building a permanent facility, the school must have legal control of a parcel of land first. We have been offered a land lease to control a parcel of land 64 acres in size to make it possible to investigate the feasibility of building a school on the site.

64 acres is in excess of the size needed, however, if Sherwood does find that this parcel is adequate for our project, we would have the right to sublease the remaining acreage to raise revenues we would control.

The attached documents include one titled “Site Control” which describes the terms of the proposed land lease. The other is titled “Campus Master Plan” and describes the task of creating such a plan and some specifications for the completed plan.

ACTION REQUESTED

Discuss land lease as written and take action to accept or revise proposed lease.

Attachments: Site Control document, Campus Master Plan document

SITE CONTROL

Site: APN: 040-600-057
Area: 63.99 acres
Access: From Skyway via existing recorded road easement
Condition: Vacant Land in "AS IS" condition

Preamble: ***Site Control*** enables Sherwood Montessori School leadership to proceed with confidence through planning and feasibility, major milestones of which may include:

1. Campus Master Plan on this site.
2. Availability, timing, suitability and financing of modular buildings.
3. County and State approval time, cost, and likelihood.
4. Infrastructure issues (water, access, circulation, sewage, electricity, perimeter fencing, and telephone.)

Document: ***Long-term Land Lease*** provides Sherwood *Site Control*. If executed in November 2013, the lease will provide for the unilateral right of cancellation enabling Sherwood to "opt out" at any time, for any reason, during a pre-defined period of time.

Business Terms: **(Absolute net lease)**

1. Start Date: Upon Lease execution
2. Expiration Date: 12/31/2034.
3. Base Rent:
   - From execution to 6/30/2014 $10/mo.
   - From 7/1/2014 to 6/30/2015 $1,000/mo.
   - From 7/1/2015 to 6/30/2034 $5,000/mo.
4. Property Taxes: Paid by tenant. Currently $1,000/yr.
5. Utilities: Paid by tenant. None at this time.
6. Insurance: Paid by tenant. Liability & buildings.
7. Deposit: $5,000 payable on execution
8. Tenant Cancellation Right:
   At Tenant's sole discretion, any time prior to 6/30/2015. Deposit is refundable. Any rent paid is non-refundable.
9. Tenant Sublease Rights:
   Tenant may sublease portions of the property for legal and limited uses to offset its lease cost. Tenant may only sublease when it is in occupancy and not in default. Tenant's Cancellation Right must be waived or expired prior to any sublease. No sublease may extend beyond 12/31/2034.
10. Cost of Living Increases: (Consumer Price Index-CPI)
    Rent shall increase by the change in the CPI on the tenth anniversary and annually thereafter.
11. Cattle: Cattle remain on site until Tenant fences them out.

CAMPUS MASTER PLAN

Pre-amble: Sherwood Montessori School is a "charter school" in Butte County California. Its facilities are subject to review and approval by the California State Architects Office. Its current facility is neither adequate nor permanent. Sherwood desires to relocate. A tract of vacant and unimproved land adjacent to the City of Chico is under consideration. The property may be suitable for a Montessori campus style project. Sherwood has a limited budget.

Goal: Prepare a ***Campus Plan*** that fits the property. Make the campus spacious, gracious, safe and affordable. Make the plan informative.

Considerations:

1. Consider setting back from Skyway to lessen any impact of road noise.
2. Design perimeter fencing to avoid conflict with existing cattle operation that is likely to be a long-term neighbor.
3. Employ existing access location on Skyway via recorded easement.
4. Design parking, drop off, and circulation for both safety and convenience.
5. Keep all buildings single story to avoid elevator requirements.
6. Provide a single point of entry to the school close to the parking area for student check in and campus security.
7. Be spacious and grade precisely to make meeting ADA requirements easy. (**A**mericans with **D**isabilities **A**ct).
8. Locate water well at a higher elevation.
9. Locate septic at a lower elevation.
10. Consider commercial agriculture for the land not used for the campus.
11. Setback 350 feet as required from Skyway scenic highway.
12. Consider some monumental public art along Skyway.

Document: The ***Campus Plan*** is an important document for Sherwood to produce and bind. It should be in color. It will be needed for work with the County Supervisors and staff. It is likely to be needed by the purveyor of modular facilities. It is an important element in setting the scope, cost, master planning and phasing. It should create clarity. Keep it simple. Employ few words. Consider the Regional Sports Park booklet as a model. This document will drive your budget.

Opinion: Focus on the minimum required to get successfully relocated. Phasing is vitally important. Once on site; the school should prosper.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, November 21, 2013 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 Approval of Minutes from October 17, 2013

2.2 First Interim Financial Report

The Board will receive the First Interim Financial Report.

ACTION REQUESTED: Approve report.

2.3 Annual Financial Audit

The Board will receive the School's Annual Financial Audit from the School Director.

ACTION REQUESTED: Receive report.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report

3.2 Sherwood Montessori Parents Organization Report

3.3 School Director Report

3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Facilities Committee Update

The School Director will provide the Board of Directors with a formal update on the work of the Facilities Committee to reach the goal of obtaining a permanent facility and on issues at our current site.

ACTION REQUESTED: Receive report.

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

5.3 EPA Funds Resolution

The Board of Directors will consider a resolution for spending EPA funds.

ACTION REQUESTED: Approve resolution.

5.4 Spending Plan for Common Core State Standards (CCSS) Funding

The Board will discuss a spending plan for CCSS funding.

ACTION REQUESTED: Discuss funds available for CCSS implementation and give guidance to School Director for next month's resolution.

5.5 Finance Committee Report

The Finance Committee has proposed changes to the current Purchasing Policy and has begun a discussion of fundraising strategy.

ACTION REQUESTED: Adopt proposed changes to the Purchasing Policy and continue fundraising strategy discussion.

5.6 Administration Restructure Revisit

The School Director will report on the results of the administration restructure approved in August and will propose further restructuring.

ACTION REQUESTED: Approve proposed restructuring.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to approve a growth plan for the purposes of planning the lottery draw on February 1.

7.2 The Board will receive a Resources and Needs Response Plan.

7.3 The Board will receive a revised Job Audit from the School Director.

7.4 The Board will approve a resolution describing a spending plan for the CCSS funds.

7.5 The results of the Parent Survey will be presented.

7.6 A spending plan for Prop 39: Clean Energy and Jobs Act funds will be determined.

8. ADJOURNMENT (Est. 8:00 p.m.)

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Agenda Item 2.1

SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of October 17, 2013

1. CALL TO ORDER: at 6:05 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Robyn Faraone - Secretary; Chris Fosen; David Kuperman - Treasurer; Corin Meester; Stephen Lucas - Chair; Erwin Williams.
Absent: Peter DiFalco.
Others Present: Scott Giannini; John Howlett- Lead Teacher; Marlo Knox - Lead Teacher; Michelle Yezbick - School Director.

2. CONSENT AGENDA
Item 2.4 School Director Job Audit was moved to Regular Business.

Director Meester motioned to approve consent agenda; *Director Fosen* 2nd motion.
AYES: 6 (Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (DiFalco)

2.1 Approval of Minutes from September 6, 2013 and Spetmber 19, 2013.
2.2 Single Plan for Student Achievement
2.3 School Performance Audit
2.5 Prop 39 Initial Request

3. REPORTS AND COMMUNICATION
3.1 Instructional Staff Report- See agenda attachment.
3.2 SMPO Report- None
3.3 School Director Report- See agenda attachment. Sherwood students did very well on the Star testing. It is unclear how our progress will be evaluated this year since Common Core will not start yet. The school continues to struggle with a lack of space. There was no space for the financial audit to set up, but the accounting firm agreed to have it conducted in their offices, and Heather prepared all the documents for them to take to their offices. School photos were taken in the kindergarten room, displacing the students for the day. We had disappointing results for the Maria M fundraiser. We had lower participation and lower total amount raised compared to last year. The director would like more guidance from the Board on fundraising. This will go to the Finance Committee and be brought back to the Board in the next two months.
3.4 Treasurer Report- See agenda attachment. Edit to the report: enrollment is back up to 168 students because a middle school student returned.

4. NOTICED PUBLIC HEARINGS
None

5. REGULAR BUSINESS
5.1 Items Removed From Consent – 2.4 Job Audit

5.2 Facilities Update- See agenda attachment. There will be a hearing on November 12, 2013 at 2:00 PM to modify the Redeemer Lutheran Church's use permit for the school.

5.3 Land lease- See agenda attachment. This is a preliminary agreement to continue the conversation with the land owner for the possible lease of his property to develop a new school site. John Howlett raised concerns that this parcel was rejected for development in 1987 and 1994 because it was outside the City of Chico boundaries but would use city resources. This and a myriad of other issues will need to be fully vetted before a lease is signed. We will likely need a Project Manager, and we will continue to explore other options.

Director Williams motioned to approve the request for a land lease from the property owner for consideration of the Board of Directors*; Director Meester* 2nd the motion.

AYES: 6 (Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (DiFalco)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to approve a resolution to spend restricted funds for Common Core Standards implemention.

7.2 Fundraising Policy

8. CLOSED SESSION

8.1 Personnel Issue

The Board went into closed session at 7:40 PM to discuss a personnel issue. The Board came out of closed session at 7:50 PM.

9. ADJOURNMENT: 7:50 PM. BOD adjourns until the BOD Meeting November 21, 2013 at 6:00 PM.

Approved: _____, 20____

_____
Robyn Faraone, Secretary

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: First Interim Financial Report

Date: November 15, 2013 for the meeting of November 21, 2013

SUMMARY

Business Manager Lisa Speegle has prepared a First Interim Financial Report that needs to be approved by the Board before being sent to CUSD, BCOE, and the CDE.

DISCUSSION

The Budget Committee met in early October with the original budget for the 2013-2014 fiscal year and actual spending through September. With this information, we gave input to the Business Manager to create the First Interim Financial Report. This document then becomes the basis for the current, revised budget for the remaining 2013-2014 fiscal year.

ACTION REQUESTED

Approve report.

Attachment: First Interim Financial Report

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: Sherwood Montessori
(continued) Charter School
CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Fiscal Year: 2013/14

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources										
Local Control Funding	8011			-			-	545,718.00		545,718.00
Education Protection Act Funding	8012	135,203.00		135,203.00	31,126.00		31,126.00	124,504.00		124,504.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	422,456.00		422,456.00	85,303.00		85,303.00			-
State Aid - Prior Years	8019			-			-			-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			-			-			-
County and District Taxes (for rev. limit funded schools)	8040-8079			-			-			-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			-			-			-
Revenue Limit Transfers (for rev. limit funded schools):										
PERS Reduction Transfer	8092			-			-			-
Other Revenue Limit Transfers	8091, 8097			-			-			-
Total, Revenue Limit Sources		557,659.00	-	557,659.00	116,429.00	-	116,429.00	670,222.00	-	670,222.00
2. Federal Revenues										
No Child Left Behind	8290			-			-			-
Special Education - Federal	8181, 8182			-			-			-
Child Nutrition - Federal	8220			-			-			-
Other Federal Revenues	8110, 8260-8299			-			-			-
Total, Federal Revenues		-	-	-	-	-	-	-	-	-
3. Other State Revenues										
Charter Schools Categorical Block Grant	8590	84,498.00		84,498.00			-			-
Special Education - State	StateRevSE			-			-		12,492.00	12,492.00
All Other State Revenues	StateRevAO	22,449.00	4,980.00	27,429.00	308.16	13,800.00	14,108.16	22,449.00	31,834.00	54,283.00
Total, Other State Revenues		106,947.00	4,980.00	111,927.00	308.16	13,800.00	14,108.16	22,449.00	44,326.00	66,775.00
4. Other Local Revenues										
Charter Schools Funding in Lieu of Property Taxes	8096	266,751.00		266,751.00	60,942.42		60,942.42	273,834.00		273,834.00
All Other Local Revenues	LocalRevAO	42,851.00	6,900.00	49,751.00	9,454.14		9,454.14	60,391.00		60,391.00
Total, Local Revenues		309,602.00	6,900.00	316,502.00	70,396.56	-	70,396.56	334,225.00	-	334,225.00
5. TOTAL REVENUES		974,208.00	11,880.00	986,088.00	187,133.72	13,800.00	200,933.72	1,026,896.00	44,326.00	1,071,222.00
B. EXPENDITURES										
1. Certificated Salaries										
Teachers' Salaries	1100	335,116.01		335,116.01	84,517.47	1,716.00	86,233.47	329,354.81	7,776.00	337,130.81
Certificated Pupil Support Salaries	1200			-			-			-
Certificated Supervisors' and Administrators' Salaries	1300			-			-			-
Other Certificated Salaries	1900			-			-			-
Total, Certificated Salaries		335,116.01	-	335,116.01	84,517.47	1,716.00	86,233.47	329,354.81	7,776.00	337,130.81
2. Non-certificated Salaries										
Instructional Aides' Salaries	2100	110,258.40	6,900.00	117,158.40	25,364.31	136.20	25,500.51	98,655.84	4,104.00	102,759.84
Non-certificated Support Salaries	2200	13,500.00		13,500.00	3,748.55		3,748.55	12,870.00		12,870.00
Non-certificated Supervisors' and Administrators' Sal.	2300	70,000.00		70,000.00	23,333.32		23,333.32	70,000.00		70,000.00
Clerical and Office Salaries	2400	18,518.40		18,518.40	5,977.25		5,977.25	23,760.00		23,760.00
Other Non-certificated Salaries	2900			-			-			-
Total, Non-certificated Salaries		212,276.80	6,900.00	219,176.80	58,423.43	136.20	58,559.63	205,285.84	4,104.00	209,389.84
3. Employee Benefits										
STRS	3101-3102	27,647.07		27,647.07	6,877.36		6,877.36	27,171.77	641.52	27,813.29
PERS	3201-3202	23,482.12		23,482.12	4,151.76		4,151.76	21,967.09	469.58	22,436.67
OASDI / Medicare / Alternative	3301-3302	21,626.21		21,626.21	5,654.41	35.29	5,689.70	19,885.15	1,021.57	20,906.72
Health and Welfare Benefits	3401-3402	34,248.00		34,248.00	9,377.01		9,377.01	43,068.00		43,068.00
Unemployment Insurance	3501-3502	6,188.00		6,188.00	1,117.62	62.97	1,180.59	5,950.40	237.60	6,188.00
Workers' Compensation Insurance	3601-3602	9,977.27		9,977.27	5,825.05		5,825.05	9,837.37		9,837.37
Retiree Benefits	3701-3702			-			-			-
PERS Reduction (for revenue limit funded schools)	3801-3802			-			-			-
Other Employee Benefits	3901-3902			-	(62.63)	1.85	(60.78)			-
Total, Employee Benefits		123,168.67	-	123,168.67	32,940.58	100.11	33,040.69	127,879.78	2,370.27	130,250.05
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100		1,000.00	1,000.00		5,937.03	5,937.03		6,500.00	6,500.00
Books and Other Reference Materials	4200		10,000.00	10,000.00	1,298.23	120.25	1,418.48	2,000.00		2,000.00
Materials and Supplies	4300	14,750.00		14,750.00	11,567.65		11,567.65	23,500.00		23,500.00
Noncapitalized Equipment	4400			-	2,094.57		2,094.57	2,200.00		2,200.00
Food	4700			-			-			-
Total, Books and Supplies		14,750.00	11,000.00	25,750.00	14,960.45	6,057.28	21,017.73	27,700.00	6,500.00	34,200.00
5. Services and Other Operating Expenditures										
Home to School Transportation	5100			-			-			-
Travel and Conferences	5200	4,775.00		4,775.00	6,885.21		6,885.21	7,175.00		7,175.00
Dues and Memberships	5300	1,230.00		1,230.00	210.00		210.00	1,230.00		1,230.00
Insurance	5400	16,936.00		16,936.00	6,494.74		6,494.74	16,936.00		16,936.00
Operations and Housekeeping Services	5500	25,914.00		25,914.00	6,372.06		6,372.06	25,914.00		25,914.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	109,165.00		109,165.00	32,784.68		32,784.68	99,460.00		99,460.00
Professional/Consulting Services and Operating Expend.	5800	49,472.00		49,472.00	8,857.37		8,857.37	56,086.00		56,086.00
Communications	5900	5,242.00		5,242.00	1,671.66		1,671.66	5,242.00		5,242.00
Total, Services and Other Operating Expenditures		212,734.00	-	212,734.00	63,275.72	-	63,275.72	212,043.00	-	212,043.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only										
Sites and Improvements of Sites	6100			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: Sherwood Montessori
(continued) Charter School
CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Fiscal Year: 2013/14

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for full accrual only)	*6900*			-			-			-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	97,269.00		97,269.00			-	98,017.00		98,017.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7280-7299			-			-			-
Debt Service:										
Interest	7438	1,000.00		1,000.00	(128.33)		(128.33)	1,000.00		1,000.00
Principal	7439			-			-			-
Transfers of Indirect / Direct Support Costs	7300-7399			-			-			-
Total, Other Outgo		98,269.00	-	98,269.00	(128.33)	-	(128.33)	99,017.00	-	99,017.00
8. TOTAL EXPENDITURES		996,314.48	17,900.00	1,014,214.48	253,989.32	8,009.59	261,998.91	1,001,280.43	20,750.27	1,022,030.70
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(22,106.48)	(6,020.00)	(28,126.48)	(66,855.60)	5,790.41	(61,065.19)	25,615.57	23,575.73	49,191.30
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(6,020.00)	6,020.00	-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		(6,020.00)	6,020.00	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(28,126.48)	-	(28,126.48)	(66,855.60)	5,790.41	(61,065.19)	25,615.57	23,575.73	49,191.30
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	119,894.12		119,894.12	119,894.12	-	119,894.12	119,894.12	-	119,894.12
b. Adjustments to Beginning Balance	9793, 9795			-	22,636.11	688.00	23,324.11	22,636.11	688.00	23,324.11
c. Adjusted Beginning Balance		119,894.12	-	119,894.12	142,530.23	688.00	143,218.23	142,530.23	688.00	143,218.23
2. Ending Fund Balance, June 30 (E + F.1.c.)		91,767.64	-	91,767.64	75,674.63	6,478.41	82,153.04	168,145.80	24,263.73	192,409.53
Components of Ending Fund Balance (Optional):										
Reserve for Revolving Cash (equals object 9130)	9711			-			-			-
Reserve for Stores (equals object 9320)	9712			-			-			-
Reserve for Prepaid Expenditures (equals object 9330)	9713			-			-			-
Reserve for All Others	9719			-			-			-
General Reserve	9730			-			-			-
Legally Restricted Balance	9740			-			-			-
Designated for Economic Uncertainties	9770			-			-			-
Other Designations	9775, 9780			-			-			-
Undesignated / Unappropriated Amount	9790	91,767.64	-	91,767.64	75,674.63	6,478.41	82,153.04	168,145.80	24,263.73	192,409.53

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary

Charter School Name: Sherwood Montessori
(continued) Charter School
CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Fiscal Year: 2013/14

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	Adopted vs. 1st Interim Increase, (Decrease) $ Difference (Z) vs. (X)	Adopted vs. 1st Interim Increase, (Decrease) % Change (Z) vs. (X)
A. REVENUES						
1. Revenue Limit Sources						
Local Control Funding	8011	-	-	545,718.00	545,718.00	100.00%
Education Protection Act Funding	8012	135,203.00	31,126.00	124,504.00	(10,699.00)	-7.91%
Charter Schools Gen. Purpose Entitlement - State Aid	8015	422,456.00	85,303.00	-	(422,456.00)	-100.00%
State Aid - Prior Years	8019	-	-	-	-	0.00%
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	0.00%
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	0.00%
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	0.00%
Revenue Limit Transfers (for rev. limit funded schools):						0.00%
PERS Reduction Transfer	8092	-	-	-	-	0.00%
Other Revenue Limit Transfers	8091, 8097	-	-	-	-	0.00%
Total, Revenue Limit Sources		557,659.00	116,429.00	670,222.00	112,563.00	20.18%
2. Federal Revenues						
No Child Left Behind	8290	-	-	-	-	0.00%
Special Education - Federal	8181, 8182	-	-	-	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	0.00%
Other Federal Revenues	8110, 8260-8299	-	-	-	-	0.00%
Total, Federal Revenues		-	-	-	-	0.00%
3. Other State Revenues						
Charter Schools Categorical Block Grant	8590	84,498.00	-	-	(84,498.00)	-100.00%
Special Education - State	StateRevSE	-	-	12,492.00	12,492.00	100.00%
All Other State Revenues	StateRevAO	27,429.00	14,108.16	54,283.00	26,854.00	97.90%
Total, Other State Revenues		111,927.00	14,108.16	66,775.00	(45,152.00)	-40.34%
4. Other Local Revenues						
Charter Schools Funding in Lieu of Property Taxes	8096	266,751.00	60,942.42	273,834.00	7,083.00	2.66%
All Other Local Revenues	LocalRevAO	49,751.00	9,454.14	60,391.00	10,640.00	21.39%
Total, Local Revenues		316,502.00	70,396.56	334,225.00	17,723.00	5.60%
5. TOTAL REVENUES		986,088.00	200,933.72	1,071,222.00	85,134.00	8.63%
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	335,116.01	86,233.47	337,130.81	2,014.80	0.60%
Certificated Pupil Support Salaries	1200	-	-	-	-	0.00%
Certificated Supervisors' and Administrators' Salaries	1300	-	-	-	-	0.00%
Other Certificated Salaries	1900	-	-	-	-	0.00%
Total, Certificated Salaries		335,116.01	86,233.47	337,130.81	2,014.80	0.60%
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	117,158.40	25,500.51	102,759.84	(14,398.56)	-12.29%
Non-certificated Support Salaries	2200	13,500.00	3,748.55	12,870.00	(630.00)	-4.67%
Non-certificated Supervisors' and Administrators' Sal.	2300	70,000.00	23,333.32	70,000.00	-	0.00%
Clerical and Office Salaries	2400	18,518.40	5,977.25	23,760.00	5,241.60	28.30%
Other Non-certificated Salaries	2900	-	-	-	-	0.00%
Total, Non-certificated Salaries		219,176.80	58,559.63	209,389.84	(9,786.96)	-4.47%
3. Employee Benefits						
STRS	3101-3102	27,647.07	6,877.36	27,813.29	166.22	0.60%
PERS	3201-3202	23,482.12	4,151.76	22,436.67	(1,045.45)	-4.45%
OASDI / Medicare / Alternative	3301-3302	21,626.21	5,689.70	20,906.72	(719.49)	-3.33%
Health and Welfare Benefits	3401-3402	34,248.00	9,377.01	43,068.00	8,820.00	25.75%
Unemployment Insurance	3501-3502	6,188.00	1,180.59	6,188.00	-	0.00%
Workers' Compensation Insurance	3601-3602	9,977.27	5,825.05	9,837.37	(139.90)	-1.40%

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(continued) Charter School
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Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	Adopted vs. 1st Interim Increase, (Decrease) $ Difference (Z) vs. (X)	Adopted vs. 1st Interim Increase, (Decrease) % Change (Z) vs. (X)
Retiree Benefits	3701-3702	-	-	-	-	0.00%
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	0.00%
Other Employee Benefits	3901-3902	-	(60.78)	-	-	0.00%
Total, Employee Benefits		123,168.67	33,040.69	130,250.05	7,081.38	5.75%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	1,000.00	5,937.03	6,500.00	5,500.00	550.00%
Books and Other Reference Materials	4200	10,000.00	1,418.48	2,000.00	(8,000.00)	-80.00%
Materials and Supplies	4300	14,750.00	11,567.65	23,500.00	8,750.00	59.32%
Noncapitalized Equipment	4400	-	2,094.57	2,200.00	2,200.00	100.00%
Food	4700	-	-	-	-	0.00%
Total, Books and Supplies		25,750.00	21,017.73	34,200.00	8,450.00	32.82%
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	4,775.00	6,885.21	7,175.00	2,400.00	50.26%
Dues and Memberships	5300	1,230.00	210.00	1,230.00	-	0.00%
Insurance	5400	16,936.00	6,494.74	16,936.00	-	0.00%
Operations and Housekeeping Services	5500	25,914.00	6,372.06	25,914.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	109,165.00	32,784.68	99,460.00	(9,705.00)	-8.89%
Professional/Consulting Services and Operating Expend.	5800	49,472.00	8,857.37	56,086.00	6,614.00	13.37%
Communications	5900	5,242.00	1,671.66	5,242.00	-	0.00%
Total, Services and Other Operating Expenditures		212,734.00	63,275.72	212,043.00	(691.00)	-0.32%
6. Capital Outlay						
Sites and Improvements of Sites	6100	-	-	-	-	0.00%
Buildings and Improvements of Buildings	6200	-	-	-	-	0.00%
Books and Media for New School Libraries or Major						0.00%
Expansion of School Libraries	6300	-	-	-	-	0.00%
Equipment	6400	-	-	-	-	0.00%
Equipment Replacement	6500	-	-	-	-	0.00%
Depreciation Expense (for full accrual only)	*6900*	-	-	-	-	0.00%
Total, Capital Outlay		-	-	-	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	0.00%
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	0.00%
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	97,269.00	-	98,017.00	748.00	0.77%
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	0.00%
All Other Transfers	7280-7299	-	-	-	-	0.00%
Debt Service:						0.00%
Interest	7438	1,000.00	(128.33)	1,000.00	-	0.00%
Principal	7439	-	-	-	-	0.00%
Transfers of Indirect / Direct Support Costs	7300-7399	-	-	-	-	0.00%
Total, Other Outgo		98,269.00	(128.33)	99,017.00	748.00	0.76%
8. TOTAL EXPENDITURES		1,014,214.48	261,998.91	1,022,030.70	7,816.22	0.77%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(28,126.48)	(61,065.19)	49,191.30	77,317.78	-274.89%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	0.00%
2. Less: Other Uses	7630-7699	-	-	-	-	0.00%
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	0.00%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary

Charter School Name: Sherwood Montessori
(continued) Charter School
CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Fiscal Year: 2013/14

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	Adopted vs. 1st Interim Increase, (Decrease) $ Difference (Z) vs. (X)	Adopted vs. 1st Interim Increase, (Decrease) % Change (Z) vs. (X)
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	0.00%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(28,126.48)	(61,065.19)	49,191.30	77,317.78	-274.89%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	119,894.12	119,894.12	119,894.12	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	23,324.11	23,324.11	23,324.11	100.00%
c. Adjusted Beginning Balance		119,894.12	143,218.23	143,218.23	23,324.11	19.45%
2. Ending Fund Balance, June 30 (E + F.1.c.)		91,767.64	82,153.04	192,409.53	100,641.89	109.67%
Components of Ending Fund Balance (Optional):						
Reserve for Revolving Cash (equals object 9130)	9711	-	-	-	-	0.00%
Reserve for Stores (equals object 9320)	9712	-	-	-	-	0.00%
Reserve for Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	0.00%
Reserve for All Others	9719	-	-	-	-	0.00%
General Reserve	9730	-	-	-	-	0.00%
Legally Restricted Balance	9740	-	-	-	-	0.00%
Designated for Economic Uncertainties	9770	-	-	-	-	0.00%
Other Designations	9775, 9780	-	-	-	-	0.00%
Undesignated / Unappropriated Amount	9790	91,767.64	82,153.04	192,409.53	100,641.89	109.67%

Agenda Item 2.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Annual Financial Audit

Date: November 15, 2013 for the meeting of November 21, 2013

SUMMARY

Each year, the school is required to have a financial audit conducted by an approved accountant professional. Attached is the financial audit conducted for the 2012-2013 school year.

DISCUSSION

Our audit was done by Dawn Buchanan of Matson & Isom. There were no findings or recommendations. The work has been reviewed by the school's Business Manager and Director and appears accurate and thorough.

ACTION REQUESTED

Receive report.

Attachment: Annual Financial Audit

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: November 15, 2013 for the meeting of November 21, 2013

Kindergarten -Teresa Shippen

Kindergarten conferences are almost complete! I have been able to meet with 22 of 23 families. These conferences are so important. They allow us to reflect on each student, their emotional, social and academic growth. It gives us all a feeling of working on the same team to help each individual grow in their own unique ways. As a teacher, they can provide insight and focus as to where this child has been and where we would like to see them headed. I am thankful for the opportunity to learn more about each student, and family, and to provide them with a peek into their child's day. It builds such a wonderful community feeling!

As the Kindergarten class settles into our learning routine, I realize how many things we have to offer these students! Our class now has Music instruction from Kara Tupy,a parent volunteer, Spanish with Danielle, Cooking and Gardening with Richie and time with our Big Buddies. We have also had parents volunteer for future lessons in writing and art. Add to this a Montessori curriculum, rich in Language Arts, Math, Zoology, Botany, Practical Life...well you get the picture! These students are benefitting from a community of people who support their learning in many ways. I am thankful to be a part of this community, and to watch as these children learn and grow in their own unique ways

1st/2nd -Marlo Knox

I am happy to report to the Board of Directors that our classroom continues to move forward.

•We have attended a field trip to the Gateway Science Museum on Thursday, October 31, which was gifted to us through PG&E and our relationship with Mr. Wilson, a parent in our classroom. This generous gift will enable the other lower elementary classrooms to attend this important community treasure.

•I have been formally observed by Michelle, our director. Michelle has a very personal understanding of my students as she has seen some of my successes with them and some of my struggles to reach them. We have invested time together to serve our kids the best that we can.
•I have had the privilege to conference with all of the families that I serve. We are all agreed that our classroom is unique in many ways and that our diversity of design affords us an abundance of learning opportunities that are truly unique.
•We are currently strengthening our reading skills through guided reading groups and independent practice. Michelle is an integral part of teaching reading to our most needy students.
•We are discussing capitalization, compound words, prefixes, and suffixes in the area of Language Arts.
•We have been exploring life cycles in both Botany and Zoology, including labeling activities to build vocabulary.
•We are very focused on the changes that we are observing with trees and leaves and are trying to articulate what is happening more clearly.
•We are wrapping up a fascination we have had with crystals which we explored through several experiments where we watched crystals form in our own classroom.
•We are working on understanding time in our study of History creating various time lines.
•As we talk about time and observe seasonal changes so evident in our environment at this moment, we have been lead naturally to reflect on the movement of our earth, it's place in the universe, and what we see when we observe the moon. We will have a night sky viewing on Monday, December 2nd at the community observatory in Upper Bidwell Park.
•Our students enjoy Geography puzzles, and can consistently name our oceans and continents. They will now begin to explore the details of our specific continent, North America.
•Finally, we strive for peace and harmony in our classroom. We have recently designed an area for reflection and solitude within our classroom. We are also afforded many opportunities to discuss cultural awareness because we have students from varies ethnic backgrounds and religious practices. My students are very verbal about who they are, where they come from, and what they practice in their own homes.

My challenges continue to be the physical design of our space and the materials that will be used permanently in our room. You will be happy to know that my personal process of "becoming" has indeed seemed less arduous. In addition I would like to mention that I have successfully completed the first third of my Lower Elementary Montessori Certification Courses. I am continuing to study with my next assignments due January 10.

1st/2nd/3rd-Carin Anderson

Carin and Gretchen's class continues to be a busy place. We more and more often reach the kind of grounded worktime that we strive for. The classroom community is wonderful - not without challenges, but at its core very caring, compassionate, and sincere. More and more I see the children teaching each other, and saying the things I might have said. They help each

other with the materials, but also with the task of learning how to take care of each other, how to communicate well, and how to create a place that feels fair, fun, and nurturing. I feel privileged to share the classroom with them.

We have started the long-awaited Timeline of Life. The children are creating their own timelines, period by period, and they promise to be works of art. We have begun with the Cambrian Period of the Paleozoic Era. We also continue to study North America, and are now looking at the arrival of Europeans. The third graders are finishing their country reports, and the second graders have now begun. In Second Step, we have started the unit on problem solving, with Puppy and Snail leading the way. Our Biomes study continues to be rich as we move through the diversity of the continent. Math, language, writing, and reading are humming along, with me just barely keeping up with student lessons. I do finally feel, in year 3 of lower elementary, that I am beginning to settle into a rhythm with the math and language curriculum. This has taken much organization, planning, reorganization, and reworking, but I now feel like I have something that makes sense to me, and I feel I am increasingly able to meet each child where he or she is.

In recent professional development, I learned more about the Common Core standards and the ways standardized testing will be changing. This can be daunting; just grasping the new system is challenging, and the new standards and testing system will require changes in the ways we teach and prepare our students for these tests. But I can also see some opportunities in the shift. In math in particular, I am inspired to work to understand how these new standards relate to our Montessori curriculum, and how to find an integration between the Montessori genius for math and the elements of the new standards that are grounded in a kind of critical thinking that may be missing from a simple focus on the progression of materials I was taught in Montessori training.

All in all things are well this year so far. I am looking forward to the rest of it!

1st/2nd/3rd –Eric Parish

As part of our biome studies the children have collected soil samples around the school campus. We have discussed how soil contains air, water, minerals, organic matter, plants and animals. We then looked at our soil samples under a magnifying glass and the children have been sketching their observations. We followed the soil explorations with a walk in the park with Chef Richie and some parents and the kids collected fallen leaves. We had another presentation about parts of the leaf and how different plants may be identified by their margins and veins. The kids are again observing the leaves with the magnifying glass and are creating some beautiful sketches.

A few weeks ago my wife Tanya came to visit our class on behalf of BEC and the R.A.R.E program. She gave a fantastic presentation about how we may reuse, reduce, recycle, and rot our waste.

The class was guided in an outside relay activity where the kids sorted waste into recycle, reuse, compost, and landfill containers. We found that no items needed to go to the landfill. After the relay we made a compost bin and we now have worms to compost our fruit and vegetable leftovers.

Not only do we have worms but now we have rats. Ping and Pong are beautiful pedigree rats and have become a lovable hit in our class. They are very friendly and love interaction with the children. The kids love to make sketches and write stories about them. It is very nice that our zoologists now have animals to care for.

4th/5th/6th-Kristina Besnard and Meghan Callahan

4/5/6 students are knee deep in Mesopotamia research. Students have been learning about how the geographical location between the Tigris and Euphrates rivers affected their agricultural practices and way of life. They have gathered info on trade, writing system, laws, class system, lodging, art, food, clothing, irrigation, and many other noteworthy inventions that helped life flourish in such an arid climate. My favorite moment so far has been over hearing a group of sixth grade boys argue about whether of not Hammurabi's laws were just or not, given the difficulties of the times.

The difficulty with teaching three grade levels with varying degrees of reading level and work habits continues to be the lack of space. Ideally, I would have my students who need more support learn to research by reading and summarizing with me and my high achieving, independent students given more time to research on their own, but it has been difficult to do in the same classroom. My kids on the carpet get too distracted by the other students in the room and when I used to have my aide take some students out to the picnic tables to read, now the weather is too unpredictable. Instead, we've done the best with what we have and adjusted so the students who are capable of deeper levels of understanding can research further in the morning work period.

We have started p.e rotations one day a week, so I can have smaller groups during Writer's Workshop and more time to conference with students.

We've started an art docent schedule that two parent volunteers share so that every other Friday morning, students
Get an art lesson from someone with a fine arts background.

One high risk student continues to have trouble and we struggle to support him without space for him to go to calm down and talk to an adult. Right now, he goes to John's room and it is a good temporary solution. He is seeing the school counselor, but it is a constant struggle to give him the attention he needs and teach at the same time. Classroom management techniques that work with most students who have behavior issues are not effective.

We have several ambitious and generous parent volunteers who are working with me to organize one big 4/5/6 fundraiser this winter for a spring field trip to be determined. We have several options for field trips, depending on how much we raise.
Marci pope and Erica charlesworth are helping organize the event.

4th/5th/6th-Lindsey Serrao

Hi All!
Thanksgiving is approaching us quickly! I was told with my first year being quite new and busy, that Thanksgiving would be here before I knew it and it surely is! Our 4/5/6 class has been working away on Civilization projects. In order for the students to get a real idea of how civilizations started, we are working on a two-part project where the students get to create their own civilization (keeping in mind the five traits of a civilization). There is a writing piece and an actual project piece. When they are done, they will present these projects to the class. It has been so fun observing the students making connections, such as why their civilization eats what they eat and wears what they wear due to their resources. We have also been working on the Timeline of Humans Great Lesson. The students are required to create a certain tier of research reports. All three tiers require computers to research and books to research…both of which we have a small amount. This has been making it really hard for the students to be as successful as they can be. It hinders them from seeking that inner desire to learn more because of the lack of resources. We continue to talk about the importance of quiet morning work time to help one another be in their best learning space as possible. Our "off campus Mondays" have really tightened our community bond in our classroom. We will soon start to train as a class for the Bidwell classic run that is coming up in March. Stay tuned for news on that!

7th/8th-John Howlett

7th/8th Math-Kelli Kurth

After attending an inspiring math conference last month I have been working on improving the middle school math assessment program. The goals of the improvements are to lessen test anxiety, build math confidence and get a more accurate idea of student mastery. Often the students excel in math lessons and on assignments but are struggling during test day. By relieving some of the pressure of the "test" on students I'm hoping to gain a more accurate idea of what students have learned instead of what they fear (the test). After implementing a few changes, such as multiple attempts on tests and fewer (but more challenging) problems, the students have responded enthusiastically and are smiling. They are showing positive responses to the change as well as looking more relaxed during assessments. More to come on this topic next month ☺.

SBIT-Kelli Kurth

In the afternoon math groups we have been targeting mental math and what that means to the students. It is a challenge for many students in grades 4-6 to add 39+51 in their head. It is an even bigger challenge to subtract 41-55 without using a pen and paper. We have been discussing many different ways for the students to solve these problems in their heads without having to "stack them." I've told the students their minds are a tool box and we need to fill it with many different tools to solve many types of problems because you wouldn't build a house with just one tool in your tool box, right? Although it has been a struggle for students to start thinking out of the box they are now enthusiastically solving mental math problems in many different ways. We will continue to build on mental math skills as we continue through the *focusmath* program we are using.

Literacy/Spanish-Danielle Mennucci

Garden-Kitchen Program-Chef Richie Hirshen

Many amazing things have happened in the garden, kitchen and community the past month. Our CSU Chico Nutrition Department intern Disha Shrotria has catalyzed the first newsletter (see copy), which is the beginning of/prototype for our second cookbook. On 10/24 I lectured at Food Day on the CSU Chico campus, spoke for a half hour, passed out newsletters, discussed our sun oven and connected with our community. This lecture almost immediately garnered our newest volunteer intern, Emily Koller of Foodcorps who donated a flat of starts that we planted last week (chamomile, fenugreek, celery, bokchoy and more) in the old lavender bed. Emily has been here twice this week and will be here again Friday.

Yesterday, on the first Wednesday of the month, for the second time (continuing), we had a vist from Rose Scott Open Structure School. Last time we had 9 students, yesterday we had 13 and 5 adults plus 5 middle schoolers. Several Rose Scott students are autistic (etc.) and this is amazingly rewarding work/community outreach. The curriculum yesterday: Gardening; cooking (yam and russett "fries" with garlic and garden rosemary...in our healthy fry maker...1 kilo potatoes to 1 TB olive oil; and lime-tangerine lemonade with all 3 citruses gleaned from Sherwood parents' orchards/yards); friendship circle; and singing "our song": *All I Really Need* by Raffi.

Our connection to GRUB continues. Pasted here are the monthly questionnaire answers I just sent to Lindsey about how much food we produced in Sept/Oct, our volunteers, noting that we joined the Chico Permaculture Guild's and Public Library's Seed Saving Program, etc.:

September harvest: 50 pounds...cukes/toms/herbs/beans (we seed saved some...)/kale.
Oct: 10 pounds...ending of above things...
Oct: Joined Seed Savers at library
Oct: Gleaned/donated to us: 100+ pounds product = limes, tangerines, pomegranates, whole wheat flour, tomatoes, squashes, leafy greans...also received from a parent/family: watering cans and 150 pounds potting soil...and, from Mooney Farms, 5 gallons local extra virgin olive oil.
This semester: Volunteer intern, CSU Chico Nutrition Dept.: Disha Shrotria
New volunteer: Emily Koller from Foodcorps...November going forward...3 times this week!

The Food Day presentation was also practice for the 2014 This Way to Sustainability Conference, which we applied for in October. If accepted, it will be our third consecutive year presenting (we being John, Michelle and I).
The garden, which has been planted 90% from seed and 10% from donated starts (Foodcorps and a parent) is a wonderland of nutritious, delicious food items: Matt Martin's (Pyramid Farms-those super sweet Nantes variety) carrots (including seeds he donated and came to plant...we thinned them this week), spinach, chard, mustard greens, chives, pakchoy, bokchoy, beans, marigolds, calendulas, nasturtiums, poppies (if they pop up), a sea of arugala (3 different kinds have been identified to date), broccoli, cauliflower, onions, broccoli rapini...and the Don Juan rose is again poppin' (we're hoping to see the 41 blossoms it once displayed)...
The (every OTHER Friday) Farmers' Market has been on hold for a few weeks, but will return this Friday with starts for “sale”...all revenues are officially donations as we are a 501c3 non-profit)...and the usual array of delicious, nutritious, biodiverse and flavorful offerings.
Please do check out the latest newsletter/cookbook prototype, of which we are so proud. My increased presence and deepening connection in middle school is a source of joy and inspiration.

YAY! YIPPEE!

Agenda
Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: November 15, 2013 for the meeting of November 21, 2013

There is no report from the SMPO.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: November 15, 2013 for the meeting of November 21, 2013

ADMINISTRATIVE ITEMS:

- New hires since the October Board Report include:

Heidi Blanchard	Substitute Teacher
Tatjana Rei	Substitute Teacher
Kimberley Fellner	Substitute Classified Staff

FISCAL ITEMS:

- The Bulb Fundraiser and Read-a-thon were disappointing. This year, we earned $547.50 from the bulb fundraiser and $372 from the Read-a-thon. Last year we raised $1443.98 for the Read-a-thon and $966.35 for the bulb fundraiser. Combined with the results from our Maria M.'s fundraiser, we are $2,988.81 behind where we last year with fundraising.

GENERAL ITEMS:

- I attended a Charter Advisory Network meeting hosted by BCOE. The agenda included items on the Education Protection Account requirements, the Local Control Funding Formula (LCFF), the Local Control Accountability Plan (LCAP), Prop 39 Clean Energy Jobs Act, and Beginning Teachers Support and Assessment (BTSA).
- I have attended SELPA Coordinating Council meetings and SELPA Governing Board meetings to continue to learn more about special education program implementation. Director Corin Meester also met with me to give guidance on the same topic.
- Sherwood parents, SMPO active members, and I have been meeting with Families That Can representative Ramiro Arcero to plan and organize actions that will lead to equitable treatment of charter schools in Chico.

- As part of our Response to Intervention and Instruction plan and as leader of our Professional Learning Community, I have begun serving 20 students in reading intervention groups.
- We have begun giving school tours in preparation for open enrollment for the 2014-2015 school year.
- The Turkey Feast was well attended and families seemed to enjoy having lunch together.
- The Kindergarten Faire at CSU will happen next week; Teresa and I will attend.
- Kelli Kurth and I attended the Mt. Lassen Math Council's conference in Redding where math educator Dan Myers from Stanford spoke. Kelli has designed a teacher-researcher project around one of his ideas he presented and we are eager to see the results.
- Steve Lucas and I met with John Bohannon and Julie Kistle to discuss our Prop 39 request prior to sending it.
- I attended a leadership workshop sponsored by the North Valley Community Foundation titled Inspired Leadership, which was inspiring.

LEGISLATIVE ITEMS:

- A template to guide the development of the Local Control Accountability Program (LCAP) to show student growth will be available in late December. The LCAP is required by SB 484 which eliminates all STAR testing with the exception of social studies and science testing for fifth and eighth grades.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: November 15, 2013 for the meeting of November 21, 2013

November 2013 Treasurer's Report

Cash Flow:

Cash flow projections for this year have taken a turn for the worse. Under current projections, we can anticipate a cash shortage of approximately $43,000.00 in May, and approximately $98,000.00 in June. This represents a net change of ($45,257.00) with respect to the deficit for October as compared to the projections used in the cash flow report from the prior month. This may further increase significantly pending two unknowns, which will be addressed within the overall synopsis. There are two primary factors which account for the currently identified differences between the projected October expenditures and the actual October expenditures. First, $76,544.00 was paid out for what I believe was the SPED encroachment owed from last year. This is found under the "accounts payable" category, and was not included in the original projections for October. Given that the actual expenditures accounted for to date are close to those projected, and given that future projected expenditures are in line with established expenditure patterns, It does not appear that it was included anywhere within the expenditure projections for this year. This is offset, in October, by the fact that the expected portion of the SPED encroachment for this year of $24,504.00 was not billed, nor, consequently, yet paid. Additionally, there was approximately $5,000.00 in additional revenue for October versus that which was originally projected. The combination of these factors largely explains the increased deficit shown in October.

Revenue and Expenses:

The interim budget has been completed, and suggests an overall revenue decrease of approximately $12,000.00, and a corresponding increase in expenditures of approximately $7,000.00, from that identified in last month's report. The net result is an anticipated variance of $65,000.00, rather than $84,000.00, in relation to the originally proposed budget for this year.

Overall Synopsis:

Things have taken a turn for the worse. As alluded to earlier, we can expect a significantly greater cash shortage than previously expected for May and June and could, depending on circumstances, possibly experience a cash shortage as soon as April. There are a couple of potential scenarios that could exacerbate the cash flow problem. One has to do with the as of yet unpaid SPED encroachment portion for October. This is currently being added back on in the accrual column, meaning that it would be paid after June and, therefore, could be offset by deferred revenues received in July. Likewise, it also means that this debt is not currently effecting our cash flow projections for May and June. If, for some reason, a request for payment of this $24,504.00 is added to the projected portion of $24,504.00 due in January, then we could see a projected cash shortfall of $21,283.00 in April, $67,504 in May, and $122,504 in June. Similarly, there is $23,500.00 of money that has been calculated with respect to projected revenues but not projected expenses. These monies are related to the common core requirements. The use of these monies for Common Core considerations can take place during the next fiscal year if we choose. That being said, however, if the spending of this money is necessary for us to meet the requirements for Common Core testing/protocols this year, then it will have to be spent this fiscal year. Therefore, depending upon how much of this is spent during the current fiscal year, our expenditures, and, thus, our cash shortage, could be further impacted by an amount ranging from $0 to the full $23,500.00. If the full $23,500 is spent, our projected shortfall could be as much as $45,787.00 in April, $91,004.00 in May, and $146,004.00 in June. As our LOC has a limit of$150,000.00, this worse case scenario would be cutting it pretty close, and would minimize our ability to absorb any additional unforeseen expenditures. This is definitely something to keep an eye on as we move forward.

David Kuperman, Treasurer 11/15/13

Attachments: Changes Since Initial 2013-2014 Budget, Multi-Year Budget Projections, Budget v. Actual, Cash Flow Projections, Donations Report, Payment to Vendors Report, Balance Sheet, Profit & Loss, 13-14 LCFF Multiple Year Projection

Changes Since Initial 2013-14 Budget				
Revenues	was	is	variance	
Revenue Limit Sources	824,410	848,126	23,716	comment 1, 12
Federal Sources	-	-	-	
State Sources	111,927	151,273	39,346	comment 5, 6, 8, 12
Local Sources	49,751	60,391	10,640	comment 7, 8
Net Change to Revenue	986,088	1,059,790	73,702	
Expenditures				
Certificated Staff	335,116	337,131	2,015	comment 9
Classified Staff	219,177	209,390	(9,787)	comment 9
Employee Benefits	123,169	130,250	7,081	comment 9
Books and Supplies	25,500	34,200	8,700	comment 10, 13
Services and Operations	212,734	212,043	(691)	comment 3, 11, 12, 13
Capital Outlay	-	-	-	
Other Outgo	98,269	99,017	748	comment 4
Net Change to Expenses	1,013,964	1,022,031	8,066	
CY Budget	**(27,876)**	**37,760**	**65,636**	**increase (decrease) in budget**

Comments:

1 - added an estimated 11.78% LCFF increment for 2013-14, increasing revenue by $32,800
2 - removed LCFF estimate, replaced with advance apportionment increases of $24,187
3 - increased district oversight due to increased revenue limit funding
4 - increase to Special Ed encroachment based on PY P-2 attendance entered in budget
5 - added Common Core Implementation funds at $200 per PY ADA totaling $26,854, restricted funds
6 - N/A
7 - increased intervention aide reimbursement from CUSD by $5592 per new MOU
8 - reclassed Special Ed Passthru Funds from local to state per auditor input, no net affect
9 - reflects several personnel changes and health care increases per Michelle
10 - changes to 4100, 4200, 4300 with a net result of $6,000 increase
11 - removed lease cost for Filbert Ave property, included a grant writing budget of $6,000
12 - updated enrollment to match actual enrollment on census day in October, affects funding and oversight expense
13 - increased 4100, 5200 and 5800 categories which were low or overspent

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	166	175	187	192
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8012 Education Protection Act	148,607	124,504	161,944	174,813	181,382
8015 General Purpose Entitlement	303,342	449,788	453,079	492,231	514,071
8096 In Lieu Taxes	240,809	273,834	288,680	308,475	316,723
8550 Mandates Block Grant	1,590	1,865	2,196	2,315	2,474
8560 State Lottery	22,096	25,564	26,950	28,798	29,568
8587 Special Education Passthru Funds	6,246	12,492	12,492	12,492	12,492
8590 Categorical Block Grant	80,919	84,498	89,079	95,188	97,733
8590 All Other State Revenue	931	-	-	-	-
xxxx Common Core Implementation Funds	-	26,854	-	-	-
8660 Interest From Banks	-	-	-	-	-
8673 Parent Fees	22,675	22,675	22,675	22,675	22,675
8699 Fundraising / Donations	37,716	37,716	37,716	37,716	37,716
8710 Other Local Revenue	1,060	-	-	-	-
TOTAL REVENUES	865,990	1,059,790	1,094,811	1,174,703	1,214,834
Expenditures					
1000 Certificated Salaries	271,025	337,131	339,676	390,988	398,808
2000 Classified Salaries	196,307	209,390	210,784	212,192	213,613
3000 Employee Benefits	86,208	130,250	132,972	141,413	144,968
4100 Texts and Core Curricula	3,311	6,500	6,630	6,763	6,898
4200 Reference Materials	1,557	2,000	2,000	2,000	2,000
4300 Materials and Supplies	15,219	23,500	23,955	24,419	24,892
4400 NonCap Equipment	490	2,200	-	-	-
4700 Food (Nutrition)	(1,711)	-	-	-	-
5200 Travel and Conferences	6,327	7,175	4,775	4,775	4,775
5300 Dues and Memberships	1,098	1,230	1,275	1,335	1,360
5400 Property/Liability Insurance	12,784	16,936	20,323	24,388	29,265
5500 Operations / Housekeeping	17,734	25,914	26,432	26,961	27,500
5600 Rentals, Leases, and Repairs	104,720	99,460	99,793	99,883	99,974
5800 Prof. & Consulting Services	58,977	56,086	50,577	51,495	52,103
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	98,017	114,515	120,724	129,002
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,022,031	1,039,950	1,113,577	1,141,401
Excess/(Deficiency)	13,054	37,760	54,861	61,126	73,433
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	37,760	54,861	61,126	73,433
Beginning Fund Balance	130,164	143,218	180,978	235,839	296,965
Excess / (Deficiency)	13,054	37,760	54,861	61,126	73,433
Ending Fund Balance	143,218	180,978	235,839	296,965	370,398
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	180,978	235,839	296,965	370,398

Budget v. Actual - Revenues

	2013-14 Budget	Actuals July	August	Sept	Oct	Total Actual	Remaining in Budget	Remaining in Budget
Revenue								
8012 Education Protection Act	449,788	-	44,896	-	40,407	85,303	364,485	81%
8015 General Purpose Entitlement	124,504	-	-	-	31,126	31,126	93,378	75%
8096 In Lieu Taxes	273,834	-	13,838	28,353	18,751	60,942	212,891	78%
8550 Mandates Block Grant	1,865	-	-	-	-	-	1,865	100%
8560 State Lottery	25,564	-	-	-	-	-	25,564	100%
8590 Categorical Block Grant	84,498	-	-	-	-	-	84,498	100%
8590 All Other State Revenue	-	239	69	-	-	308	(308)	0%
xxxx Common Core Implementation Funds	26,854	-	-	-	13,800	13,800	13,054	49%
8660 Interest From Banks	-	-	-	-	-	-	-	0%
8673 Parent Fees	22,675	-	1,888	40	736	2,664	20,011	88%
8699 Fundraising / Donations	37,716	-	239	1,356	4,876	6,471	31,245	83%
8710 Other Local Revenue	-	-	139	-	180	319	(319)	0%
Total Revenue	1,047,298	239	61,069	29,750	109,876	200,934	846,365	81%

Budget v. Actual - Expenses

	2013-14 Budget	Actuals July	August	Sept	Oct	Total Actual	Remaining in Budget	Remaining in Budget
Expenses								
1000 Certificated Salaries	337,131	-	28,380	28,563	29,290	86,233	250,897	74%
2000 Classified Salaries	209,390	6,206	7,292	23,098	21,964	58,560	150,830	72%
3000 Employee Benefits	130,250	5,208	7,744	10,724	9,364	33,041	97,209	75%
4100 Texts and Core Curricula	6,500	287	2,389	3,396	-	6,073	427	7%
4200 Reference Materials	2,000	-	1,276	-	142	1,418	582	29%
4300 Materials and Supplies	23,500	286	5,603	3,781	1,762	11,432	12,068	51%
4400 NonCap Equipment	2,200	935	658	-	502	2,095	105	5%
5200 Travel and Conferences	7,175	3,024	50	626	3,185	6,885	290	4%
5300 Dues and Memberships	1,230	-	-	-	210	210	1,020	83%
5400 Property/Liability Insurance	16,936	3,243	1,084	1,084	1,084	6,495	10,441	62%
5500 Operations / Housekeeping	25,914	1,101	1,350	2,093	1,829	6,372	19,542	75%
5600 Rentals, Leases, and Repairs	99,460	7,877	7,915	8,112	8,882	32,785	66,675	67%
5800 Prof. & Consulting Services	56,086	1,275	2,389	1,841	3,352	8,857	47,229	84%
5900 Communications	5,242	284	436	346	606	1,672	3,570	68%
		-	-	-	-	-	-	0%
7141 Special Ed Encroachment	98,017	-	-	-	-	-	98,017	100%
7438 Long-Term Debt Interest	1,000	(128)	-	-	-	(128)	1,128	113%
Total Expenditures	1,022,031	29,596	66,567	83,664	82,172	261,999	760,032	74%
Net Income (Loss)	25,268	(29,357)	(5,498)	(53,914)	27,704	(61,065)		

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 1 INCOME

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH IN																
8015 General Purpose Entitlement	-	44,896	-	40,407	40,675	40,675	40,675	40,675	18,161	16,526	10,283	439	156,375	449,788	449,788	-
8012 Education Protection Act	-	-	-	31,126	-	-	31,126	-	-	31,126	-	-	31,126	124,504	124,504	-
8096 In Lieu Taxes	-	13,838	28,353	18,751	19,265	19,265	19,265	12,408	23,972	11,135	10,199	9,343	88,041	273,834	273,834	-
8550 Mandates Block Grant	-	-	-	-	466	-	-	-	466	-	-	-	933	1,865	1,865	-
8560 State Lottery	-	-	-	-	-	-	-	6,391	-	-	6,391	-	12,782	25,564	25,564	-
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-	-	-	-	-	12,492	12,492	12,492	-
8590 Categorical Block Grant	-	-	-	-	7,283	7,283	7,283	7,283	4,983	4,535	2,568	121	43,161	84,498	84,498	-
8590 All Other State Revenue	239	69	-	-	-	-	-	-	-	-	-	-	-	308	-	308
xxxx Common Core Implementation Funds	-	-	-	13,800	-	-	-	-	-	-	-	-	13,427	27,227	26,854	373
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	-	1,888	40	736	2,267	2,267	2,267	2,267	2,267	2,267	2,267	2,267	-	20,804	22,675	(1,871)
8699 Fundraising / Donations	-	239	1,356	4,876	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	-	36,644	37,716	(1,072)
8710 Other Local Revenue	-	139	-	180	-	-	-	-	-	-	-	-	-	319	-	319
Total Current Year Revenues	239	61,069	29,750	109,876	73,728	73,262	104,388	72,796	53,621	69,360	35,480	15,942	358,337	1,057,847	1,059,790	(1,943)
Other Current Assets	223,596	59,949	6,246	-	-	-	-	-	-	-	-	-	-	289,791	289,791	-
Total Cash In	223,835	121,018	35,996	109,876	73,728	73,262	104,388	72,796	53,621	69,360	35,480	15,942	358,337	1,347,639	1,349,581	(1,943)
Total Cash In Y-T-D	223,835	344,853	380,849	490,725	564,453	637,715	742,103	814,899	868,520	937,880	973,360	989,302	1,347,639			

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 2 OUTGO

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	28,380	28,563	29,290	30,648	30,648	30,648	30,648	30,648	30,648	30,648	30,648	-	331,420	337,131	5,711
2000 Classified Salaries	6,206	7,292	23,098	21,964	20,939	20,939	20,939	20,939	20,939	20,939	20,939	10,469	-	215,602	209,390	(6,212)
3000 Employee Benefits	5,208	7,744	10,724	9,364	10,854	10,854	10,854	10,854	10,854	10,854	10,854	10,854	-	119,874	130,250	10,376
Total Salaries & Benefits	11,414	43,416	62,385	60,619	62,441	62,441	62,441	62,441	62,441	62,441	62,441	51,972	-	666,896	676,771	9,875
Supplies																
4100 Texts and Core Curricula	287	2,389	3,396	-	1,083	-	1,083	-	1,083	-	1,083	-	-	10,406	6,500	(3,906)
4200 Reference Materials	-	1,276	-	142	-	333	-	333	-	333	-	333	-	2,752	2,000	(752)
4300 Materials and Supplies	286	5,603	3,781	1,762	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	-	27,099	23,500	(3,599)
4400 NonCap Equipment	935	658	-	502	-	-	-	-	-	-	-	-	-	2,095	2,200	105
Total Supplies	1,507	9,927	7,177	2,406	3,042	2,292	3,042	2,292	3,042	2,292	3,042	2,292	-	42,351	34,200	(8,151)
Services / Other Op Exp																
5200 Travel and Conferences	3,024	50	626	3,185	598	598	598	598	598	598	598	598	-	11,669	7,175	(4,494)
5300 Dues and Memberships	-	-	-	210	-	1,230	-	-	-	-	-	-	-	1,440	1,230	(210)
5400 Property/Liability Insurance	3,243	1,084	1,084	1,084	1,694	1,694	1,694	1,694	1,694	-	-	-	-	14,963	16,936	1,973
5500 Operations / Housekeeping	1,101	1,350	2,093	1,829	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	23,648	25,914	2,266
5600 Rentals, Leases, and Repairs	7,877	7,915	8,112	8,882	8,288	8,288	8,288	8,288	8,288	8,288	8,288	8,288	-	99,091	99,460	369
5800 Prof. & Consulting Services	1,275	2,389	1,841	3,352	4,674	4,674	4,674	4,674	4,674	4,674	4,674	4,674	-	46,248	56,086	9,838
5900 Communications	284	436	346	606	437	437	437	437	437	437	437	437	-	5,166	5,242	76
Total Services	16,803	13,224	14,102	19,147	17,850	19,080	17,850	17,850	17,850	16,156	16,156	16,156	-	202,225	212,043	9,818
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-	-	-	-	24,504	-	-	24,504	-	-	49,009	98,017	98,017	-
7438 Long-Term Debt Interest	(128)	-	-	-	-	-	-	-	-	-	-	1,000	-	872	1,000	128
Total Other Outgo	(128)	-	-	-	-	-	24,504	-	-	24,504	-	1,000	49,009	98,889	99,017	128
Total Current Year Expenses	**29,596**	**66,567**	**83,664**	**82,172**	**83,333**	**83,813**	**107,837**	**82,583**	**83,333**	**105,394**	**81,639**	**71,420**	**49,009**	**1,010,360**	**1,022,031**	**11,670**
9500 Accounts Payable	95,909	(11,290)	(8,105)	76,544	-	-	-	-	-	-	-	-	-	153,058	153,058	-
Total Cash Out	**125,505**	**55,276**	**75,559**	**158,716**	**83,333**	**83,813**	**107,837**	**82,583**	**83,333**	**105,394**	**81,639**	**71,420**	**49,009**	**1,163,418**	**1,175,089**	**11,670**
Total Cash Out Y-T-D	125,505	180,782	256,341	415,057	498,390	582,203	690,040	772,623	855,957	961,350	1,042,990	1,114,410	1,163,418			
Percent of Budget	10.68%	15.38%	21.81%	35.32%	42.41%	49.55%	58.72%	65.75%	72.84%	81.81%	88.76%	94.84%	99.01%			

Projected Cash Balance Statement

Beginning Cash Balance	26,691	125,021	190,762	151,199	102,359	92,754	82,203	78,753	68,966	39,254	3,221	(42,939)	(98,417)	26,691	26,691	-
Net Change	98,330	65,741	(39,563)	(48,841)	(9,605)	(10,551)	(3,449)	(9,787)	(29,712)	(36,033)	(46,160)	(55,478)	309,328	184,220	174,493	9,727
Ending Cash Balance	**125,021**	**190,762**	**151,199**	**102,359**	**92,754**	**82,203**	**78,753**	**68,966**	**39,254**	**3,221**	**(42,939)**	**(98,417)**	**210,911**	**210,911**	**201,183**	**9,727**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
October 2013

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	10/03/2013	Middle School fieldtrip	105.00
Deposit	10/03/2013	K fieldtrip	85.00
Deposit	10/03/2013	Lindsey fieldtrip	115.00
Deposit	10/03/2013	Kristina fieldtrip	98.00
Deposit	10/03/2013	Marlo fieldtrip	90.00
Deposit	10/03/2013	Marlo class donation	4.00
Deposit	10/15/2013	Kristina's class field trip donations	3.00
Deposit	10/15/2013	Carin's class field trip donations	10.00
Deposit	10/15/2013	Eric's class field trip donations	185.00
Deposit	10/15/2013	Teresa's class field trip donations	18.00
Total 8699-Field Trip Donations			713.00
8699-Fundraising			
Deposit	10/03/2013	Maria M's	2,370.00
Deposit	10/03/2013	Donation Kristina class	50.00
Deposit	10/03/2013	Farmers' Market	39.30
Deposit	10/15/2013	Maria M's donations	1,540.00
Deposit	10/15/2013	Farmer's Market donations	12.50
Deposit	10/15/2013	middle school fundraisers	145.20
Deposit	10/24/2013	eScrip donation	5.78
Total 8699-Fundraising			4,162.78
Total 8699-Fundraising and Donations			4,875.78
Total 8600-8799 Other Local Revenue			4,875.78
Total 8000-Revenues			4,875.78
TOTAL			**4,875.78**

Sherwood Montessori
Board of Directors - Vendor Payments Report
October 2013

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	10/01/2013	12364	charterSafe	October premium 2013-2014	3601-Workers Comp	Government Funds:General - Govt	845.98
Bill	10/01/2013	12364	charterSafe	October premium 2013-2014	5400-Liability Insurance	Government Funds:General - Govt	1,084.08
Check	10/01/2013	OBP	EDD	SEF liability from period ending 6/30/13 (Armstron...	3501-Unemployment Ins	Government Funds:General - Govt	161.70
Check	10/01/2013	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	143.43
Check	10/01/2013	DBT	Costco	Supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	12.98
Check	10/01/2013	DBT	Michaels	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	4.83
Bill	10/01/2013	1619586639	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	123.42
Bill	10/01/2013		Tempra Board & Associates	Grant writing services September 2013	Grant Writing Services	Government Funds:General - Govt	750.00
Bill	10/01/2013	208854	Eagle Security Systems	Services 10/0/13 to 12/31/13	Security System Services	Government Funds:General - Govt	125.64
Bill	10/01/2013	38489	Longfellow Self Storage	October rent	Other Rentals	Government Funds:General - Govt	57.00
Bill	10/01/2013	308739	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	4.50
Bill	10/01/2013	308739	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	4.49
Bill	10/01/2013		American Janitorial	October services	Housekeeping Services	Government Funds:General - Govt	485.00
Bill	10/01/2013	32102	The Creative Apple	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	19.35
Bill	10/01/2013	32108	The Creative Apple	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	42.68
Bill	10/01/2013	32116	The Creative Apple	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	83.58
Check	10/02/2013	DBT	Amazon.com	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	41.17
Bill	10/02/2013	308788	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	46.05
Bill	10/02/2013	308788	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	15.35
Bill	10/03/2013	11570	Law Office of Gregory P. Einhorn	Telephone conference	Attorney	Government Funds:General - Govt	52.00
Bill	10/03/2013	9712655787	Verizon Wireless	Services 9/4/13-10/03/13	Telephone, Cellular	Government Funds:General - Govt	124.81
Check	10/03/2013	DBT	Amazon.com	unknown - missing receipt	Instructional Supplies	Government Funds:Lottery - Unrestricted	36.32
Bill	10/04/2013	CNIN639136	Advanced Document	Copier maintenance contract	Copier Lease	Government Funds:General - Govt	275.13
Bill	10/04/2013	CNIN639135	Advanced Document	Copier rental 10/4/13-11/3/13	Copier Lease	Government Funds:General - Govt	166.63
Bill	10/04/2013		California Water Service Compa...	Service 9/6/13-10/3/13	Water	Government Funds:General - Govt	176.29
Check	10/04/2013	DBT	Amazon.com	unknown - missing receipt	Instructional Supplies	Government Funds:Lottery - Unrestricted	4.85
Check	10/05/2013	DBT	Home Depot	Metal shed	Furniture	Government Funds:Lottery - Unrestricted	427.85
Check	10/06/2013	3093	Danielle Mennucci	Books for Danielle's class	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Classroo...	75.00
Check	10/06/2013	3094	Kristina Besnard	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	21.99
Check	10/06/2013	3095	Frank, Alysia M	Live scan	LiveScan and TB Test Services	Government Funds:General - Govt	69.00
Check	10/06/2013	3096	Chris Anspach	Live scan	LiveScan and TB Test Services	Government Funds:General - Govt	69.00
Check	10/06/2013	3097	Jennifer Cowley	Pumpkins	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	29.03
Check	10/06/2013	3098	Johanna, Polsan	Jr. high dance	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	67.69
Check	10/06/2013	3099	Grinton, Elizabeth	Live scan	LiveScan and TB Test Services	Government Funds:General - Govt	69.00
Check	10/06/2013	3100	Richard Hirshen	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	106.28
Check	10/06/2013	3100	Richard Hirshen	Farmers' market supplies	Farmers' Market	Non Government:Farmers' Market	1.99
Check	10/06/2013	3101	Lindsey Serrao	Costco	Instructional Supplies	Government Funds:Lottery - Unrestricted	37.90
Check	10/06/2013	3101	Lindsey Serrao	Target	Custodial Supplies	Government Funds:General - Govt	17.93
Check	10/06/2013	3101	Lindsey Serrao	Target	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	89.67
Check	10/06/2013	3101	Lindsey Serrao	Micheals	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	110.42
Check	10/06/2013	3101	Lindsey Serrao	Target	Office Supplies	Government Funds:General - Govt	30.04
Check	10/06/2013	3101	Lindsey Serrao	Staples	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	40.80
Check	10/06/2013	3101	Lindsey Serrao	Walmart	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	24.69
Check	10/06/2013	3101	Lindsey Serrao	Target	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	48.33
Check	10/06/2013	3101	Lindsey Serrao	Walgreens	Office Supplies	Government Funds:General - Govt	47.72
Check	10/06/2013	3101	Lindsey Serrao	Jo Ann Fabric and Craft	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	16.06
Check	10/06/2013	3101	Lindsey Serrao	Barnes & Noble	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Classroo...	67.19
Bill	10/06/2013	764	Chico Creek Nature Center	Maidu	Field Trips and Assemblies	Non Government:Classroom Specific Donations:12...	110.00
Bill	10/06/2013	765	Chico Creek Nature Center	ADH	Field Trips and Assemblies	Non Government:Classroom Specific Donations:12...	80.00
Bill	10/06/2013		Laura A. Mason	Bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	125.00
Check	10/06/2013	DBT	House of Rice	Bells for school	Instructional Supplies	Government Funds:Lottery - Unrestricted	12.79
Check	10/08/2013	DBT	Walmart	KidKraft Chairs	Furniture	Government Funds:Lottery - Unrestricted	41.80
Check	10/08/2013	DBT	Wufoo	Subscription 10/8/13 to 11/8/13 Invoice #653516	Online List Management	Government Funds:General - Govt	9.95
Bill	10/08/2013	IN0010618	Butte County Public Health	Annual Food Permit 2013/2014	5300-Dues and Membership	Government Funds:General - Govt	210.00
Bill	10/09/2013	11270	Bob's H.V.A.C.	Heater Service	HVAC Service	Government Funds:General - Govt	285.36
Check	10/10/2013	DBT	Costco	Postage and mailing costs	Postage	Government Funds:General - Govt	75.84
Bill	10/10/2013	1622149743	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	19.32
Bill	10/10/2013	1622149743	Office Depot	Clipboard 3/pk	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	13.12
Check	10/10/2013	DBT	FoodMaxx	unknown - missing receipt	Food (Instructional)	Government Funds:Lottery - Unrestricted	4.06
Check	10/10/2013	DBT	Michaels	unknown - missing receipt	Instructional Supplies	Government Funds:Lottery - Unrestricted	6.44
Check	10/11/2013	DBT	Ellis Art & Engineering Supplies	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	25.02
Check	10/11/2013	DBT	Costco	Middle School Dance	Food (Instructional)	Non Government:Classroom Specific Donations:78	32.09
Bill	10/11/2013	309150	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	24.02
Bill	10/11/2013	309150	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	8.01
Bill	10/12/2013		Comcast	service 10/17/13-11/16/13	Internet Service Provider	Government Funds:General - Govt	99.95

Sherwood Montessori

Board of Directors - Vendor Payments Report

October 2013

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	10/12/2013		Comcast	service 10/17/13-11/16/13	Telephone, Landline	Government Funds:General - Govt	108.38
Bill	10/12/2013		Comcast	service 10/17/13-11/16/13	Television, Cable	Government Funds:General - Govt	4.95
Bill	10/12/2013		Comcast	taxes	Telephone, Landline	Government Funds:General - Govt	1.46
Bill	10/12/2013		Comcast	late fee	Television, Cable	Government Funds:General - Govt	4.75
Check	10/14/2013	3092	CUSD	12-13 special education enroachment	9590 - Other Accts Payable	Government Funds:General - Govt	82,935.56
Bill	10/15/2013	309322	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	12.98
Check	10/15/2013	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	81.86
Check	10/15/2013	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	30.09
Bill	10/16/2013		Redeemer Lutheran Church	November rent	Property Rental - Moss Ave	Government Funds:General - Govt	7,738.21
Bill	10/16/2013		Redeemer Lutheran Church	October's remaining rent	Property Rental - Moss Ave	Government Funds:General - Govt	225.21
Bill	10/16/2013		Redeemer Lutheran Church	September's remainging rent	Property Rental - Moss Ave	Government Funds:General - Govt	225.21
Bill	10/16/2013		Laura A. Mason	Bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	125.00
Check	10/16/2013	3115	John Howlett	Chico Grange Rental	Other Rentals	Government Funds:Lottery - Unrestricted:Classroo...	97.50
Check	10/16/2013	3116	Lisa Duke	Popcorn	Farmers' Market	Non Government:Farmers' Market	34.46
Check	10/16/2013	3117	Heather Fisher	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	18.75
Check	10/16/2013	DBT	Blossom Yearbooks	Deposit - Invoice # 002707	Duplication Services	Non Government:General - Non Govt	200.00
Bill	10/16/2013	67392-1314013	Butte County BTSA Induction Pr...	BTSA 2013-14 Year 1 Lindsey Serrao Year 2 Kell...	5200-Travel and Conferences	Government Funds:General - Govt	3,000.00
Bill	10/18/2013	309443	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	21.96
Bill	10/19/2013	MLMC-13-021	Mount Lassen Math Council	Registration for "Gear Up for Common Core"	5200-Travel and Conferences	Government Funds:General - Govt	60.00
Bill	10/20/2013		PG & E	9/17/13-10/17/13 Services	Electricity	Government Funds:General - Govt	682.25
Check	10/22/2013	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	47.27
Check	10/22/2013	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	30.09
Bill	10/22/2013	4048	PCI Computer Services, Inc.	2 GB DDR3 Desktop Memory	Computers and Electronics	Government Funds:Lottery - Unrestricted	32.24
Check	10/23/2013	DBT	Payless Building Supply	Wood for Library Shed	Facility Repairs	Government Funds:General - Govt	96.88
Bill	10/23/2013	309665	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	9.33
Bill	10/23/2013	309665	S & S WHOLESALE PRODUCE	Farmers' market	Farmers' Market	Non Government:Farmers' Market	9.32
Bill	10/23/2013		Recology	October Services	Trash/Recycling	Government Funds:General - Govt	73.97
Check	10/24/2013	DBT	UPS Store	Shipment to Alison's Montessori	Postage	Government Funds:General - Govt	145.84
Check	10/29/2013	DBT	STAPLES	Office supplies	Office Supplies	Government Funds:General - Govt	27.93
Check	10/29/2013	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	44.60
Check	10/29/2013	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	49.06
Check	10/29/2013	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	4.29
Check	10/29/2013	DBT	Target	Supplies	Custodial Supplies	Government Funds:General - Govt	15.91
Check	10/30/2013	DBT	Pluto's	SP ED Meeting	Food (Instructional)	Government Funds:General - Govt	16.45
Check	10/30/2013	DBT	1 & 1 Internet Inc.	Web and email hosting 10/29/13 to 1/29/14	Website, Hosting	Government Funds:General - Govt	29.97
Bill	10/30/2013	309968	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	7.16
Bill	10/30/2013	309968	S & S WHOLESALE PRODUCE	Farmers' market	Farmers' Market	Non Government:Farmers' Market	7.17
Bill	10/30/2013	2628	Forest Ranch Charter School	Accounting services	Business Manager Services	Government Funds:General - Govt	800.00
TOTAL							**104,593.67**

Sherwood Montessori
Balance Sheet
As of October 31, 2013

	Oct 31, 13	
ASSETS		
Current Assets		
Checking/Savings		
9100-Assets		
9120-NCNB Checking	102,358.77	
Total 9100-Assets		102,358.77
Total Checking/Savings		102,358.77
Accounts Receivable		
9200-Accounts Receivable		51.25
Total Accounts Receivable		51.25
Other Current Assets		
9290 - Due from Grantor Govts.		
GPE Funding Due	-6,397.00	
ILT Funds Due	12,488.90	
In Lieu of EIA Due	1.00	
Lottery Due	6,643.69	
Prior Year Corrections Due	8.00	
Supplemental Categorical Due	-66.00	
Total 9290 - Due from Grantor Govts.		12,678.59
9340-Security Deposit		4,042.50
Total Other Current Assets		16,721.09
Total Current Assets		119,131.11
TOTAL ASSETS		**119,131.11**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
9500-Accounts Payable		3,202.83
Total Accounts Payable		3,202.83
Other Current Liabilities		
9500-Liabilities		
9511-Payroll Liabilities		
AFLAC	16.10	
Deferred Payroll	6,070.12	
Federal Withholding	2,124.50	
Health and Welfare	3,482.48	
Medicare	1,452.22	
OASDI-Social Security	2,755.80	
PERS EE / ER	4,668.28	
State Disability	500.78	
State Employment Training Tax	8.89	
State Unemplyment Tax	301.40	
State Withholding	478.25	
STRS EE / ER	8,554.23	
Total 9511-Payroll Liabilities	30,413.05	
9530 - Oversight Due to CUSD	1,408.19	
9590 - Other Accts Payable	1,954.00	
Total 9500-Liabilities		33,775.24
Total Other Current Liabilities		33,775.24
Total Current Liabilities		36,978.07
Total Liabilities		36,978.07
Equity		
9793 - Audit Adjustments		101,516.33

Sherwood Montessori
Balance Sheet
As of October 31, 2013

	Oct 31, 13
Unrestricted Net Assets	41,701.90
Net Income	-61,065.19
Total Equity	82,153.04
TOTAL LIABILITIES & EQUITY	**119,131.11**

Sherwood Montessori
Profit & Loss YTD Comparison
October 2013

	Oct 13	Jul - Oct 13
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8012-Education Protection Act	31,126.00	31,126.00
8015-Gen. Purpose Entitlement	40,407.00	85,303.00
8096-In Lieu of Property Taxes	18,751.00	60,942.42
Total 8010-8099 Revenue Limit Sources	90,284.00	177,371.42
8300-8599 Other State Revenue		
8590-Categorical Funds		
All Other State Revenue	0.00	308.16
Common Core Funds	13,800.00	13,800.00
Total 8590-Categorical Funds	13,800.00	14,108.16
Total 8300-8599 Other State Revenue	13,800.00	14,108.16
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	735.75	2,623.77
8673-Food fees	0.00	40.00
Total 8673-Parent Fees	735.75	2,663.77
8673-Rebates	0.00	138.97
8699-Fundraising and Donations		
8699-Field Trip Donations	713.00	713.00
8699-Fundraising	4,162.78	5,758.23
Total 8699-Fundraising and Donations	4,875.78	6,471.23
8699-Other Local Income	180.17	180.17
Total 8600-8799 Other Local Revenue	5,791.70	9,454.14
Total 8000-Revenues	109,875.70	200,933.72
Total Income	109,875.70	200,933.72
Gross Profit	109,875.70	200,933.72
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
Lead Teacher Salaries	27,633.09	82,831.35
Resource Teacher Salaries	612.00	1,716.00
Substitute Salaries	1,045.00	1,686.12
Total 1100-Teacher Salaries	29,290.09	86,233.47
Total 1000 Certificated Salaries	29,290.09	86,233.47
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	12,215.91	25,364.31
RSP Aide	103.20	136.20
Total 2100-Instructional Aides	12,319.11	25,500.51
2200-Support Salaries		
After School Salaries	1,380.00	3,231.83
Facilities Development	24.72	516.72
Total 2200-Support Salaries	1,404.72	3,748.55
2300-Administration Salaries	5,833.33	23,333.32
2400-Clerical and Office Sal		
Administration Support	1,932.00	4,912.25
Clerical Salaries	475.00	1,065.00
Total 2400-Clerical and Office Sal	2,407.00	5,977.25

Sherwood Montessori
Profit & Loss YTD Comparison
October 2013

	Oct 13	Jul - Oct 13
Total 2000 Classified Salaries	21,964.16	58,559.63
3000-Employee Benefits		
3101-STRS, Certificated	2,309.78	6,877.36
3202-PERS, Classfied	1,311.73	4,151.76
3302-OASDI	1,377.90	3,632.91
3311-Medicare	726.11	2,056.79
3401-Health Benefits	2,320.89	9,377.01
3501-Unemployment Ins	463.10	1,180.59
3601-Workers Comp	845.98	5,825.05
3901-Employee Training Tax	8.89	-60.78
Total 3000-Employee Benefits	9,364.38	33,040.69
4000-Books and Supplies		
4100-Textbooks/Core Curricula	0.00	5,937.03
4200-Books/reference Materials	142.19	1,418.48
4300-Materials and Supplies		
Custodial Supplies	211.86	576.12
Farmers' Market	80.80	445.80
Food (Instructional)	178.59	503.49
Instructional Supplies	789.71	5,416.16
Maintenance Supplies	0.00	102.25
Office Supplies	501.10	4,523.83
Total 4300-Materials and Supplies	1,762.06	11,567.65
4400-Noncapitalized Eq (<5K)		
Computers and Electronics	32.24	32.24
Furniture	469.65	2,062.33
Total 4400-Noncapitalized Eq (<5K)	501.89	2,094.57
Total 4000-Books and Supplies	2,406.14	21,017.73
5000 Services/Other Op. Exp.		
5200-Travel and Conferences	3,185.03	6,885.21
5300-Dues and Membership	210.00	210.00
5400-Liability Insurance	1,084.08	6,494.74
5500-Operations / Housekeeping		
Electricity	682.25	2,229.68
Housekeeping Services	485.00	1,910.00
HVAC Service	285.36	285.36
Pest Control	0.00	65.98
Security System Services	125.64	251.28
Trash/Recycling	73.97	327.85
Water	176.29	1,301.91
Total 5500-Operations / Housekeeping	1,828.51	6,372.06
5600-Rental/Leases/Repairs		
Copier Lease	441.76	1,204.55
Facility Repairs	96.88	470.20
Other Rentals	154.50	382.30
Property Rental - Moss Ave	8,188.63	30,727.63
Total 5600-Rental/Leases/Repairs	8,881.77	32,784.68
5800-Other Services		
Attorney	52.00	52.00
Bookkeeping Services	250.00	1,000.00
Business Manager Services	800.00	3,825.00
District Oversight	903.00	1,775.42
Duplication Services	200.00	200.00
Field Trips and Assemblies	190.00	329.00
Grant Writing Services	750.00	1,100.00
LiveScan and TB Test Services	207.00	276.00
Software Licensing	0.00	299.95
Total 5800-Other Services	3,352.00	8,857.37
5900-Communications		

Sherwood Montessori
Profit & Loss YTD Comparison
October 2013

	Oct 13	Jul - Oct 13
Internet Service Provider	99.95	399.80
Online List Management	9.95	39.80
Postage	221.68	365.06
Telephone, Cellular	124.81	415.86
Telephone, Landline	109.84	391.87
Television, Cable	9.70	29.30
Website, Hosting	29.97	29.97
Total 5900-Communications	605.90	1,671.66
Total 5000 Services/Other Op. Exp.	19,147.29	63,275.72
7000 Other Outgo		
7438-NCNB LOC Interest	0.00	-128.33
Total 7000 Other Outgo	0.00	-128.33
Total Expense	82,172.06	261,998.91
Net Ordinary Income	27,703.64	-61,065.19
Net Income	**27,703.64**	**-61,065.19**

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	166	175	187	192
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8012 Education Protection Act	148,607	124,504	161,944	174,813	181,382
8015 Local Control Funding	303,342	545,718	453,079	492,231	514,071
8096 In Lieu Taxes	240,809	273,834	288,680	308,475	316,723
8550 Mandates Block Grant	1,590	1,865	2,196	2,315	2,474
8560 State Lottery	22,096	25,564	26,950	28,798	29,568
8587 Special Education Passthru Funds	6,246	12,492	12,492	12,492	12,492
8590 Categorical Block Grant	80,919	-	89,079	95,188	97,733
8590 All Other State Revenue	931	-	-	-	-
xxxx Common Core Implementation Funds	-	26,854	-	-	-
8660 Interest From Banks	-	-	-	-	-
8673 Parent Fees	22,675	22,675	22,675	22,675	22,675
8699 Fundraising / Donations	37,716	37,716	37,716	37,716	37,716
8710 Other Local Revenue	1,060	-	-	-	-
TOTAL REVENUES	865,990	1,071,222	1,094,811	1,174,703	1,214,834
Expenditures					
1000 Certificated Salaries	271,025	337,131	339,676	390,988	398,808
2000 Classified Salaries	196,307	209,390	210,784	212,192	213,613
3000 Employee Benefits	86,208	130,250	132,972	141,413	144,968
4100 Texts and Core Curricula	3,311	6,500	6,630	6,763	6,898
4200 Reference Materials	1,557	2,000	2,000	2,000	2,000
4300 Materials and Supplies	15,219	23,500	23,955	24,419	24,892
4400 NonCap Equipment	490	2,200	-	-	-
4700 Food (Nutrition)	(1,711)	-	-	-	-
5200 Travel and Conferences	6,327	7,175	4,775	4,775	4,775
5300 Dues and Memberships	1,098	1,230	1,275	1,335	1,360
5400 Property/Liability Insurance	12,784	16,936	20,323	24,388	29,265
5500 Operations / Housekeeping	17,734	25,914	26,432	26,961	27,500
5600 Rentals, Leases, and Repairs	104,720	99,460	99,793	99,883	99,974
5800 Prof. & Consulting Services	58,977	56,086	50,577	51,495	52,103
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	98,017	114,515	120,724	129,002
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,022,031	1,039,950	1,113,577	1,141,401
Excess/(Deficiency)	13,054	49,191	54,861	61,126	73,433
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	49,191	54,861	61,126	73,433
Beginning Fund Balance	130,164	143,218	192,410	247,271	308,397
Excess / (Deficiency)	13,054	49,191	54,861	61,126	73,433
Ending Fund Balance	143,218	192,410	247,271	308,397	381,830
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	192,410	247,271	308,397	381,830

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Facilities Update**

Date: November 15, 2013 for the meeting of November 21, 2013

SUMMARY

Two issues are currently being addressed in the realm of facitlities:

A. Progress toward obtaining a permanent future facility
B. Current space issues at our Moss Avenue site
C. The issue of the use permit for 746 Moss Ave. is potentially resolved.

DISCUSSION

We had another well attended Facilities Committee Meeting on November 5. The School Announcements sent home on Thursday, November 14 communicated to the Sherwood community updates in the current facilities issues.

A. Lindsey Serrao will be seeking an intern from CSU for creating a final draft of our Facilities Development Plan. Lindsey is also following through on warehouse space that is currently on the market for renting as a possible school site, and contacting a land appraiser to evaluate the lease to own scenario proposed by the current owner of the 64 acre property off Skyway. Erwin Williams has been in touch with potential investors who have been given a synopsis of our needs, our financial outlook, our Facilities Development Plan, and our desire to be located within a SB740 eligible zone. He has also spoken to them about a potential site off Bruce Road. I have been in touch with other Chico charter school leaders who are not currently in facilities in which they would like to stay to explore the potential for sharing a site.

B. The shed was assembled by the Garcia family volunteers and Russell Shapiro after the base was assembled by teacher John Howlett. A floor and waterproofing was finished

by Mike Dunn. Meghan and Edward Philippi and Michelle Zevely packed up the remaining library books in boxes and they have been loaded into the shed. I have found some staff members who will work over the break to move the rest of the contents of the stucco shed into the metal shed so the stucco shed can be used for an office. The window plans were not accepted by our landlord as the City planning department found them insufficient for approval for a permit. At the permit hearing, Brian Marshall was attempting to retrieve the plans for the building that the church does not have any longer but are stored at the City planning department so an acceptable plan can be drawn up. Our Prop 39 request is in to CUSD. David Bronson has been in contact with the pastor at East Avenue Community Church to explore the possibility of renting rooms from them for the middle school program.

C. One neighbor showed up at the permit hearing to complain about traffic issues. Mark Wolfe approved the permit with the condition that we periodically remind parents about our drop-off/pick-up procedures to keep a minimal impact on traffic and parking issues in the neighborhood.

ACTION REQUESTED

Discuss possible next moves in facilities issues and advise School Director.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 – Education Protection Account Spending Resolution**

Date: November 15, 2013 for the meeting of November 21, 2013

SUMMARY

Sherwood must pass a Board resolution to determine the use of EPA funds.

DISCUSSION

The funds received from the Education Protection Act must be spent with a Board approved resolution such as the one proposed here.

ACTION REQUESTED

Pass resolution.

Attachments: Resolution Regarding the Education Protection Account

Agenda Item 5.3

SHERWOOD MONTESSORI

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Business Manager shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Sherwood Montessori;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Sherwood Montessori has determined to spend the monies received from the Education Protection Act as attached.

DATED: November 21, 2013.

_____

Board Chair, Steve Lucas

2012-13 Education Protection Account
Program by Resource Report
Expenditures by Function – Detail

Sherwood Montessori
Education Protection Acccount Spending Plan
Expenditures through: June 30, 2013
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	148,607
Deferred Revenue	9650	
TOTAL AVAILABLE		148,607
EXPENDITURES AND OTHER FINANCING USES	Function	Amount
(Objects 1000-7999)		
Instruction	1000-1999	148,607
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media, and Technology	2420	
Other Instructional Resources	2490-2495	
School Administration	2700	
Pupil Services		
Guidance and Counseling Services	3110	
Psychological Services	3120	
Attendance and Social Work Services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Administration	7000-7999	

Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		148,607
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 – Common Core State Standards Implementation Spending Plan**

Date: November 15, 2013 for the meeting of November 21, 2013

SUMMARY

The State of California has adopted the Common Core State Standards (CCSS) to replace the California Standards as learning goals for California public school students. Adoption of these standards will costs schools money to implement, which has been provided by the state budget. There are conditions for receiving these funds.

DISCUSSION

The California Institute for School Improvement (CISI), University of California Davis, School of Education, has provided the following information and template for the use of school districts to guide the work of developing a spending plan for the CCSS implementation funds. Sherwood will receive $ 26,854 in for CCSS implementation.

As a condition of receiving CCSS implementation funds, a school district, county office of education, charter school, or state special school is required to:

1. Develop and adopt a plan delineating how the CCSS implementation funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
2. On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development. (http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp)

CCSS implementation funds can be expended for any of the following purposes:

1. Professional development for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted pursuant to California *Education Code (EC)* sections 60605.8, 60605.11, 60605.85, and 60811.3.
2. Instructional materials aligned to the academic content standards adopted pursuant to *EC* sections 60605.8, 60605.85, 60605.11, and 60811.3 including, but not limited to, supplemental instructional materials as provided in sections 60605.86, 60605.87, and 60605.88.
3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments. (http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp)

CCSS implementation funds will be subject to the annual audits required by *EC* Section 410.

CDE has identified the following seven guiding strategies for the implementation of the Common Core State Standards (CCSS) (http://www.cde.ca.gov/re/cc/ccssguide.asp):

NOTE: Per CDE, LEAs may refer to the CDE Suggestions and Opportunities for LEAs when developing local CCSS implementation plans (attached). Per CDE guidance, districts may add or delete elements "as appropriate to create a plan that is tailored to local needs".

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.

2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.

3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

4. Collaborate with parents, guardian, and the early childhood and expanded learning communities to integrate the CCSS into programs and activities beyond the K-12 school setting.

5. Collaborate with postsecondary and business communities and additional stakeholders to ensure that all students a are prepared for success in career and college.

6. Seek, create and disseminate resources to support stakeholders as CCSS systems implementation moves forward.

7. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.

NOTE: *The following DRAFT CCSS spending plan template is intended for use as a tool, guide, reference and resource to help districts complete CCSS Local Implementation Plans according to current CDE guidance and tailored to local needs. Districts may use the template as a tool for reviewing existing local implementation plans, to further develop local implementation plans or as a basis for building local implementation plans.*

CCSS Spending Plan Template (see Excel file)

Common Core State Standards (CCSS) District Spending Plan

The following plan has been explained in a public meeting of the governing board of the [NAME] school district (county board of education or charter school governing body) and adopted in a subsequent meeting.

District Governing Board CCSS Spending Plan - Public Meeting Date: _____

District Governing Board CCSS Spending Plan - Adoption Date: _____

Amount of CCSS Implementation Funding RECEIVED	$

NOTE: The area in yellow represents actuals and can be used for tracking purposes.

The [NAME] District's CCSS Spending Plan for the CCSS Implementation Funding for the following three purposes, as as follows:

1. Professional development (PD) for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted pursuant to California *Education Code (EC)* sections 60605.8, 60605.11, 60605.85, and 60811.3.

Estimated PD Expenditure (%)	Actual PD Expenditure (%)	Actual PD Expenditure ($)
%	%	$

2. Instructional materials aligned to the academic content standards adopted pursuant to EC sections 60605.8, 60605.85, 60605.11, and 60811.3 including, but not limited to, supplemental instructional materials as provided in sections 60605.86, 60605.87, and 60605.88.

Estimated Instructional Materials Expenditure (%)	**Actual Instructional Materials Expenditure (%)**	**Actual Instructional Materials Expenditure ($)**
%	%	$

3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments.

Estimated Technology Expenditure (%)	**Actual Technology Expenditure (%)**	**Actual Technology Expenditure ($)**
%	%	$

Total Estimated CCSS Funding Expenditures (%)	Total Actual CCSS Funding Expenditures (%)	Actual Technology CCSS Expenditures ($)
%	%	$

Per CDE, a school district, county office of education, charter school, or state special school may encumber the CCSS implementation funds at any time during the 2013–14 or 2014–15 fiscal years. On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development. (http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp)

The following Budget Summary is an estimate of the proportion (%) of district CCSS expenditures that is aligned with CDE guidance and SBE regulations.

The district will adjust the estimated budget summary according to district needs and resources, as needed, for full implementation of the CCSS System by 2014-2015.

***CCSS implementation funds will be subject to the annual audits required by* EC *Section 41020*.**

Estimated CCSS Local Implementation Plan Budget Summary:

1. Professional development for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted pursuant to California *Education Code (EC)* sections 60605.8, 60605.11, 60605.85, and 60811.3.

Estimated Expenditure of [%]
(% of total amount of district's CCSS Implementation funding)

2. Instructional materials aligned to the academic content standards adopted pursuant to *EC* sections 60605.8, 60605.85, 60605.11, and 60811.3 including, but not limited to, supplemental instructional materials as provided in sections 60605.86, 60605.87, and 60605.88.

Estimated Expenditure of [%]
(% of total amount of district's CCSS Implementation funding)

3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments.

Estimated Expenditure of [%]
(% of total amount of district's CCSS Implementation funding)

According to current CDE guidance, the district will, "On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development."
(http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp)

How to use the CCSS Local Implementation Plan template:

Per CDE guidance, districts may add or delete elements from the CDE implementation plan template "as appropriate to create a plan that is tailored to local needs".

Districts should consult the pending State Board of Education regulations that will govern the requirements for expenditures of CCSS funding; the regulations are anticipated to be available by in Fall 2013.

Districts are encouraged to have legal counsel and the appropriate district administration review and approve any documents developed from this template prior to public use and/or adoption by local governing boards.

CCSS implementation funds will be subject to the annual audits required by* EC *Section 41020.

NOTE: *The following DRAFT CCSS local implementation plan template is intended for use as a tool, guide, reference and resource to help districts complete CCSS Local Implementation Plans according to current CDE guidance and tailored to local needs. Districts may use the template as a tool for reviewing existing local implementation plans, to further develop local implementation plans or as a basis for building local implementation plans.*

Common Core State Standards Local Implementation Plan

The following Common Core State Standards (CCSS) local implementation plan is based on the [DISTRICT NAME] School District's local needs and resources.

The local implementation plan, derived from guidelines in the California Department of Education's (CDE) Implementation Plan Template, is based on full implementation of the CCSS System in 2014-15.

This plan involves the development of a **formative practices plan**, **a local technology plan** and a **local site-based professional learning plan**.

The following timeline and plan outlining strategies, components and activities that districts might utilize in implementing the CCSS are based on CDE's suggestions and guidelines for California school districts, county offices of education, charter schools, and state special schools.

Fall 2013-Spring 2015 – (2013-14 & 2014-15 academic years)

The district will develop a Common Core State Standards local implementation plan.

As a condition of receiving CCSS implementation funds for new standards in English language arts and math to be spent over the next two years, the district will hold a public meeting and adopt the local **CCSS Spending Plan** at a meeting of the district's governing board.

The district governing board adopted the **CCSS Spending Plan** on [INSERT DATE PLAN WAS ADOPTED BY SCHOOL BOARD].

The following CCSS implementation activities from CDE guidance have been identified as consistent with the district's local needs and resources. The district plans to do the following:

Professional Development Aligned to CCSS
(NOTE: *the district will add/delete items according to local needs and resources – check all that apply*):

- Conduct local needs assessment to identify needs and set priorities for professional learning. The district will develop a local **professional learning plan** based on identified needs and full implementation in 2014–15.

- Support ongoing professional learning to promote transition to the CCSS based upon **priorities established in local plan**.

- Working in grade-level teams, district staff will compare/contrast the CCSS with the 1997 content standards.

- Utilize the CCSS Communication Toolkit as a guide for providing information on the CCSS to stakeholders. (*http://www.cde.ca.gov/re/cc/documents/cdecommstoolkit.doc*)

- Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans for 2013–14. *(http://www.cde.ca.gov/re/cc/ccssplm.asp*)

- Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practice.

- Continue site-based, grade level meetings to collaborate with colleagues.

- Participate in professional learning opportunities to deepen understanding and support implementation of the **English Language Development (ELD) Standards.**

- Utilize formative assessment data to inform curricular development.

- Generate and implement a **Formative Practices Plan** which includes areas of focus such as Learning Targets, Criteria for Success, Collecting Evidence, and Documenting Evidence.

- Summative Assessments - Debrief with staff and students on all elements of the Smarter Balanced Assessment Consortium (SBAC) summative assessment.

- Summative Assessment Follow up - Using feedback from debriefing with staff and students, plan adjustments to the following key instructional areas:
    - instruction and curriculum
    - formative practices
    - site-based assessments
    - expectations
    - learning goals
    - student/parent involvement
    - stakeholders' roles

- Participate in local professional learning opportunities designed to deepen understanding and support implementation of the revised **Career Technical Education (CTE)** standards.

    - Measure improvement in the next year at both the district level and school level.

    - The District Office will coordinate with site principals to support development of site-based plans for professional learning.

CDE Suggested Areas of Focus – Professional Development

- *Assessments - Visit SBAC's Web pages for information about summative and interim field tests. (http://www.smarterbalanced.org/)*
- *Subscribe to the CDE's CCSS Resources and SBAC Web pages listservs to remain apprised of the latest developments and resources related to CCSS systems implementation.*
- **Site-based Plans for Professional Development** - Create site-based plans for professional learning to ensure continuous improvement of instruction and a higher level of academic achievement for all students.
    - Principals will conduct site-based needs assessments to determine professional learning needs and will develop site-based plans. Resource: (*http://casel.org/in-schools/assessment/school-climate/)* The site-based plan will use feedback to implement the following:
        - Continuous collaborative meeting schedule
        - Meeting protocols
        - Adjustments to instruction and curriculum
        - Formative practices
        - Site-based assessments
        - Expectations
        - Learning goals
        - Student/parent involvement
        - Stakeholders' roles for improvement

Curriculum Aligned to CCSS

- Use supplemental instructional materials to review evaluation criteria for grades K–8 (*http://www.cde.ca.gov/ci/cr/cf/evaluationcriteria1-4-12.asp*) to identify CCSS that current materials *do not* support.

- Access CDE's CCSS Resource's Clearinghouse. (http://www.cde.ca.gov/re/cc/clearinghouses.asp)

- Develop lessons using resources from the library, internet, and primary source documents.

- Incorporate new skills required by the CCSS into the **district's instructional plan**.

- Utilize formative assessment data to inform curricular development.

- Continue to assess existing instructional materials and supplement them with resources from the library, internet, and primary source documents to develop CCSS-aligned lessons.

- English - Utilize the English Language Arts (ELA) curriculum framework as a blueprint for implementation of the ELA CCSS.

- Review and utilize the CDE's supplemental instructional materials list to supplement existing instructional materials. (*http://www.cde.ca.gov/ci/cr/cf/simrsupprograms.asp).*

- Revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS.

CDE *Suggested Area of focus - Curriculum*:

- *Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including archived webinars and CDE presentations on iTunes.*
- *Utilize CCSS professional learning resources offered by professional organizations, California Subject Matter Projects, and your county office of education.*
- ***General**: develop structures for interdepartmental collaboration to improve student literacy across the content areas*
- ***English Language Arts**: text complexity, text-based questions and tasks*
  - *English - Promote awareness of the new ELA curriculum framework and utilize in professional learning opportunities as appropriate.*
- ***Mathematics**: the standards for mathematical practice.*
  - *Math - Review list of SBE-adopted instructional materials for mathematics*
  - ***Utilize word problems** to provide students with opportunities to apply mathematical reasoning to **real-world challenges.***
- ***Critical Thinking** - Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level critical thinking.*
- ***Assessments** - Include performance task assessments for end of unit/chapter assessment.*

Technology Integrated to CCSS

- Utilize CDE's Online Technology Readiness Tool to evaluate current technology and infrastructure. *(http://www.cde.ca.gov/ta/tg/sa/sbac-itr-index.asp*)

- Visit Smarter Balanced Website for released test questions and constructed responses. (http://www.smarterbalanced.org/sample-items-and-performance-tasks/)

- Mirror the Smarter Balanced format into quiz/test questions and weekly writing prompts.

- Implement **Local Technology Plan** (*http://www.cde.ca.gov/ls/et/ft/techplanning.asp*)

- Summative Assessments – Communicate with staff and students regarding the district and site plan for administration of the Smarter Balanced Assessment Consortium (SBAC) summative assessment.

CDE Suggested Areas of Focus – Technology

- *Assessments - Visit SBAC's Web pages for information about summative and interim field tests. (http://www.smarterbalanced.org/)*
- *Technology - Review online technology strategy framework executive summary to evaluate current technology and infrastructure. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Technology-Strategy-Framework-Executive-Summary_2-6-13.pdf*

2015+

Implement site-based plan with regular progress monitoring and reflection.

ACTION REQUESTED: Create a CCSS Implementation Plan.

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Finance Committee Report

Date: November 15, 2013 for the meeting of November 21, 2013

SUMMARY

The Finance Committee met to discuss the work of the committee in terms of fundraising strategies, policies around teacher training and costs, collecting monies owed by families, and refining the purchasing policy.

DISCUSSION

The finance committee began by examining the Purchasing Policy for revisions needed. A draft of the revised policy is attached for Board review as well as the original policy. Revisions reflect practices actually used and a refinement of practices that will safeguard against overspending.

Setting a fundrasing goal is the first task in creating a comprehensive fundraising strategy. The Finance Committee discussed a two tier goal for fundraising that would include raising revenues to improve our current site as well as funds for the future, long-term school site.

ACTIONS REQUESTED

Approve revised Purchasing Policy. Discuss and further refine the fundraising goals.

Attachments: Original Purchasing Policy, Revised Purchasing Policy

Agenda Item 5.5

SHERWOOD MONTESSORI

Purchasing Policy

Sherwood Montessori will maintain in effect the following principles in its ongoing fiscal management practices to ensure that (1) expenditures are authorized by and in accord with amounts specified in the Board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties

Sherwood Montessori will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the School Director who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All check requests and purchase orders over $500 must be co-signed by the Director and countersigned by one Board member, preferably the Treasurer, to ensure separation of expenditure authorization and check signing functions. Ongoing, regular invoices, such as utilities, can be pre-approved on an annual basis by the School Director as sanctioned by the Board.

All transactions will be posted in an electronic general ledger. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

Budget Transfers

The Director may transfer up to $2,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

Sherwood Montessori will maintain its accounts in a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts.

The School's bookkeeper will reconcile the school's ledger(s) with its bank accounts on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The School Director and Finance Committee of the Board will regularly review these statements. The School will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed $100, may be established with an appropriate ledger to be reconciled twice monthly by the school site Office Assistant, who shall not be authorized to expend petty cash.

All funds received shall be deposited or transferred into the school's accounts at the earliest possible convenience and in no event later than 48 hours after receipt.

Purchasing Procedures

Payments will be signed by the Treasurer of the Board or other signatories on the bank account.

Record Keeping

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Property Inventory

The School Director shall establish and maintain an inventory of all non-consumable goods and equipment worth over $1,000. In addition, sensitive items including, but not limited to, computers, cellular phones, calculators, etc., shall also be inventoried. This inventory shall include the original purchase price and date, a brief description, serial numbers, percentage (if any) of federal participation in the cost of the property, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board. Adequate maintenance procedures shall be developed and tracked in the property records.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year.

Any excess or surplus property owned by the school may be sold or auctioned by the School Director provided the School Director engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of $1,000 shall be approved in advance by the Board.

SHERWOOD MONTESSORI

DRAFT Purchasing Policy-Revised

Sherwood Montessori will maintain in effect the following principles in its ongoing fiscal management practices to ensure that (1) expenditures are authorized by and in accord with amounts specified in the Board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties

Sherwood Montessori will develop and maintain simple expenditure request forms to document the request and authorization of all non-payroll expenditures. All proposed expenditures must be approved by the School Director who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the expenditure request form. All expenditure requests over $2000 must be co-signed by the Director and countersigned by one Board member, preferably the Treasurer, to ensure separation of expenditure authorization and check signing functions. Ongoing, regular invoices, such as utilities, can be pre-approved on an annual basis by the School Director as sanctioned by the Board.

All transactions will be posted in an electronic general ledger. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests or purchase orders.

Budget Transfers

The Director may transfer up to $2,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

Sherwood Montessori will maintain its accounts in a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts.

The School's bookkeeper will reconcile the school's ledger(s) with its bank accounts on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The School Director and Treasurer of the Board will review these statements. The School will deposit all funds received as soon as practical upon receipt.

Purchasing Procedures

Payments will be signed by the Treasurer of the Board or other signatories on the bank account.

Record Keeping

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Property Inventory

The School Director shall establish and maintain an inventory of all non-consumable goods and equipment worth over $1,000. In addition, sensitive items including, but not limited to, computers, cellular phones, calculators, etc., shall also be inventoried. This inventory shall include the original purchase price and date, a brief description, serial numbers, percentage (if any) of federal participation in the cost of the property, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board. Adequate maintenance procedures shall be developed and tracked in the property records.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year.

Any excess or surplus property owned by the school may be sold or auctioned by the School Director provided the School Director engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of $1,000 shall be approved in advance by the Board.

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 –Administration Restructure Revisit**

Date: November 15 2013 for the meeting of November 21, 2013

SUMMARY

In August, the Board considered that the workload for the School Director has increased and voted to increase support at the administrative level. The Administrative Assistant's hours were increased and the organization has continued for three months with this restructure. The increase in hours has had some impact, but it has been limited.

DISCUSSION

As the Board of Directors is aware, Sherwood is currently operating with a bare bones administrative staff. The School Director is a contracted, full-time exempt employee with a thirty-five hour per week Aministrative Assistant who is also currently doing the duties of a school secretary for twenty-four of those thirty-five hours.

What we have found is that while an Administrative Assistant is doing the duties of a school secretary, it is not possible for her to do duties of an Administrative Assistant. Duties of a school secretary require near constant interruption with telephone calls, student injuries and illnesses, and visitors. It is not possible for the Administrative Assistant to do work that requires attention to detail or focused concentration while acting as the school secretary.

Our current Office Aide (our title for school secretary) is working one full and one half day to relieve the Administrative Aide. Our Office Assistant works other days as the Kindergarten Aide. On days when the Office Aide is in the office, there is another aide who works in the kindergarten. The other staff member who is working as a Kindergarten Aide is interested in working all of the aide hours, and the aide who currently works part-time in the office would like to work all hours in the office.

If the Board approves a change, the current Office Aide would work the full week in the office, freeing the Administrative Assistant to assist the administrator.

Costs associated with the restructure:

The expenditures for the salary of the Office Aide would increase by $4,481. Health benefits for the position would cost possibly an additional $5,960. The total increase in expenditures could be $10,441.

ACTION REQUESTED

Approve restructuring of administrative team.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, December 19, 2013 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 Approval of Minutes from November 21, 2013 and amended minutes from October 17, 2013 regular meetings.

2.2 Parent Survey Results

The Board will receive a report of the result of our Parent Survey.
ACTION REQUESTED: Receive report.

2.3 Resources and Needs Response Plan

The Board will receive a report describing the School's needs and a plan to respond to those needs.
ACTION REQUESTED: Receive report.

2.4 School Director Job Audit

The Board will receive a revised job audit from the School Director.
ACTION REQUESTED: Receive report.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report
3.2 Sherwood Montessori Parents Organization Report
3.3 School Director Report
3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Facilities Committee Update

The School Director will provide the Board of Directors with a formal update on the

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

work of the Facilities Committee to reach the goal of obtaining a permanent facility and on issues at our current site.

ACTION REQUESTED: Receive report.

5.3 Resolution for Spending Common Core State Standards (CCSS) Funding

The Board of Directors will consider a resolution for spending CCSS funds.

ACTION REQUESTED: Approve resolution.

5.4 Growth Plan

The Board will approve a growth plan for the purposes of planning the lottery draw on January 31.

ACTION REQUESTED: Discuss and approve a growth plan.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 The Board will receive the School Accountability Report Card (SARC).

7.2 The Board will receive the Second Interim Financial Report.

7.3 A spending plan for Prop 39: Clean Energy and Jobs Act funds will be determined.

8. ADJOURNMENT (Est. 8:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

SHERWOOD MONTESSORI

MINUTES FOR BOARD OF DIRECTORS of October 17, 2013, *as amended*

1. CALL TO ORDER: at 6:05 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Robyn Faraone - Secretary; Chris Fosen; David Kuperman - Treasurer; Corin Meester; Stephen Lucas - Chair; Erwin Williams.
Absent: Peter DiFalco.
Others Present: Scott Giannini; John Howlett- Lead Teacher; Marlo Knox - Lead Teacher; Michelle Yezbick - School Director.

2. CONSENT AGENDA
Item 2.4 School Director Job Audit was moved to Regular Business.

Director Meester motioned to approve consent agenda; *Director Fosen* 2nd motion.
AYES: 6 (Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (DiFalco)

2.1 Approval of Minutes from September 6, 2013 and Spetmber 19, 2013.
2.2 Single Plan for Student Achievement
2.3 School Performance Audit
2.5 Prop 39 Initial Request

3. REPORTS AND COMMUNICATION
3.1 Instructional Staff Report- See agenda attachment.
3.2 SMPO Report- None
3.3 School Director Report- See agenda attachment. Sherwood students did very well on the Star testing. It is unclear how our progress will be evaluated this year since Common Core assessments will not start yet. The school continues to struggle with a lack of space. There was no space for the financial audit to set up, but the accounting firm agreed to have it conducted in their offices, and Heather prepared all the documents for them to take to their offices. School photos were taken in the kindergarten room, displacing the students for the day. We had disappointing results for the Maria M fundraiser. We had lower participation and lower total amount raised compared to last year. The director would like more guidance from the Board on fundraising. This will go to the Finance Committee and be brought back to the Board in the next two months.
3.4 Treasurer Report- See agenda attachment. Edit to the report: enrollment is back up to 168 students because a middle school student returned.

4. NOTICED PUBLIC HEARINGS
None

5. REGULAR BUSINESS

5.1 Items Removed From Consent – 2.4 Job Audit

5.2 Facilities Update- See agenda attachment. There will be a hearing on November 12, 2013 at 2:00 PM to modify the Redeemer Lutheran Church's use permit for the school.

5.3 Land lease- See agenda attachment. This is a preliminary agreement to continue the conversation with the land owner for the possible lease of his property to develop a new school site. John Howlett raised concerns that this parcel was rejected for development in 1987 and 1994 because it was outside the City of Chico boundaries but would use city resources. This and a myriad of other issues will need to be fully vetted before a lease is signed. We will likely need a Project Manager, and we will continue to explore other options.

Director Williams motioned to approve the request for a land lease from the property owner for consideration of the Board of Directors*; Director Meester* 2nd the motion.

AYES: 6 (Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (DiFalco)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to approve a resolution to spend restricted funds for Common Core Standards implemention.

7.2 Fundraising Policy

8. CLOSED SESSION

8.1 Personnel Issue

The Board went into closed session at 7:40 PM to discuss a personnel issue. The Board came out of closed session at 7:50 PM.

9. ADJOURNMENT: 7:50 PM. BOD adjourns until the BOD Meeting November 21, 2013 at 6:00 PM.

Approved: November 21, 2013

_____

Robyn Faraone, Secretary

SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of November 21, 2013

1. CALL TO ORDER: at 6:05 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter DiFalco; Robyn Faraone - Secretary; Chris Fosen; David Kuperman - Treasurer; Corin Meester; Stephen Lucas - Chair; Erwin Williams.
Others Present: Marlo Knox - Lead Teacher; Michelle Yezbick - School Director.

2. CONSENT AGENDA

Director Meester motioned to approve consent agenda; *Director Fosen* 2nd motion.
AYES: 7 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 0

2.1 Approval of Minutes from October 17, 2013. Approved with one amendment: In the director's report it should read "Common Core assessments will not start this year," rather than "Common Core will not start this year."
2.2 First Interim Financial Report
2.3 Annual Financial Audit

3. REPORTS AND COMMUNICATION
3.1 Instructional Staff Report- Michelle commented that Kelly's work to change to change the math assessments is cutting edge work that is exciting to support.
3.2 SMPO Report- None. We still do not have a president. Seven Sherwood parents attended the CUSD School Board Meeting. Chris Dawes stood up and introduced the group and that we are here to learn more about how the school district works.
3.3 School Director Report- There was more disappointing fundraising results from the Read-a-thon and Bulb fundraiser. Combined with the Maria M results, we are nearly $3,000 behind our fundraising from last year.
3.4 Treasurer Report- Cash flow projections for the Spring have worsened. We could see a shortfall of $43,000 in May. Part of the uncertainty is not knowing when CUSD will bill for Special Education. We could borrow from our line of credit in April, May and June and we would be close to our cap in June.

4. NOTICED PUBLIC HEARINGS- None

5. REGULAR BUSINESS
5.1 Items Removed From Consent- None.
5.2 Facilities Update- The hearing on November 12, 2013 to modify the Redeemer Lutheran Church's use permit for the school went alright. We need to wait to make sure there are no formal complaints, but there was only one neighbor present who spoke

against the permit. The drawing for the plans for the window addition to the Middle School class did not seem to fit the City of Chico's needs.

Director Faraone had to depart the meeting, Director Fosen took over taking minutes.

5.3 EPA Funds Resolution- The Board of Directors considered a resolution for spending EPA Funds.

Director Meester motioned to approve the resolution; *Director DiFalco* 2nd motion.

AYES: 6 (Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Faraone)

5.4 Spending Plan for Common Core State Standards (CCSS) Funding- The Board discussed a spending plan for CCSS funding. Questions were raised about ongoing monies for technology: because computers need "care and feeding," spending should account for periodic maintenance costs. Questions were also raised about how many computers would be needed to pilot test. There was general agreement that Sherwood needs a technology plan. Michelle will write up a tech resolution and bring next month.

5.5 Finance Committee Report- The Finance Committee has proposed changes to the current Purchasing Policy and has begun a discussion of fundraising strategy.

Director Fosen motioned to approve the purchasing policy; *Director Meester* 2nd motion.

AYES: 6 (Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Faraone)

5.6 Administration Restructure Revisit- The School Director reported on the results of the administration restructure approved in August and proposed further restructuring.

Director Meester motioned to approve the administration restructure, as amended; *Director Fosen* 2nd motion.

AYES: 6 (Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Faraone)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None

7. FUTURE AGENDA ITEMS

7.1 Growth plan for the purposes of planning the lottery draw on February 1.
7.2 Resources and Needs Response Plan.
7.3 Revised Job Audit from the School Director.

7.4 Resolution describing a spending plan for the CCSS funds.
7.5 The results of the Parent Survey will be presented.
7.6 A spending plan for Prop 39: Clean Energy and Jobs Act funds will be determined.

8. **ADJOURNMENT:** 8:00 PM. BOD adjourns until the BOD Meeting December 18, 2013 at 6:00 PM.

Approved: _____, 20____

_____
Robyn Faraone, Secretary

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Results of the Parent Survey

Date: December 13, 2013 for the meeting of December 19, 2013

SUMMARY

For most of the month of November, 2013, a Parent Survey was open to the parents of Sherwood Montessori to give feedback about how the school was doing in implementing its mission. Results were collected and are assembled in the survey results report attached to this memo.

DISCUSSION

Sherwood is committed to involving all its stakeholders in continuous improvement. In the past, input from parents has been saught in many forms including: invitation to participate in special meetings of the Board of Directors, invitation to participate in committees of the Director and of the Board of Directors, parent-teacher conferences, focus groups, surveys, and Sherwood Montessori Parents Organization meetings and activities. This year, parents were invited to participate in a survey designed to measure how the school is doing with the implementation of its mission.

There were forty-four participants in part one of the survey and forty participants in part two. Most participants answered all questions. The results show that a large majority of our parents agree or strongly agree that we are implementing the components of our mission statement, overall about 82%. 7% of the results were “nuetral” answers and about 2% gave “disagree” answers. Only one respondant on one question gave a “strongly disagree” answer; this was in response to the statement “Sustainability and environmental awareness are emphasized at Sherwood.”

Some themes emerged in the narrative responses sections, including: a lack of satisfaction over the physical space and facility, confusion over communication from the school, and difficulty with accessing the parent volunteer opportunities. Some of these responses included

constructive ideas that can be implemented. Many positive and supportive feedback was given as well as constructive feedback, including an appreciation for the school overall.

ACTION REQUESTED

Receive report.

Attachment: Sherwood Montessori Parent Survey 2013

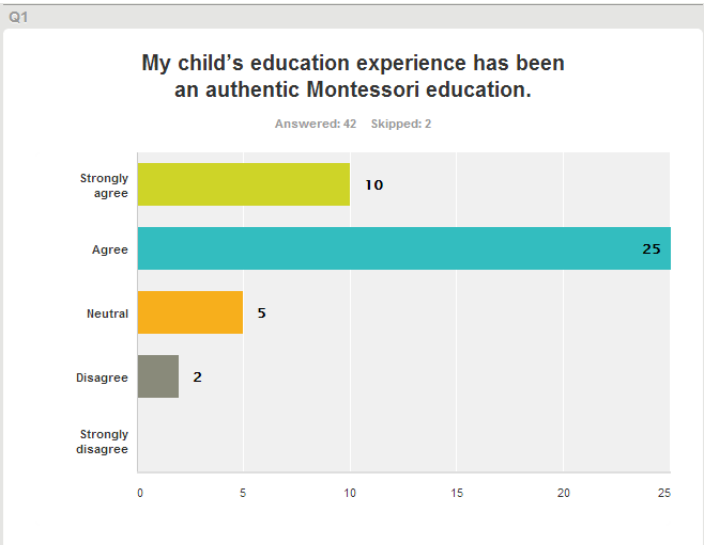
SHERWOOD MONTESSORI

Parent Survey 2013

Sherwood Montessori is committed to its mission to educate K-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. Our Mission Statement asserts that this will be accomplished by a concerted community-based effort between the school, the parents, and the individual child. This Parent Survey is conducted in the spirit of this mission, with the intention of demonstrating the core value from our Mission which states that we will nurture high parental involvement and collaboration in all areas of education and Governance.

In November, 2013, the parent community of Sherwood Montessori was invited to participate in a parent survey to give feedback regarding how successfully the school was implementing its Mission. The questions were taken directly from the content of the school's Mission Statement. What follows are the results of the survey, which include responses from questions offering answers on a five point scale and an opportunity to submit narrative responses. Quantitative responses are shown in bar graphs; qualitative responses are shown as written with no editing or revision from the School Director, Michelle Yezbick, who conducted this survey, with the exception of censoring students' names for privacy.

Parent Survey Results



Comments for this question:

yes for the lower grades. no for the 6th, 7th, 8th

My child has been put in a new classroom this year that does not have the ratio of older to younger kids to balance and support the classroom environment.

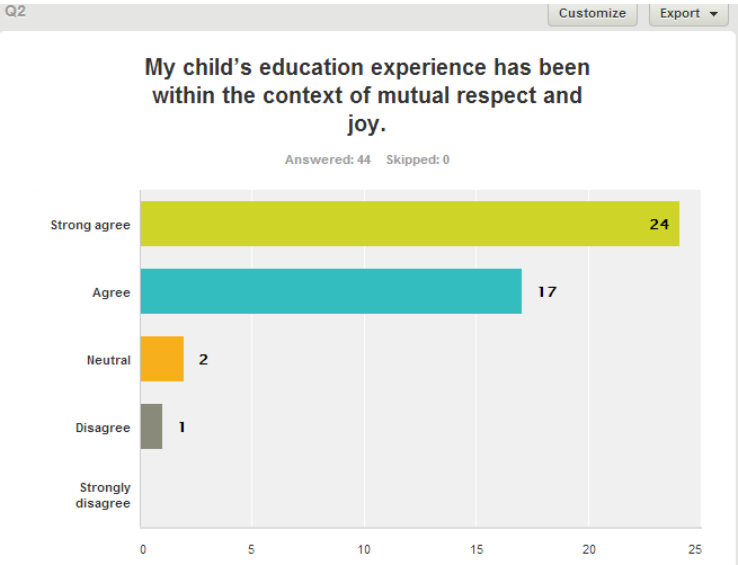
I think some of the Montessori beliefs have to be balanced with the fact that it is a charter school and accountable to state standards.

I think Montessori philosophy is often very different based on who is applying it and in what setting. I feel like the organization of the materials and the day as well as the independence and respect are very in line with Maria Montessori's original vision.

To the extent that we also have to meet state standards and compare ourselves to other public schools.

It is disappointing that the children are crammed into such small spaces. I know that space is limited, but it is less than ideal to have children taking spelling tests outside.

Do not know about "authentic", but we love it and our children are learning and growing everyday!

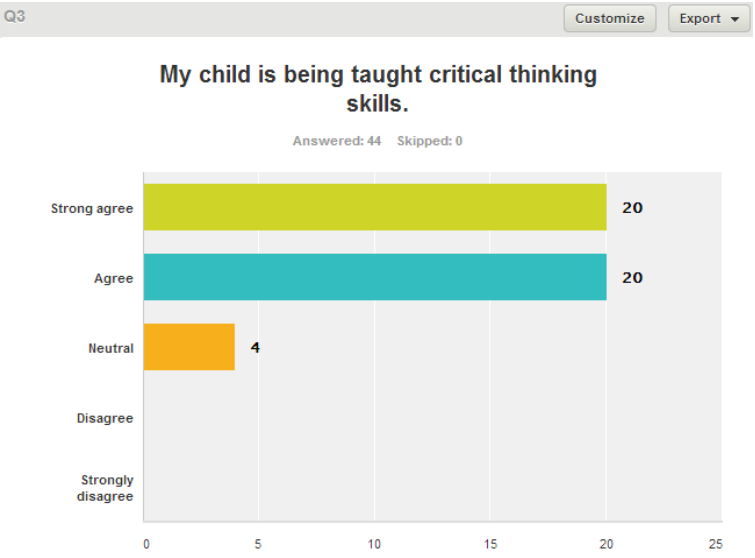


Comments for this question:

Though I did think that the communication from the school regarding the "soccer ball" in the street incident was inappropriate- using language like "outraged" seemed a bit overboard and the school took no responsibility, instead putting the blame on the students and parents.[1]

This year my child has not felt respected by the school community, and school has been a source of deep frustration and disappointment. My child does feel respected by the middles school teachers.

From teachers and staff, yes. But the expectation of all children to treat the facility with respect is not evident.



[1] The referred to communication, from *School Announcements* sent on October 3, 2013 as well as a follow up communication that was sent on October 10, 2013 are available in Appendix A.

Comments for this question:

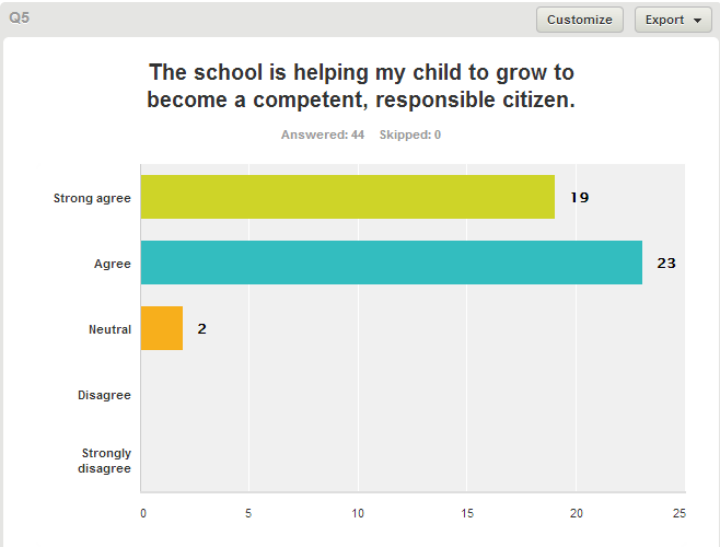
I don't know. We teach her those, so I can't tell what she's getting at school.



Comments for this question:

In general yes. Though where was the empathy during the soccer ball incident?[2]

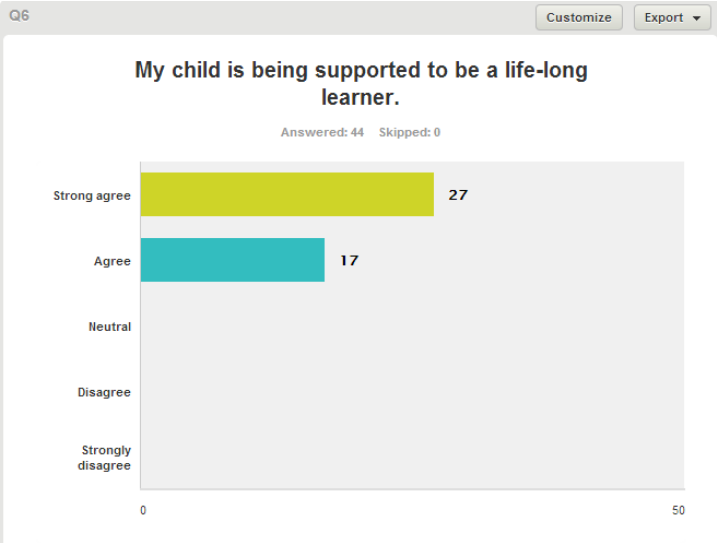
Same as above--we teach her this, so I can't say what she learns at school.



Comments for this question:

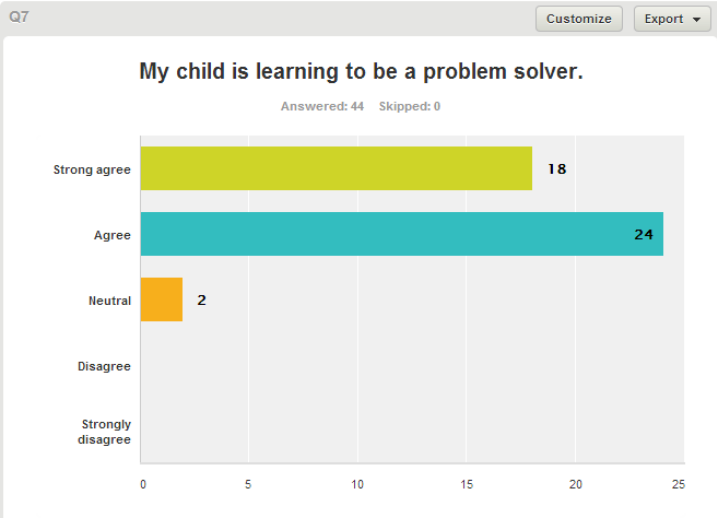
It's making her more confident, so I guess that's part of being a responsible and competent citizen.

[2] See Appendix A for excerpts from *School Announcements* referred to here.



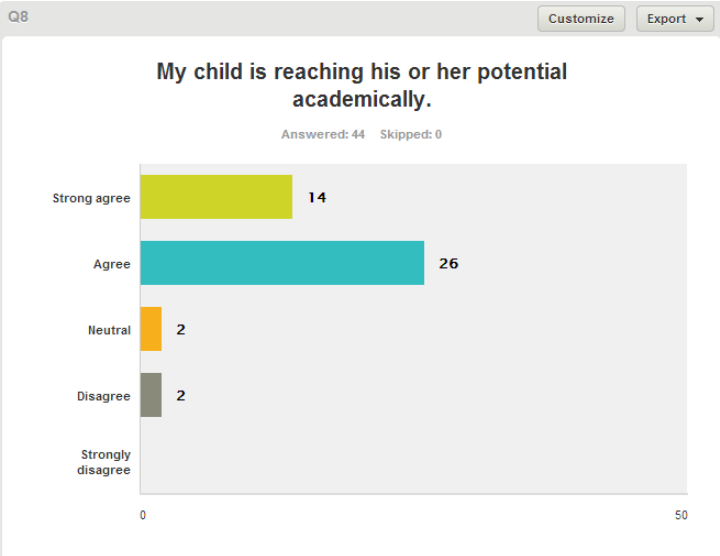
Comments for this question:

none



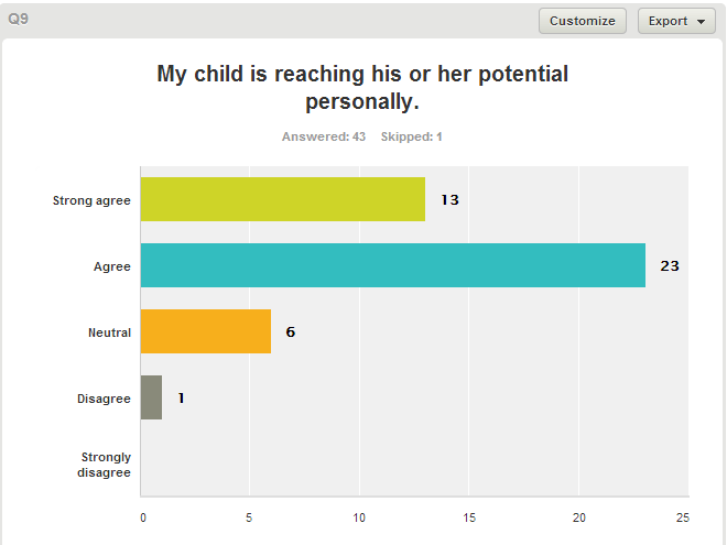
Comments for this question:

none



Comments for this question:

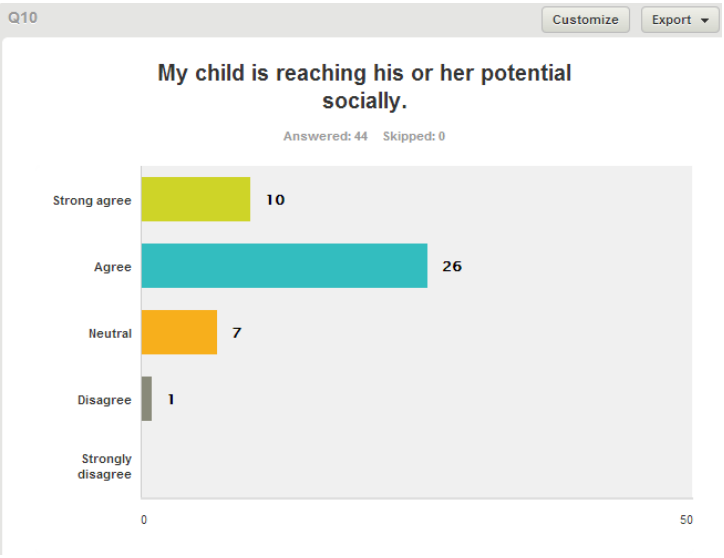
no. both of my children have not been challenged to their potential in their Danielle groups b/c of her lack of resources (time and space) to create the division into more small groups which meet the childrens' full abilities. Also I don't precisely understand why [redacted] is repeating History and sciences that were taught to her in prior years. Also the lack of resources (space, etc) to teach science to the middle schoolers is disappointing.[3]



Comments for this question:

A lack of space, electives, ownership and joy are currently limiting my child's personal potential.

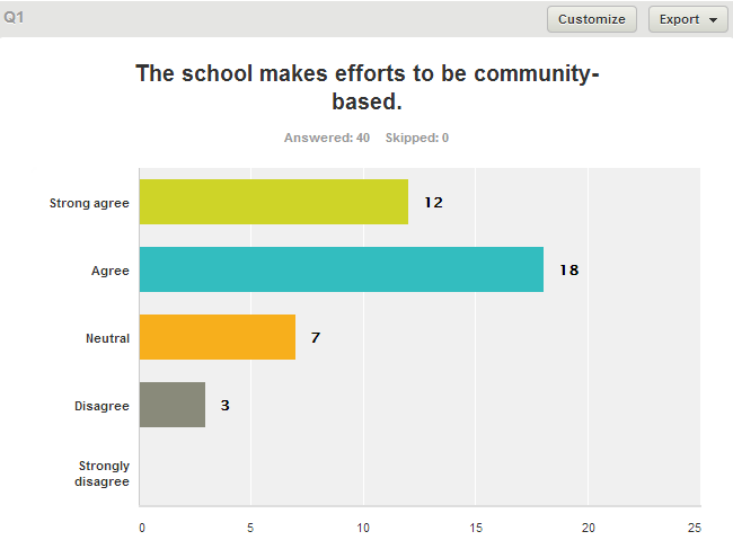
[3] Student name obscured to protect privacy. Danielle is a literacy specialist on faculty who works a 50% week teaching reading and writing enrichment as well as Spanish language to complement core classroom instruction.



Comments for this question:

this could and will improve with better space availability and allocation which would also allow for a larger middle school community. That said, it is a wonderful group of people; the kids and adults together have a great energy together:)

My child's social potential cannot be met in a mostly homogeneous environment, where cultural understanding, sensitivity, and forbearance can, to a large extent, only be taught and experienced in the abstract.



Comments for this question:

We are new at Sherwood this year and have a strong desire to participate in the the Sherwood-community, but don't know how to plug in. Other parents have expressed the same concern. Even trying to volunteer or participate in fundraising events has been disorganized and confusing. Many of us have a lot to give, and don't feel like our talents are being used. Part of the breakdown seems to be communication between the school and parents. Maybe the website could house information, maybe the newsletter could be more interesting and informative, maybe parents

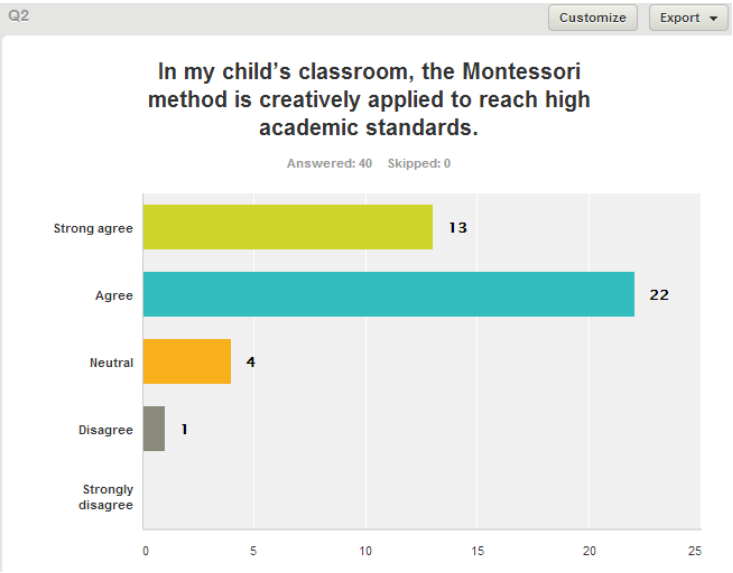
could be surveyed about what they think they can give to the school. Those are just a few ideas. Knowing that the school is under staffed and under funded, it's understandable that communication breaks down. Maybe there are some parents out there that can help with this.

Yes, in the sense that it fosters a strong sense of belonging within the Sherwood family, but not so much as far as I can see in terms of connection with and outreach to the wider Chico community.

Sometimes I think the older grades need more opportunities to apply their skills in a "real-life" situation in the community.

As a new parent (kindergartner) to the school it has sometimes been intimidating trying to figure out the best way to participate. Most families have a sibling already in the school so I feel like many things are already formed in how they happen and i seek information and observe the best ways to include our family.

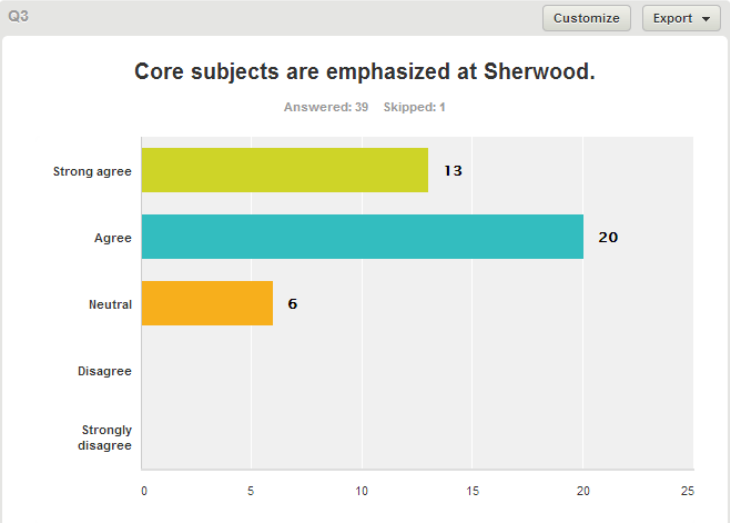
I am not sure what this means.



Comments for this question:

yes and no. seems to get lost at the middle school level. However, I see all working to create it.

I guess I'm not really sure.

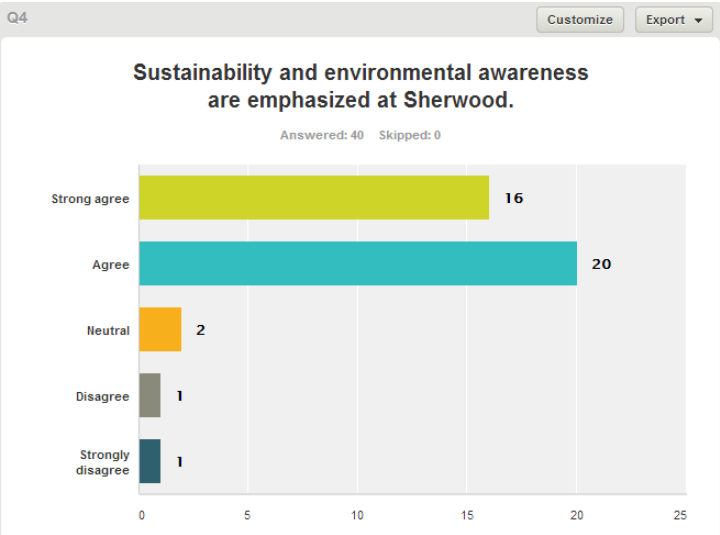


Comments for this question:

Not sure but I think so.

Science is not emphasized enough. Math and language arts, absolutely.

I think science still needs some work.

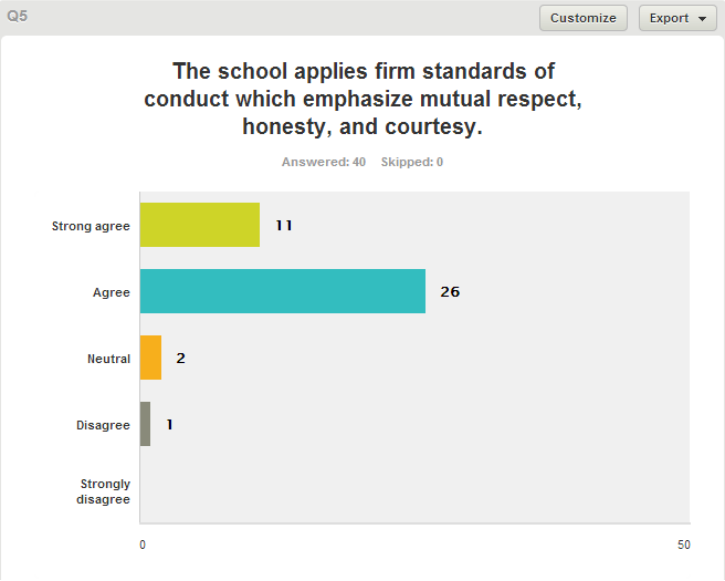


Comments for this question:

I would love to see the school staff and board take a serious interest in sustainability and the environment. The Green Team is a good start but seems to be struggling to even get basic support for recycling. I'd like to see the school strive for green certification. I'd like to see the school prioritize using safe, nontoxic cleaning supplies and create a healthy school environment. As the school seeks a new site, a safe non-toxic healthy environment should be a priority, and if we build a school a "green" building a priority.

Though considering that we're a planet on the brink, the more this can veer toward radical expressions of simplicity and lifestyle responsibility the better. Otherwise we're teaching our kids to rearrange deck chairs on the Titanic, as they say.

Beginning to. I'd like to see non-toxic cleaning supplies and a cleaner environment overall.



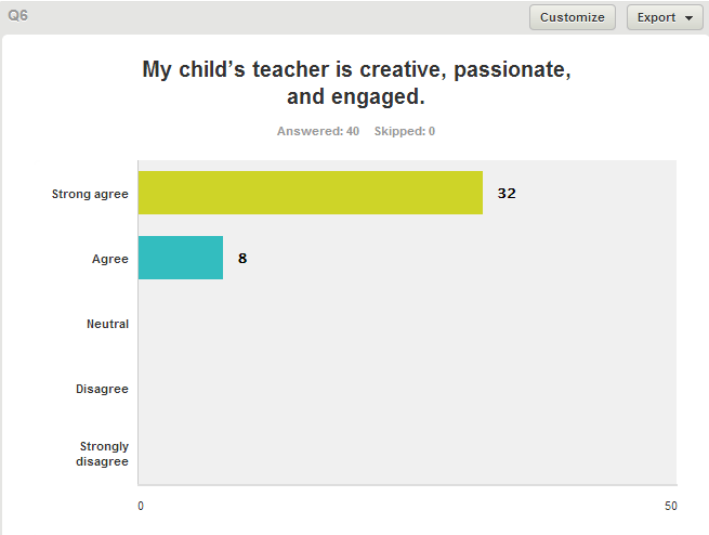
Comments for this question:

Aftercare sometimes feels like a bit of a free for all. I love that there is aftercare and I love Charlotte but it seems that sometimes when the older kids are out and there are not any novel activities some of the play gets very rough and borderline in regards to being respectful. I typically try to pick up my son before 3. Having another adult from 3-4 I think has helped but having them more hands on or facilitating a game or activity would promote the continuation of respect and courtesy after school hours.

I think I have seen this from teachers in the classroom. Not so sure about after care where sometimes I see behavior from kids that is inadequately addressed by Charlotte. It seems she doesn't command enough authority to get the respect of the kids in order to facilitate positive discipline. She may need more training in this area.

FIRM, I don't notice much being firm.

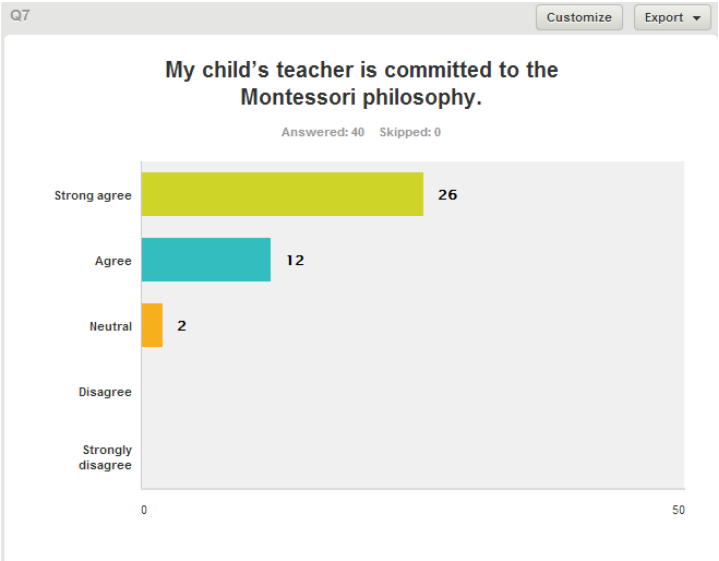
I have been please by how proactive the approach has been when there have been issues with other students treating my child disrespectfully. Kristina has been wonderful about creating a respectful, honest, and courteous culture in the classroom.



Comments for this question:

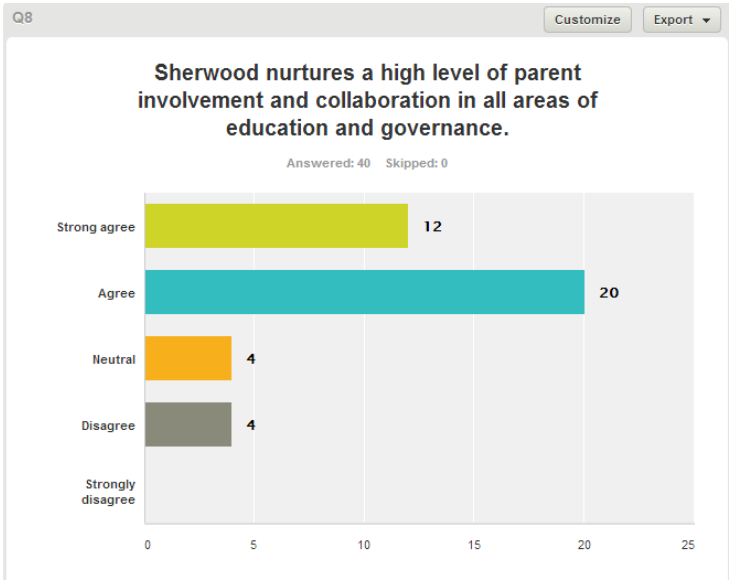
Marlo is wonderful!!!!

We love Carin!



Comments for this question:

none



Comments for this question:

I think Sherwood expects a high-level of parent involvement, but has a hard time nurturing and supporting it. One idea is that the Chico area charter schools could share ideas and support each other in how they each do this. Some seem great at it, others seem to struggle.

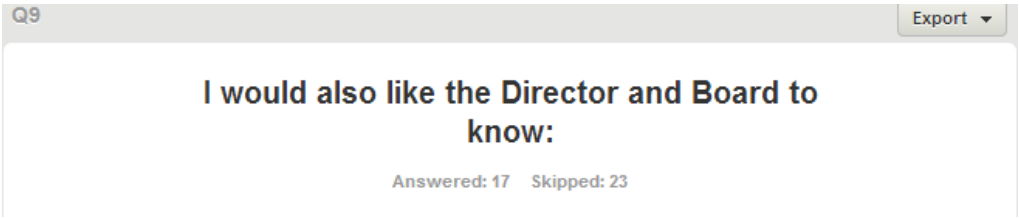
I find that the communication from the school disjointed and disorganized.

While parents are allowed to become involved in the classroom, there seems to be a general sense that parents need to tread lightly as to not disrupt the classroom's processes/procedures.

"Nurtures" is not the word I would use.I know that volunteers are regularly called for and public ally thanked for the SHMO, school clean up, festivals, etc. however, "collaboration in governance and education" do not seem like a strong value of the director.

It is up to parents to be involved.

I would love to be able to be in the classroom more, interact with my child's fellow students.



Comments for this question:

I really wish that the middle school space situation had been managed so that it hadn't turned out to be as it is now. This was and continues to be our greatest disappointment in the governing/directing folks. The entire student body, faculty, and administrative staff have been compromised. "If it were your child's middle school experience in the mix, would you have managed it the same way?"

For me, communication from the school seems very disorganized. Newsletters often contain redundant information with new information buried within the old. I often come away with more questions than answers and often the information calling for parent action comes last minute leaving us little time to plan ahead.

I love Sherwood!! I wish more of the parents were involved with activities and volunteer opportunities. It's like pulling teeth to get volunteers for school events. It's always the same families volunteering for these events. And it's the same with the SMPO meetings. I definitely expected more parental involvement at this school. I absolutely LOVE this school and the teachers (and director!). It is so incredible to see my son learning and LOVING it! He comes home and teaches me things! I feel so lucky that this is going to be his school experience!

...how much I appreciate the time, energy and heart they are putting into this beautiful and essential work of honoring and guiding our children. Thank you.

The biggest factor, at this point, that I believe is potentially compromising the quality of the wonderful education at Sherwood is the inadequate facilities. There is not enough space for everyone to work, play, or eat in an ideal way--teachers, parents, and students alike. I realize this is something that is being currently pursued, but I am concerned that we do not have a clear short-term solution to address this problem by next school year. It seems that our options are focused on more of a long-term goal to build a facility that is ideal.

The school has done poor of planning for the middle school, and in fact has let a vibrant middle school program to deteriorate. I feel the board is unaware of how woefully inadequate the current configuration is. I am not talking about the teachers, whose unrelenting passion, creativity, and enthusiasm never fail to amaze me. If it were not for John Howlett, I would have removed my child at the beginning of the year. The cramped quarters, reduced schedules of the teachers, the lack of a space that is truly their own, the inability to never have the whole class together, the lack of electives, and the poor lighting and air circulation in their "classroom" all degrade the educational experience of the middle school students. I am also disturbed by the fact that the director does not have an administrative credential, and is not in the process of obtaining one. It is clear that she has a strong knowledge in curriculum, testing and learning styles. It is equally clear that she lacks administrative skills, and a fear for the future of the school without a strong leader.

I am incredibly thankful that my son has the opportunity to participate in this wonderful nurturing environment. It really is the perfect setting for him and our family. Our community is lucky to have such a wonderful school. I am very grateful. If any fundraising was available to be viewed online (bulbs, kleen kanteens, chico bags) then my son could call our family which is all out of the area to view what is available. Overall a wonderful experience :)

We are so happy with Sherwood, with Montessori methods and with how our kids are turning out. Of course there are things we wish were better (like the facility) but in the grand scheme of things, I can imagine being a lot less happy with a school, the teachers and administration. I consistently praise the school overall and voice how grateful we are to have this superb educational opportunity for our kids in our community. Sure there's room to improve but overall we're happy. Things to improve: I need to feel more invested in things like the Read-a-Thon. I need to be given the tools/materials to participate and the encouragement to stick with it. Teachers should be getting the kids invested so that it comes home with homework or in teacher newsletters or that kids come home talking about it. The school didn't seem to care about it so I didn't care or bother to participate this year. Likewise for parent volunteer hours, I think there's a sheet for logging my hours but I've never seen it so I just try to do my best. But if the school pushed more on hitting the target goal of 50 hours, there might be better participation from parents (in SMPO, in other fundraisers, etc.) Maybe use online forms for signing up to volunteer or logging volunteer hours. Some people prefer paper but the paper needs to go out and get turned back in and parents need to hear that someone noticed whether or not they lived up to the expectations. One last thing: I get so many paper fliers coming home in duplication (from both kids and then some) and other things don't make it home at all like picture day forms or read-a-thon forms. Some things could be more efficient for the school (and me as a parent) if done electronically. I would have done the read-a-thon if the forms and instructions had been provided by email. Or for example, I could pay my after care bill by credit card. You keep my card # on file, send me a monthly statement by email saying "we're charging your account for your two kids for these hours for this much money this month". Easy for me to pay, you get paid promptly, easy for me to record financial expenses. And I really like the email newsletter announcements each week from Michelle and monthly email newsletters from the teachers. Some teachers do paper newsletters and I wish it was just an email. I like hearing from the teachers regularly and hearing what's going on in the classroom. It helps me feel connected and invested in the school. Thanks for all you do so well and thanks for asking for input.

Thank you creating Sherwood and the Montessori education it provides for our children.

I understand the reason for adding the 1-2 class with Marlo and I love her and her methods, but I feel that the school has not given her the support she needs.....I mean that since she has no 3rd year students that can help teach younger kids there is more of a burden on her and Libby. Marlo remains positive about her situation to her credit, but I think

that sending some other kids from different classes in to help once in a while would be helpful. The kids need that peer model and are missing out on a big part of the montessori experience. I am completely happy with the teacher-student interaction with my child and Marlo. :)

Hang in there!

We appreciate everything you do! Thank you!!!

Loving it!

The Director is a very good administrator--she is proactive, efficient, and effective in her approach to problems that arise. Rock on!

I love the school

The school has an obligation to the existing middle school students that should be a priority over new students. If there isn't enough room for a new K class...then there isn't enough room.

It would be nice to have a school bus option for our students.

APPENDIX A

Excerpt from October 3, 2013 *School Announcements*

YOUR CHILD MAY BE OUTRAGED

Or, maybe your child didn't even notice, but today we did not allow kids to play with equipment at recess. So, no soccer balls, basketballs or kickballs were out today. This is because students have not been responsible about returning equipment and we lost a soccer ball after school yesterday when it was run over by a car. After recess, the equipment is supposed to be returned to the basket outside the shed. Yesterday, not one ball was returned. After school, a game was being played by students who were supposed to be in after care. When the ball flew out of the playground, one of the students left the playground and went after the ball. *The student was very close to being hit by the car that flattened the soccer ball.*

How can you help?

Please remind your kids to respect the sports equipment as they do our Montessori materials. This includes returning them or making sure they get returned by someone in the group.

Please remind your kids that when they are in after care, they must stay where the after-care person can see them. The kids who were playing on the other side of the playground were not following this rule.

Please leave personal sports equipment at home. We have found that bringing equipment from home is problematic in the same ways that bringing toys from home is problematic: things can get lost or broken, there are issues around who is "allowed" to play (we say "you can't say you can't play", but this rule gets broken often when equipment is brought from home), and it is difficult to teach the students to respect the equipment when they feel they can play in any manner with equipment brought from home. Thank you for your help in keeping our kids safe and our equipment in good order.

Excerpt from *School Announcements* October 10, 2013:

OUTRAGED: ERRATA

Apparently, the squashed soccer ball/close miss of a student happened before school, not after. You can still help us keep kids safe by honoring the no balls from home rule and by reminding your student/s they are **never** allowed to leave the campus without an adult chaperone. Thank you.

In addition to communicating to parents about this incident, the school changed its morning supervision procedures by having the early arriving students' supervision take place in an outdoor area that does not have unlocked access.

Agenda Item 2.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Resources and Needs Response Plan

Date: December 13, 2013 for the meeting of December 19, 2013

SUMMARY

The School Director has prepared a Resources and Needs Response Plan for the school.

DISCUSSION

Successful organizations engage in cycles of inquiry to promote continuous improvement. Successful schools engage in these cycles of inquiry: collecting data, analyzing data, creating plans to address the needs revealed by the data, enacting the plans, and then starting the process over again by collecting data to determine the effectiveness of the plan. These cycles occur on a whole-school level, grade level, classroom level and down to the level of individual students' levels.

Sherwood engages in these cycles of inquiry when we look at our standardized test data, with our formative data collected at least three times annually for math, reading and writing; and with various data collected on individual student levels including anectdotal teacher observations, portfolios, teacher-created formative assessments, to name some.

This Resources and Needs Response Plan was created by the School Director at the request of the Board of Directors. It includes input gleaned from the following data sources: standardized test results, the Parent Survey, and anecdotal data from communication from the Sherwood community including parents, students, families, and faculty and staff. While this work satisfies the request of the Board, it is limited in that it was created solely by the School Director. It is recommended that this exercise be completed on a larger scale with a committee appointed with representatives from all stakeholders.

ACTION REQUESTED

Receive report.

Attachment: Sherwood Montessori Resources and Needs Response Plan

Agenda Item 2.3

Sherwood Montessori Resources and Needs Response Plan

December, 2013

This document has been prepared for the Board of Directors of Sherwood Montessori School by the School Director, Michelle Yezbick, to be shared in a public meeting on December 19, 2013.

Sherwood Montessori Resources and Needs Response Plan

December, 2013

Our Mission

The mission of Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of **mutual respect and joy**. The focus of the education will be on **engaging critical thinking and fostering empathy**, and developing the skills needed to become **competent, responsible citizens** who are **life-long learners** and **skillful problem solvers**. The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on **educating the whole child intellectually, physically, and psychologically**. The methodology used will develop a firm foundation for the students, and will emphasize **ethics, initiative, persistence, and self-confidence**. This mission will be accomplished by a concerted **community-based effort** between the school, the parents, and the individual child.

Core Values:

To successfully implement and sustain this mission, the school will be founded on the following core values:

- To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects

Process for this Resources and Needs Response Plan

The School Director created this plan by first observing and assessing "what is", that is, by taking into consideration the current state of the school's functioning in terms of the educational program, faculty, facilities, finances, community, administration, governance, and fundraising. These were contrasted against "what should be", which is largely defined by our Mission Statement. Where incongruence and gaps exist, needs are found. Strategies to address these gaps are then proposed in the response plan.

- To maintain a diverse total school population through inclusive mixed-aged, mentor based classrooms that welcome all students
- To place emphasis on collaboration, problem-solving, and self-directed goal-setting for each Montessori student according to developmental readiness
- To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Chico and in the greater world
- To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy
- To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy
- To nurture high parental involvement and collaboration in all areas of education and governance

Identified Needs

Taking input from communication with stakeholders, standardized test data, financial data, demographic data of our student and family population, and results from the Parent Survey, the following needs emerged as most critical:

1. The current school facilities are too small in terms of classroom and office (indoor) space as well as outdoor recreational space.
2. Communication between the school and the parent community needs improvement.
3. Opportunities for parent involvement and volunteerism need to be fostered better.

Action Plan

Need #1: Facilities

How this need was determined to be significant:

For the 2013-2014 school year, the most pressing need is to find a better solution to our facilities problem. The school is currently in a site where the students, faculty, and staff are crowded, both in terms of square footage in the classrooms and in terms of the outdoor space and complete lack

of large group instructional areas. Input from parents, faculty, staff, and students has been clear that the lack of adequate facilities is a top concern.

General and specific causes as to why this need persists:

One significant factor causing roadblock to finding better facilities for Sherwood's needs is the relatively small size of Chico and dearth of available adequate facilities. The current location was secured by the founding board and at the time was a good size for the enrollment. Our enrollment has grown, but Chico has not. Facilities Committee members have been scouring the town for available spaces and have come up against roadblocks in each search.

Another factor is the lack of time that is available to put toward the search. If there was no issue with time, there still would exist limited options in Chico, but perhaps with more time to devote to a project, a major renovation or building of a new facility could be accomplished.

Finally, a lack of resources in terms of financial resources is an issue. With the new funding formula being used in California, revenues for Sherwood have increased. We also have contracted the work of a professional grant writer which could result in increased revenues for the school. Financially, it looks as though the school may have more resources to address this need in the near future, however, the need is pressing enough that it be addressed with the limitations to resources described here.

Suggestions to address this need:

It is recommended that the Board of Directors approve the current recommendations from the Facilities Committee. The Committee recommended that efforts to move the school to the East Avenue Community Church site be pursued with careful planning to ensure a smooth transition. The search for a future site that can be a long-term home for the school should be postponed until this interim site is secured and the move has been successful. In the time spent at the interim location, the school can engage in fundraising and financial planning efforts to ultimately be successful in obtaining a permanent site.

Need #2: Improved Communication

How this need was determined to be significant:

The need for improved communication between the school and the students' families was determined to be significant as it emerged as a theme in the narrative responses in the Parent Survey. The same theme has emerged at numerous Sherwood Montessori Parents Organization (SMPO) meetings this year.

General and specific causes as to why this need persists:

Two main causes for the breakdown in effective communication this year include the School Director's workload and the resignation of the SMPO president and subsequent vacancy of that office.
The School Director and the Board of Directors have been working to remedy the problem of the burdensome workload of the School Director. In the American education system, it is a common issue that educators feel that there is more work than time to do it. In terms of classroom teachers, smaller class sizes, support staff for enrichment, and teachers' aides are provided at Sherwood to alleviate some of this pressure. At the administrative level, however, there has been little support. In the first year of the school, there was one administrator (the School Director), a volunteer Business Manager, and a part time Office Aide. The duties of the Office Aide were originally split between two part-time employees whose combined hours doing office work were less than thirty per week. Early on, an Administrative Assistant was added part time who was to assist the School Director in addition to performing the duties of the Office Aide while on the clock.

As the school's enrollment increased, a gradual increasing in capacity at the administrative level has also occurred. A part time Business Manager and a part time Accountant have been employed rather than relying on the work of a volunteer. The Office Aide's hours were increased, allowing the Administrative Assistant a bit more time to assist the Director and more job duties that were formerly covered by the School Director were shifted to the Administrative Assistant.

This year, it was determined that having the title "Administrative Assistant" assigned to an employee that was also expected to do the duties of the Office Aide was not a realistic solution. Answering phones, applying bandages, taking temperatures, calling home regarding absences, illnesses, and injuries are just some of the duties that while being performed do not also allow the completion of work requiring focused attention. In the November, 2013 meeting of the Board of Directors, it was determined that the School Secretary duties be taken off the plate of the Administrative Assistant.

The lack of leadership at the SMPO level came as a result of losing the volunteer President. The SMPO President found she could not adequately perform the duties of the office after accepting a job and tendered her resignation. Although requests for a new President have gone out in the weekly School Announcements, no one from the community has stepped forward. The bylaws of the SMPO state that the Treasurer will be acting President in the event that there is no acting President.

Suggestions to address this need:

The choice to move carefully towards increasing capacity at the administrative level is a wise one. It is far easier to make small moves and evaluate the effectiveness of these changes rather than make an excessive increase at the administrative level that could only be remedied by decreasing someone's employment once determined excessive. Because the most recent change approved by the Board of Directors will not be implemented until after the Winter Break, it is recommended that this change be evaluated over several months to determine the effectiveness of decreasing the School Director's workload.

In terms of leadership for the SMPO, the School Director very recently met with the current Treasurer/Acting President. While the route to the role of President was not planned or preferred, she is willing to step up and take on all duties of the President until a replacement is found. With this information, the school's administrative team now has clarity regarding the flow of communication to and from the SMPO. In addition to having a communication strategy in place for the interim, the administration will also work closely with the SMPO officers and members to identify its next leader. Among the administrative team, strategies will be developed to streamline communication and help parents perceive it as predictable, orderly, and accessible.

Finally, in the interest of opening communication to all our families effectively, a Spanish language translator has been hired to translate the *Family Handbook*. This handbook contains the answers to many frequently asked questions posed to the office staff, teachers, and teachers' aides. The handbook is provided to each family on the first days of school, however appears to be underutilized. A consistent approach to highlighting and communicating specific information housed in the *Family Handbook* will be determined with input from the administrative staff and active SMPO members. A translation in Spanish will allow these communications to reach more parents in our community.

#3 Improve Access to Parent Volunteer Opportunities

How this need was determined to be significant:

The need for improved access to Parent Volunteer Opportunities was determined to be significant as it also emerged as a theme in the narrative responses in the Parent Survey and at numerous Sherwood Montessori Parents Organization (SMPO) meetings this year.

General and specific causes as to why this need persists:

The same causes that resulted in breakdown in communication also affected parents' access to understanding parent volunteer opportunities this year, especially for families new to Sherwood. In the past, the President of the SMPO was the main contact person between the school and the

parents in terms of volunteer opportunities. This has proven to be an unsustainable model as the responsibilities were overwhelming to the new SMPO President.

Suggestions to address this need:

This year, a Room Parent was selected for each classroom to be the liaison between the SMPO and the classroom teacher. These individuals are still willing to take on these roles and have been underutilized due to the lack of an SMPO President. As the administration seeks to find a new SMPO President, the Room Parents can take on more of the responsibilities previously held by the SMPO President. In the new year, the Administrative Assistant can support the School Director in these efforts.

It is also recommended to continue to research the best practices of existing schools that have been successful in implementing models of parent volunteerism that work. As ideas of what works in other schools are discovered, the school administration and SMPO members can evaluate whether or not these ideas will work for Sherwood. Strategies to customize successful approaches to the Sherwood community can also be tried.

Summary of Findings

Need Identified	Significance	Causes	Suggested Remedies	By Whom?	By When?	Resources Needed?
Facilities	Overcrowding, effect on morale, impact on educational program	Small town, Lack of capacity at administrative level	Focus on transition to EACC	Director	Summer, 2014	Planning time, funds to move
Communication	Leads to lack of effective parent involvement and missed opportunities	Lack of capacity at administrative and SMPO levels	Work with interim SMPO president, find a new SMPO President, streamline communications	Director, Administrative Assistant SMPO officers	January, 2014	Time to collaborate
Volunteer Opportunities	Directly and negatively impacts parent involvement	Lack of capacity at administrative and SMPO levels	Find new SMPO President, Utilize Room Parents, Research best practices at established schools	Director, Administrative Assistant, Room Parents	January, 2014	Time to collaborate, time to research other schools

Recommendations for Future Needs Assessments

It is recommended that future needs assessment be a wider effort seeking input from representatives of all stakeholders, including: students, teachers, parents, administrative staff and support staff. The action plan here has the limitation of being created solely by the School Director. Involving a committee would add the value of a more diverse collection of perspectives and have the potential to generate a wider array of creative solutions.

Agenda Item 2.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: School Director's Job Audit Revision

Date: December 13, 2013 for the meeting of December 19, 2013

SUMMARY

The School Director created a Job Audit as requested by the Board of Directors for the October meeting. The Director was asked to revise the report to show groupings of job duties. With the help of Board member Corin Meester, the original report has been revised.

DISCUSSION

The job audit covers work done in the months of July, August, and September. Job duties are grouped into seven areas: Professional Development, Direct Student Contact, Email (Undefined), Budget Issues/Human Resources, Facilities/Safety, Reports/Meetings, and Communication. While most of these categories represent work that is difficult to delegate, some of the duties associated with Budget Issues/ Human Resources and Communication can be shared with the Administrative Assistant. It is the intention of the School Director to delegate some of these duties when school resumes after the Winter Break and the Administrative Assistant is released from the duties of the School Secretary.

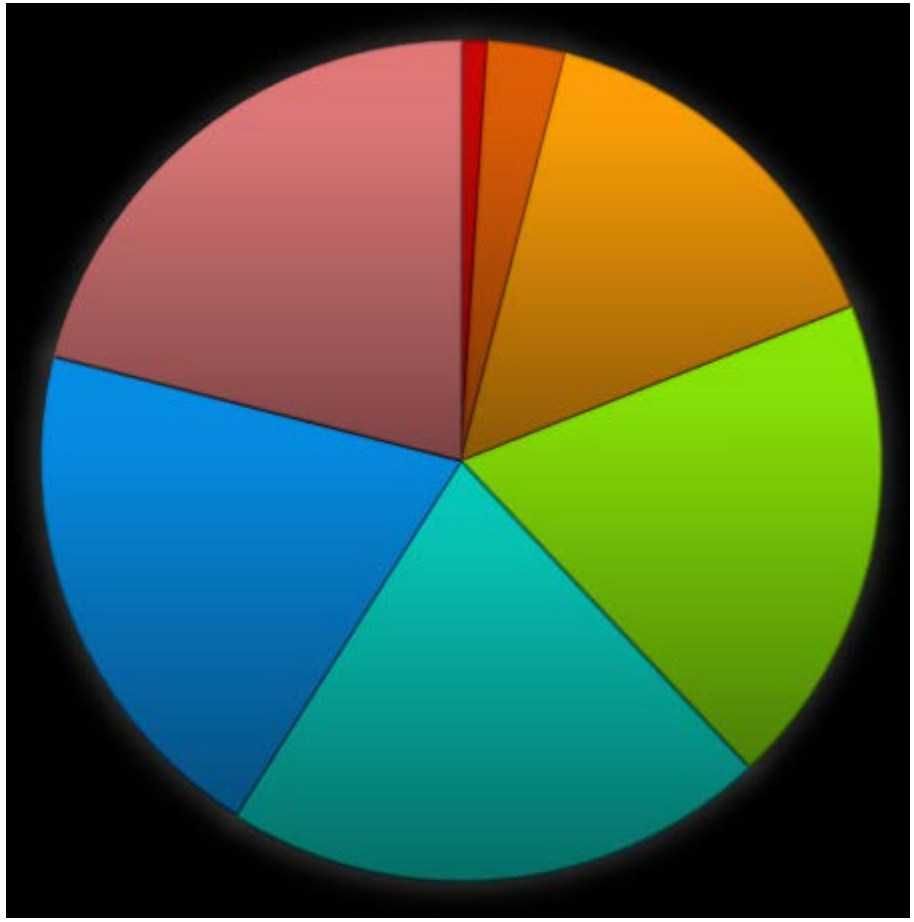
ACTION REQUESTED

Receive revised job audit results chart.

Attachment: Job audit results chart

Agenda Item 2.4

Director's Time July-October



1	Professional Development	1.0%
2	Direct Student contact	3.0%
3	Email (Undefined)	15.0%
	Budget issues\Human	
4	Resources	19.0%
5	Facilities/Safety	21.0%
6	Reports/Meetings	20.0%
7	Communication	21.0%

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: December 13, 2013 for the meeting of December 19, 2013

Kindergarten -Teresa Shippen

As the weather cools down, our room is heating up! I have noticed that many of the students in the Kindergarten room are beginning to engage in more challenging work during our work period. They are beginning to see how the lessons build on themselves, and are asking for lessons in new materials. While our work of own choice time used to be about using the art center, exploring the practical life shelf, or reading in the book corner, some students are now choosing tasks that involve math, writing or language materials. This has the added benefit of attracting others' attention, and allowing them to share their enthusiasm, and knowledge with their peers. It is very exciting to see! It has also extended our work period, as their ability to concentrate is growing. This is a wonderful benefit on these frosty mornings.

Of course our room also has a few students who struggle academically, and with behaviors. This year the room is particularly challenging as some of the behaviors are very loud and disruptive to our room, and sometimes the other rooms or office staff. While we have been busy meeting with parents and professionals to get help for those that struggle, the students have been busy learning many life skills. They are learning to concentrate and continue working, even if someone is having a meltdown. They are learning to be role models for someone who is struggling academically or socially. They are also learning to have compassion and empathy for others. We talk a lot about including others, and making all feel welcome, even on their hard days. It is a joy to watch as they grow in this way as well.

1st/2nd -Marlo Knox

By the time we leave for our winter break, we will be, approximately, four months into our ten month school year. We've come a long way and the following is what has been happening recently.

•On November 22 we attended a field trip to CSUC to see the Ballet Folklorico performance from Vera Cruz, Mexico. Donations were collected from our families and parents provided the transportation.
•I also want to assure the board that we are studying mathematics as well as all the other subjects I mentioned in my last report. I noticed I did not address that in November. Our work in mathematics is titled, Basic Operations. The focus is on addition, subtraction, multiplication and division facts. All the work is extremely concrete with opportunities for students to show readiness for abstract knowledge of the basic facts.
•We are encouraging writing all the time. Many students recently enjoyed documenting Literary Character Day with words and photographs. They stated their character and the literature which inspired them to participate in this school wide event. My very able and supportive teacher assistant guided that project and posted our students' work for all to enjoy.
•We will be performing a play for the the Winter Festival to be held this Tuesday, December 17th. Students and families elected to participate or not. Parts for the play were assigned, via names drawn from a hat, on November 22. There are approximately 12 students participating in the performance. We have been practicing our play regularly. All students will be working on painting the scenery.
•The gift of an amaryllis for our classroom has inspired our studies in Botany. We have revisited plants diving deeper into the shoot system, especially flowers.
•Our students enjoy visual arts. We are currently sculpting memory bowls using papier-mache.
•Our night sky viewing was canceled, twice, by the Chico Community Observatory. We will have to reschedule. Considering how cold it has been recently perhaps it has worked out for the best.
•We have been engaged in active conflict resolution. Students are taking time to talk out their differences, sometimes asking to help mediate conflict as a third party. I feel as if I have invested much time documenting behavior, communicating with parents, and attempting to use systems established by the school consistently. I often have to be coached by Michelle on behavioral issues. She is always accessible and helpful in this area. I have seen personal growth in several students but it seems as if the road to change has been, and will be, a long one.
•Did you know I write a weekly letter to my families? It's just one way I try to keep lines of communication open. If it is of interest to the board I would be happy to share letters with you.
•The parent involvement in my classroom is exceptional. I'm sure I've stated that in other reports. Vanessa Reid recently took the lead in organizing parents to help with the preparation of materials. Jessica Ordaz organized a complete weekly cleaning crew. Ellie Holden works daily to update a class website with snack reminders, sharing day reminders, wish lists, announcements of special events and activities. It would be impossible to name all the parents who have provided the donations I have requested. Volunteers work weekly practicing reading, giving spelling tests, helping with art, helping students learn their lines for the play, doing laundry, the list goes on and on.

1st/2nd/3rd-Carin Anderson

Carin and Gretchen's class is moving along well. The first and second graders have begun their country reports and a number ask to stay in at lunch to keep doing them; I love to see their enthusiasm for a "report"! The third graders are nearly done, and are proud of their work. We continue to study the Paleozoic Era of the Timeline of Life, and the students continue creating their own beautiful hand-drawn timelines. Each year I feel I have a little better handle on the Math and Language curriculum. This winter break I plan on taking our math to the next level: they are pretty solid in the operations - a strength in Montessori, but now they need more practice the applications of these operations in many different situations. This is a different kind of thinking, and I look forward to exploring it more deeply with them. Socially, the class continues to function very well - they are compassionate and thoughtful. They teach me every day how to be a better person.

1st/2nd/3rd –Eric Parish

The focus of the past weeks has been the preparation of report cards. This means assessment and observation of the learning community and the students. When it's all done there is this moment when you get to step back to observe and reflect. What I always love to see is the progress. The student who couldn't read now reads. The child who didn't understand numbers now has a sense of mathematics. The kid who was shy now has friends and works in collaborative groups to give presentations to the class.

Of course we still have a long way to go. The observation and assessment shows you what you need to go back and review. You get to see which students need a little extra help and who needs to be pushed forward and challenged. This is the mid-year push where we try to squeeze in those final lessons before the break.

I'm proud of our learning community because the kids are beginning to normalize in a more consistent manner. As we observe we may see children working with focus, concentration, and peaceful engagement. We are all counting the days to the holiday break.
That will be time for taking a deep breath, reflecting on the past year and planning for the new year. For now our learning community will just keep up with the great work.

4th/5th/6th-Kristina Besnard and Meghan Callahan

We have been wrapping up our Mesopotamia research presentations, with students each writing a 3-5 paragraph report and an artistic element about the "cradle of civilization." For example, One group has decided to write a small play reenacting one of Hammurabi's Codes, another group has made a large poster board showing the irrigation and farming techniques, and one

group has made a cuneiform artifact of a clay tablet. Each group was responsible for becoming experts in one area of study.

In writers workshop, we have been looking at examples of graphic organizers that help with research writing, as well as annotating text to look at the overall structure of a research report. We have used highlighters to go through examples of reports, highlighting the main idea, topic sentences, and details of each piece. Students discussed the topic of each paragraph and whether or not the author stuck to their topic or drifted off. We looked at examples with strong and weak organization. Next, we are looking at citing references in text and writing a bibliography.

In science, Meghan has invited Mr. Tom, a retired science teacher, back in to launch our unit on rocks/minerals. Students were able to test samples based on the luster, streak, hardness, etc. we are hoping to set up either a field trip to Chico State or arrange for Russell Shapiro to come in as a guest speaker on his area of study.

Lindsey, Meghan, and I have also decided to switch up the science/social studies groups in the new year. We have found that sharing textbooks and the other reference materials is difficult, with only one class set. We also would like to save on planning time and by sharing the load, feel like we will have more time to collaborate. Lindsey will be teaching social studies two days a week and we will be teaching silence. We will each teach the same lessons twice, for each class. We are going to see how it goes and adjust as needed.

The only difficulty with research has been a general lack of research materials. I have one class laptop and one very slow desktop that doesn't print. It is difficult for 25 students to conduct proper research without a library/computers as references. Many were able to conduct most of the research at home and share what few references we had in class (several books, magazines, posters, maps, etch).

Our room parent, Erica Charlesworth was able to help organize a parent donation for a digital projector for our classroom. Rob and Georgina Fraser generously offered to cover the remaining balance and have purchased a projector for our classroom. Having a Elmo/digital projector for streaming videos, power point, displaying writing, etc. will be a huge help in the classroom.

We are looking forward to performing at winter festival and having a small classroom celebration before winter break.

4th/5th/6th-Lindsey Serrao

Lots of exciting things are happening in our 4/5/6 classroom. You can feel the excitement in the air due to the count down to a long break. Next week ought to be pretty crazy:)
To keep warm but still remain outside (while we still have our dry days), we have launched a 13

week run/ walk training program for our P.E. Unit. Our classroom goal is to run/walk the Bidwell classic 5k in March!
Our students just finished practicing their presentation skills by presenting their civilization projects to the rest of the class. These civilizations they created helped to deepen their understanding of what truly was needed to have been considered a civilization.
Being that Sumer (the first considered civilization) was created around major lakes where they could easily grow crops (due to incredible soil and easily assessable water), we have launched into a Science unit about erosion and deposition...our kids are knee deep in experiments with dirt and water...fun fun (especially the clean up!)
We hope you all can make the Winter Performance because our class has really been working on a great song. It will be an example of our unity we have created in our classroom.

7th/8th-John Howlett

7th/8th Math-Kelli Kurth

An update from last month's board report about changes in our assessment approach:
Witnessing the change in the students during assessments has been an enlightening experience. Students are more relaxed and confident on test days because they know they have another chance to prove what they have learned. I was fearful students might think it was the easy way out to do poorly on the first attempt because they knew they have a second attempt but the opposite effect has occurred. Students are taking their time, putting in more effort and doing better overall as a result. It has decreased anxiety, increased positive attitudes and test scores have improved as well. I feel more confident about assessing what the students know instead of assessing how well they can take a single test. It has made us all feel better and I am pleased with improving the atmosphere and the students' scores, which now correlate with the homework scores as well.

SBIT-Kelli Kurth

The math intervention groups have been working hard and getting a lot accomplished. They continue to enjoy metal math problems and have begun solving them in multiple ways and thinking outside the box. All students look forward to Fridays when we play a math game to review skills they have been working on. This gives the students the opportunity to practice skills and bond as a group. The students have great attitudes and have been very receptive to their group members and the work we do together.

Literacy/Spanish-Danielle Mennucci

I am pleased to say that the Literacy Room is thriving with reading, writing, and Spanish groups. We had a few entries with the CN&R Poetry '99 contest. It is always a pleasure to see our

students attend the reading at Lyon's Books. We are now known as "the poets from Sherwood" and we are proud to be acknowledged. We are also continuing to evaluate and assess progress in writing class. The 4-6 are writing personal narrative and the 7-8 are writing persuasive essays. With the middle school, we give articles that support or don't support an issue. The students then pick a point of view and write a paper that is organized, with detail, and attending to grammatical concerns. The 4-6 grades will begin to tackle persuasive writing after the winter break. Do take a peek at the Literacy Room wall - full of poems written by our students and there are writing folders that show the progress made as the years go by.

In literature class, *The Little Prince* group is now immersed in *The Outsiders* by Hinton. Both books require much introspection and we have so much to talk about regarding issues presented in both books. Homework for all groups is given out on Thursdays and due the following Wednesday. Another group has just completed *Where the Red Fern Grows* and they will begin The Little Prince. The *Ulysses* group is moving on to *Tuck Everlasting* by Natalie Babbitt. So much discussion will ensue about the idea of living forever. The students just turned in a paper detailing their thoughts about the pros and cons of everlasting life. The fourth graders are quite a group of high achievers this year. They have persevered with *Where the Wind Blows* and we were totally challenged by the character development and the advanced vocabulary. They will be moving on to *Where the Red Fern Grows*. The 7th grades are reading Steinbeck's *The Pearl* and we are talking about the idea that a beautiful pearl can give you wealth and education and other opportunities, or it can open up the worst in envious bystanders. The 8th graders are reading Harper Lee's *To Kill a Mockingbird.* We are challenged but the students are all doing their homework and have just turned in a paper evaluating the test of a "good education". Their ideas demonstrate the maturity and empathy they each possess. We will be graduating students this year who are caring and mature individuals.

Spanish is coming along! All grades meet once a week and we have opened up a class that is using a textbook and requiring that some work is done at home. We have opened up this opportunity to students who may have chosen Spanish as an elective at another Junior High. Our bilingual students, Leslie and Isabel are both helping with the instruction. They are very helpful. We also offer Spanish to the Kindergartners and the grades 1-3rd

As well, the 3rd grades are having writing time in the Literacy Room. All of the students at Sherwood love to write! We will enter the CN&R Fiction '59 competition and also the Butte County Short Story event. I will be putting emphasis on persuasive writing as it is the type of writing most often used in the world of work that comes later in life. .

Very happy to report - a wonderful year! Happy holidays, from Danielle Mennucci, Literacy teacher

Garden-Kitchen Program-Chef Richie Hirshen

This is my response yesterday to Lindsey at GRUB's monthly questionnaire about how much food we harvest and volunteer involvement:
Got about 15 pounds greens mix: 3 kinds arugala, 2 kinds kale, red romaine, chard, bok choy, pak choy, mustard, broccoli rapini, spinach, nasturtiums, calendulas. So far nothing (significant/except some flowers) has frozen! Even the arugala and romaine, which looked frost-bitten the first morning of frosty week 1, have come through quite nicely. We're in a lovely little protected pocket and have had luck like this for four winters.

My CSU CHICO nutrition dept grad student intern Disha Shrotria had her last day Thursday (I hope the trend continues and I get a new intern next semester) and super volunteer Emily Kohler of Food Corps continues to be an influence. We will be presenters at This Way to Sustainability for the third year in March (and Lindsey has asked me to consider presenting our program at a Cultivating Community fair at the Grange in February). By the way, all the greens I mentioned above were grown from seed by our students.

At this coming Tuesday's Winter Performance, the kindergarten class will perform the Raffi song we've been practicing, All I Really Need (is a song in my heart, food in my belly and love in my family...to give life to the seeds we sow, to give the food we need to grow...so that I can grow up strong, take my place where I belong). We have read The Carrot Seed and Stone Soup and planted/cooked reinforcing those books' story lines.

The middle school is more involved this year than last because of adjustments to my schedule. Several middleschoolers are mentors to younger kids on a regular basis and help with our every first Wednesday of the month hosting of a group (about 15 kids each time) from Rose Scott Open Structure School, whose kids are involved and enthused by the garden-kitchen process. These autistic, learning disabled, special needs kids' experience here represents the most rewarding community outreach we do, in my opinion.

Our farmers' markets continue to be fun, flavorful, nutritious and joyful.

There have been, through the SMPO and individual parents' efforts like Sarah Lowe's Pampered Chef promotion, several improvements made in the kitchen.

Cross your fingers for the produce to make it through this cold spell.

Agenda
Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: December 13, 2013 for the meeting of December 19, 2013

There is no report from the SMPO.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: December 13, 2013 for the meeting of December 19, 2013

ADMINISTRATIVE ITEMS:

- There have been no changes in staffing since the November meeting.
- Our 2014-2015 application for enrollment has been posted on our website.
- Three formal teachers' evaluations have been completed, one more is scheduled. Teachers who are not being formally evaluated this year are being evaluated by colleagues. All teachers will have at least five walk-through evaluations this year; all teachers have at least one. In addition to formal evaluations and walk-throughs, many informal "pop-ins" give me the opportunity to get a feel for the classroom cultures and individual teaching styles.
- Our accountant, Laura Mason, received some training from our Business Manager, Lisa Speegle. This training will ultimately result in Laura being able to handle payroll tasks. These trainings are a proactive step taken in the hopes of retaining Lisa as her work load at ours and other charter schools grows.

FISCAL ITEMS:

- A reminder went out in the School Announcements regarding outstanding child care balances. Many families have balances in the hundreds of dollars, and several have not made payments since last year.
- I attended a webinar on December 12th giving information about a new charter school grant program that may be a source of revenues for Sherwood.

GENERAL ITEMS:

- I have attended governing board meetings as requested by the Sherwood Board and am prepared to share observations.
- Yet another move has been made on campus. The Resource Room has moved to the more spacious structure on the playground, formally known as the playground shed.

The Director's office was moved from the copy room to the former Resource Room. With space heaters and lamps and a rug in the near future, the Resource Room is shaping up.

- The week off for Thanksgiving Break gave everyone a needed rest. There is a lot of excitement in the air as staff and students look forward to the plans they've made during the upcoming Winter Break.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: December 13, 2013 for the meeting of December 19, 2013

A Treasurer's Report is not available at this time. The Business Manager's financial reports are attached.

Attachments: Changes Since First Interim Budget, Multi-Year Budget Projections, Budget v. Actual, Cash Flow Projections, Donations Report, Payment to Vendors Report, Balance Sheet, Profit & Loss

Changes Since First Interim Budget				
Revenues	was	is	variance	
Revenue Limit Sources	952,452	952,452	0	
Federal Sources	-	-	-	
State Sources	67,977	67,977	-	
Local Sources	60,391	60,391	(0)	
Net Change to Revenue	1,080,820	1,080,820	0	comment 1
Expenditures				
Certificated Staff	337,131	337,131	(0)	
Classified Staff	209,390	209,390	-	
Employee Benefits	130,250	130,250	0	
Books and Supplies	34,200	36,500	2,300	comment 3
Services and Operations	212,165	212,165	(0)	
Capital Outlay	-	-	-	
Other Outgo	99,017	99,017	0	
Net Change to Expenses	1,022,153	1,024,453	2,300	comment 2
CY Budget	**58,667**	**56,367**	**(2,300)**	**increase (decrease) in budget**

Comments:

1 - interim budget revenues increased by $9598 after board mtg, CALPADS data available from school late
2 - interim budget expenses increased by $122 after board mtg, CALPADS data available from school late
3 - $2,300 added to NonCap Equip, items in QBs entered in wrong categories, reclassing revealed underbudgeting

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	168	168	168	168
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8011 Local Control Funding	-	550,815	555,844	587,348	586,843
8012 Education Protection Act	148,607	124,504	155,389	156,943	158,512
8015 General Purpose Entitlement	303,342	-	-	-	-
8096 In Lieu Taxes	240,809	277,133	277,133	277,133	277,133
8550 Mandates Block Grant	1,590	1,880	2,223	2,223	2,223
8560 State Lottery	22,096	25,872	25,872	25,872	25,872
8587 Special Education Passthru Funds	6,246	12,492	12,492	12,492	12,492
8590 Categorical Block Grant	80,919	-	-	-	-
8590 All Other State Revenue	931	-	-	-	-
xxxx Common Core Implementation Funds	-	27,733	-	-	-
8660 Interest From Banks	-	-	-	-	-
8673 Parent Fees	22,675	22,675	22,675	22,675	22,675
8699 Fundraising / Donations	37,716	37,716	37,716	37,716	37,716
8710 Other Local Revenue	1,060	-	-	-	-
TOTAL REVENUES	865,990	1,080,820	1,089,344	1,122,401	1,123,466
Expenditures					
1000 Certificated Salaries	271,025	337,131	339,676	346,469	353,399
2000 Classified Salaries	196,307	209,390	210,784	212,192	213,613
3000 Employee Benefits	86,208	130,250	132,972	136,294	139,746
4100 Texts and Core Curricula	3,311	6,500	6,630	6,763	6,898
4200 Reference Materials	1,557	2,000	2,000	2,000	2,000
4300 Materials and Supplies	15,219	23,500	23,955	24,419	24,892
4400 NonCap Equipment	490	4,500	-	-	-
4700 Food (Nutrition)	(1,711)	-	-	-	-
5200 Travel and Conferences	6,327	7,175	4,775	4,775	4,775
5300 Dues and Memberships	1,098	1,240	1,240	1,240	1,240
5400 Property/Liability Insurance	12,784	16,936	20,323	24,388	29,265
5500 Operations / Housekeeping	17,734	25,914	26,432	26,961	27,500
5600 Rentals, Leases, and Repairs	104,720	99,460	99,793	99,883	99,974
5800 Prof. & Consulting Services	58,977	56,198	50,250	50,602	50,962
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	98,017	115,895	115,895	115,895
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,024,453	1,040,967	1,058,122	1,076,402
Excess/(Deficiency)	13,054	56,367	48,377	64,279	47,064
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	56,367	48,377	64,279	47,064
Beginning Fund Balance	130,164	143,218	199,586	247,962	312,242
Excess / (Deficiency)	13,054	56,367	48,377	64,279	47,064
Ending Fund Balance	143,218	199,586	247,962	312,242	359,305
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	199,586	247,962	312,242	359,305

Budget v. Actual - Revenues

Revenue	2013-14 Budget	July	August	Actuals Sept	Oct	Nov	Total Actual	Remaining in Budget	Remaining in Budget
8011 Local Control Funding	550,815	-	44,896	-	40,407	40,407	125,710	425,105	77%
8012 Education Protection Act	124,504	-	-	-	31,126	-	31,126	93,378	75%
8096 In Lieu Taxes	277,133	-	13,838	28,353	18,751	18,751	79,693	197,440	71%
8550 Mandates Block Grant	1,880	-	-	-	-	-	-	1,880	100%
8560 State Lottery	25,872	-	-	-	-	-	-	25,872	100%
8587 Special Education Passthru Funds	12,492	-	-	-	-		-	12,492	100%
8590 All Other State Revenue	-	239	69	-	-	-	308	(308)	0%
xxxx Common Core Implementation Funds	27,733	-	-	-	13,800		13,800	13,933	50%
8660 Interest From Banks	-	-	-	-	-	-	-	-	0%
8673 Parent Fees	22,675	-	1,888	40	736	3,814	6,478	16,197	71%
8699 Fundraising / Donations	37,716	-	239	1,356	4,876	2,787	9,258	28,458	75%
8710 Other Local Revenue	-	-	139	-	180	15	334	(334)	0%
Total Revenue	1,080,820	239	61,069	29,750	109,876	65,774	266,708	814,112	75%

Budget v. Actual - Expenses

Expenses	2013-14 Budget	July	August	Actuals Sept	Oct	Nov	Total Actual	Remaining in Budget	Remaining in Budget
1000 Certificated Salaries	337,131	-	28,380	28,563	29,290	31,627	117,860	219,271	65%
2000 Classified Salaries	209,390	6,206	7,292	23,098	21,964	22,887	81,446	127,944	61%
3000 Employee Benefits	130,250	5,208	7,744	10,724	9,364	13,235	46,276	83,974	64%
4100 Texts and Core Curricula	6,500	287	2,254	3,396	-	-	5,937	563	9%
4200 Reference Materials	2,000	-	325	-	142	124	591	1,409	70%
4300 Materials and Supplies	23,500	286	4,302	3,781	1,762	746	10,876	12,624	54%
4400 NonCap Equipment	4,500	935	3,046	-	502	-	4,483	17	0%
5200 Travel and Conferences	7,175	3,024	50	626	3,185	162	7,048	127	2%
5300 Dues and Memberships	1,240	-	-	-	210	1,010	1,220	20	2%
5400 Property/Liability Insurance	16,936	3,243	1,084	1,084	1,084	1,084	7,579	9,357	55%
5500 Operations / Housekeeping	25,914	1,101	1,350	2,093	1,829	1,396	7,768	18,146	70%
5600 Rentals, Leases, and Repairs	99,460	7,877	7,915	8,112	8,882	9,976	42,760	56,700	57%
5800 Prof. & Consulting Services	56,198	1,275	2,389	1,841	3,352	8,490	17,347	38,851	69%
5900 Communications	5,242	284	436	346	606	373	2,045	3,197	61%
		-	-	-	-	-	-	-	0%
7141 Special Ed Encroachment	98,017	-	-	-	-	-	-	98,017	100%
7438 Long-Term Debt Interest	1,000	(128)	-	-	-	-	(128)	1,128	113%
Total Expenditures	1,024,453	29,596	66,567	83,664	82,172	91,108	353,107	671,346	66%
Net Income (Loss)	56,367	(29,357)	(5,498)	(53,914)	27,704	(25,334)	(86,399)		

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 1 INCOME

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH IN																
8011 Local Control Funding	-	44,896	-	40,407	40,407	40,407	40,407	40,407	27,350	27,350	17,018	851	231,317	550,815	550,815	-
8012 Education Protection Act	-	-	-	31,126	-	-	31,126	-	-	31,126	-	-	31,126	124,504	124,504	-
8096 In Lieu Taxes	-	13,838	28,353	18,751	18,751	18,751	18,751	18,751	23,719	11,860	11,860	11,860	81,888	277,133	277,133	-
8550 Mandates Block Grant	-	-	-	-	-	-	-	-	470	-	-	-	940	1,410	1,880	(470)
8560 State Lottery	-	-	-	-	-	-	-	6,468	-	-	6,468	-	12,936	25,872	25,872	-
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-	-	-	-	-	12,492	12,492	12,492	-
8590 All Other State Revenue	239	69	-	-	-	-	-	-	-	-	-	-	-	308	-	308
xxxx Common Core Implementation Funds	-	-	-	13,800	-	13,933	-	-	-	-	-	-	-	27,733	27,733	-
-																
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	-	1,888	40	736	3,814	2,267	2,267	2,267	2,267	2,267	2,267	2,267	-	22,350	22,675	(324)
8699 Fundraising / Donations	-	239	1,356	4,876	2,787	3,772	3,772	3,772	3,772	3,772	3,772	3,772	-	35,659	37,716	(2,057)
8710 Other Local Revenue	-	139	-	180	15	-	-	-	-	-	-	-	-	334	-	334
Total Current Year Revenues	239	61,069	29,750	109,876	65,774	79,130	96,323	71,665	57,578	76,374	41,384	18,750	370,699	1,078,611	1,080,820	(2,209)
Other Current Assets	223,596	59,949	6,246	-	18,023	-	-	-	-	-	-	-	-	307,814	307,814	-
Total Cash In	223,835	121,018	35,996	109,876	83,797	79,130	96,323	71,665	57,578	76,374	41,384	18,750	370,699	1,386,426	1,388,634	(2,209)
Total Cash In Y-T-D	223,835	344,853	380,849	490,725	574,522	653,652	749,975	821,640	879,218	955,593	996,977	1,015,727	1,386,426			

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 2 OUTGO

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	28,380	28,563	29,290	31,627	30,648	30,648	30,648	30,648	30,648	30,648	30,648	-	332,398	337,131	4,733
2000 Classified Salaries	6,206	7,292	23,098	21,964	22,887	20,939	20,939	20,939	20,939	20,939	20,939	10,469	-	217,550	209,390	(8,160)
3000 Employee Benefits	5,208	7,744	10,724	9,364	13,235	10,854	10,854	10,854	10,854	10,854	10,854	10,854	-	122,255	130,250	7,995
Total Salaries & Benefits	11,414	43,416	62,385	60,619	67,748	62,441	62,441	62,441	62,441	62,441	62,441	51,972	-	672,203	676,771	4,568
Supplies																
4100 Texts and Core Curricula	287	2,254	3,396	-	-	-	1,083	-	1,083	-	1,083	-	-	9,187	6,500	(2,687)
4200 Reference Materials	-	325	-	142	124	333	-	333	-	333	-	333	-	1,925	2,000	75
4300 Materials and Supplies	286	4,302	3,781	1,762	746	1,958	1,958	1,958	1,958	1,958	1,958	1,958	-	24,584	23,500	(1,084)
4400 NonCap Equipment	935	3,046	-	502	-	-	-	-	-	-	-	-	-	4,483	4,500	17
Total Supplies	1,507	9,927	7,177	2,406	869	2,292	3,042	2,292	3,042	2,292	3,042	2,292	-	40,179	36,500	(3,679)
Services / Other Op Exp																
5200 Travel and Conferences	3,024	50	626	3,185	162	598	598	598	598	598	598	598	-	11,233	7,175	(4,058)
5300 Dues and Memberships	-	-	-	210	1,010	1,240	-	-	-	-	-	-	-	2,460	1,240	(1,220)
5400 Property/Liability Insurance	3,243	1,084	1,084	1,084	1,084	1,694	1,694	1,694	1,694	-	-	-	-	14,353	16,936	2,583
5500 Operations / Housekeeping	1,101	1,350	2,093	1,829	1,396	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	22,884	25,914	3,030
5600 Rentals, Leases, and Repairs	7,877	7,915	8,112	8,882	9,976	8,288	8,288	8,288	8,288	8,288	8,288	8,288	-	100,779	99,460	(1,319)
5800 Prof. & Consulting Services	1,275	2,389	1,841	3,352	8,490	4,683	4,683	4,683	4,683	4,683	4,683	4,683	-	50,129	56,198	6,069
5900 Communications	284	436	346	606	373	437	437	437	437	437	437	437	-	5,102	5,242	140
Total Services	16,803	13,224	14,102	19,147	22,490	19,099	17,859	17,859	17,859	16,166	16,166	16,166	-	206,941	212,165	5,224
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-	-	-	-	49,009	-	-	24,504	-	-	24,504	98,017	98,017	-
7438 Long-Term Debt Interest	(128)	-	-	-	-	-	-	-	-	-	-	1,000	-	872	1,000	128
Total Other Outgo	(128)	-	-	-	-	-	49,009	-	-	24,504	-	1,000	24,504	98,889	99,017	128
Total Current Year Expenses	**29,596**	**66,567**	**83,664**	**82,172**	**91,108**	**83,832**	**132,351**	**82,592**	**83,342**	**105,403**	**81,649**	**71,429**	**24,504**	**1,018,211**	**1,024,453**	**6,242**
9500 Accounts Payable	95,909	(11,290)	(8,105)	76,544	(959)	-	-	-	-	-	-	-	-	152,099	152,099	-
Total Cash Out	**125,505**	**55,276**	**75,559**	**158,716**	**90,149**	**83,832**	**132,351**	**82,592**	**83,342**	**105,403**	**81,649**	**71,429**	**24,504**	**1,170,310**	**1,176,552**	**6,242**
Total Cash Out Y-T-D	125,505	180,782	256,341	415,057	505,206	589,038	721,389	803,982	887,324	992,727	1,074,376	1,145,805	1,170,310			
Percent of Budget	10.67%	15.37%	21.79%	35.28%	42.94%	50.06%	61.31%	68.33%	75.42%	84.38%	91.32%	97.39%	99.47%			

Projected Cash Balance Statement

Beginning Cash Balance	26,691	125,021	190,762	151,199	102,359	96,007	91,305	55,277	44,349	18,585	(10,444)	(50,708)	(103,388)	26,691	26,691	-
Net Change	98,330	65,741	(39,563)	(48,841)	(6,352)	(4,702)	(36,028)	(10,927)	(25,764)	(29,029)	(40,265)	(52,680)	346,195	216,116	212,083	4,033
Ending Cash Balance	**125,021**	**190,762**	**151,199**	**102,359**	**96,007**	**91,305**	**55,277**	**44,349**	**18,585**	**(10,444)**	**(50,708)**	**(103,388)**	**242,807**	**242,807**	**238,773**	**4,033**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
November 2013

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	11/05/2013	Marlo fieldtrip	91.00
Deposit	11/05/2013	Carin fieldtrip	270.05
Deposit	11/05/2013	John (Ashland 2012-2013)	63.00
Deposit	11/19/2013	John fieldtrip	57.00
Total 8699-Field Trip Donations			481.05
8699-Fundraising			
Deposit	11/05/2013	Maria M's	60.00
Deposit	11/07/2013	Bulbs fundraiser	1,083.00
Deposit	11/12/2013	Farmers' market	59.66
Deposit	11/12/2013	Maria M's	20.00
Deposit	11/12/2013	Readathon	15.00
Deposit	11/12/2013	Bulb Fundraiser	10.00
Deposit	11/12/2013	Readathon	357.00
Deposit	11/19/2013	Maria M's	15.00
Deposit	11/19/2013	Readathon	80.00
Deposit	11/19/2013	Winter festival	600.00
Deposit	11/29/2013	eScrip donation	6.20
Total 8699-Fundraising			2,305.86
Total 8699-Fundraising and Donations			2,786.91
Total 8600-8799 Other Local Revenue			2,786.91
Total 8000-Revenues			2,786.91
TOTAL			**2,786.91**

Sherwood Montessori

Board of Directors - Vendor Payments Report

November 2013

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	11/01/2013	12634	charterSafe	November premium 2013-2014	3601-Workers Comp	Government Funds:General - Govt	845.98
Bill	11/01/2013	12634	charterSafe	November premium 2013-2014	5400-Liability Insurance	Government Funds:General - Govt	1,084.08
Check	11/01/2013	DBT	Costco	Stamps	Postage	Government Funds:General - Govt	45.75
Check	11/01/2013	DBT	Costco	BUS Renewal	5300-Dues and Membership	Government Funds:General - Govt	165.00
Bill	11/01/2013		American Janitorial	November services	Housekeeping Services	Government Funds:General - Govt	485.00
Bill	11/01/2013		Longfellow Self Storage	November rent	Other Rentals	Government Funds:General - Govt	67.00
Bill	11/01/2013		Clark Pest Control	10/5/13 pest service	Pest Control	Government Funds:General - Govt	65.00
Bill	11/01/2013		City of Chico	Alarm permit 12/1/13-11/30/14	Security System Services	Government Funds:General - Govt	12.50
Bill	11/01/2013	32119	The Creative Apple	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	98.72
Bill	11/01/2013	32121	The Creative Apple	Instructional supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	43.06
Bill	11/01/2013	233696	Matson and Isom	Progress billing-financial audit 6/30/13 Financial ...	Auditing and CPA Services	Government Funds:General - Govt	5,700.00
Bill	11/01/2013	15086	Teacher's Book Connection	Books	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Classroo...	39.79
Bill	11/03/2013	9714354407	Verizon Wireless	10/4/13-11/03/13 services	Telephone, Cellular	Government Funds:General - Govt	93.69
Check	11/04/2013	3153	Besnard, Kristina D.	refund medical withholding done in error	3401-Health Benefits	Government Funds:General - Govt	337.00
Bill	11/05/2013	230571	Easy Fundraising Ideas	Fundraiser	Fundraising Expenses	Non Government:Fundraisers	612.50
Bill	11/05/2013		Laura A. Mason	Bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	125.00
Check	11/05/2013	DBT	Gateway Science Museum	Gateway Science Museum fieldtrip	Field Trips and Assemblies	Government Funds:Lottery - Unrestricted:Classroo...	60.00
Check	11/06/2013	3156	Michelle Yezbick	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	134.86
Check	11/06/2013	3157	Danielle Mennucci	Spanish Now: Level 1	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted	16.33
Check	11/06/2013	3158	Jessica Ordaz	Livescan	LiveScan and TB Test Services	Government Funds:General - Govt	69.00
Check	11/06/2013	3159	Kristina Dyer	Livescan	LiveScan and TB Test Services	Government Funds:General - Govt	69.00
Check	11/06/2013	3160	Richard Hirshen	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	22.42
Check	11/06/2013	3161	Heather S. Fisher	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	5.05
Check	11/06/2013	DBT	Costco	Office supplies	Office Supplies	Government Funds:General - Govt	30.09
Bill	11/06/2013		California Water Service Compa...	10/4/13-11/5/13 services	Water	Government Funds:General - Govt	86.04
Bill	11/06/2013	310222	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	8.93
Bill	11/06/2013	310222	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	8.92
Bill	11/06/2013	2014	California Charter Schools Asso...	2014 membership	5300-Dues and Membership	Government Funds:General - Govt	845.00
Check	11/07/2013	DBT	USPS	Priority mail	Postage	Government Funds:General - Govt	7.45
Bill	11/07/2013	CNIN639880	Advanced Document	Copier rental contract 11/4/13-12/3/13	Copier Lease	Government Funds:General - Govt	166.63
Bill	11/07/2013	CNIN639881	Advanced Document	Copier maintenance contract	Copier Lease	Government Funds:General - Govt	238.29
Bill	11/07/2013	310275	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	11.90
Bill	11/07/2013	310275	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	11.90
Bill	11/07/2013	1629709095	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	41.00
Check	11/08/2013	DBT	Wufoo	11/8/13 to 12/8/13 Invoice #684148	Online List Management	Government Funds:General - Govt	9.95
Check	11/12/2013	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	101.54
Check	11/12/2013	DBT	Costco	Office supplies	Office Supplies	Government Funds:General - Govt	30.09
Bill	11/12/2013	1631173330	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	29.91
Bill	11/12/2013	1631173330	Office Depot	Pens	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	12.90
Bill	11/12/2013		Comcast	service 11/17/13-12/16/13	Internet Service Provider	Government Funds:General - Govt	99.95
Bill	11/12/2013		Comcast	service 11/17/13-12/16/13	Telephone, Landline	Government Funds:General - Govt	105.02
Bill	11/12/2013		Comcast	service 11/17/13-12/16/13	Television, Cable	Government Funds:General - Govt	4.95
Bill	11/12/2013		Comcast	taxes	Telephone, Landline	Government Funds:General - Govt	1.45
Bill	11/12/2013		Comcast	late fee	Television, Cable	Government Funds:General - Govt	4.75
Check	11/13/2013	DBT	Oriental Trading	Tooth boxes	Office Supplies	Government Funds:General - Govt	21.49
Bill	11/13/2013	ARIN125793	Advanced Document	Staples	Copier Lease	Government Funds:General - Govt	65.58
Bill	11/13/2013	15276	Teacher's Book Connection	Books	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Classroo...	67.69
Bill	11/13/2013	310509	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	27.13
Check	11/15/2013	3175	CUSD	12-13 oversight due on in lieu tax payments	9530 - Oversight Due to CUSD	Government Funds:General - Govt	811.18
Bill	11/15/2013	310599	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	14.72
Bill	11/15/2013		Laura A. Mason	Bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	125.00
Check	11/18/2013	DBT	Upper Crust Bakery	meeting for fundraising ideas	Food - Meetings	Non Government:General - Non Govt	21.45
Check	11/19/2013	3176	Kimberly Alexander Graf	Live scan	LiveScan and TB Test Services	Government Funds:General - Govt	52.00
Check	11/19/2013	3177	Tanya King	Creative Apple art supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	12.09
Check	11/19/2013	DBT	Costco	parchment paper for kitchen	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	9.79
Check	11/19/2013	DBT	Costco	classroom supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	191.47
Check	11/19/2013	DBT	Neighborhood Church	deposit for winter festival rental	Other Rentals	Government Funds:General - Govt	850.00
Bill	11/19/2013	310743	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	9.21
Bill	11/19/2013	310743	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	9.22
Bill	11/20/2013		PG & E	10/18/13-11/19/13 services	Electricity	Government Funds:General - Govt	672.89
Bill	11/21/2013		Redeemer Lutheran Church	December rent	Property Rental - Moss Ave	Government Funds:General - Govt	7,738.21
Bill	11/21/2013	310808	S & S WHOLESALE PRODUCE	Fundraising expenses	Fundraising Expenses	Non Government:Fundraisers	10.00
Bill	11/21/2013	2734	Forest Ranch Charter School	Accounting services	Business Manager Services	Government Funds:General - Govt	1,075.00
Check	11/26/2013	DBT	Neighborhood Church	deposit for winter festival rental	Other Rentals	Government Funds:General - Govt	850.00
Bill	11/26/2013		Recology	November service	Trash/Recycling	Government Funds:General - Govt	74.24

Sherwood Montessori

Board of Directors - Vendor Payments Report

November 2013

Type	Date	Num	Name	Memo	Account	Class	Amount
Check	11/27/2013	OBP	EDD	SEF liability from period ending 9/30/2013	3501-Unemployment Ins	Government Funds:General - Govt	65.30
TOTAL							**24,827.05**

Sherwood Montessori
Balance Sheet
As of November 30, 2013

	Nov 30, 13	
ASSETS		
Current Assets		
Checking/Savings		
9100-Assets		
9120-NCNB Checking	96,007.00	
Total 9100-Assets		96,007.00
Total Checking/Savings		96,007.00
Accounts Receivable		
9200-Accounts Receivable		51.25
Total Accounts Receivable		51.25
Other Current Assets		
9290 - Due from Grantor Govts.		
GPE Funding Due	-6,397.00	
In Lieu of EIA Due	1.00	
Lottery Due	1,109.36	
Prior Year Corrections Due	8.00	
Supplemental Categorical Due	-66.00	
Total 9290 - Due from Grantor Govts.		-5,344.64
9340-Security Deposit		4,042.50
Total Other Current Assets		-1,302.14
Total Current Assets		94,756.11
TOTAL ASSETS		**94,756.11**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
9500-Accounts Payable		-2,294.67
Total Accounts Payable		-2,294.67
Other Current Liabilities		
9500-Liabilities		
9511-Payroll Liabilities		
AFLAC	16.10	
Deferred Payroll	8,229.83	
Federal Withholding	2,213.50	
Health and Welfare	8,177.33	
Medicare	1,534.42	
OASDI-Social Security	2,849.82	
PERS EE / ER	4,290.85	
State Disability	529.12	
State Employment Training Tax	9.58	
State Unemplyment Tax	326.51	
State Withholding	460.90	
STRS EE / ER	9,042.61	
Total 9511-Payroll Liabilities	37,680.57	
9530 - Oversight Due to CUSD	597.01	
9590 - Other Accts Payable	1,954.00	
Total 9500-Liabilities		40,231.58
Total Other Current Liabilities		40,231.58
Total Current Liabilities		37,936.91
Total Liabilities		37,936.91
Equity		
9793 - Audit Adjustments		101,516.33
Unrestricted Net Assets		41,701.90

Sherwood Montessori
Balance Sheet
As of November 30, 2013

	Nov 30, 13
Net Income	-86,399.03
Total Equity	56,819.20
TOTAL LIABILITIES & EQUITY	**94,756.11**

Sherwood Montessori
Profit & Loss YTD Comparison
November 2013

	Nov 13	Jul - Nov 13
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	125,710.00	125,710.00
8012-Education Protection Act	0.00	31,126.00
8015-Gen. Purpose Entitlement	-85,303.00	0.00
8096-In Lieu of Property Taxes	18,751.00	79,693.42
Total 8010-8099 Revenue Limit Sources	59,158.00	236,529.42
8300-8599 Other State Revenue		
8590-Categorical Funds		
All Other State Revenue	0.00	308.16
Common Core Funds	0.00	13,800.00
Total 8590-Categorical Funds	0.00	14,108.16
Total 8300-8599 Other State Revenue	0.00	14,108.16
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	3,814.18	6,437.95
8673-Food fees	0.00	40.00
Total 8673-Parent Fees	3,814.18	6,477.95
8673-Rebates	0.00	138.97
8699-Fundraising and Donations		
8699-Field Trip Donations	481.05	1,194.05
8699-Fundraising	2,305.86	8,064.09
Total 8699-Fundraising and Donations	2,786.91	9,258.14
8699-Other Local Income	15.00	195.17
Total 8600-8799 Other Local Revenue	6,616.09	16,070.23
Total 8000-Revenues	65,774.09	266,707.81
Total Income	65,774.09	266,707.81
Gross Profit	65,774.09	266,707.81
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
Lead Teacher Salaries	29,804.34	112,635.69
Resource Teacher Salaries	912.00	2,628.00
Substitute Salaries	910.41	2,596.53
Total 1100-Teacher Salaries	31,626.75	117,860.22
Total 1000 Certificated Salaries	31,626.75	117,860.22
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	12,741.70	38,106.01
RSP Aide	117.00	253.20
Total 2100-Instructional Aides	12,858.70	38,359.21
2200-Support Salaries		
After School Salaries	1,744.33	4,976.16
Facilities Development	24.72	541.44
Total 2200-Support Salaries	1,769.05	5,517.60
2300-Administration Salaries	5,833.33	29,166.65
2400-Clerical and Office Sal		
Administration Support	1,918.00	6,830.25
Clerical Salaries	507.50	1,572.50
Total 2400-Clerical and Office Sal	2,425.50	8,402.75

Sherwood Montessori
Profit & Loss YTD Comparison
November 2013

	Nov 13	Jul - Nov 13
Total 2000 Classified Salaries	22,886.58	81,446.21
3000-Employee Benefits		
3101-STRS, Certificated	2,481.06	9,358.42
3202-PERS, Classfied	642.20	4,793.96
3302-OASDI	1,424.91	5,057.82
3311-Medicare	767.21	2,824.00
3401-Health Benefits	6,672.26	16,049.27
3501-Unemployment Ins	391.81	1,572.40
3601-Workers Comp	845.98	6,671.03
3901-Employee Training Tax	9.58	-51.20
Total 3000-Employee Benefits	13,235.01	46,275.70
4000-Books and Supplies		
4100-Textbooks/Core Curricula	0.00	5,937.03
4200-Books/reference Materials	123.81	591.40
4300-Materials and Supplies		
Custodial Supplies	101.54	677.66
Farmers' Market	30.04	475.84
Food - Meetings	21.45	21.45
Food (Instructional)	81.68	585.17
Instructional Supplies	358.24	4,337.28
Maintenance Supplies	0.00	102.25
Office Supplies	152.58	4,676.41
Total 4300-Materials and Supplies	745.53	10,876.06
4400-Noncapitalized Eq (<5K)		
Computers and Electronics	0.00	32.24
Furniture	0.00	4,450.34
Total 4400-Noncapitalized Eq (<5K)	0.00	4,482.58
Total 4000-Books and Supplies	869.34	21,887.07
5000 Services/Other Op. Exp.		
5200-Travel and Conferences	162.33	7,047.54
5300-Dues and Membership	1,010.00	1,220.00
5400-Liability Insurance	1,084.08	7,578.82
5500-Operations / Housekeeping		
Electricity	672.89	2,902.57
Housekeeping Services	485.00	2,395.00
HVAC Service	0.00	285.36
Pest Control	65.00	130.98
Security System Services	12.50	263.78
Trash/Recycling	74.24	402.09
Water	86.04	1,387.95
Total 5500-Operations / Housekeeping	1,395.67	7,767.73
5600-Rental/Leases/Repairs		
Copier Lease	470.50	1,675.05
Facility Repairs	0.00	470.20
Other Rentals	1,767.00	2,149.30
Property Rental - Moss Ave	7,738.21	38,465.84
Total 5600-Rental/Leases/Repairs	9,975.71	42,760.39
5800-Other Services		
Attorney	0.00	52.00
Auditing and CPA Services	5,700.00	5,700.00
Bookkeeping Services	250.00	1,250.00
Business Manager Services	1,075.00	4,900.00
District Oversight	592.00	2,367.42
Duplication Services	0.00	200.00
Field Trips and Assemblies	60.00	389.00
Fundraising Expenses	622.50	622.50
Grant Writing Services	0.00	1,100.00
LiveScan and TB Test Services	190.00	466.00
Software Licensing	0.00	299.95

Sherwood Montessori
Profit & Loss YTD Comparison
November 2013

	Nov 13	Jul - Nov 13
Total 5800-Other Services	8,489.50	17,346.87
5900-Communications		
Internet Service Provider	99.95	499.75
Online List Management	9.95	49.75
Postage	53.20	418.26
Telephone, Cellular	93.69	509.55
Telephone, Landline	106.47	498.34
Television, Cable	9.70	39.00
Website, Hosting	0.00	29.97
Total 5900-Communications	372.96	2,044.62
Total 5000 Services/Other Op. Exp.	22,490.25	85,765.97
7000 Other Outgo		
7438-NCNB LOC Interest	0.00	-128.33
Total 7000 Other Outgo	0.00	-128.33
Total Expense	91,107.93	353,106.84
Net Ordinary Income	-25,333.84	-86,399.03
Net Income	**-25,333.84**	**-86,399.03**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Facilities Update**

Date: December 13, 2013 for the meeting of December 19, 2013

SUMMARY

The Facilities Committee met on December 3rd and shared progress made toward optimizing the current campus and planning for a future campus.

DISCUSSION

A small group of our Facilities Committee members met to discuss progress on various facilities projects.

- Over the Thanksgiving break, part-time staff members were paid to move items in the stucco shed into the metal shed and the storage unit at Longfellow. After reorganizing the Longfellow unit, it was found that a second unit was not needed as previously guessed.
- On December 6, special educators staff approached me expressing interest in moving the Resource Room into the stucco shed, so we agreed to make the switch with the help of parent volunteers on the work day. They have expressed being happy with this arrangement as they have had the week to use it for instruction and office purposes. The School Director's office is back to its original location from the first year the school opened.
- Plans to put a window in the former library/current middle school classroom have met with roadblocks and a twist. The roadblock came from having plans that were not approved by our landlords due to incorrect materials being listed. A call to the City of Chico Planning Department revealed that obtaining plans would be a month-long process with an unknown cost (cost would be determined by the number of individuals involved with creating the plans, an unknown). Alternately, our architect could visit the Planning Department and view the plans there. After contacting the creator of the plan,

I received an apology that the fire code had been misread. Adding a window will not change the maximum occupancy, which is 24.

- David Bronson and John Howlett visited the East Avenue Community Church to see if the facilities could be used as a site for the middle school and/or whole school. They reported back that it had potential, so Directors Erwin Williams and Steve Lucas met with Pastor Ron Zimmer to explore possibilities. Erwin and Steve met with me afterwards and we created a term sheet for Ron to take back to his Board of Directors to move forward on creating a lease. Seeing that it took paying staff to move a shed, it is not reasonable to expect volunteers to move our classrooms and school. For this reason, it will not work financially to move before the summer break. The rent and the expense of paying a moving company will exceed what the school can afford.
- At this time, the Facilities Committee is recommending that efforts to inititate a project to build a new school building are discontinued. The school does not curretly have the capacity, in terms of finances and/or personnel, to successfully complete a project of this scope. Instead, the Committee recommends that the school focus its efforts on successfully transitioning to the East Avenue Community Church location. A two-year approach is recommended, with the 2014-2015 school year being the first year with middle school and offices at the East Avenue site, and the rest of the school staying at 746 Moss Ave. In the 2015-2016 school year, the entire school would move to the East Avenue location. The East Avenue owners are open to us having relocatable classrooms on the large field as we will need more space than their existing building can accommodate.

ACTION REQUESTED:

Discuss possible next moves in facilities issues and advise School Director.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 – Common Core State Standards Implementation Spending Plan Resolution**

Date: December 13, 2013 for the meeting of December 19, 2013

SUMMARY

The State of California has adopted the Common Core State Standards (CCSS) to replace the California Standards adopted in 1997 as learning goals for California public school students. Adoption of these standards will costs schools money to implement, which has been provided by the state budget. At the November meeting of the Board of Directors, it was decided that 80% of the funds would go toward curriculum materials and technology and 20% would go towards professional development. Here, the 80% for curriculum materials and technology is broken down to 50% for materials and 30% for technology. Following the Implementation Plan in the Discussion section of this memo is the Resolution on Common Core State Standards.

DISCUSSION

As a condition of receiving CCSS implementation funds, a school district, county office of education, charter school, or state special school is required to:

1. Develop and adopt a plan delineating how the CCSS implementation funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
2. On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development. (http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp)

CCSS implementation funds can be expended for any of the following purposes:

1. Professional development for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted pursuant to California *Education Code (EC)* sections 60605.8, 60605.11, 60605.85, and 60811.3.
2. Instructional materials aligned to the academic content standards adopted pursuant to *EC* sections 60605.8, 60605.85, 60605.11, and 60811.3 including, but not limited to, supplemental instructional materials as provided in sections 60605.86, 60605.87, and 60605.88.
3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments. (http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp)

CCSS implementation funds will be subject to the annual audits required by *EC* Section 410.

Common Core State Standards (CCSS) District Spending Plan

The following plan has been explained in a public meeting of the governing board of Sherwood Montessori and adopted in a subsequent meeting.

District Governing Board CCSS Spending Plan - Public Meeting Date: November 21, 2013

District Governing Board CCSS Spending Plan - Adoption Date: December 19, 2013

Amount of CCSS Implementation Funding RECEIVED	$ 26,854

NOTE: The area in yellow represents actuals and can be used for tracking purposes.

Sherwood Montessori's CCSS Spending Plan for the CCSS Implementation Funding for the following three purposes, as as follows:

1. Professional development (PD) for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted pursuant to California *Education Code (EC)* sections 60605.8, 60605.11, 60605.85, and 60811.3.

Estimated PD Expenditure (%)	Actual PD Expenditure (%)	Actual PD Expenditure ($)
20 %	%	$

2. Instructional materials aligned to the academic content standards adopted pursuant to EC sections 60605.8, 60605.85, 60605.11, and 60811.3 including, but not limited to, supplemental instructional materials as provided in sections 60605.86, 60605.87, and 60605.88.

Estimated Instructional Materials Expenditure (%)	Actual Instructional Materials Expenditure (%)	Actual Instructional Materials Expenditure ($)
50 %	%	$

3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments.

Estimated Technology Expenditure (%)	Actual Technology Expenditure (%)	Actual Technology Expenditure ($)
30 %	%	$

Total Estimated CCSS Funding Expenditures (%)	Total Actual CCSS Funding Expenditures (%)	Actual Technology CCSS Expenditures ($)
100 %	%	$

Per CDE, a school district, county office of education, charter school, or state special school may encumber the CCSS implementation funds at any time during the 2013–14 or 2014–15 fiscal years. On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development. (http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp)

The following Budget Summary is an estimate of the proportion (%) of district CCSS expenditures that is aligned with CDE guidance and SBE regulations.

Sherwood Montessori will adjust the estimated budget summary according to Sherwood's needs and resources, as needed, for full implementation of the CCSS System by 2014-2015.

***CCSS implementation funds will be subject to the annual audits required by* EC *Section 41020*.**

Estimated CCSS Local Implementation Plan Budget Summary:

1. Professional development for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted pursuant to California *Education Code (EC)* sections 60605.8, 60605.11, 60605.85, and 60811.3.

Estimated Expenditure of [20 %]
(% of total amount of district's CCSS Implementation funding)

2. Instructional materials aligned to the academic content standards adopted pursuant to *EC* sections 60605.8, 60605.85, 60605.11, and 60811.3 including, but not limited to, supplemental instructional materials as provided in sections 60605.86, 60605.87, and 60605.88.

Estimated Expenditure of [50 %]
(% of total amount of district's CCSS Implementation funding)

3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments.

Estimated Expenditure of [30 %]
(% of total amount of district's CCSS Implementation funding)

According to current CDE guidance, Sherwood Montessori will, "On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development." (http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp)

Common Core State Standards Local Implementation Plan

The following Common Core State Standards (CCSS) local implementation plan is based on Sherwood Montessori's local needs and resources.

The local implementation plan, derived from guidelines in the California Department of Education's (CDE) Implementation Plan Template, is based on full implementation of the CCSS System in 2014-15.

This plan involves the development of a **formative practices plan**, **a local technology plan** and a **local site-based professional learning plan**.

Fall 2013-Spring 2015 – (2013-14 & 2014-15 academic years)

Sherwood Montessori's governing board adopted the **CCSS Spending Plan** in an open, public meeting of the Board of Directors on November 19, 2013.

The following CCSS implementation activities from CDE guidance have been identified as consistent with Sherwood's local needs and resources. Sherwood Montessori plans to do the following:

Professional Development Aligned to CCSS

- Conduct local needs assessment to identify needs and set priorities for professional learning. Sherwood will develop a local **professional learning plan** based on identified needs and full implementation in 2014–15.

- Support ongoing professional learning to promote transition to the CCSS based upon **priorities established in local plan**.

- Working in grade-level teams, teaching staff will study the CCSS.

- Utilize the CCSS Communication Toolkit as a guide for providing information on the CCSS to stakeholders. (*http://www.cde.ca.gov/re/cc/documents/cdecommstoolkit.doc*)

- Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans for 2013–14. *(http://www.cde.ca.gov/re/cc/ccssplm.asp*)

- Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practice.

- Continue site-based, grade level meetings to collaborate with colleagues.

- Participate in professional learning opportunities to deepen understanding and support implementation of the **English Language Development (ELD) Standards.**

- Utilize formative assessment data to inform curricular development.

- Summative Assessments - Debrief with staff and students on all elements of the Smarter Balanced Assessment Consortium (SBAC) summative assessment.

- Summative Assessment Follow up - Using feedback from debriefing with staff and students, plan adjustments to the following key instructional areas:
    - instruction and curriculum
    - formative practices
    - site-based assessments
    - expectations
    - learning goals
    - student/parent involvement
    - stakeholders' roles

- Middle school teachers will participate in local professional learning opportunities designed to deepen understanding and support implementation of the revised **Career Technical Education (CTE)** standards for grades seven through twelve.

ACTION REQUESTED: Adopt Resolution.

SHERWOOD MONTESSORI

Resolution on Common Core State Standards
Sherwood Montessori Board of Directors

A RESOLUTION URGING CONTINUED IMPLEMENTATION AND FUNDING OF THE COMMON CORE STATE STANDARDS.

WHEREAS, education "standards" define expectations of what students should know at the conclusion of a course of study. Standards do not dictate curriculum or prescribe a particular method of instruction.

WHEREAS, the Sherwood Montessori Board of Directors recognizes that in order for students to compete in a knowledge-based, global economy, California needs consistent standards that will provide appropriate benchmarks for all students, regardless of where they live.

WHEREAS, the Common Core State Standards were developed by states, for states, to provide a consistent set of clear K-12 expectations that outline the knowledge and skills students need in English/language arts and mathematics to lead to career- and college-readiness.

WHEREAS, the Common Core State Standards promote equity by ensuring all students, no matter where they live, are well prepared with the skills and knowledge necessary to compete with their peers in the United States and abroad.

WHEREAS, the Common Core State Standards emphasize real world skills in math, reading and writing along with critical thinking and problem solving skills that better prepare students for college, for work and for being more informed citizens.

WHEREAS, the Common Core State Standards maintain local control of curriculum and teaching methods and build upon strengths and lessons of current state standards.

WHEREAS, local school districts will continue to control the textbooks, educational materials and instructional methods used by teachers to teach at or above the level of rigor required by the Common Core State Standards.

WHEREAS, the members of the California State Board of Education voted on August 2, 2010 to adopt the Common Core State Standards as the California Core Standards for mathematics and English/language arts.

WHEREAS, California school districts have already begun to implement the Common Core State Standards.

NOW, THEREFORE, BE IT RESOLVED that the Sherwood Montessori Board of Directors endorses the principles and goals of the Common Core State Standards as adopted and strongly urges the California

Legislature to support and fund their continued implementation in California's public education system in order to maintain California's commitment to rigorous expectations for all students.

PASSED and APPROVED this _____ day of _____, 2013

Sherwood Montessori Board of Directors

_____

Steve Lucas, Chair

Sherwood Montessori School Director

_____

Michelle Yezbick, Director

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 – Growth Plan**

Date: December 13, 2013 for the meeting of December 19, 2013

SUMMARY

Applications for enrollment for the 2014-2015 school year are now posted, and the lottery draw is scheduled for January 31st. In order to conduct the draw, we need an approved growth plan for the school.

DISCUSSION

Careful planning for growth is important for the success of the school. Impact on facilities, staffing, safety, class size, the budget, adminstrative capacity and the culture of the school must all be taken into consideration. Last year we were given input from teachers and the parent community. The themes that emerged from the dialogues were:

- We value small class sizes and low teacher to student ratios.
- We value enrichment to the core curriculum such as cooking, gardening, drama, small group literacy enrichment, Spanish language instruction, music, the arts, and PE.
- We want to preserve the culture of the school and protect it from unchecked growth
- Our classrooms should be spacious, well equipped and well lighted
- The outdoor space should be appropriate for gardening and physical activities
- One campus with kindergarten through 8th grade is preferred

The work of the Facilities Committee has revealed how difficult it is to find a site that accomodates all our wishes within the boundaries of Chico. Currently, the Facilities Committee is recommending a two year move to the East Avenue Community Church with the second year's move including the addition of relocatable classrooms to house all of our classrooms.

ACTION REQUESTED

Considering input from stakeholders and the suggestion of the Facilities Committee, choose a growth plan for the school from the models presented or propose and approve an alternative plan.

Attachments: Growth Plan Models A, B, C, and D

Growth Plan Replace Attrition Only

Agenda Item 5.4
Growth Plan A

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms
K	23	23	1	23	23	1	23	23	1
lower el 1	25	69	3	23	71	3	23	71	3
2	23			25			23		
3	21			23			25		
upper el 4	20	50	2	21	52	2	23	64	3
5	11			20			21		
6	19			11			20		
middle 7	11	26	1	19	30	1	11	30	1
school 8	15			11			19		
Total	168		7	176		7	188		8

2016-2017	total per level	#classrooms	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms
23	23	1	23	23	1	23	23	1
23	69	3	23	69	3	23	69	3
23			23			23		
23			23			23		
25	69	3	23	71	3	23	71	3
23			25			23		
21			23			25		
20	31	1	21	41	2	23	44	2
11			20			21		
192		8	204		9	207		9

Growth Plan Replace Attrition Only

2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
23	23	1	23	23	1
23	69	3	23	69	3
23			23		
23			23		
23	69	3	23	69	3
23			23		
23			23		
25	48	2	23	48	2
23			25		
209		9	209		9

Growth Model Two Smaller Kindergarten Classes

Agenda Item 5.4
Growth Plan Model B

grades	2013-2014	total per level	# classrooms	2014-2015	total per level	# classrooms	2015-2016	total per level	# classrooms
K	23	23	1	18	36	1	18	36	1
K				18			18		
lower el 1	25	69	3	23	71	3	36	84	4
2	23			25			23		
3	21			23			25		
upper el 4	20	50	2	21	52	2	23	64	3
5	11			20			21		
6	19			11			20		
middle 7	11	26	2	19	30	2	11	30	2
school 8	15			11			19		
Total	145		8	171		8	196		10

2016-2017	total per level	# classrooms	2017-2018	total per level	# classrooms	2018-2019	total per level	# classrooms
18	36	1	18	36	1	18	36	1
18			18			18		
36	95	4	36	108	5	36	108	5
36			36			36		
23			36			36		
25	69	3	23	71	3	36	84	4
23			25			23		
21			23			25		
20	31	2	21	41	2	23	44	2
11			20			21		
213		10	238		11	254		12

Growth Model Two Smaller Kindergarten Classes

2019-2020	total per level	# classrooms	2020-2021	total per level	# classrooms	2021-2022	total per level	# classrooms
18	36	1	18	36	1	18	36	1
18			18			18		
36	108	5	36	108	5	36	108	5
36			36			36		
36			36			36		
36	95	4	36	108	5	36	108	5
36			36			36		
23			36			36		
25	48	2	23	48	2	36	59	3
23			25			23		
269		12	282		13	293		14

2022-2023	total per level	# classrooms
18	36	1
18		
36	108	5
36		
36		
36	108	5
36		
36		
36	72	3
36		
306		14

Growth Model Class Size 20

Agenda Item 5.4
Growth Plan Model C

grades	2013-2014	total per level	# classrooms	2014-2015	total per level	# classrooms	2015-2016	total per level	# classrooms
K	23	23	1	20	40	1	20	40	1
K				20			20		
lower el 1	25	69	3	23	71	3	40	88	4
2	23			25			23		
3	21			23			25		
upper el 4	20	50	2	21	52	2	23	64	3
5	11			20			21		
6	19			11			20		
middle 7	11	26	2	19	30	2	11	30	2
school 8	15			11			19		
Total	145		8	173		8	202		10

2016-2017	total per level	# classrooms	2017-2018	total per level	# classrooms	2018-2019	total per level	# classrooms
20	40	1	20	40	1	20	40	1
20			20			20		
40	103	5	40	120	6	40	120	6
40			40			40		
23			40			40		
25	69	3	23	71	3	40	88	4
23			25			23		
21			23			25		
20	31	2	21	41	2	23	44	2
11			20			21		
223		11	252		12	272		13

Growth Model Class Size 20

2019-2020	total per level	# classrooms	2020-2021	total per level	# classrooms	2021-2022	total per level	# classrooms	2022-2023	total per level
20	40	1	20	40	1	20	40	1	20	40
20			20			20			20	
40	120	6	40	120	6	40	120	6	40	120
40			40			40			40	
40			40			40			40	
40	103	5	40	120	6	40	120	6	40	120
40			40			40			40	
23			40			40			40	
25	48	2	23	48	2	40	63	3	40	80
23			25			23			40	
291		14	308		15	323		16	340	

Growth Model Two Kindergartens

Agenda Item 5.4
Growth Plan Model D

grades	2013-2014	total per level	# classrooms	2014-2015	total per level	# classrooms	2015-2016	total per level	# classrooms
K	23	23	1	23	46	1	23	46	1
K				23			23		
lower el 1	25	69	3	23	71	3	46	115	4
2	23			25			23		
3	21			23			25		
upper el 4	20	50	2	21	52	2	23	69	3
5	11			20			21		
6	19			11			20		
middle 7	11	26	2	19	30	2	11	30	2
school 8	15			11			19		
Total	145		8	176		8	211		10

2016-2017	total per level	# classrooms	2017-2018	total per level	# classrooms	2018-2019	total per level	# classrooms
23	46	1	23	46	1	23	46	1
23			23			23		
46	115	5	46	138	6	46	138	6
46			46			46		
23			46			46		
25	69	3	23	71	3	46	94	4
23			25			23		
21			23			25		
20	31	2	21	41	2	23	44	2
11			20			21		
238		11	273		12	299		13

Growth Model Two Kindergartens

2019-2020	total per level	# classrooms	2020-2021	total per level	# classrooms	2021-2022	total per level	# classrooms
23	46	1	23	46	1	23	46	1
23			23			23		
46	138	6	46	138	6	46	138	6
46			46			46		
46			46			46		
46	115	5	46	138	6	46	138	6
46			46			46		
23			46			46		
25	48	2	23	48	2	46	69	3
23			25			23		
324		14	347		15	368		16

2022-2023	total per level	# classrooms
23	46	1
23		
46	138	6
46		
46		
46	138	6
46		
46		
46	92	5
46		
391		17

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, January 16, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 Approval of Minutes from December 19, 2013.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report
3.2 Sherwood Montessori Parents Organization Report
3.3 School Director Report
3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Growth Plan

The School Director will present the Board of Directors with a recommendation for a school growth plan to adopt.

ACTION REQUESTED: Adopt plan.

5.3 Facilities Plan for 2014-2015

The School Director will present the Board of Directors with a recommendation for a facilities plan to house the school during the 2014-2015 school year.

ACTION REQUESTED: Adopt plan.

5.4 Admissions Procedures Revision

The School Director will present the Board of Directors with a draft of revisions that would allow students that had moved from the area to have an enhanced opportunity to reenroll if they move back to the area and allow staff to have preference for their

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

children in the lottery.
ACTION REQUESTED: Approve revisions.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 The Board will receive the School Accountability Report Card (SARC).
7.2 The Board will receive the Second Interim Financial Report.

8. ADJOURNMENT (Est. 8:00 p.m.)

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SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of December 19, 2013

1. CALL TO ORDER: at 6:02 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter DiFalco; Robyn Faraone - Secretary; Chris Fosen; Corin Meester; Stephen Lucas - Chair; Erwin Williams.
Absent: David Kuperman – Treasurer.
Others Present: Marlo Knox - Lead Teacher; Michelle Yezbick - School Director; Matt Clarke - Parent.

2. CONSENT AGENDA

Director Meester motioned to approve consent agenda; *Director Fosen* 2nd motion.
AYES: 6 (DiFalco, Faraone, Fosen, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Kuperman)

2.1 Approval of Minutes from November 21, 2013 board meeting.
2.2 Parent Survey Results.
2.3 Resources and Needs Response Plan- Moved item to discuss with School Director's report.
2.4 School Director Job Audit.

3. REPORTS AND COMMUNICATION
3.1 Instructional Staff Report- Report attached to agenda. Kristina and Meghan will be switching teaching days, which means Kristina will be reducing her hours to one day per week, and Meghan will be increasing to 4 days/week. The class was informed first, and parents were sent a letter. One parent wanted to know why their children were informed first. Michelle stated that they made a decision that notifying the students first would allow them to ask questions and process directly with their teachers, rather than getting the parents receiving written notification first.
3.2 SMPO Report- None. *School Director Yezbick* met with Leslie Wright, SMPO Treasurer, and Leslie agreed to be acting SMPO president until another parent volunteers.
3.3 School Director Report- Report attached to agenda. Discussed Agenda Item 2.3 Resources and Needs Response Plan prepared by Michelle. The board discussed some of the ideas on how to improve communication with parents presented in the report. *Director Faraone* suggested having more information available online or hyperlinks from the eNewsletter to the website with more information. *Director Williams* expressed that the director and board makes information available to the school community, and it is up to individuals to access that information. *Director Meester* warned that her contact at BCOE informed her that we should prepare for health insurance costs to increase 15% next year.
3.4 Treasurer Report- None.

4. NOTICED PUBLIC HEARINGS- None

5. REGULAR BUSINESS

5.1 Items Removed From Consent- None.

5.2 Facilities Update- Report prepared by school director is attached to the agenda. We are exploring the possibility to rent space at East Ave. Community Church. We could use the classrooms for the middle school next year. Matt Clarke asked if we could move the middle school this year. *Chair Lucas* expressed that we cannot set an artificial timeline because there are too many unknowns. In its current configuration, part of church that was available last year is no longer available for us to rent. Conversations with the church are just beginning. CUSD said that we may be able to receive portables from them; however, *Director Meester* stated that portables still cost $90,000 to build a foundation and all of the necessary infrastructure for the portable. We will need a well-developed plan for managing a move once a new facilities plan is adopted.

5.3 Resolution for Spending Common Core State Standards (CCSS) Funding- The Board of Directors considered a resolution for spending CCSS funds.

Director DiFalco motioned to approve the resolution; *Director Meester* 2nd motion.

AYES: 6 (Faraone, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Kuperman)

5.4 Growth Plan- The board did not discuss the various growth plans because until we have the facilities determined for next year, we cannot select a growth plan.

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None

7. FUTURE AGENDA ITEMS

7.1 The Board will receive the School Accountability Report Card (SARC).

7.2 The Board will receive the Second Interim Financial Report.

7.3 A spending plan for Prop 30: Clean Energy and Jobs Act funds will be determined.

7.3 Growth Plan.

8. ADJOURNMENT: 7:40 PM. BOD adjourns until the BOD Meeting January 16, 2014 at 6:00 PM.

Approved: _____, 20____

_____
Robyn Faraone, Secretary

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: January 10, 2014 for the meeting of January 16, 2014

The teachers were not asked to write reports as they have only been in school one week after enjoying a well-deserved Winter Break.

Agenda
Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: January 10, 2014 for the meeting of January 16, 2014

The SMPO did not have a meeting in December of 2013.

Updates:

We have another Pizza Night in February.
Clothing and Kleen Kanteen sales are ongoing and just recently placed an order for the shirts.
Upcoming events are the Spring Faire, Teacher Appreciation Day and we are working a fundraiser at Barnes and Noble.
We will be supporting the Sherwoodstock and the Skill-a-thon fundraisers.
December we issued another stipend to our teacher for classroom supplies of $100.00 for each classroom and have offered to pay for books for the classrooms.

Note our fundraisers have not raised as much money as in previous years but we are optimistic for future fundraisers.

Leslie Wright
Treasurer/President
(SMPO)

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: January 10, 2014 for the meeting of January 16, 2014

At the time of this writing, there is no new news to report to the Board as Winter Break started one day after the last Board meeting and we have been in session only five more days.

I will share that staff and students returned from Break refreshed and ready for learning.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: January 10, 2014 for the meeting of January 16, 2014

January 2014 Treasurer's Report

Cash Flow:
Lisa was unable to provide submissions for this month's meeting, so there are no updates to Sherwood's financial situation from last month. As suggested by Lisa's prior submissions, there would be projected cash flow shortages beginning in April and lasting through June. According to current projections, the total amount that would have to be borrowed by the end of June is $103,388.00. If this should occur, the limits of the LOC would be sufficient. Further, this may be substantially mitigated by an ongoing process being undertaken by Michelle to defer the SPED encroachment until July 2014. Corin and Michelle have both contacted CUSD regarding this possibility, and it appears likely that, pending the submission of a formal request to do so, such a deferment would be approved. The amount currently projected for this expenditure category, through June, is $73,513.00. If CUSD agrees to push these payments back to July, as hoped, the cash shortage would not occur until June, and, according to projections, would be only $29,875.00.

Revenue and Expenses:
One consideration on the revenue side that could affect the cash flow projections outlined above, albeit to a relatively small degree, would be the discrepancy in fundraising between the revenue projections for this category and the likely revenue reality for this category. To date, we have collected $9,258.00 through our various fundraising efforts. If our fundraising remains constant, and is consistent with what we have raised thus far, we can anticipate that we will have raised $23,145.00 by the end of May, and $25,459.50 by the end of June. The amount currently utilized within the revenue category assumes an amount of fundraising equal to $37,716.00. The likely difference, then, would be between $12,256.50-$14,571.00 for May and June. In terms of

our cash flow, this approximate amount could be added to the shortages anticipated and referenced above.

Overall Synopsis:
Things should be fine. If, for some reason, we were unable to defer the SPED encroachment to July, and given the likely difference in revenue resulting from the identified fundraising discrepancies, the LOC would still be sufficient to meet our obligations. Under the worst case scenario, if we assume no deferment of the SPED encroachment, and no additional revenue hereafter through fundraising, we would be in the red for a total of $131,846.00 by the end of June. The current LOC would be able to cover such a shortfall until July's deferred revenues were received. It is more likely, though, that we will not pay the SPED encroachment until July, and that we will have at least a nominal amount of revenue collected through fundraising throughout the rest of this school year, which would, obviously, paint a much brighter picture.

David Kuperman Treasurer 1/10/14

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Growth Plan**

Date: January 10, 2014 for the meeting of January 16, 2014

SUMMARY

After considering our facilities, our current and historic enrollment, our waitlists, and the input we have received from teachers, staff, and families, a growth model has been chosen for reccomendation to the Board for adoption. This model will inform our lottery draw on January 31.

DISCUSSION

Each year since we opened in 2010, Sherwood has grown in enrollment by 17%-34%. We began with an enrollment of 89 students, and currently have 168 students in kindergarten through eighth grade. We have had from 98 to 140 students on our wait list since the school began.

Because we are a successful program and our students are thriving, we have a responsibility to balance the need to maintain this success for our currently enrolled students with the desire to allow more families the opportunity to join us. This year we began the school year with 28 more students than were enrolled last year with the plan to utilize space at the Unitarian Church steps away from our main campus. When neighbors appealed our use permit, we all felt the pain of overcrowding.

For next year, we still will need more space as we needed this year. Options that have been discussed include: cutting enrollment by eliminating the kindergarten next year, cutting enrollment by eliminating the middle school program, splitting the campus with the middle school being located at a different facility, or splitting the campus with the kindergarten being located at a different facility. None of these options are ideal, but after intensive searching for over a year no option that will suit our school as a site where we can all be together has been found.

Our problem is a common one with many charter schools in the country, and especially in California. Recently, the California Charter Schools Association announced their partnership with other regional and national charter school organizations to address the issues of inadequate, unequitable educational facilities for charter schools in California. While we look forward to legislative and policy gains in this area, we have a lottery draw scheduled for January 31st and will not be able to wait to make a decision.

Of the options available to us, I am recommending we not cut the kindergarten or middle school program but seek to house the middle school at another site. Moving the kindergarten takes away the opportunity for those kids to see what is coming up for them in lower elementary and beyond, and limits the opportunities for older kids to mentor the youngest ones. Moving the middle school is also not ideal, however those students will be moving on to another setting and thus will not lose the opportunity to see a model of what will come. Traditionally, Montessori students in the middle school years would have some opportunity to be of service to younger students, but also are typically given autonomy and space of their own. Developmentally, it is this age group that would reap the most benefit of having a separate space, and opportunities to be of service to the younger students can still be made with creativity.

While it is recommended that we not cut enrollment, it also does not make sense to increase enrollment significantly when we are still uncertain about our long-term plan for facilities. Instead, it is recommended that we increase enrollment only by a new kindergarten class of 23. If students leave spaces in other grades, we should replace attrition, but it is not recommended to increase numbers in any grade level at this time.

ACTION REQUESTED:

Adopt growth model that replaces attrition only.

Attachment: Growth Model A: Replace Attrtion Only

Growth Plan Replace Attrition Only

Agenda Item 5.4
Growth Plan A

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms
K	23	23	1	23	23	1	23	23	1
lower el 1	25	69	3	23	71	3	23	71	3
2	23			25			23		
3	21			23			25		
upper el 4	20	50	2	21	52	2	23	64	3
5	11			20			21		
6	19			11			20		
middle 7	11	26	1	19	30	1	11	30	1
school 8	15			11			19		
Total	168		7	176		7	188		8

2016-2017	total per level	#classrooms	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms
23	23	1	23	23	1	23	23	1
23	69	3	23	69	3	23	69	3
23			23			23		
23			23			23		
25	69	3	23	71	3	23	71	3
23			25			23		
21			23			25		
20	31	1	21	41	2	23	44	2
11			20			21		
192		8	204		9	207		9

Growth Plan Replace Attrition Only

2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
23	23	1	23	23	1
23	69	3	23	69	3
23			23		
23			23		
23	69	3	23	69	3
23			23		
23			23		
25	48	2	23	48	2
23			25		
209		9	209		9

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 –Facilities Plan for 2014-2015**

Date: January 10, 2014 for the meeting of January 16, 2014

SUMMARY

It is necessary to secure facilities for the 2014-2015 school year. We have one more year on our lease at 746 Moss Avenue with options to extend the term when it runs out, however this site is not adequate for the size of our student body.

DISCUSSION

Currently we are experiencing overcrowding at our school site. For next year, we must have an alternative. After extensive searching by the Facilities Committee for over a year, we have been unable to find a site that can house our entire school. Last year, our options at this time came down to staying at our current site and moving the middle school to the Unitarian Church, or staying at our site and moving the middle school to the East Avenue Community Church (EACC), or moving our entire program to the EACC where interior configurations would have everyone in classrooms smaller than they currently occupy.

Of these options, moving the middle school to the Unitarian Church seemed best. The Church had housed a school program in the past and believed there would be no problems with obtaining a permit that had been granted in the past. The Church leadership was correct and a use permit was granted, however, the neighbors appealed the permit. The City recommended withdrawing the request for the permit after one of the neighbors investigated and found the use permit at our current site not in congruence with our current use. The permit request was withdrawn and the permit at our current site was modified to be congruent with our use.

At the December Board of Directors meeting a recommendation was made to the Board to pursue a move to the EACC site. Board members Erwin Williams and Steve Lucas have

contacted Ron Zimmer, pastor and representative of EACC, and they have been encouraged by the positive nature of negotiations thusfar.

Ultimately, relocating to the EACC is a short-term solution that is more comfortable than our current short-term facilities solution. The goal of obtaining a facility ideally suited to our needs for our long-term home is still an attainable and desirable goal for Sherwood. However, we will have more success when we have more capacity to take on such a project, in terms of capital and human resources.

In the meantime, our best case scenario is to move our middle school classrooms for the 2014-2015 school year. An even better case scenario is to have the entire school together at the East Avenue site the following year. While the representatives of the EACC are open to this possibility, it would involve bringing portable classrooms onto the site; this would require approval of permits. As we know all too well, the outcome of the use permit process is unpredictable. Moreover, until more is learned about the infastructure available at EACC to support portable classrooms, the total cost of this plan is still unknown. Although we can be encouraged by the success of other schools utilizing this solution for space issues, before we know for certain this is the most prudent move for Sherwood we must think of it only as a possibility. Back up plans in case it will not work out should be developed.

In conclusion, it is recommended that the Board approve a plan to move forward with obtaining a lease at East Avenue Community Church for the 2014-2015 school year to house the middle school program. If approved by Sherwood's Board, the plan must next be presented to the Chico Unified School Board for approval as our authorizer has deemed that this move neccessitates a material revision of our Charter.

ACTION REQUESTED: Approve plan to move forward with obtaining a lease at East Avenue Community Church.

Attachment: Two Year Facilities Plan

Facilities Plan 2014-2015

Enrollment at 746 Moss Ave.

2014-2015

Kindergarten-23 Will remain in current classroom

1st-23

2nd-25

3rd-23

1st/2nd/3rd total: 71 students in three classrooms; will remain in current classrooms. Marlo's class will have additional space available in the room next door that would be optimized by having passage between the rooms.

4th-21

5th-20

6th-11

4th/5th/6th total: 52 students in two classrooms; will remain in current classrooms.

Enrollment at 1184 East Ave.

2014-2015

7th-19

8th-11

7th/8th total: 30 students in two classrooms with adjacent large group instructional area, access to over an acre of field, access to large gymnasium and teaching kitchen.

2015-2016

Kindergarten-23

1st-23

2nd-23

3rd-25

1st/2nd/3rd total: 71 students in three classrooms at East Avenue Community Church. These classrooms will either be rented modular classrooms placed behind the gymnasium or reconfigured classrooms in the main building. Current interior walls at the East Ave. site will need to be renovated to create classrooms large enough to be comparable to our amply sized rooms at 746 Moss Ave.

4th-23

5th-21

6th-20

4th/5th/6th total: 64 students in three classrooms at East Avenue Community Church. These classrooms will either be rented modular classrooms placed behind the gymnasium or reconfigured classrooms in the main building. Current interior walls at the East Ave. site will need to be renovated to create classrooms large enough to be comparable to our amply sized rooms at 746 Moss Ave.

7th-11

8th-19

7th/8th total: 30 students in two classrooms established in 2014-2015. Will have access to all facilities accessed in 2014-2015 with the exception of the large group instructional area that will be reconfigured into two classrooms.

Proposed supervision

2014-2015 746 Moss Ave.

Current staffing for grades Kindergarten-6th will be adequate for supervision at the Moss Avenue site. One full time equivalent credentialed teacher will be assigned to each of the six classrooms with one teacher's aide in each. At the East Avenue site, one full time equivalent lead teacher and one teacher's aide will be sufficient for the 30 students.

One administrative staff member will always be assigned to each site, with that role being filled by either the Office Aide or the Administrative Assistant. The School Director will divide time between the two sites. Preliminary plans are to have the time divided along the lines of enrollment with the understanding that flexibility will be maintained to be responsive to site needs. It is anticipated that the School Director will spend more time at the East Avenue site until it is determined that operations are running smoothly and unforeseen issues have been addressed.

Allocation of other support services (counselors, nurses, etc.)

Support services will follow the students' needs, and will be delivered to students at the sites they attend. Support providers will travel to students rather than students travelling to support providers. An exception may be made if needed and the Board adopted Student Transportation Policy will guide

procedures for transporting students. Parental permission will be obtained prior to any student transport.

Managing potential traffic issues at each site

Traffic issues have been minimal at our current site on Moss Avenue, and the move will reduce traffic further. The East Avenue Community Church has plenty of parking and space for drop off. The parking lot is suitable to fit many cars and is located off East Avenue, a two-lane street that should not be impacted by our operations at the proposed location.

Site furnishings and equipment

The classrooms we are seeking to relocate are already fully furnished and equipped; furnishings and equipment will need to be moved. The School currently has more furnishings and equipment that it can house and is renting a storage facility. This move will allow us to empty the storage facility as there will be plenty of storage space if it is accomplished.

The only equipment that will need to be obtained for the East Avenue site would be administrative office equipment such as a telephone, computer, and copy machine.

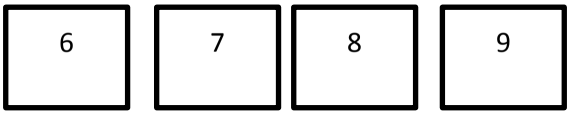
Budgeting additional resources to be operating at two sites

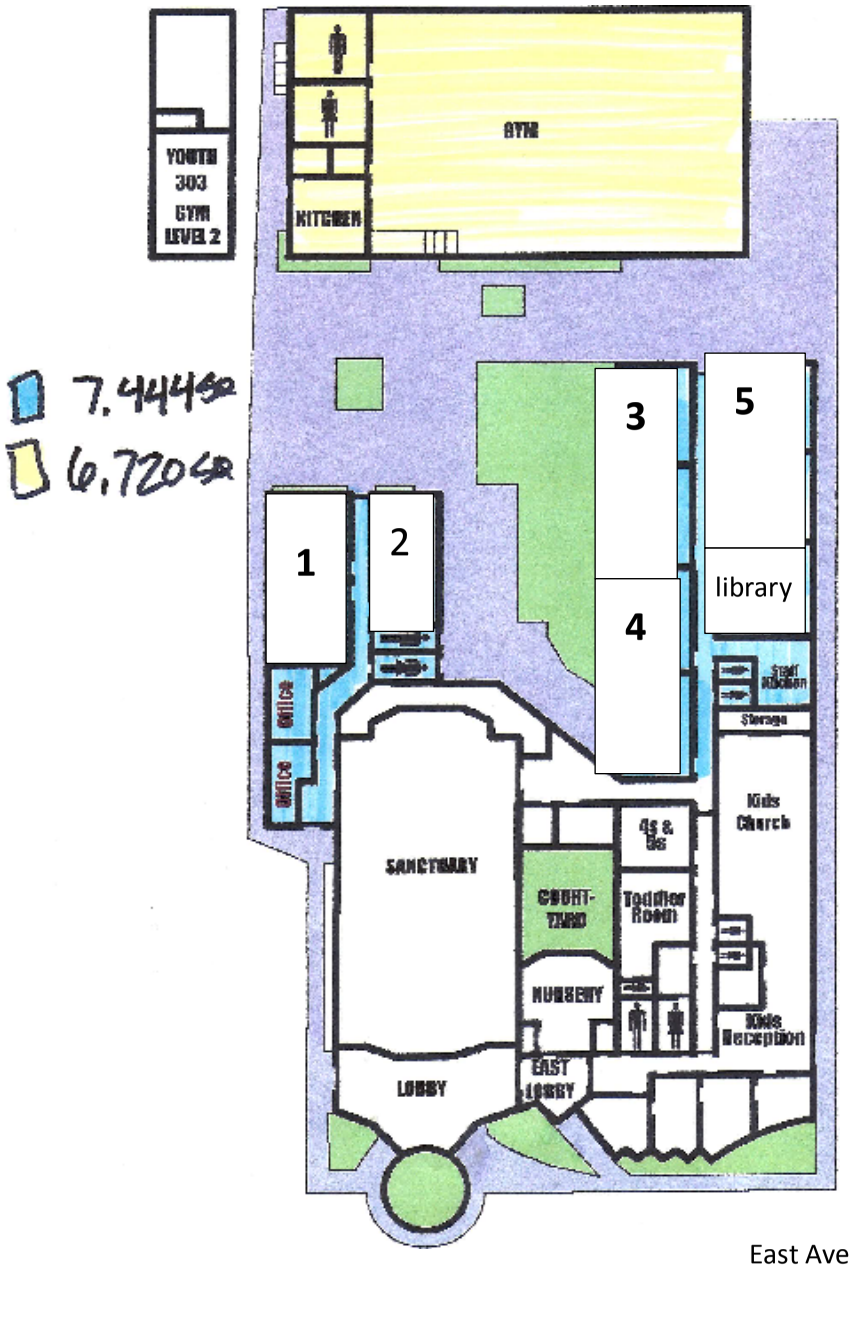
Item or service	Annual cost
Rent	28,080
Telephone	1,200
Copy machine	3,600
Custodial	6,000
Transportation costs	3,000
Computer with attendance software	No additional cost-currently have extra on our Moss site
total	41,880

Modular Classrooms

#6,7,&8 needed for 2015-2016; #9 needed 2017-2018 Would need approval/permitting, owners are open to exploring*

Field





East Avenue

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 – Revision of Admissions Procedures**

Date: January 10, 2014 for the meeting of January 16, 2014

SUMMARY

The proposed revision will offer students who have needed to disenroll because of a move out of the district area an enhanced opportunity to reenroll in the event they move back to the area. It will also offer preference to staff members who would like to enroll their children, regardless of job description.

DISCUSSION

Sherwood Montessori is the only Montessori methods school in Butte County for grades beyond kindergarten. For families who feel strongly that their child will thrive in a Montessori environment, we are the only choice. Most of these families do find us, although, unfortunately, not all are awarded a space in the lottery. For those families who do get to attend, the relief of finding a school that is congruent with home values can be tremendous.

In the past, we have had to say goodbye to some of our families who needed to move out of the area. A couple of those families have moved back, and were pleased to find they were able to get a spot back with us. As we are slowing our rate of growth due to facilities restrictions, this will not be the case for families in the future.

Having students experienced in Montessori is beneficial to our school. The greater Chico community benefits from this as well, as other schools are spared from trying to appease a Montessori child or family when they are not equipped. It is a frustration for a Montessori family and for a school that is not set up for Montessori to try to make it work. For these reasons, it is best for everyone that we are able to accommodate these students.

For our staff members who are parents, no preference in our lottery system currently exists except for lead teachers and the director. For staff who sees the Montessori method in action every day but are not able to access it for their own children, a sense of frustration can result. This can create an unsatisfactory experience both for the parent and child, but also for the non-Montessori teacher with whom that child may be placed that will be unable to remedy the situation. Once again, it is best if we are able to accommodate these students, both for our school as it benefits from parent support and for the greater community which is relieved from a potential burden.

The proposed revision would offer an enhanced opportunity for families to reenroll that have moved back to the Chico area and will allow all staff members preference in the admissions procedures as well. If the Sherwood Board approved the policy, the next step would be to see if our authorizer would require a material revision to be approved by the Board of the Chico Unified School District before utilizing it.

ACTION REQUESTED

Approve proposed revision.

Attachments: Changes to Charter that will revise the admissions procedures

8.0 ADMISSION REQUIREMENTS

It was the goal of the Founding Board of Sherwood Montessori to develop a school that offered an education based on the Montessori philosophy to any K-8 child who wished to be educated in this manner without fear of discrimination or financial difficulty. The Montessori method was originally developed around fostering students of all abilities to achieve high academic goals. For over one hundred years, schools around the world employing this method have shown great success with a diverse student population. The Founding Board has striven to implement procedures that will result in a school that will attract a diverse population of students from the greater Chico area.

To fulfill this mission, Sherwood Montessori will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The school shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, gender, religion, national origin, sexual orientation, home language, ability, or disability. Admission shall be open to any resident of the State of California. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. It will be expected that students wishing to attend Sherwood Montessori will be amenable to the use of the Montessori philosophy in the teaching of the curriculum. Information on the Montessori philosophy and how it is applied at the school will be widely available via written documentation at the school and electronic sources hosted on the school website to prospective parents and / or caregivers (see Application Process below).

8.1 Age Policy

The age policy for Sherwood Montessori will follow the majority of schools in the CUSD. In order to be eligible for Kindergarten in the fall, a child must be five years old on or before December 2 of that year. The December 2 date will be used for determining subsequent grade levels for admission purposes. Beginning in the 2012-2013 school year, in compliance with Senate Bill (SB) 1381 (Chapter 705, Statues of 2010) which amended California Education Code (Section 46300, 48000, and 48010) a transitional kindergarten program may be available for children who will be five years old between November 2nd and December 2nd, assuming funding is available for the program For the 2013–14 school year, transitional kindergarten may be available for children turning five between October 2 and December 2 assuming funding is available. For the 2014–15 school year and each school year thereafter, transitional kindergarten may be available for children turning five between September 2 and December 2 when funding is available for the program. Transitional kindergarten students will be instructed in the same classroom and with the same teacher as the regular kindergarten students. Curriculum and instruction will be individualized for transitional kindergarten students according to developmental readiness expressed by each learner. The Board of Directors reserves the right to alter this policy to mirror changes adopted or recommended by the CUSD or by the California Department of Education.

8.2 Admission Requirements

Sherwood Montessori is open to any student in the greater Chico area and state of California. A public drawing will be held to select students and form a waiting list if the number of

applications received exceeds the school‘s capacity. Students who reside within the boundaries of the Chico Unified School District will be given a preference in the public drawing.

8.3 Application Process and Preferences

As a public Montessori school, it is our goal to educate families of prospective students so they can make thoughtful decisions about the suitability of the program for their family and their commitment to the Montessori philosophy. At the time of open enrollment, the school will host several public informational meetings. Following the presentation, parents will be able to apply. These meetings will focus on the Montessori philosophy, the mission of Sherwood Montessori, the details of how our school functions, and charter schools in general. The information will also be posted on our website as a downloadable packet and available in hard copy at the school office. If necessary, members of the school may, at the request of parents, pay a home-visit to present this information. Parents who do not attend an informational meeting will be required to sign a statement that they understand the basic tenets of the Montessori philosophy and the mission of the school as provided in these materials. We will also strongly encourage parents to observe classes in session prior to completing an application packet.

The admissions process then comprises the following steps:

1. Submit the completed application forms in person by the published deadline. Verification of residence and date of birth are required (driver‘s license, lease or mortgage statement, utility bill, or bank statement for Residency; an original birth certificate, passport, or armed forces dependent‘s card for Date of Birth) for the application to be considered complete.
2. If enrollment or a waiting list position is offered, the parent/guardian must submit the completed materials by the date requested.
3. If enrollment is offered to someone on the waiting list, the parent/guardian must accept or decline within two (2) business days.

Should the number of students who wish to attend exceed the available capacity, a public lottery system shall be implemented during the first week in February as requested by CUSD. The lottery will be held by public random drawing. Students shall be placed on a waiting list in the order that they are drawn from the pool. The dates for both the admission window and lottery will be commensurate with the majority of schools in the district to provide for fair and equitable admission to all students. The waiting list will not carry over to the following school year. Parents who intend to continue at Sherwood Montessori must notify the school Director by January of the current school year to remain as continuing students. Children of current ~~teaching~~ staff~~, and~~ the Founding Board of Directors, and students who have returned from a residential move out of the area and wish to reenroll will be exempt from the public random drawing as long as those children do not exceed ten percent of all admissions in any one year, as required by federal law. However, it is not required that the children of ~~the teaching~~ staff or the Founding Board attend Sherwood Montessori. Siblings of currently enrolled students will also be exempt as per accepted public school policy and federal law.

The date of the public drawing will be widely publicized in Chico and the surrounding areas via newspaper, internet, radio, and television outlets as well as informational flyers to be distributed at local libraries, open markets, and bulletin boards where potential parents might receive the information. The rationale for this early date is to allow the Board of Directors ample time to make any budgetary changes that might occur, including, but not limited to, staffing, material goods, and facilities. Furthermore, an additional open enrollment may be held the first year at the same time as the majority of schools in the district to accommodate additional open spaces and establish a waiting list if necessary.

The admissions process contained in this charter may be amended to conform to the funding requirements of the Federal Public Charter School Grant program and an amendment for this purpose shall not be deemed a material revision of the charter.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, February 20, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 Approval of Minutes from January 16, 2014.

2.2 School Accountability Report Card

The School Director has prepared the annual SARC report.

ACTION REQUESTED: Receive report.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report

3.2 Sherwood Montessori Parents Organization Report

3.3 School Director Report

3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Facilities Decision

The Board will make a decision regarding our site for next year.

ACTION REQUESTED: Approve a site plan for next year.

5.3 Instructional Aide Support for Kindergarten

The Board of Directors will consider approving additional support for the kindergarten classroom.

ACTION REQUESTED: Approve additional hire.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 The Board will receive a report on the Middle School science program.

7.2 The Board will receive the Second Interim Financial Report.

7.3 A spending plan for Prop 39: Clean Energy and Jobs Act funds will be determined.

8. ADJOURNMENT (Est. 8:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Agenda Item 2.1

SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of January 16, 2014

1. CALL TO ORDER: at 6:06 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter DiFalco; Robyn Faraone - Secretary; Chris Fosen; David Kuperman - Treasurer; Stephen Lucas - Chair; Erwin Williams.
Board Absent: Corin Meester.
Sherwood Employees Present: Carin Anderson – Lead Teacher; Marlo Knox - Lead Teacher; Edward Philippi – Teacher's Aide; Michelle Yezbick - School Director.
Parents Present: Michael and Amy Waltz; Rob Fraser; Marci Pope; Jennifer Onstot; Michelle Zevely; Russell Shapiro; Christina and Jeff Williams; Tanya Parish; Leslie Wright; Johanna Polsan; Scott Giannini.

2. CONSENT AGENDA

2.1 Approval of Minutes from December 19, 2013.

Director Kuperman motioned to approve consent agenda; *Director Fosen* 2nd motion.
AYES: 5 (Faraone, Fosen, Kuperman, Lucas, Williams)
NOES: 0
ABSENT: 2 (Fosen, Meester)

Director Peter DiFalco arrived at 6:10 PM.

3. REPORTS AND COMMUNICATION
3.1 Instructional Staff Report- Staff were not asked to write a report due to the Winter Break.
3.2 SMPO Report- Attached to agenda.
3.3 School Director Report- No report due to Winter Break.
3.4 Treasurer Report- Attached to agenda. *School director* will submit a formal request to CUSD to delay billing for Special Education until summer when we will receive deferred payments from the state. If necessary we could borrow from our line of credit in April, May and June; however, once we receive deferred payments from the state we may have a balance/reserve of around $190,000.

4. NOTICED PUBLIC HEARINGS- None

5. REGULAR BUSINESS
5.1 Items Removed From Consent- None.
5.2 Growth Plan- *School director* presented a growth plan for Board approval in preparation for the school lottery draw on January 31, 2014. The only new students that would be admitted at this time is 23 kindergartners and others will be placed on wait lists for other grades.

Discussion: Jennifer Onstat asked if we need to grow at all. *Chair Lucas* responded that we need to admit new kindergarten students to continue to grow in the future. Marci Pope asked if the growth model was consistent with original plan. There have been several iterations of the specific numbers in each grade over the years, but this plan is consistent with our overall approach to gradual growth. *Director Williams* asked I the middle school could have greater than 30 students if a second facility is secured for 2014-15. Michelle Zevely encouraged that we consider putting the 6th grade back with the 7th and 8th grades because the Common Core Standards are organized in this manner and are very different from the K-5 standards. *School director Yezbick* stated that 30 students for the middle school would be the maximum unless we added another teacher, and that the current plan is to keep 6th grade with grades 4th and 5th.

Director Kuperman motioned to approve the growth plan; *Director DiFalco* 2nd motion.

AYES: 6 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Williams)
NOES: 0
ABSENT: 1 (Meester)

5.3 Facilities Plan for 2014-2015- A facilities plan was presented to the board by *School director Yezbick* that include a plan to move the middle school class (Grades 7th and 8th) to East Ave. Community Church in 2014-15, and then possibly re-locating the entire school there in 2015-16 if we are able to add portables to accommodate the additional classrooms. There is a gym, kitchen, playing fields, and space for offices on the site. *Chair Lucas* and *Director Williams* have begun negotiations with the church leadership to work out the details for next year.

Discussion: Edward Philippi read a letter from the middle school students expressing their frustration with their current space and mixed messages about whether they would be able to move this year or not. *Chair Lucas* offered to go to the middle school classroom with *School director Yezbick* to speak with the students. Several parents requested that we try to move sooner because of their cramped classroom space. Parents expressed a preference for all grades to be located on one campus. Parents asked about the curriculum for the middle school, including more science, Spanish with Danielle, mentoring younger students, etc. If this is not the right time to ask about this then parents would like a forum to discuss this in the future. *School director Yezbick* said that they intend to keep all of the current curricula for the middle school, and she anticipates needing to spend more time there in the beginning while we get the new site established. *Chair Lucas* stated that it is more realistic that we will not be able to move until the Fall because there are several steps that need to occur, including permission from CUSD because it represents a material change to our charter, permits, remodeling, etc. *Director Williams* agreed but stated that they could leave the start date open ended with the East Ave. Community Church and if all of the logistics fall into place this school year, it may be possible to move sooner.

Director Fosen motioned to approve the facilities plan; *Director Kuperman* 2nd motion, with the option of possibly moving the middle school this year if all of the logistics fall into place.

AYES: 6 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Williams)
NOES: 0
ABSENT: 1 (Meester)

5.4 Admissions Procedures Revision- Students who move out of the area will have an enhanced opportunity to reenroll if they move back to the area and allow staff to have preference for their children in the lottery.

Director Fosen motioned to approve the facilities plan; *Director Williams* 2nd motion, with the addition of defining the area as the CUSD area.

AYES: 6 (Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Faraone)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- *Director Williams* addressed the members of the Sherwood community that were present to encourage them to consider joining the Board of Directors. We will have three spots opening up and we need people who are willing to serve.

7. FUTURE AGENDA ITEMS

7.1 School Accountability Report Card (SARC)

7.2 Second Interim Financial Report

8. ADJOURNMENT: 7:48 PM. BOD adjourns until the BOD Meeting February 20, 2014 at 6:00 PM.

Approved: _____, 20____

_____
Robyn Faraone, Secretary

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: School Accountability Report Card for 2012-2013

Date: February 13, 2014 for the meeting of February 20, 2014

SUMMARY

The School Accountability Report Card (SARC) is a mandatory accountability report published by all California public schools by February 1 of each year.

DISCUSSION

The SARC gives a fair and accurate report of the functioning of the school during the 2012-2013 school year, our third year of operations. It is accessible from our website and linked to the website of the California Department of Education.

ACTION REQUESTED

Receive report.

Attachment: SARC 2012-2013

Sherwood Montessori

Michelle Yezbick, Director

Principal, Sherwood Montessori

About Our School

Sherwood Montessori was started when a group of parents saw the need for a Montessori approach to education in the Chico community. The Charter Petition was approved by the Chico Unified School District Board of Education on December 2, 2009. Planning for the school's opening began immediately and Sherwood opened its doors to close to 100 students on August 25, 2010. Currently in its fourth year of operations, Sherwood Montessori offers a high quality, authentic, tuition-free Montessori experience to the students and families of the Chico area.

Contact

746 Moss Ave.
Chico, CA
95926-2009

Phone: 530-345-6600
E-mail: michelle@sherwoodmontessori.org



View Larger Map

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Sherwood Montessori
Street	746 Moss Ave.
City, State, Zip	Chico, Ca, 95926-2009
Phone Number	530-345-6600
Principal	Michelle Yezbick, Director
E-mail Address	michelle@sherwoodmontessori.org
County-District-School (CDS) Code	04614240121475

District	
District Name	Chico Unified
Phone Number	(530) 891-3000
Web Site	www.chicousd.org
Superintendent First Name	Kelly
Superintendent Last Name	Staley
E-mail Address	mmclean@chicousd.org

Last updated: 1/30/2014

School Description and Mission Statement (School Year 2012-13)

The mission of Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.
The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on educating the whole child intellectually, physically, and psychologically. The methodology used will develop a firm foundation for the students, and will emphasize ethics, initiative, persistence, and self-confidence.
This mission will be accomplished by a concerted community-based effort between the school, the parents, and the individual child.

Last updated: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parent involvement is vital for the success of Sherwood Montessori. In addition to providing volunteer opportunities that enrich our program, with participation parents make a powerful statement to the children that school is important and education is valued by the family. At the beginning of the school year, parents will be asked to fill out a "Parent Involvement Questionnaire" to help identify areas of interest and expertise that may benefit the school. These will be given to the elected panel of the Sherwood Montessori Parent Organization (SMPO). The SMPO provides parents with an avenue to effective participation in the school's operations. All parents at Sherwood are de facto members of the SMPO. Active membership is encouraged and achieved by attending regularly scheduled SMPO meetings. At meetings, parents can learn more about how to optimize their skills as a volunteer.

The SMPO will be self-governed by an elected panel of three parents, serving staggered two-year terms, chosen for the following year through an open vote of all parents prior to the annual April Meeting of the Board of Directors. A representative of the SMPO will serve as a non- voting member of the Board of Directors and will be responsible for communication between the SMPO and the Board.

Follow this link to our parent resources page on our website.

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

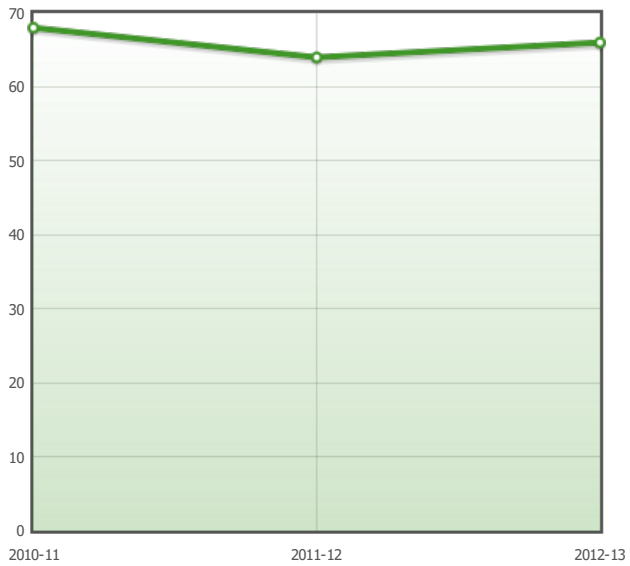
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

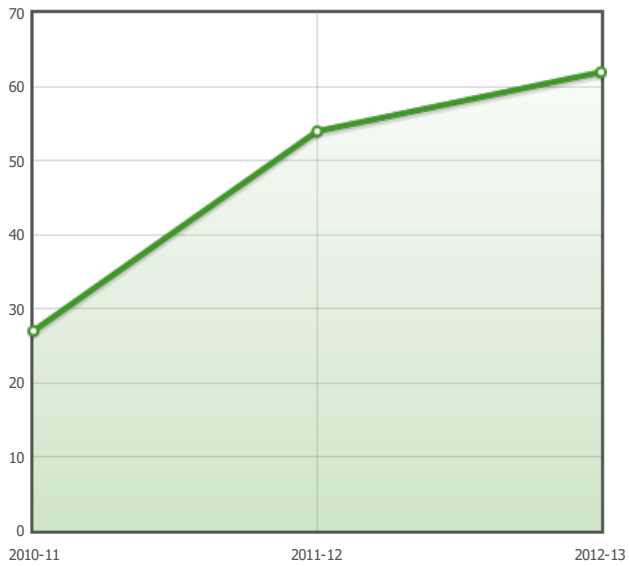
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68%	64%	66%	58%	58%	58%	54%	56%	55%
Mathematics	27%	54%	62%	51%	51%	52%	49%	50%	50%
Science	62%	60%	58%	67%	68%	67%	57%	60%	59%
History-Social Science	N/A	N/A	64%	59%	56%	58%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

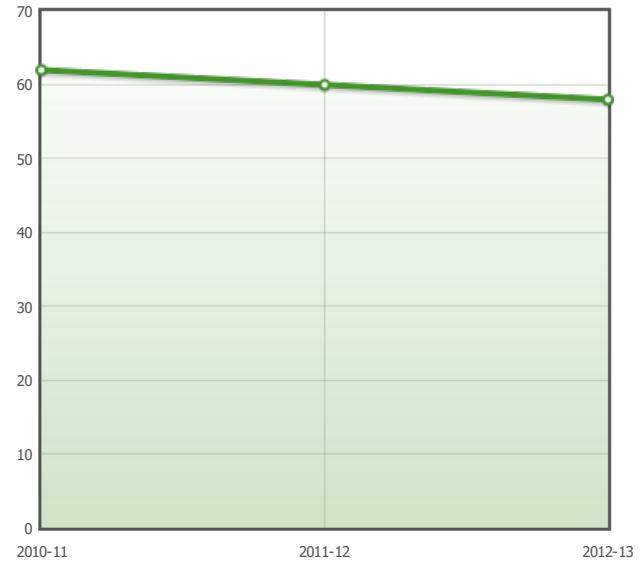
English-Language Arts Percent of Students Scoring at Proficient or Advanced



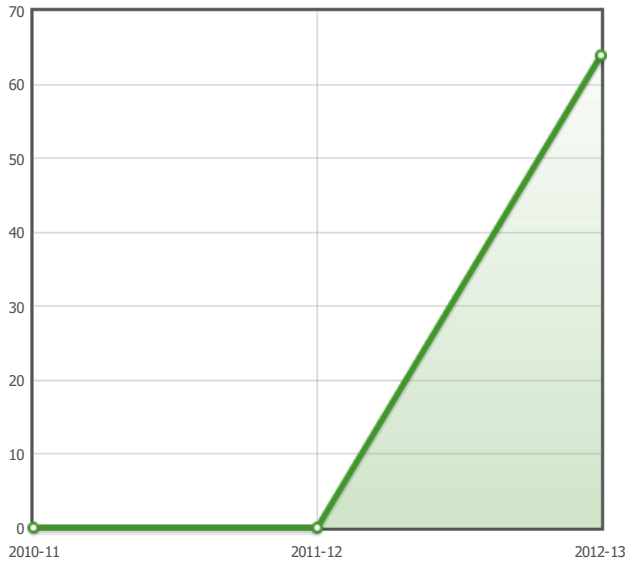
Math Percent of Students Scoring at Proficient or Advanced



Science Percent of Students Scoring at Proficient or Advanced



History Percent of Students Scoring at Proficient or Advanced



Last updated: 1/30/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58%	52%	67%	58%
All Students at the School	66%	62%	58%	64%
Male	63%	69%	75%	N/A
Female	68%	56%	43%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	67%	53%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	63%	65%	65%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	58%	42%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8%	18.8%	50.0%
7	40.0%	6.7%	33.3%
9	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.
The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide		5	6
Similar Schools			

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	B	13	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White		22	31
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	95	857	8,818	807	4,655,989	790
Black or African American	1		315	718	296,463	708
American Indian or Alaska Native	2		151	747	30,394	743
Asian	0		547	786	406,527	906
Filipino	1		62	890	121,054	867
Hispanic or Latino	15	819	1,947	738	2,438,951	744
Native Hawaiian or Pacific Islander	0		57	785	25,351	774
White	72	867	5,550	839	1,200,127	853
Two or More Races	4		107	756	125,025	824
Socioeconomically Disadvantaged	13	792	4,561	745	2,774,640	743
English Learners	6		1,232	684	1,482,316	721
Students with Disabilities	5		1,063	626	527,476	615

Last updated: 1/30/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	No
Met Graduation Rate	N/A	

Last updated: 1/30/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

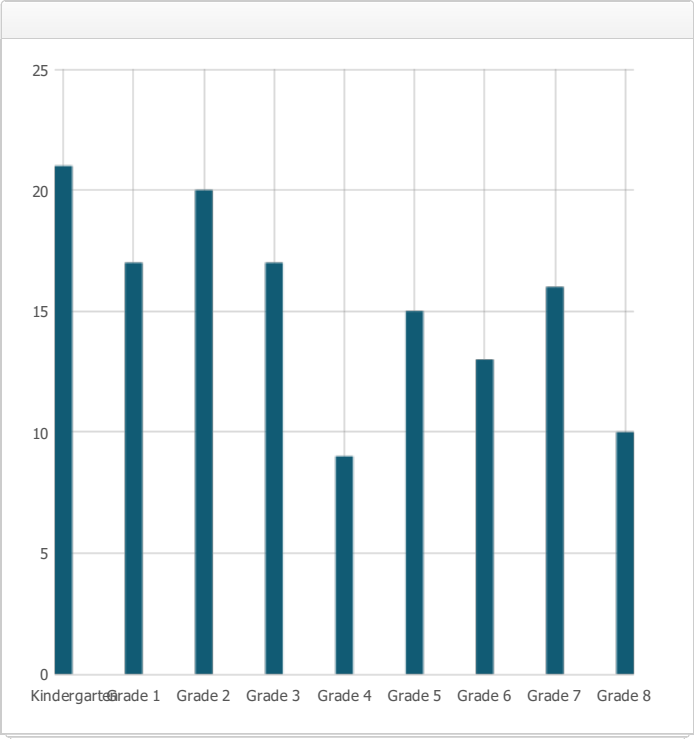
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

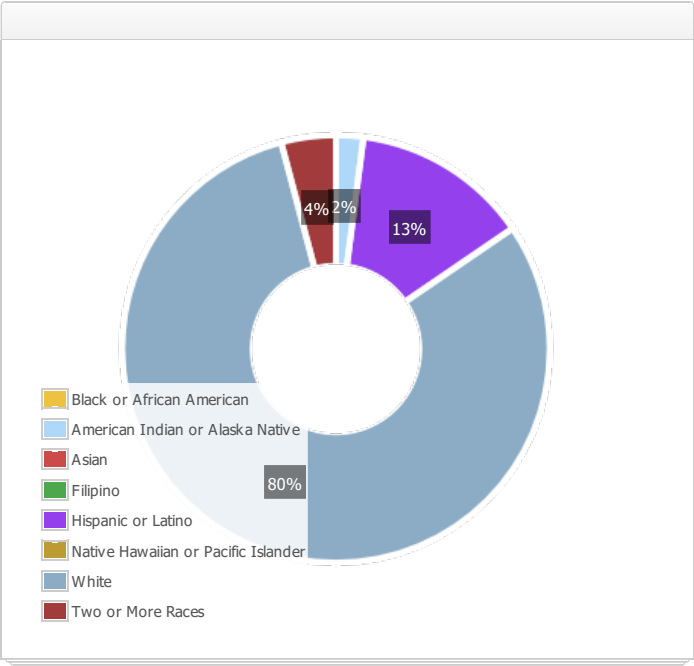
Grade Level	Number of Students
Kindergarten	21
Grade 1	17
Grade 2	20
Grade 3	17
Grade 4	9
Grade 5	15
Grade 6	13
Grade 7	16
Grade 8	10
Total Enrollment	138



Last updated: 1/30/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2.9
Asian	0.0
Filipino	0.7
Hispanic or Latino	13.0
Native Hawaiian or Pacific Islander	0.0
White	78.3
Two or More Races	4.3
Socioeconomically Disadvantaged	8.7
English Learners	4.3
Students with Disabilities	2.2



Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Elementary)

	2010-11				2011-12				2012-13			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	20.0	1	0	0	17.0	1	0	0	21.0		1	
1	20.0	1	0	0	9.0	2	0	0	8.0	2		
2	23.0	0	1	0	8.0	2	0	0	10.0	2		
3	23.0	0	1	0	5.5	2	0	0	9.0	2		
4	22.0	0	1	0	9.0	1	0	0	9.0	1		
5	22.0	0	1	0	14.0	1	0	0	15.0	1		
6	26.0	0	1	0	15.0	1	0	0	13.0	1		
Other	26.0	0	1	0								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/30/2014

School Safety Plan (School Year 2012-13)

The School Safety Plan has been written by the Director with input from the Safety Committee and the school's insurance provider. The Safety Plan is updated annually in the summer for the next school year. Sherwood's Safety Plan provides for the physical and psychological safety of all students, staff and families of the Sherwood community.

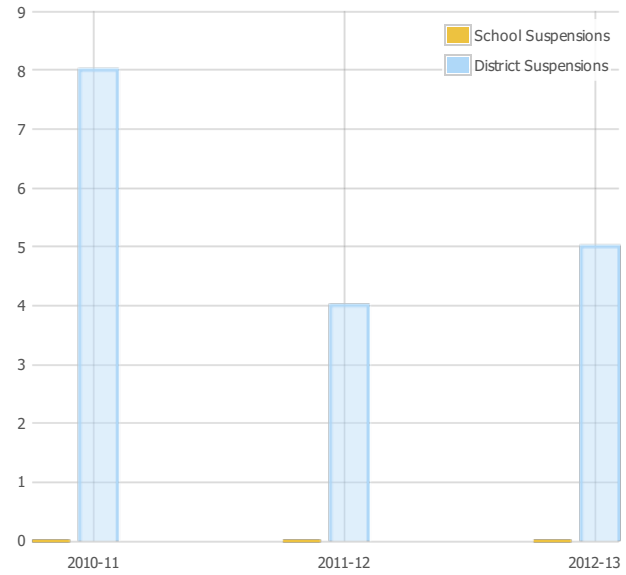
Last updated: 1/30/2014

Suspensions and Expulsions

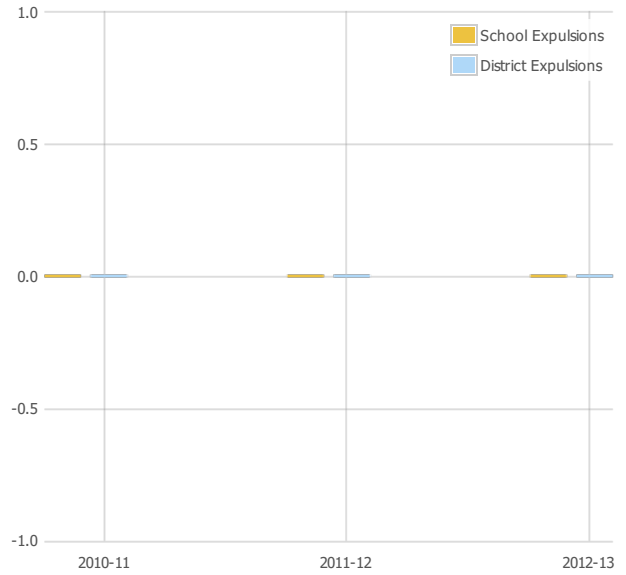
	School			District		
Rate *	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Suspensions	0.03	0.00	0.03	8.86	4.57	5.77
Expulsions	0.00	0.00	0.00	0.58	0.62	0.67

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions



Expulsions



Last updated: 1/30/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The school's facility is in good repair. The building and grounds are inspected monthly by the School Director. Like many California charter schools, Sherwood does not have access to facilities that are comporable to district schools. Our students are overcrowded and our faculty must innovate on a daily basis to deliver stellar education while lacking access to space and specialized learning environments. The school plans to relocate to a larger facility in the near future.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Some drinking fountains are no longer operable. Drinking water is available from working fountains and is accessible to all students.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

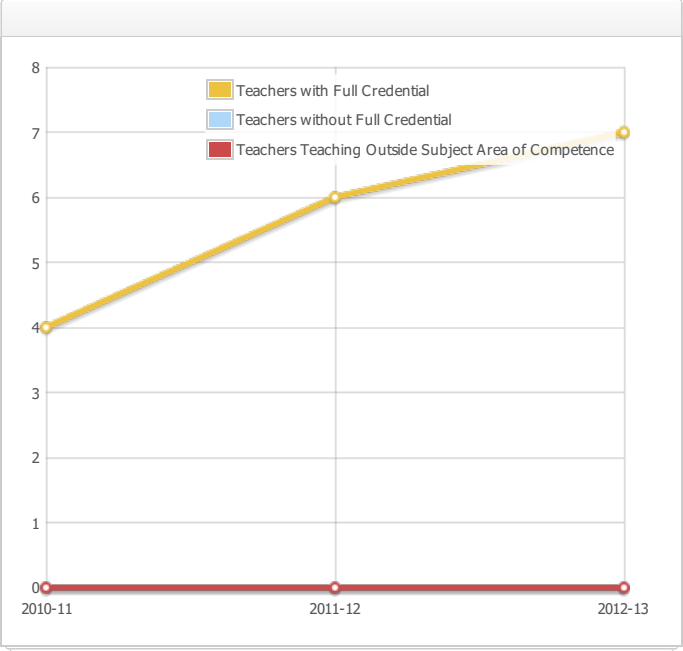
Overall Rating	Good

Last updated: 1/30/2014

Teachers

Teacher Credentials

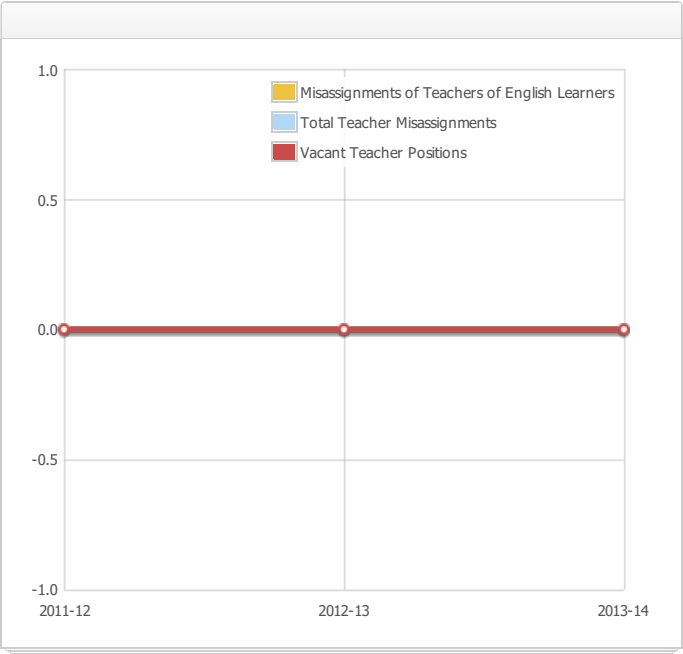
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	4	6	7	599
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.5	N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/30/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Traditional Montessori materials Reading/Language Arts McDougal-Littell California Edition/2010	Yes	0.0
Mathematics	Traditional Montessori materials McDougal-Littell Math California Edition/2010 enVision Math California	Yes	0.0
Science	Traditional Montessori materials McDougal-Littell Science California Edition/2010	Yes	0.0
History-Social Science	Traditional Montessori Materials McDougal-Littell History California Edition/2010	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$8,343	$00	$8,343	$40,963
District	N/A	N/A	$5,649	$63,409
Percent Difference – School Site and District	N/A	N/A	32.29%	35.99%
State	N/A	N/A	$5,537	$68,841
Percent Difference – School Site and State	N/A	N/A	33.63%	40.50%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/30/2014

Types of Services Funded (Fiscal Year 2012-13)

The Montessori approach to education is holistic, considering not only the intellectual development of the child but the physical and emotional development as well. Sherwood supports a number of services that reflect this value, including: the Second Step program for promoting healthy self-esteem and peaceful conflict resolution, a Cooking and Gardening program for all ages that fosters healthy lifestyle choices, Spanish language classes, Drama, Soccer, and excursions to Chico Performances. Academics are supplemented with intervention and enrichment services in reading, writing, and math including use of the Read Naturally program, the Lindamood Bell LiPS Program,the Barton and Wilson Programs for reading and spelling, guided reading using leveled texts, after school Math Club, and literacy groups with high level text such as the Book in Common and traditional classical literature. In 2012-2013, Sherwood Middle School attended Shakespearean Plays and acting classes in Ashland, Oregon, following up their reading and analyses of A Midsummer's Night Dream.

Last updated: 1/30/2014

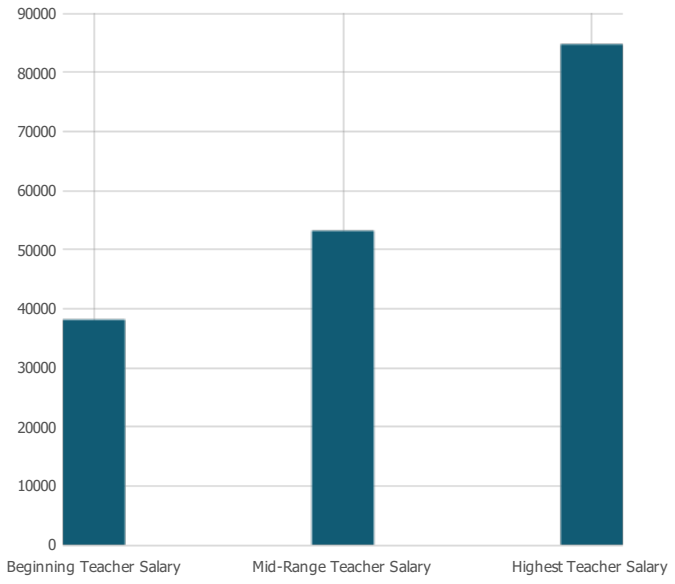
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,121	$40,933
Mid-Range Teacher Salary	$53,164	$65,087
Highest Teacher Salary	$84,737	$84,436
Average Principal Salary (Elementary)	$89,920	$106,715
Average Principal Salary (Middle)	$97,238	$111,205
Average Principal Salary (High)	$102,804	$120,506
Superintendent Salary	$164,900	$207,812

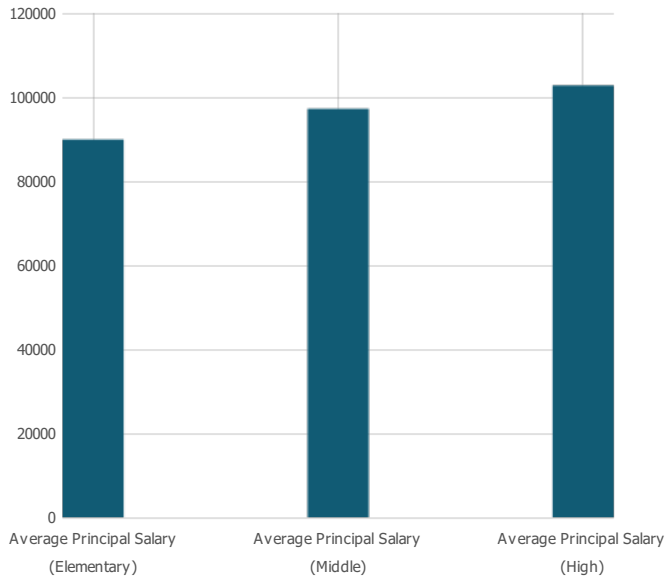
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/30/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Sherwood Montessori is dedicated to providing an authentic Montessori education for our students. To this end, it is essential to have properly trained Montessori teachers. The bulk of our professional development is spent, in terms of time and fiscal resources, on ensuring that all our lead teachers have high quality Montessori training.

In addition to the Montessori training, Sherwood teachers and Director take part in trainings offered through the Butte County Office of Education and other local sources for professional development such as The Training Place at Butte College. During the 2012-2013 school year, staff attended professional development related to Common Core State Standards, implementing Writers' Workshop, mathematics instruction, the Nurtured Heart Approach, and handling active shooter/code red situations.

Although no calendar days are set aside for full staff development, Wednesdays are early release days and professional development takes place once to twice monthly on Wednesdays. Topics chosen for professional development are decided collaboratively by the teaching faculty using student data as a guide.

Last updated: 1/30/2014

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: February 13, 2014 for the meeting of February 20, 2014

Kindergarten -Teresa Shippen

The kindergarten class hit some bumps in our transition back to school after the Winter Break. A few students exhibited behaviors that are more typical in August. These include crying, clinging, running after parents, carrying their blankets, and having tantrums. Some behaviors became dangerous. Our Montessori materials have been thrown around in anger, students have run from the classroom into the parking lot, and students and teachers have been kicked, and hurt. One student was choked! While these behaviors had been exhibited in the first part of the year, they have escalated since our return. I have been busy with these students, parents and with the Chico Unified Special Ed. Department, trying to find strategies that will work for these students, and help for these families. The process is slow, and the response from the district is minimal. Meanwhile, I am struggling to keep the rest of the class on track and feeling positive about our classroom and school. These few students that are struggling demand much of my attention, and much attention and time from our support staff as well: my Aide, Adriane, Heather, and Michelle. I have relied on their help, and used them to try to de-escalate these behaviors and at times to keep us all safe. It has taken a toll on all of us. It has also taken a toll on our learning environment, and I am having to take our lessons in Grace and Courtesy back to the beginning, as others have used the opportunity to let this area slide. This classroom needs some immediate intervention to get back on track.

In an effort to keep our academics moving forward, the kindergarten class has been introduced to work plans. These are weekly booklets that allow a student to track and record their work. Similar booklets are used in the lower elementary classrooms. I am really pleased with how the Kindergarten students have handled this transition! Many of them are budding readers, and need little help in managing these plans and their work. They are proud to share these booklets with their parents, and their parents can check on what their student accomplishes each day. Most students have made great gains in their independence, and are academically blossoming,

in spite of the classroom challenges.

While this month has provided many challenges, it has provided many inspiring moments as well. The excitement and enthusiasm of the parents of our students has led to new learning experiences for us all. We have parents willing to help out in the learning tasks that require one-on-one attention: reading, writing, handwriting etc. I also have a few experts in Music, and the Writing process who are willing to come in and share their joy and expertise with us all. It is a wonderful community feeling, and I am thankful for their support of our classroom!

1st/2nd -Marlo Knox

The intention of this report is to keep the board of directors, as well as our entire community, up to date on the activities of my classroom since our last report mid-December. I also feel it is important to touch on my own development as a new member to this staff.

•I have completed my second set of assignments for the NAMC Lower Elementary Certification Program. My last assignments will be due on April 10, 2014. This has been a challenging process to engage in while teaching but the benefit of sitting down with the entire curriculum has been invaluable.
•Full engagement in academic work and quality practice has been the focus of our entire school year. I've adopted a new weekly work plan designed to better guide students and communicate student practice more clearly to families.
•We enjoyed our first student initiated going out experience (field trip) to Athletic Horizons. Our students were fascinated and excited to learn and practice tumbling, flipping, and standing on their hands.
•Movement is a daily activity with a recent focus on ball skills, including rolling, kicking, trapping, throwing, catching, dribbling, and passing. Middle school students have helped us record our "personal bests" for timed running/walking practice. Our results will be used in graphing activities in our classroom.
•We continue to explore visual arts with recent lessons using pastels and liquid watercolors. These are new, exciting mediums for most students.
•The behavior of a few students in my class has been a challenge, which seemed to be especially acute upon returning to school after the winter break. I have had to utilize office support more frequently, there has been much time invested in documentation, and unfortunately we have even had suspensions.
•Changing the student make up of my classroom in the coming school year has been a hot topic between Michelle, fellow lower elementary colleagues, kindergarten staff, and myself. Considering the recent decision to slow the growth of our school will allow us to construct a classroom with greater balance in regards to the students I serve. I'd like to see next year's class built in proportion to the third year students enrolled in it. It is my opinion the ratio of male to female students should be congruent to other classrooms. Finally, if the goal of my next year class is to serve the same number of students as the other lower elementary classrooms,

approximately 23 students, it will be imperative to resolve the necessary clearance to expand our current room by removing a portion of the wall that divides our classroom from John's classroom. It is nearly impossible to serve our current class size of 19 in the space that we have. I'd like some sense of the time line necessary to change the configuration of the wall so that I can be well prepared for the next school year.

- In conclusion, I would like to state exactly what this school has that is not as readily available in other environments within the Chico community. The support that this staff has for the other professionals working here is extremely healthy. This professional respect and acceptance allows the community to truly focus on the students we serve. The child really is the center of the work which makes this one of the most satisfying teaching experiences I have had in my 20 plus year career.

1st/2nd/3rd-Carin Anderson

Last month we were inspired by our study of the Civil Rights Movement. This study led us to think about ways WE would like to make the world more caring and fair, in the spirit of MLK. The kids created posters to express their own hopes and feelings. Here is some of what appeared in their discussion and on their posters, all coming from them:

End Poverty
Stop Pollution
Help Animals in Need
Stop Poaching
End War
Take Care of the Environment
Stop Factory Farming
End Puppy Mills
Stop Stealing
Stop Overfishing
No More Pesticides
Stop Clear-Cutting Forests
End Sweatshops

They are educating each other about these things, and now we are talking about their ideas about ways we can be agents of positive change in the areas they are each passionate about. They have many ideas, and it is inspiring to listen to them. So far, we have talked about poverty and taking care of the environment - two of the issues most kids were drawn to (the other most popular was "ending war."). Stay tuned for the next step - putting some of their ideas into action.

1st/2nd/3rd –Eric Parish

The children have been learning about the basic elements of literature. We have explored and practiced identifying theme, plot, setting, and characters, conflict, and resolution. The children will now begin working on basic book reports and even writing their own stories with the knowledge they have gained. Our class has concluded unit 3 where our focus was all about attitude. We first explored perspective taking. The class practiced looking at faces and connecting what they saw to emotion words like sad, angry, happy, excited. We talked about walking in another's shoes and how we can mindfully consider other's perspectives. This was followed by a lesson about choosing optimism. In this exploration we talked about optimistic and pessimistic thinking.

We learned that we can chose and practice optimistic thinking to help us solve problems. Finally we explored appreciating happy experiences. We practice relaxing our Amygdala, which allowed the PFC to receive and process all the input and stored memory from the Hippocampus.

We learned that we could control our thoughts and feelings even if we can't control what happens around us. In Our next unit we will learn how to take action mindfully. We will explore expressing gratitude, performing acts of kindness, and taking mindful action in the world.

4th/5th/6th-Kristina Besnard and Meghan Callahan

This month, the Meghan/Kristina Upper Elementary has submitted the class newsletter to the Board as their classroom report. It is attached at the end of this memo.

4th/5th/6th-Lindsey Serrao

Hello Board Members!
The rain has finally come! This is a good thing but makes for high energy days. Behavior in my class has been a bit challenging this month. I feel as though we have had to resort back to the basics and reexamine our expectations. We have had many of talks lately and just this Tuesday said "we are starting fresh today and expect things to shape up."
We are continuing on with our social studies of ancient civilizations. Egypt is the big unit project at this point. We are learning valuable tools such as note taking, working in groups (that's a tough one for kids...but so very important) response to literature and much more!
We are training for the Bidwell classic 5k and I am finding out some kids that never thought they were "runners" are enjoying it. Then I'm seeing the eyes rolling on other students (but I know they are loving being outside in the fresh air!). We will be getting T-shirts and running as a class at the Bidwell classic (those that come) so come join us or cheer us on Saturday March 1st!

7th/8th-John Howlett

This month the Middle School is very busy on a number of fronts. Eighth graders are finishing their Colonial Village building projects, and Seventh graders did a wonderful job on their Ancient African Societies Travel Brochures. Also, our students are busily working on two formal writing projects - the Eighth graders on a review of Ernest Hemingway's classic short story, " A Clean, Well-Lighted Place", while the Seventh grade is reviewing Chaim Potok's award-winning story "Zebra". Both of these writing assignments are helping to prepare the students for their own original writings in the Butte Literacy Council's Annual Short Story Contest at the end of this month.

In terms of field trips, the Eigth graders visited the Valley Oaks Veterinary Clinic, and had a chance to meet with Dr. Erin Portillo to discuss the different aspects of veterinarian care. The students also had a chance to view a number of different animals under rehabilitation, as well watch a few surgical procedures. The Seventh graders will be taking the same field trip later this Spring. Also later this month on the 24th, the Middle School will be heading to Laxson Auditorium to see Carlos Nunez, better known as the Jimi Hendrix of the bagpipes!

Lastly, in preparation for this year's Chico Science Fair, Middle School parent and CSU Chico Science Professor Leigh Ann Lipscomb will be conducting three Saturday workshops beginning on February 22nd to help students prepare for and get the most out of their projects. Thank you, Leigh Ann, for this great support.

Finally, our Middle Schoolers continue to do the best they can with our limited and divided space, and I am so proud of all of them for persevering with their studies despite less than ideal conditions. Also, I know that the students have a number of ideas for changes in their current facilities that would make the remainder of the school year more enjoyable. I encourage any and all Board members to stop by the Middle School classroom any time and visit with our students about these ideas!

7th/8th Math-Kelli Kurth

As the year continues in full swing so does the middle school math program. The students have adjusted well to the new testing procedure and have stopped asking after every quiz, “Do we still get a second chance to figure out our mistakes?” It has made our time together more enjoyable as well as given the students the power to correct and learn from their own mistakes. As we progress further into the school year, the program is going to be shifting slightly. February 7th was my last day with the students (due to starting maternity leave) and Jessica Ordaz will be taking over for me for the remainder of the school year. Steve M will still be assisting with the middle school math and supporting Jessica’s needs in the classroom. The students have met Jessica numerous times when she subbed for me and since she has started working in the

resource room with Sharon. She is also a parent of Elijah in first grade and has been a part of the Sherwood Community since he was in Kindergarten. We're expecting a smooth and easy transition and the students are excited to have a teacher they already know and like.

SBIT-Kelli Kurth

The last few weeks have brought some changes to our math intervention groups. We sat down and reassessed the 4 current intervention groups and decided where we needed to make changes to support our students and teachers. To start with, we added 2 new groups in the afternoon. These groups will meet 3 times a week and will target the 3rd/4th grade students who need an extra boost. It will give them an opportunity to practice and strengthen the math skills they have learned in the classroom. Another new group that has started is a kindergarten pull out group twice a week with Steve M. He works on basic math skills to help the kinders improve their number sense and mental math abilities. There have also been numerous shifts of students in the 4/5/6 grade classes to make sure all students are working at their appropriate levels and continue to make to progress we have seen so far. These changes represent the support the teachers needed, as well as the acknowledgment of the progress students have made. All of these students have worked with Jessica as well and are excited to continue working with her while exploring new math concepts in new or changed math groups.

Literacy/Spanish-Danielle Mennucci

Dear Sherwood Montessori Board,

The Literacy room is full of excitement! We have just completed our Fiction '59 short stories and will be sending those to the CN&R next week. Thank you to the parents who have typed the entries and parents can review their child's work in their writing folders any time. We are now embarking in the longer version of fictional narrative for the Butte County Short Story Contest. More relaxing writing has been spent creating Haiku and Tanka poetry.

Literature groups are reading and writing responses to their books each week. This year, I am having several groups read *The Little Prince*. Today, we wrote paragraphs in answer to critical thinking questions and shared our thoughts. Another group is just finished with *Tuck Everlasting* and they are responding to quotes taken from the book. They needed to know who had said the quote and the meaning behind it. *Wonder* is a recently written book and is a favorite! I have asked the students to select passages from the book and share their understanding of their selections. I would love for the board and parents to listen in on the insights of their children! The fourth graders have just finished *Ulysses* and we had fun asking one another to illustrate events in the story. Each student wrote an essay that persuaded their classmates that a chosen animal was most like him or her. This assignment was given after reading about a character in the book who changes the sailors into animals. The 7th graders are reading *The Pearl* by Steinbeck and all of the questions have required much insight and introspective thinking. Eighth

grade is finishing *To Kill a Mockingbird* and will be embarking into Shakespeare's *Comedy of Errors*. I am thinking that the 6th graders, a very ambitious group, may be ready to read George Orwell's *Animal House.*

Garden-Kitchen Program-Chef Richie Hirshen

Since December (last report filed) we had a Chico State Nutrition Dept grad student, Disha Shrotria finish her course of study with us. The connection to Chico State has been an outreach windfall and now we have two new (undergrad) students on board for the semester: Tracie Wymer and Alexandria Shew who add abundant/youthful energy. We just picked and washed 5 pounds of school garden greens for later today/ongoing including our new invention: popcorn salad. You want your kids to eat greens? Guess what...

One of our ex CSUC interns worked up the majority of one of the pages in our NEW COOKBOOK COMING OUT NEXT WEEK...Grow-Cook-Eat. See today's CN&R for a nice preview about the book. Thanks to the SMPO who is fronting the printing cost ($1,500...we'll get 275 books...25 to promo then 250 X $10 = we should profit about $1,000 for the garden-kitchen program which is welcome and timely).

Promo copies of the book will go to Michelle Obama, Arne Duncan (sec of ed), Oprah, Ellen, Rachael Rae, the Food Channel, Jerry Brown, Tom Torlikson (state super), Montessori USA, Montessori Int'l, Chronicle Books and the New York Times...like that...maybe a publishing house'll pick it up. Think a good thought please. Slow Food Shasta Cascade, who donated $200 toward this project has already ordered 7 books.

Lots of lecturing...Good Food Now for Love Chapman with Michelle and our other intern, Emily Koller of Food Corps, in January and the Grange's Cultivating Communities' event about local school and community gardens last week...I previewed the cookbook at both. There's a school garden workshop 3/1 at Hooker Oak (Laurie Niles is running it) and we'll be presenting Thurs 3/6 at This Way to Sustainability IX (our 3rd consecutive time) from (9:00-9:50 in BMU 221 and then there'll be a book-signing in the BMU auditorium from 10:00 on...please come and buy a book and make our table look busy and be real interested in the poster we're making that'll be outside the auditorium as our K-8 category Greenie Awards entry.

There are 12-ish different kinds of greens growing in the garden, this week the 3 interns, a group of our kids and I planted 2,000-ish seeds and put them into the greenhouse for our late fall-summer-early autumn crops. Life is good.

Attachment: 4,5,6 @Sherwood Montessori Class Newsletter

"The child is both a hope and a promise for mankind".
–Maria Montessori



February 2014

4,5,6 @ Sherwood Montessori



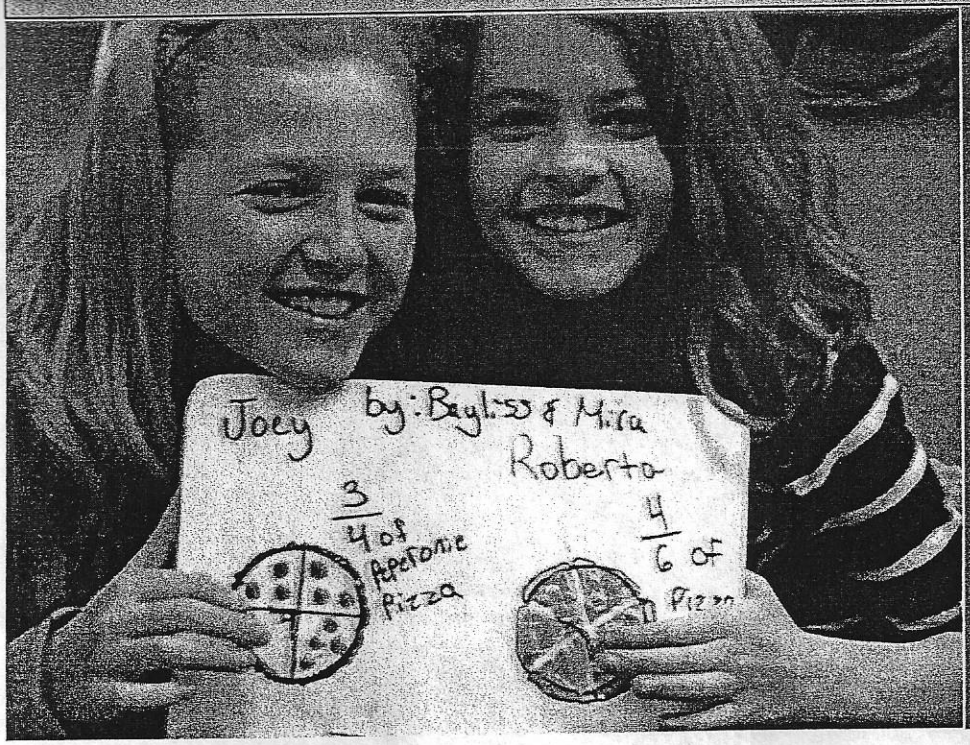
Thanks to:
-Jamie, Gary, Marcy, Jessica, and Erica for driving to Willows for our field trip.
-Tara, for helping us create Chinese Dragons!
-Erica, for being our classroom Mom☺
-Marci and Rob, for helping plan our end of the year trip.
-For everyone who donates, volunteers, and makes muffins. Gracias!

Being Mindful and Grateful

Each day we meet the kids love to do *special announcements*. This is a chance for kids to share what is going on in their lives. We have an active group of students with multiple talents inside and outside the classroom. We are in the company of dancers, soccer players, musicians, actors, singers, skiers, hockey players, baseball players, artists, equestrians, anglers, yogis, martial artists, master Lego builders and animal caretakers. We have a lot to share each day and a lot to be thankful for.

In addition to academics, we have been weaving in some mindfulness work. The same group that can run laps around the school in record time can also be still as tree frogs...really! We've been trying walking meditations on campus and hope to do some in Bidwell Park soon.

Follow me to Page 2



Quotable Kids:

*I'm glad I can dance and walk and dream and sing. -Thea

*I am thankful for the creation of music so I can sing. -Mia

*The first thing I'm thankful for is my family, including my cat. -Jacob

*I'm thankful that I get to live! And for my family, that is the best...and Legos! -Bennet

*I'm thankful for my chickens.-Ivy

*I'm thankful for my dog, Diesel. I would be so sad if I heard no bark at the door. I'm also thankful for my school and the people in it. -Mira

*Some people say, "Pick on someone your own size." I just say, "Why don't you just not pick on someone at all? -Clara

Mark your calendars for a **Literary Tea.**

We invite you to join us after lunch, from **12:30-2 pm.**, Wednesday, **February 19th** for tea, healthy treats and prose. The kids will share what they have been writing in class and with Danielle.

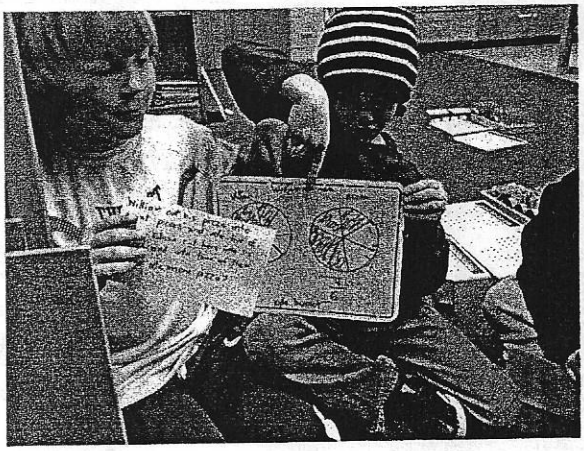
It's that time of year when our pens start to dry up and the pencils have been sharpened down –if you can donate **white board pens, Sharpies, colored pencils or pens** we would be very appreciative.

Happy Birthday this month to:

Mario, Markus and Chase!!!

Sincerely,

Kristina, Meghan, Tracy, Steve and the 4,5,6 students



Agenda
Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: February 13, 2014 for the meeting of February 20, 2014

A report from the SMPO will be available at the meeting.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: February 13, 2014 for the meeting of February 20, 2014

ADMINISTRATIVE ITEMS:

- We have had one new hire since the December/January Board Report:

Kimberly Powers	Substitute Teacher

- Kelli Kurth has started her maternity leave. We have Jessica Ordaz substituting for Kelli while she is out. Jessica has a special education credential and is an autism specialist. She has worked on a part-time basis for us as an intervention aide and we are so pleased to have such a highly skilled educator subbing for us while Kelli has her baby.
- As Tanya King comes closer to her due dates (baby and thesis), our popular substitute Kristina Dyer has been subbing regularly in Eric's classroom as the teacher's aide. Kristina has a son in Carin's class in the first grade.
- Our child care staff met with me and Meghan Callahan and Kelli Kurth, both teachers here who have experience working with child care programs at public schools. We are working together to strengthen the program and problem solve areas that need attention. Our facilities do not accommodate the program well as it has become popular and crowded; this is a theme that emerges at all levels of our school. Creative solutions are being attempted and I will continue to support our staff to make our child care program the best it can be.

FISCAL ITEMS:

- We raised $297.85 at our Cal Skate skating party. This was the first year it was set up as a fundraiser, and was successful as well as easy and fun. We will continue to make this an annual event.
- The Finance Committee met in mid-January to clarify our fundraising message, to create a policy for training teachers, to problem-solve unpaid child care bills, and to problem

solve what to do about students habitually losing expensive textbooks. The teacher training policy will be included in the next edition of the Employee Handbook which the Board will be asked to approve prior to August, 2014. The other solutions will become our new adopted procedures but do not require Board action.

GENERAL ITEMS:

- Steve Lucas and I visited the middle school students on the morning of Friday, February 7th to discuss the facilities issues and process for addressing the problems. Steve explained the ins and outs of civic engagement and we answered questions the students had prepared. We purchased an air purifier that was requested, and have plans to purchase picnic tables and a shade structure for the grassy courtyard. This will give the middle school students more space to make their own.
- We had Jennifer Garcia, an autism specialist from Butte County Office of Education, come give a professional development about working with kids with executive functioning impairments in January. This past week, we viewed a video she lent us titled *Social Thinking* and featuring Michelle Garcia Winner, an educator from the Bay Area who works with children with autism. As this is a growing sector of our student population, these resources are invaluable to our work and I will continue to seek support for our teachers and staff working with our students with these challenges.
- A Tech Committee meeting was held on January 21st, with parent volunteers Andy Miller, Peter DiFalco, Chris Fosen, and Mark Hendricks and staff member Steve Duke. Chris and Peter volunteered to do some staff professional development when our Chromebooks arrive. Mark and Andy volunteered to help with the Tech Plan for the school. We discussed potential issues with the new technology and possible solutions.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: February 13, 2014 for the meeting of February 20, 2014

A Treasurer's Report will be available at the meeting. Please review the attached documents for updated fiscal information.

Attachments: Changes Since Initial 2013-2014 Budget, Multi-Year Budget Projections, Budget v. Actual, Cash Flow Projections, Donations Report, Payment to Vendors Report, Balance Sheet, Profit & Loss, 13-14 LCFF Multiple Year Projection

Changes Since First Interim Budget

Revenues	was	is	variance	
Revenue Limit Sources	952,452	968,474	16,022	comment 5
Federal Sources	-	-	-	
State Sources	67,977	68,131	154	comment 5
Local Sources	60,391	60,391	(0)	
Net Change to Revenue	1,080,820	1,096,996	16,176	comment 1
Expenditures				
Certificated Staff	337,131	337,131	(0)	
Classified Staff	209,390	209,390	-	
Employee Benefits	130,250	130,250	0	
Books and Supplies	34,200	58,686	24,486	comment 3, 6
Services and Operations	212,165	217,888	5,723	comment 5, 6
Capital Outlay	-	-	-	
Other Outgo	99,017	85,152	(13,865)	comment 4
Net Change to Expenses	1,022,153	1,038,498	16,345	comment 2
CY Budget	**58,667**	**58,498**	**(169)**	**increase (decrease) in budget**

Comments:

1 - interim budget revenues increased by $9598 after board mtg, CALPADS data available from school late
2 - interim budget expenses increased by $122 after board mtg, CALPADS data available from school late
3 - $2,300 added to NonCap Equip, items in QBs entered in wrong categories, reclassing revealed underbudgeting
4 - $13,865 reduction to SPED enchroachment based on CUSD calculations received on 12/13/13
5 - increased ADA funding by $13,990 and oversight expense by $140 according to P1 Attendance Report data
6 - increased PD and NonCap Equipment by 20% and 80% of Common Core Funding, respectively
7 - increased LCFF ADA funding by $2,186 as a result of the January Governor's budget revision information

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	169	169	169	169
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8011 Local Control Funding	-	562,784	559,732	591,305	590,863
8012 Education Protection Act	148,607	124,504	156,345	157,909	159,488
8015 General Purpose Entitlement	303,342	-	-	-	-
8096 In Lieu Taxes	240,809	281,186	278,783	278,783	278,783
8550 Mandates Block Grant	1,590	1,880	2,236	2,236	2,236
8560 State Lottery	22,096	26,026	26,026	26,026	26,026
8587 Special Education Passthru Funds	6,246	12,492	12,492	12,492	12,492
8590 Categorical Block Grant	80,919	-	-	-	-
8590 All Other State Revenue	931	-	-	-	-
xxxx Common Core Implementation Funds	-	27,733	-	-	-
8660 Interest From Banks	-	-	-	-	-
8673 Parent Fees	22,675	22,675	22,675	22,675	22,675
8699 Fundraising / Donations	37,716	37,716	37,716	37,716	37,716
8710 Other Local Revenue	1,060	-	-	-	-
TOTAL REVENUES	865,990	1,096,996	1,096,005	1,129,141	1,130,279
Expenditures					
1000 Certificated Salaries	271,025	337,131	339,676	346,469	353,399
2000 Classified Salaries	196,307	209,390	210,784	212,192	213,613
3000 Employee Benefits	86,208	130,250	132,972	136,294	139,746
4100 Texts and Core Curricula	3,311	6,500	6,630	6,763	6,898
4200 Reference Materials	1,557	2,000	2,000	2,000	2,000
4300 Materials and Supplies	15,219	23,500	23,955	24,419	24,892
4400 NonCap Equipment	490	26,686	-	-	-
4700 Food (Nutrition)	(1,711)	-	-	-	-
5200 Travel and Conferences	6,327	12,722	4,775	4,775	4,775
5300 Dues and Memberships	1,098	1,245	1,245	1,245	1,245
5400 Property/Liability Insurance	12,784	16,936	20,323	24,388	29,265
5500 Operations / Housekeeping	17,734	25,914	26,432	26,961	27,500
5600 Rentals, Leases, and Repairs	104,720	99,460	99,793	99,883	99,974
5800 Prof. & Consulting Services	58,977	56,370	50,335	50,688	51,011
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	84,152	112,757	111,794	111,794
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,038,498	1,037,919	1,054,111	1,072,354
Excess/(Deficiency)	13,054	58,498	58,086	75,031	57,924
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	58,498	58,086	75,031	57,924
Beginning Fund Balance	130,164	143,218	201,716	259,802	334,833
Excess / (Deficiency)	13,054	58,498	58,086	75,031	57,924
Ending Fund Balance	143,218	201,716	259,802	334,833	392,757
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	201,716	259,802	334,833	392,757

Budget v. Actual - Revenues

Revenue	2013-14 Budget	July	August	Sept	Actuals Oct	Nov	Dec	Jan	Total Actual	Remaining in Budget	Remaining in Budget
8011 Local Control Funding	562,784	-	44,896	-	40,407	40,407	80,814	-	206,524	356,260	63%
8012 Education Protection Act	124,504	-	-	-	31,126	-	31,126	-	62,252	62,252	50%
8096 In Lieu Taxes	281,186	-	13,838	28,353	18,751	18,751	18,751	18,751	117,195	163,991	58%
8550 Mandates Block Grant	1,880	-	-	-	-	-	1,880	-	1,880	-	0%
8560 State Lottery	26,026	-	-	-	-	-	-	-	-	26,026	100%
8587 Special Education Passthru Funds	12,492	-	-	-	-	-	-	-	-	12,492	100%
8590 All Other State Revenue	-	239	69	-	-	-	-	-	308	(308)	0%
xxxx Common Core Implementation Funds	27,733	-	-	-	13,800	-	13,933	-	27,733	-	0%
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	0%
8673 Parent Fees	22,675	-	1,888	40	736	3,814	2,103	5,758	14,339	8,336	37%
8699 Fundraising / Donations	37,716	-	239	1,356	4,876	2,787	2,817	753	12,828	24,888	66%
8710 Other Local Revenue	-	-	139	-	180	15	-	-	334	(334)	0%
Total Revenue	1,096,996	239	61,069	29,750	109,876	65,774	151,424	25,262	443,394	653,602	60%

Budget v. Actual - Expenses

Expenses	2013-14 Budget	July	August	Sept	Actuals Oct	Nov	Dec	Jan	Total Actual	Remaining in Budget	Remaining in Budget
1000 Certificated Salaries	337,131	-	28,380	28,563	29,290	31,627	30,649	29,037	177,546	159,585	47%
2000 Classified Salaries	209,390	6,206	7,292	23,098	21,964	22,887	19,050	14,961	115,456	93,933	45%
3000 Employee Benefits	130,250	5,208	7,744	10,724	9,364	13,235	11,345	10,783	68,403	61,847	47%
4100 Texts and Core Curricula	6,500	287	2,254	3,396	-	-	-	-	5,937	563	9%
4200 Reference Materials	2,000	-	325	-	142	124	115	167	873	1,127	56%
4300 Materials and Supplies	23,500	286	4,302	3,781	1,762	746	10,507	1,221	22,604	896	4%
4400 NonCap Equipment	26,686	935	3,046	-	502	-	1,182	-	5,665	21,022	79%
5200 Travel and Conferences	12,722	3,024	50	626	3,185	162	2,298	43	9,388	3,333	26%
5300 Dues and Memberships	1,245	-	-	-	210	1,010	-	-	1,220	25	2%
5400 Property/Liability Insurance	16,936	3,243	1,084	1,084	1,084	1,084	1,084	1,084	9,747	7,189	42%
5500 Operations / Housekeeping	25,914	1,101	1,350	2,093	1,829	1,396	1,478	1,472	10,718	15,196	59%
5600 Rentals, Leases, and Repairs	99,460	7,877	7,915	8,112	8,882	9,976	822	8,526	52,108	47,352	48%
5800 Prof. & Consulting Services	56,370	1,275	2,389	1,841	3,352	8,490	5,211	2,296	24,854	31,516	56%
5900 Communications	5,242	284	436	346	606	373	320	351	2,716	2,526	48%
		-	-	-	-	-	-	-	-	-	0%
7141 Special Ed Encroachment	84,152	-	-	-	-	-	-	-	-	84,152	100%
7438 Long-Term Debt Interest	1,000	(128)	-	-	-	-	-	-	(128)	1,128	113%
Total Expenditures	1,038,498	29,596	66,567	83,664	82,172	91,108	84,061	69,939	507,107	531,391	51%
Net Income (Loss)	58,498	(29,357)	(5,498)	(53,914)	27,704	(25,334)	67,363	(44,677)	(63,713)		

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 1 INCOME

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH IN																
8011 Local Control Funding	-	44,896	-	40,407	40,407	80,814	-	40,407	40,407	40,407	17,688	884	216,467	562,784	562,784	-
8012 Education Protection Act	-	-	-	31,126	-	31,126	-	-	-	31,126	-	-	31,126	124,504	124,504	-
8096 In Lieu Taxes	-	13,838	28,353	18,751	18,751	18,751	18,751	18,751	24,400	12,200	12,200	12,200	84,239	281,186	281,186	-
8550 Mandates Block Grant	-	-	-	-	-	1,880	-	-	-	-	-	-	-	1,880	1,880	-
8560 State Lottery	-	-	-	-	-	-	-	6,507	-	-	6,507	-	13,013	26,026	26,026	-
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-	-	-	-	-	12,492	12,492	12,492	-
8590 All Other State Revenue	239	69	-	-	-	-	-	-	-	-	-	-	-	308	-	308
xxxx Common Core Implementation Funds	-	-	-	13,800	-	13,933	-	-	-	-	-	-	-	27,733	27,733	-
-																
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	-	1,888	40	736	3,814	2,103	5,758	2,267	2,267	2,267	2,267	2,267	-	25,676	22,675	3,001
8699 Fundraising / Donations	-	239	1,356	4,876	2,787	2,817	753	3,772	3,772	3,772	3,772	3,772	-	31,686	37,716	(6,030)
8710 Other Local Revenue	-	139	-	180	15	-	-	-	-	-	-	-	-	334	-	334
Total Current Year Revenues	239	61,069	29,750	109,876	65,774	151,424	25,262	71,704	70,846	89,772	42,433	19,124	357,337	1,094,610	1,096,996	(2,386)
Other Current Assets	223,596	59,949	6,246	-	18,023	-	-	-	-	-	-	-	-	307,814	307,814	-
Total Cash In	223,835	121,018	35,996	109,876	83,797	151,424	25,262	71,704	70,846	89,772	42,433	19,124	357,337	1,402,424	1,404,810	(2,386)
Total Cash In Y-T-D	223,835	344,853	380,849	490,725	574,522	725,946	751,208	822,912	893,758	983,530	1,025,964	1,045,087	1,402,424			

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 2 OUTGO

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	28,380	28,563	29,290	31,627	30,649	29,037	30,648	30,648	30,648	30,648	30,648	-	330,787	337,131	6,344
2000 Classified Salaries	6,206	7,292	23,098	21,964	22,887	19,050	14,961	20,939	20,939	20,939	20,939	10,469	-	209,682	209,390	(292)
3000 Employee Benefits	5,208	7,744	10,724	9,364	13,235	11,345	10,783	10,854	10,854	10,854	10,854	10,854	-	122,674	130,250	7,576
Total Salaries & Benefits	11,414	43,416	62,385	60,619	67,748	61,043	54,780	62,441	62,441	62,441	62,441	51,972	-	663,143	676,771	13,628
Supplies																
4100 Texts and Core Curricula	287	2,254	3,396	-	-	-	-	-	1,083	-	1,083	-	-	8,104	6,500	(1,604)
4200 Reference Materials	-	325	-	142	124	115	167	333	-	333	-	333	-	1,873	2,000	127
4300 Materials and Supplies	286	4,302	3,781	1,762	746	10,507	1,221	1,958	1,958	1,958	1,958	1,958	-	32,396	23,500	(8,896)
4400 NonCap Equipment	935	3,046	-	502	-	1,182	-	-	-	-	-	-	-	5,665	26,686	21,022
Total Supplies	1,507	9,927	7,177	2,406	869	11,804	1,387	2,292	3,042	2,292	3,042	2,292	-	48,037	58,686	10,650
Services / Other Op Exp																
5200 Travel and Conferences	3,024	50	626	3,185	162	2,298	43	1,060	1,060	1,060	1,060	1,060	-	14,689	12,722	(1,967)
5300 Dues and Memberships	-	-	-	210	1,010	-	-	-	-	-	-	-	-	1,220	1,245	25
5400 Property/Liability Insurance	3,243	1,084	1,084	1,084	1,084	1,084	1,084	1,694	1,694	-	-	-	-	13,134	16,936	3,802
5500 Operations / Housekeeping	1,101	1,350	2,093	1,829	1,396	1,478	1,472	2,160	2,160	2,160	2,160	2,160	-	21,516	25,914	4,398
5600 Rentals, Leases, and Repairs	7,877	7,915	8,112	8,882	9,976	822	8,526	8,288	8,288	8,288	8,288	8,288	-	93,549	99,460	5,911
5800 Prof. & Consulting Services	1,275	2,389	1,841	3,352	8,490	5,211	2,296	4,697	4,697	4,697	4,697	4,697	-	48,341	56,370	8,028
5900 Communications	284	436	346	606	373	320	351	437	437	437	437	437	-	4,900	5,242	342
Total Services	16,803	13,224	14,102	19,147	22,490	11,214	13,771	18,336	18,336	16,642	16,642	16,642	-	197,350	217,888	20,539
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-	-	-	-	-	-	-	63,114	-	-	21,038	84,152	84,152	-
7438 Long-Term Debt Interest	(128)	-	-	-	-	-	-	-	-	-	-	1,000	-	872	1,000	128
Total Other Outgo	(128)	-	-	-	-	-	-	-	-	63,114	-	1,000	21,038	85,024	85,152	128
Total Current Year Expenses	**29,596**	**66,567**	**83,664**	**82,172**	**91,108**	**84,061**	**69,939**	**83,069**	**83,819**	**144,489**	**82,125**	**71,906**	**21,038**	**993,553**	**1,038,498**	**44,944**
9500 Accounts Payable	95,909	(11,290)	(8,105)	76,544	(959)	10,560	(7,890)	-	-	-	-	-	-	154,768	154,768	-
Total Cash Out	**125,505**	**55,276**	**75,559**	**158,716**	**90,149**	**94,621**	**62,048**	**83,069**	**83,819**	**144,489**	**82,125**	**71,906**	**21,038**	**1,148,322**	**1,193,266**	**44,944**
Total Cash Out Y-T-D	125,505	180,782	256,341	415,057	505,206	599,827	661,875	744,944	828,763	973,252	1,055,378	1,127,284	1,148,322			
Percent of Budget	10.52%	15.15%	21.48%	34.78%	42.34%	50.27%	55.47%	62.43%	69.45%	81.56%	88.44%	94.47%	96.23%			

Projected Cash Balance Statement

Beginning Cash Balance	26,691	125,021	190,762	151,199	102,359	96,007	152,810	116,024	104,658	91,686	36,969	(2,723)	(55,505)	26,691	26,691	-
Net Change	98,330	65,741	(39,563)	(48,841)	(6,352)	56,803	(36,787)	(11,365)	(12,973)	(54,717)	(39,692)	(52,782)	336,299	254,102	211,544	42,558
Ending Cash Balance	**125,021**	**190,762**	**151,199**	**102,359**	**96,007**	**152,810**	**116,024**	**104,658**	**91,686**	**36,969**	**(2,723)**	**(55,505)**	**280,793**	**280,793**	**238,235**	**42,558**

Sherwood Montessori
Profit & Loss YTD Comparison
January 2014

	Jan 14		Jul '13 - Jan 14	
Ordinary Income/Expense				
Income				
8000-Revenues				
8010-8099 Revenue Limit Sources				
8011-Local Control Funding	0.00		206,524.00	
8012-Education Protection Act	0.00		62,252.00	
8015-Gen. Purpose Entitlement	0.00		0.00	
8096-In Lieu of Property Taxes	18,751.00		117,195.42	
Total 8010-8099 Revenue Limit Sources		18,751.00		385,971.42
8300-8599 Other State Revenue				
8550 - Mandate Block Grant	0.00		1,880.00	
8590-Categorical Funds				
All Other State Revenue	0.00		308.16	
Common Core Funds	0.00		27,733.00	
Total 8590-Categorical Funds		0.00		28,041.16
Total 8300-8599 Other State Revenue		0.00		29,921.16
8600-8799 Other Local Revenue				
8673-Parent Fees				
8673-After School Program	5,217.84		13,758.74	
8673-Food fees	40.00		80.00	
Total 8673-Parent Fees		5,257.84		13,838.74
8673-Rebates		500.00		638.97
8699-Fundraising and Donations				
8699-Field Trip Donations	0.00		1,614.05	
8699-Fundraising	753.12		11,214.34	
Total 8699-Fundraising and Donations		753.12		12,828.39
8699-Other Local Income		0.00		195.17
Total 8600-8799 Other Local Revenue		6,510.96		27,501.27
Total 8000-Revenues		25,261.96		443,393.85
Total Income		25,261.96		443,393.85
Gross Profit		25,261.96		443,393.85
Expense				
1000 Certificated Salaries				
1100-Teacher Salaries				
Lead Teacher Salaries	28,379.42		169,371.95	
Resource Teacher Salaries	420.00		3,888.00	
Substitute Salaries	237.50		4,285.95	
Total 1100-Teacher Salaries		29,036.92		177,545.90
Total 1000 Certificated Salaries		29,036.92		177,545.90
2000 Classified Salaries				
2100-Instructional Aides				
Classroom Aide Salaries	6,206.88		53,783.76	
RSP Aide	36.00		346.20	
Total 2100-Instructional Aides		6,242.88		54,129.96
2200-Support Salaries				
After School Salaries	821.00		7,198.49	
Facilities Development	559.29		1,347.93	
Total 2200-Support Salaries		1,380.29		8,546.42
2300-Administration Salaries		5,833.33		40,833.31
2400-Clerical and Office Sal				
Administration Support	906.50		9,329.25	
Clerical Salaries	597.50		2,617.50	

Sherwood Montessori
Profit & Loss YTD Comparison
January 2014

	Jan 14	Jul '13 - Jan 14
Total 2400-Clerical and Office Sal	1,504.00	11,946.75
Total 2000 Classified Salaries	14,960.50	115,456.44
3000-Employee Benefits		
3101-STRS, Certificated	2,345.22	14,111.92
3202-PERS, Classfied	1,025.26	7,038.26
3302-OASDI	904.67	7,132.22
3311-Medicare	616.90	4,140.16
3401-Health Benefits	3,555.45	24,345.52
3501-Unemployment Ins	1,446.51	3,273.27
3601-Workers Comp	845.98	8,362.99
3901-Employee Training Tax	42.54	-1.17
Total 3000-Employee Benefits	10,782.53	68,403.17
4000-Books and Supplies		
4100-Textbooks/Core Curricula	0.00	5,937.03
4200-Books/reference Materials	166.83	872.93
4300-Materials and Supplies		
Custodial Supplies	59.48	863.06
Farmers' Market	179.89	721.24
Food - Meetings	0.00	46.04
Food (Instructional)	108.65	760.29
Instructional Supplies	225.89	14,182.95
Maintenance Supplies	0.00	102.25
Office Supplies	646.72	5,928.18
Total 4300-Materials and Supplies	1,220.63	22,604.01
4400-Noncapitalized Eq (<5K)		
Computers and Electronics	0.00	1,214.17
Furniture	0.00	4,450.34
Total 4400-Noncapitalized Eq (<5K)	0.00	5,664.51
Total 4000-Books and Supplies	1,387.46	35,078.48
5000 Services/Other Op. Exp.		
5200-Travel and Conferences	42.78	9,388.35
5300-Dues and Membership	0.00	1,220.00
5400-Liability Insurance	1,084.08	9,746.98
5500-Operations / Housekeeping		
Electricity	719.06	4,445.89
Housekeeping Services	425.00	3,305.00
HVAC Service	0.00	285.36
Pest Control	65.00	195.98
Security System Services	125.64	389.42
Trash/Recycling	76.24	552.29
Water	61.49	1,544.49
Total 5500-Operations / Housekeeping	1,472.43	10,718.43
5600-Rental/Leases/Repairs		
Copier Lease	272.60	2,269.03
Facility Repairs	514.83	1,070.69
Other Rentals	0.00	2,563.88
Property Rental - Moss Ave	7,738.21	46,204.05
Total 5600-Rental/Leases/Repairs	8,525.64	52,107.65
5800-Other Services		
Advertising	0.00	600.00
Attorney	0.00	52.00
Auditing and CPA Services	0.00	7,800.00
Bank Fees	0.00	20.00
Bookkeeping Services	300.00	1,875.00
Business Manager Services	725.00	6,450.00
District Oversight	188.00	3,147.42
Duplication Services	0.00	256.47
Field Trips and Assemblies	600.00	1,178.00

Sherwood Montessori
Profit & Loss YTD Comparison
January 2014

	Jan 14	Jul '13 - Jan 14
Fundraising Expenses	0.00	622.50
Grant Writing Services	0.00	1,500.00
LiveScan and TB Test Services	0.00	570.00
Software Licensing	482.68	782.63
Total 5800-Other Services	2,295.68	24,854.02
5900-Communications		
Internet Service Provider	99.95	699.65
Online List Management	9.95	69.65
Postage	0.00	418.26
Telephone, Cellular	93.89	702.13
Telephone, Landline	101.43	701.02
Television, Cable	15.66	64.93
Website, Hosting	29.97	59.94
Total 5900-Communications	350.85	2,715.58
Total 5000 Services/Other Op. Exp.	13,771.46	110,751.01
7000 Other Outgo		
7438-NCNB LOC Interest	0.00	-128.33
Total 7000 Other Outgo	0.00	-128.33
Total Expense	69,938.87	507,106.67
Net Ordinary Income	-44,676.91	-63,712.82
Net Income	**-44,676.91**	**-63,712.82**

Sherwood Montessori
Balance Sheet
As of January 31, 2014

	Jan 31, 14	
ASSETS		
Current Assets		
Checking/Savings		
9100-Assets		
9120-NCNB Checking	116,023.81	
Total 9100-Assets		116,023.81
Total Checking/Savings		116,023.81
Accounts Receivable		
9200-Accounts Receivable		51.25
Total Accounts Receivable		51.25
Other Current Assets		
9290 - Due from Grantor Govts.		
GPE Funding Due	-6,397.00	
In Lieu of EIA Due	1.00	
Lottery Due	1,109.36	
Prior Year Corrections Due	8.00	
Supplemental Categorical Due	-66.00	
Total 9290 - Due from Grantor Govts.		-5,344.64
9340-Security Deposit		4,042.50
Total Other Current Assets		-1,302.14
Total Current Assets		114,772.92
TOTAL ASSETS		**114,772.92**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
9500-Accounts Payable		-7,906.25
Total Accounts Payable		-7,906.25
Other Current Liabilities		
9500-Liabilities		
9511-Payroll Liabilities		
AFLAC	16.10	
Deferred Payroll	12,353.85	
Federal Withholding	1,667.50	
Health and Welfare	5,044.93	
Medicare	1,233.80	
OASDI-Social Security	1,809.34	
PERS EE / ER	7,908.18	
State Disability	425.47	
State Employment Training Tax	42.54	
State Unemplyment Tax	1,446.51	
State Withholding	420.57	
STRS EE / ER	8,968.96	
Total 9511-Payroll Liabilities	41,337.75	
9530 - Oversight Due to CUSD	-117.99	
9590 - Other Accts Payable	1,954.00	
Total 9500-Liabilities		43,173.76
Total Other Current Liabilities		43,173.76
Total Current Liabilities		35,267.51
Total Liabilities		35,267.51
Equity		
9793 - Audit Adjustments		101,516.33
Unrestricted Net Assets		41,701.90

Sherwood Montessori
Balance Sheet
As of January 31, 2014

	Jan 31, 14
Net Income	-63,712.82
Total Equity	79,505.41
TOTAL LIABILITIES & EQUITY	**114,772.92**

Sherwood Montessori

Board of Directors - Vendor Payments Report

January 2014

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	01/01/2014	13015	charterSafe	January premium 2013-2014	3601-Workers Comp	Government Funds:General - Govt	845.98
Bill	01/01/2014	13015	charterSafe	January premium 2013-2014	5400-Liability Insurance	Government Funds:General - Govt	1,084.08
Bill	01/01/2014		Redeemer Lutheran Church	January rent	Property Rental - Moss Ave	Government Funds:General - Govt	7,738.21
Bill	01/01/2014		American Janitorial	January services	Housekeeping Services	Government Funds:General - Govt	485.00
Bill	01/01/2014		American Janitorial	December credit	Housekeeping Services	Government Funds:General - Govt	-60.00
Bill	01/01/2014	211735	Eagle Security Systems	1/1/14-3/31/14 24 hour monitoring	Security System Services	Government Funds:General - Govt	75.00
Bill	01/01/2014	211735	Eagle Security Systems	1/1/14-3/31/14 Annual fire inspection & testing	Security System Services	Government Funds:General - Govt	50.64
Bill	01/01/2014		Clark Pest Control	12/3/13 pest service	Pest Control	Government Funds:General - Govt	65.00
Bill	01/02/2014	32153	The Creative Apple	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	21.39
Bill	01/02/2014	487617	Ray Morgan Company	Finance charge on invoice 475228	Office Supplies	Government Funds:General - Govt	1.24
Bill	01/03/2014	9717772034	Verizon Wireless	12/4/13-1/3/14 services	Telephone, Cellular	Government Funds:General - Govt	93.89
Check	01/06/2014	DBT	Earl's Performance Plumbing	Plumbing services12/12/13 Invoice# 25072	Facility Repairs	Government Funds:General - Govt	185.12
Bill	01/07/2014	312505	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	5.41
Bill	01/07/2014	312505	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	5.41
Bill	01/07/2014		Laura A. Mason	Bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	175.00
Bill	01/07/2014	1646379004	Office Depot	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	28.19
Check	01/07/2014	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	76.32
Check	01/07/2014	DBT	The Creative Apple	Supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	15.96
Check	01/08/2014	3273	Richard Hirshen	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	25.87
Check	01/08/2014	3273	Richard Hirshen	Cash & Carry	Food (Instructional)	Government Funds:Lottery - Unrestricted	14.47
Bill	01/08/2014	312532	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	11.86
Bill	01/08/2014	312532	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	11.87
Check	01/08/2014	DBT	Wufoo	1/8/14 to 2/8/14 Invoice #744349	Online List Management	Government Funds:General - Govt	9.95
Bill	01/09/2014	312571	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	27.12
Bill	01/09/2014		California Water Service Compa...	12/7/13-1/8/14 services	Water	Government Funds:General - Govt	61.49
Bill	01/09/2014	CNIN641371	Advanced Document	December copier maintenance	Copier Lease	Government Funds:General - Govt	105.97
Bill	01/09/2014	CNIN641370	Advanced Document	Copier rental 1/4/14-2/3/14	Copier Lease	Government Funds:General - Govt	166.63
Check	01/09/2014	DBT	Cash & Carry	Supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	100.24
Check	01/09/2014	DBT	Amazon.com	16 of : Wonder, Palacio. R. J.	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Classroo...	141.28
Bill	01/10/2014	312611	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	38.46
Bill	01/12/2014		Comcast	service 1/17/14-2/16/14	Internet Service Provider	Government Funds:General - Govt	99.95
Bill	01/12/2014		Comcast	service 1/17/14-2/16/14	Telephone, Landline	Government Funds:General - Govt	99.80
Bill	01/12/2014		Comcast	service 1/17/14-2/16/14	Television, Cable	Government Funds:General - Govt	4.95
Bill	01/12/2014		Comcast	taxes	Telephone, Landline	Government Funds:General - Govt	1.63
Bill	01/12/2014		Comcast	other charges	Television, Cable	Government Funds:General - Govt	10.71
Bill	01/13/2014	69722818	Simplex Grinnell	Annual fire extinguisher inspection 1/13/14	Facility Repairs	Government Funds:General - Govt	161.60
Bill	01/14/2014	1648803719	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	50.34
Check	01/14/2014	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	195.44
Check	01/14/2014	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	59.48
Check	01/14/2014	DBT	Michaels	Supplies- Meghan	Instructional Supplies	Government Funds:Lottery - Unrestricted	4.07
Check	01/14/2014	DBT	Wood Brothers Carpet	Carpet - Resource room	Facility Repairs	Government Funds:General - Govt	132.44
Bill	01/15/2014	312813	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	18.87
Bill	01/15/2014	312813	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	6.29
Bill	01/17/2014	312882	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	17.90
Check	01/19/2014	DBT	Target	Supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	18.00
Bill	01/20/2014	2830	Forest Ranch Charter School	Accounting services	Business Manager Services	Government Funds:General - Govt	725.00
Bill	01/22/2014		Laura A. Mason	Bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	125.00
Check	01/22/2014	3284	Heather Fisher	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	16.91
Bill	01/22/2014	1651486433	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	48.49
Bill	01/22/2014	1651486434	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	12.55
Bill	01/22/2014		Recology	January services	Trash/Recycling	Government Funds:General - Govt	76.24
Bill	01/22/2014		PG & E	12/19/13-1/20/14 services	Electricity	Government Funds:General - Govt	719.06
Check	01/22/2014	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	100.98
Check	01/23/2014	DBT	Intuit	QuickBooks Payroll Annual Payroll	Software Licensing	Government Funds:General - Govt	482.68
Bill	01/24/2014	313155	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	39.89
Bill	01/24/2014	313155	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	39.88
Check	01/27/2014	DBT	Oregon Shakespeare Festival	Deposit	Field Trips and Assemblies	Non Government:Classroom Specific Donations:78	500.00
Bill	01/28/2014	1653203276	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	32.04
Bill	01/28/2014	1653203276	Office Depot	Class supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	17.76
Bill	01/28/2014	313324	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	13.42
Bill	01/28/2014	313324	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	13.41
Check	01/28/2014	DBT	Costco	Supplies	Office Supplies	Government Funds:General - Govt	129.32
Check	01/28/2014	DBT	Montessori Outlet	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	20.28
Check	01/29/2014	DBT	BARNES & NOBLE BOOKSELL...	classroom books	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Classroo...	13.55
Check	01/29/2014	DBT	Athletic Horizons	deposit on gymnastics field trip	Field Trips and Assemblies	Non Government:Classroom Specific Donations:12M	100.00

Sherwood Montessori

Board of Directors - Vendor Payments Report

January 2014

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	01/30/2014	313429	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	4.74
Bill	01/30/2014	313429	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	4.75
Bill	01/30/2014	313398	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	14.79
Check	01/30/2014	DBT	Johnny's Chico Lock and Safe	Keys and lock	Facility Repairs	Government Funds:General - Govt	35.67
Check	01/30/2014	DBT	1 & 1 Internet Inc.	Web and email hosting 1/29/14 to 4/29/14	Website, Hosting	Government Funds:General - Govt	29.97
Check	01/31/2014	DBT	Teachers Pay Teachers	Sideways Stories	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Classroo...	12.00
TOTAL							**15,816.90**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
January 2014

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Fundraising			
Deposit	01/02/2014	eScrip donations	5.02
Deposit	01/10/2014	Box Tops	70.30
Deposit	01/10/2014	Maria M's	105.00
Deposit	01/10/2014	Farmers' Market	14.45
Deposit	01/21/2014	eScrip donations	11.32
Deposit	01/24/2014	Farmers' Market	69.49
Deposit	01/24/2014	Maria M's	15.00
Deposit	01/24/2014	Pampered Chef	243.90
Deposit	01/30/2014	Maria M's	25.00
Deposit	01/30/2014	End of year fieldtrip	187.32
Deposit	01/30/2014	eScrip donations	6.32
Total 8699-Fundraising			753.12
Total 8699-Fundraising and Donations			753.12
Total 8600-8799 Other Local Revenue			753.12
Total 8000-Revenues			753.12
TOTAL			**753.12**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Facilities Decision**

Date: February 13, 2014 for the meeting of February 20, 2014

SUMMARY

A decision must be made regarding facilities for next year.

DISCUSSION

At the December Sherwood Montessori Board meeting, the following recommendation was made to the Board:

> At this time, the Facilities Committee is recommending that efforts to inititate a project to build a new school building are discontinued. The school does not curretly have the capacity, in terms of finances and/or personnel, to successfully complete a project of this scope. Instead, the Committee recommends that the school focus its efforts on successfully transitioning to the East Avenue Community Church (EACC) location. A two-year approach is recommended, with the 2014-2015 school year being the first year with middle school and offices at the East Avenue site, and the rest of the school staying at 746 Moss Ave. In the 2015-2016 school year, the entire school would move to the East Avenue location. The East Avenue owners are open to us having relocatable classrooms on the large field as we will need more space than their existing building can accommodate.

At the January meeting, the following was recommended:

> In the meantime, our best case scenario is to move our middle school classrooms for the 2014-2015 school year. An even better case scenario is to have the entire school together at the East Avenue site the following year. While the representatives of the EACC are open to this possibility, it would involve bringing portable classrooms onto the

site; this would require approval of permits. As we know all too well, the outcome of the use permit process is unpredictable. Moreover, until more is learned about the infastructure available at EACC to support portable classrooms, the total cost of this plan is still unknown. Although we can be encouraged by the success of other schools utilizing this solution for space issues, before we know for certain this is the most prudent move for Sherwood we must think of it only as a possibility. Back up plans in case it will not work out should be developed.

In conclusion, it is recommended that the Board approve a plan to move forward with obtaining a lease at East Avenue Community Church for the 2014-2015 school year to house the middle school program. If approved by Sherwood's Board, the plan must next be presented to the Chico Unified School Board for approval as our authorizer has deemed that this move neccessitates a material revision of our Charter.

After our January meeting, I received our Prop 39 offer from the District (attached). On paper, it is the best offer we have received thus far in our five years of requesting facilities space through Prop 39. Steve Lucas and I met with Julie Kistle and John Bohannon of CUSD to discuss the offer. Based on that meeting, I am recommending we enter negotiations with CUSD for portable classrooms and for costs associated with moving the classrooms to the EACC site as part of a two-year move described in the recommendation from the December and January Board meetings.

Accepting the Prop 39 Offer for 8 Classrooms at Citrus Elementary

Advantages	Disadvantages
There are fiscal advantages to accepting the Prop 39 offer. The savings to the school would be significant. If we rent from private sources, we can expect to pay $122,035 next year in rent. Prop 39 requires we pay 3% of our revenues, or about $32,424 for the year. Our savings could be $89,611.	Most likely, based on our meeting with CUSD staff, this offer would be good for one year only. We would then be in the position of needing to move to an unknown location CUSD may offer or finding private facilities to lease.
We could be together as a school (K-8) for the 2013-2014 school year.	We could become wildly unpopular in the greater Chico community if it is perceived that our acceptance of the offer of classrooms at Citrus ultimately results in the closing of Citrus as a neighborhood school. Public opinion is often not informed by reality or the facts in this situation. Also, sharing a campus poses many challenges to the leadership, staff and communities of both schools. If we accept the offer, Citrus would be forced to close programs they now house on their campus and squeeze others into available but less desirable space. There is no way for us to

	compeletly isolate Sherwood kids and staff from Citrus kids and staff, and although positive relationships could emerge, it is unlikely that the leadership or staff of either school will have the time to invest in the facilitation of these relationships. Without this investment, it is much more likely that conflict will arise as the two schools compete for resources.
Citrus Elementary was built to be a school and has a good location.	If we accept the offer, we are guaranteed this good location for only one school year, as stated above. Accepting this offer means we reject the opportunity to negotiate for portable classrooms to place on the EACC campus. CUSD is prepared to enter negotiations for these portable classrooms if we decline the Prop 39 offer.

A group of parents has met to discuss concerns for the middle school program next year. Rob Fraser gave me a list of questions parents have that mostly pertain to having a split campus. I have attached the list here.

Finally, I have attached the latest term sheet that shows the progress towards a formal lease agreement with the East Avenue Community Church.

ACTION REQUESTED:

Discuss possible next moves in facilities issues and advise School Director.

Attachments: Initial Prop 39 Offer from CUSD 2014-2015, list of questions from parents, East Avenue terms sheet

Administrative Offices
1163 E. Seventh Street
Chico, CA 95928-5999

530 / 891-3000
fax: 891-3220
www.ChicoUSD.org

Facilities Department
2455 Carmichael Drive
Chico, CA 95928

(530)891-3209
Fax:(530)891-3190

CERTIFIED MAIL

January 31, 2014

Ms. Michelle Yezbick, Director
Sherwood Montessori
746 Moss Avenue
Chico, CA 95926

Re: Preliminary Offer for Use of Chico Unified School District Facilities in 2014/15

Dear Ms. Yezbick:

In response to your letter dated October 31, 2013 and as required by Title 5 California Code of Regulations Section 11969.9(e), Chico Unified School District proposes to offer Sherwood Montessori (Sherwood) the non-shared usage of Cohasset Elementary School, 9932 Cohasset Road, Chico, CA 95973 or the shared use of District facilities at Citrus Elementary School, 1350 Citrus Avenue, Chico, CA 95926 for your Grades K-8 program.

Projected ADA and Methodology

The District does not dispute the projected ADA and methodology developed by Sherwood.

Instructional Program

Based on Title 5, Section 11969.3(a) (1), the comparison group of schools used to analyze your accommodations includes Emma Wilson, John McManus and Sierra View Elementary Schools.

The schools used in determining the comparison group schools is based on the information you provided us and contains schools with similar grade levels that the largest number of students of the charter school would otherwise attend. I am attaching a page from the District's "Twenty Year Student Housing Master Plan" for each of the comparison group school sites. Each page contains information on the following:

- Acreage
- Total square footage
- Construction dates for both permanent and relocatable buildings as well as reconstruction/modernization of specified areas.
- Total number of classrooms and the designated usage of those classrooms.
- Maximum and practical school capacities
- School facilities not designated as classrooms

Also attached is:

- A site map of each of the comparison group school sites.
- The "School Facilities Condition Evaluation" required to be completed by the State of California on an annual basis
- CAO-2 for each site identifying student-to-teacher ratios.

The District's offer is based on the same average student-to-teacher ADA ratio as those schools as projected for the 2014/15 fiscal year and the same average student-to-teacher ADA ratio as our Grades 7-8 schools as follows:

Grade Level	Student-to-Teacher Ratio Based on ADA	Sherwood ADA	Needed Classrooms
K	18.04	21.62	1.20
1	21.02	21.62	1.03
2	24.20	21.62	.89
3	25.00	20.68	.83
4	24.37	18.80	.77
5	25.68	17.86	.70
6	25.70	8.46	.33
7	33.85	15.98	.47
8	33.85	10.34	.31
		156.98	6.53

This equates to 7 classrooms.

Our offer of facilities per your request assumes utilizing combination classes Grades K-8.

While Sherwood may have some unique facilities needs, CUSD is only required to provide facilities that are reasonably equivalent to those in which the students would be accommodated if they were attending public schools of the District. There are currently no teaching kitchens on our elementary school campuses; therefore, separate facilities for a teaching kitchen will not be provided. A garden area and furniture and equipment will be provided based on CUSD standards.

Teaching and Non-Teaching Space Offered

Cohasset Elementary School Campus

The District is still willing to offer the Cohasset campus on a non-shared use basis. The campus is on approximately 5.98 acres. The total square footage of CUSD owned buildings being offered to you on the campus is 7430.65 sq. ft. and contains the following:

1. 3 regular classrooms
2. A multiuse room with kitchen
3. A library/classroom
4. Restrooms for both staff and students
5. Administrative offices
6. Hard-court area
7. Field space
8. A parking lot

CUSD would be willing to consider negotiating placement of portables on the Cohasset campus to accommodate Sherwood's needs if Sherwood chooses to use the campus. If use of this campus is not accepted, the District's alternate offer would be shared used of the Citrus Elementary School campus.

Citrus Elementary School Campus

As an alternative offer (available only if Sherwood declines to accept the offer of facilities at the Cohasset site), the District offers the Citrus Elementary School Campus on a shared use basis. The campus is located at 1350 Citrus Avenue, Chico, CA 95973. The campus is on approximately 4.6 acres. The total square footage of CUSD-owned buildings being offered to you on the campus is approximately 8,684 sq. ft. and contains the following:

Non-Shared Space

1. 7 regular classrooms
2. 1 administrative area

Shared Space

Should you accept our offer, Sherwood would also be sharing a multiuse room, restrooms, a library, computer lab, staff restrooms and grounds with Citrus Elementary School. Based on the number of classrooms needed by Sherwood, the classrooms currently containing non-essential services will be eliminated in order to accommodate regular classrooms for District students.

Shared space will be based on a percentage calculation as follows:

156.98	Sherwood Projected ADA
324.40	Citrus Elementary School Projected ADA
481.38	Total ADA
22.61	Percent total time allocated to the use of share facilities

Specialized Classroom Space

The following is a list of specialized space at each of the comparison group campuses. Please be advised that should the enrollment at each school grow, the specialized space will be reverted to classroom use only.

Comparison Group School Site	Room No.	Use	Notes
Emma Wilson	29	Music	

John McManus	14	Staff Work Room	
	18	Title 1	Wildflower not a Title 1 school
	19	Title 1	Wildflower not a Title 1 school
	20	Computer Laboratory	
	22	Butte County Speech Program	
	23	Title 1	Wildflower not a Title 1 school
	24	Title 1	Wildflower not a Title 1 school
	27	CUSD Treasures/Illuminate Training	
	30	Open Classroom	
	31	Healthy Start	Grant funded program. Wildflower would need to qualify and apply for grant.
Sierra View	6	Read Naturally	
	7	Computer Laboratory	

Based on the maximum number of instructional minutes for your K-8 program, this equates to approximately 45 minutes per day for each shared facility (library, multiuse room, grounds).

Additional negotiations will need to include staggered starting and ending times for school, recess times, lunch periods, ingress and egress to the campus, supervision of Sherwood students versus Citrus Elementary School students, identification of Sherwood staff and students versus Citrus Elementary School staff and students, etc. Attached is a daily schedule for the school for your review.

Relative to Nutrition Services, Citrus Elementary School serves on average 120 breakfasts, 280 lunches, 155 suppers and 28 snacks daily which means that the kitchen is in full production from 6:15 a.m. –3:15 p.m.; therefore, if Sherwood chooses to accept our offer to utilize the Citrus Elementary School campus, vending services for meals will need to be negotiated.

Use or Surrender of Facilities

The District, in accordance with Title 5, Section 11969.9(f), places the following condition on Sherwood's use and occupation of the facilities offered herein: In the event that Sherwood fails to regularly use and occupy all of the facilities (including but not limited to classroom space, specialized teaching space, and non-teaching space) by September 30, 2013, the District reserves the right to reclaim possession, and the right of occupation, of said unused facilities. The District shall provide five (5) days notice before reclaiming possession of any unused facility. There shall not be any opportunity to cure after the afore-referenced expiration date.

Ms. Michelle Yezbick
January 31, 2014

Charges

As allowed by Education Code Section 47613(b), the District intends to offer the facilities to Sherwood for free. We also intend to charge for the actual costs of supervisorial oversight of Sherwood not to exceed 3%.

A Memorandum of Understanding (MOU) and a Facilities Use Agreement (FUA) will need to be developed if this offer is accepted. CUSD anticipates utilizing the existing MOU's and FUA's that have been developed and approved for our other charter schools. Examples of these agreements are attached.

We look forward to discussing our preliminary proposal with you. Please contact John Bohannon at 891-3000, extension 165 if you have an interest in scheduling a meeting to discuss same.

Sincerely,

Julie Kistle
Facilities Planning/Construction Supervisor

Enclosures

Cc John Bohannon, Director, Alternative Education
Kevin Bultema, Assistant Superintendent, Business Services
Kelly Staley, Superintendent

CITRUS ELEMENTARY SCHOOL

ACRES: 4.6

TOTAL SQUARE FOOTAGE: 39,541.19

PARKING SPACES: 0

SCHEDULE: Traditional

CONSTRUCTION DATES: Permanent: 1937, 1958, 1965
Relocatable: 1997, 1998
Reconstruction (partial): 1989 [Units A, C (except Multi-purpose room area)]

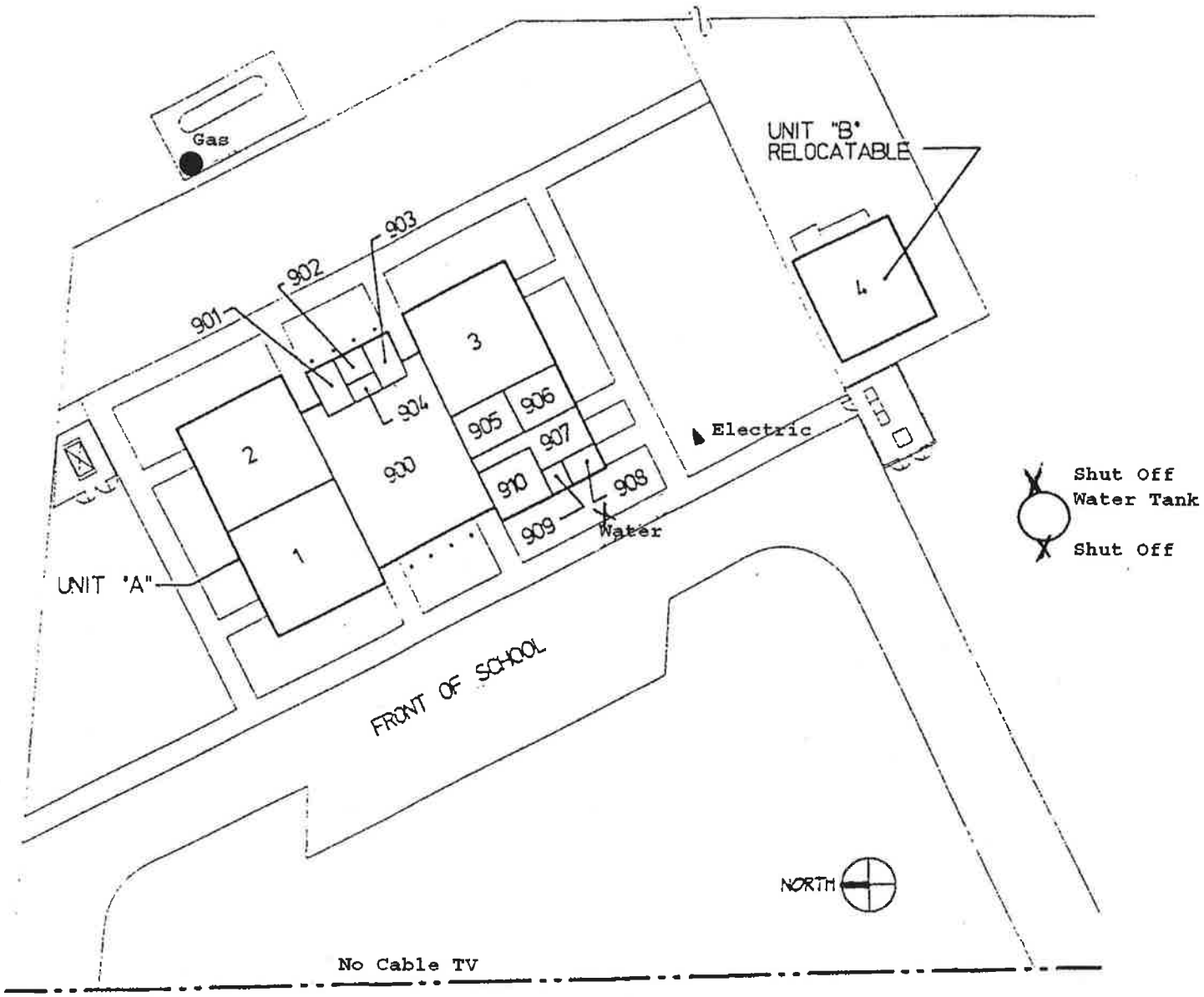
TOTAL CLASSROOMS: 22 (18 permanent, 4 relocatable)

MAXIMUM CLASSROOM CAPACITY	**TOTAL**	**PRACTICAL CLASSROOM CAPACITY**	**TOTAL**
Room capacity is based on the structural design of the facility, educational needs of the students and current District staffing practices. The classroom capacities are determined by multiplying the students per class by the number of classrooms.		The practical school capacity is based on District-wide average class size standards of 48 students per double-session kindergarten classroom and 30 students per Grades 1-3 classrooms with a projected occupancy rate of 85%, and 33 students per Grades 4-6 classrooms with a projected occupancy rate of 85%.	
02 Kindergarten Classrooms (48 students per classroom)	**96**	Classroom Capacity 80 x .85	**82**
06 Grades 1-3 Classrooms (30 students per classroom)	**180**	Classroom Capacity 180 x .85	**153**
06 *Grades 4-6 Classrooms* (33 students per classroom)	**198**	Classroom Capacity 198 x .85	**168**
06 Miscellaneous			
1 Title I Room (Rm A7) (20 students)	**20**	Classroom Capacity 20 x .85	**17**
1 Computer Lab (Rm C12)	**33**	Classroom Capacity 33 x .85	**28**
1 Staff Development (Rm C11)			
1 Student Store (Rm F21)			
1 Math Coach/Parent Center (Rm E25)			
1 After School Program (Rm 23)			
02 Special Education Classrooms			
1 - Special Day Classroom (12 students per classroom Rm. 14)	**12**	Classroom Capacity 12	**12**
1 - Resource Specialist Program Classroom (Rm. 10)	**0**	Not included in the determination of Practical Student Capacity	**0**
TOTAL MAXIMUM SCHOOL CAPACITY	**539**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**460**

SCHOOL FACILITIES NOT DESIGNATED AS CLASSROOMS:

Administrative
Library
Multipurpose (includes cafeteria services)
Staff work areas (Rms. 903-906, 914, 919, 929, 931)
Staff Lounge (Rm. 928)

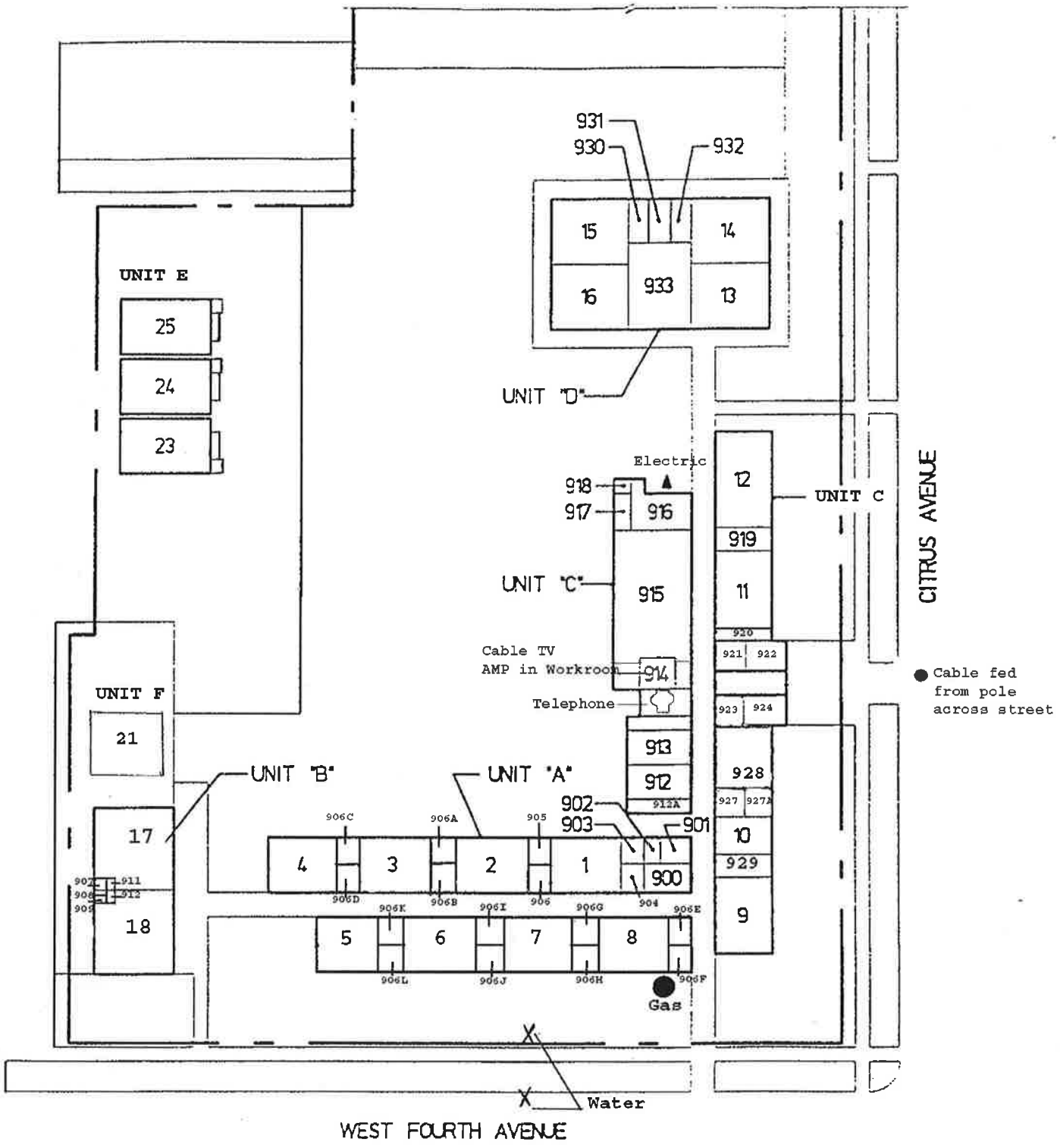
NON-DISTRICT OWNED FACILITIES LOCATED ON THE SITE: None



COHASSET ROAD

COHASSET ELEMENTARY SCHOOL

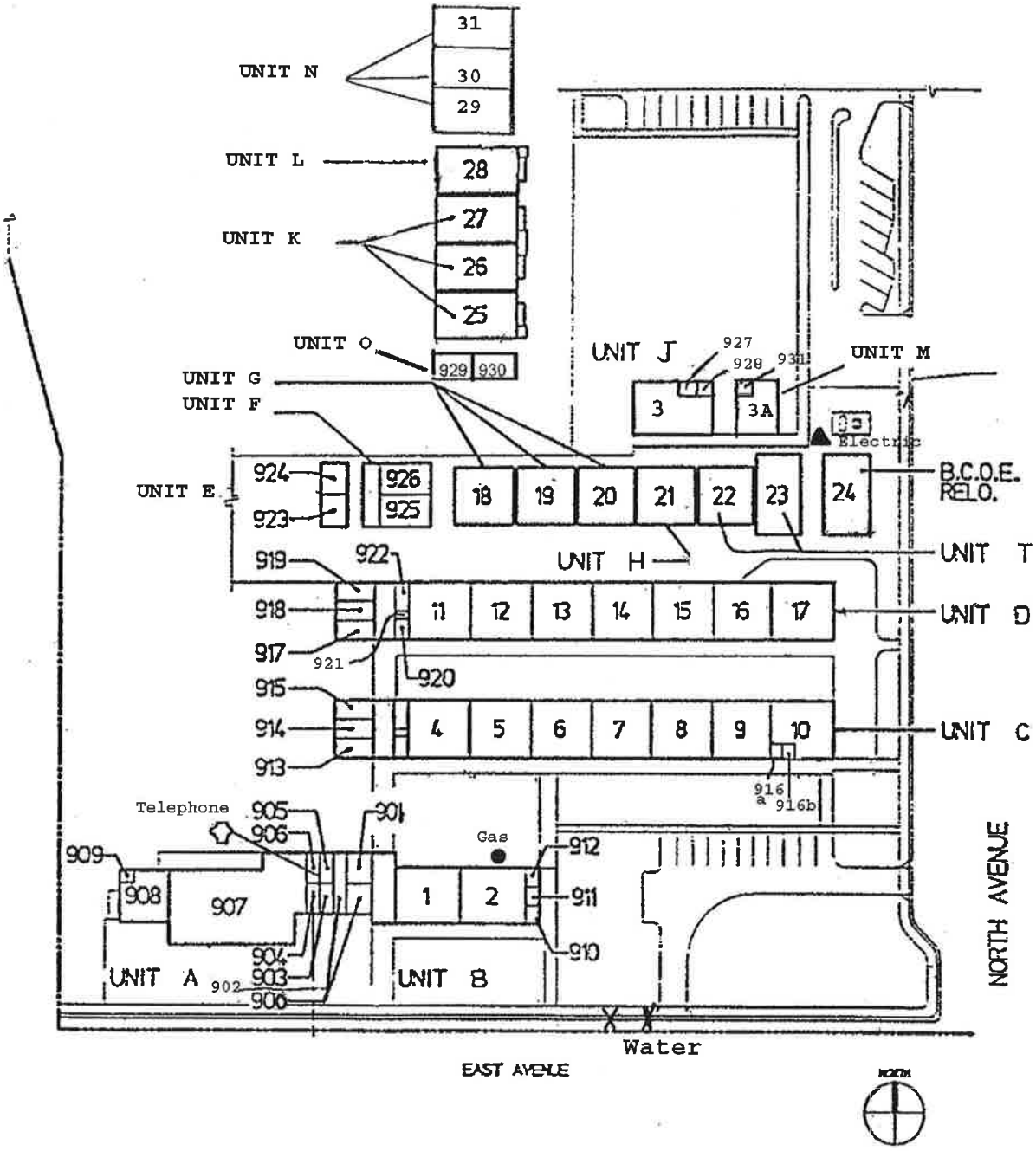
Updated 9/2006



NORTH

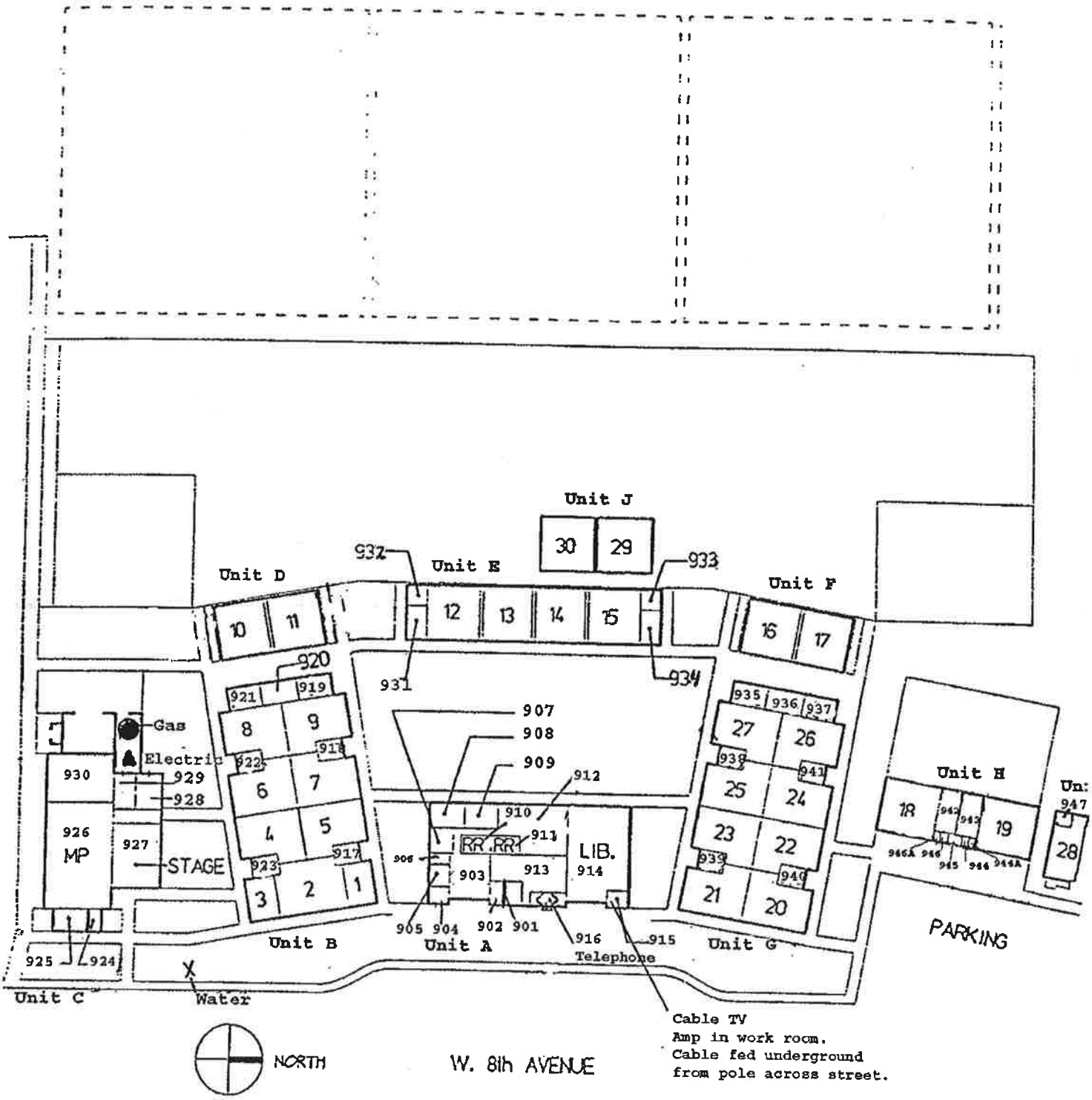
CITRUS ELEMENTARY SCHOOL

Updated 9/2006



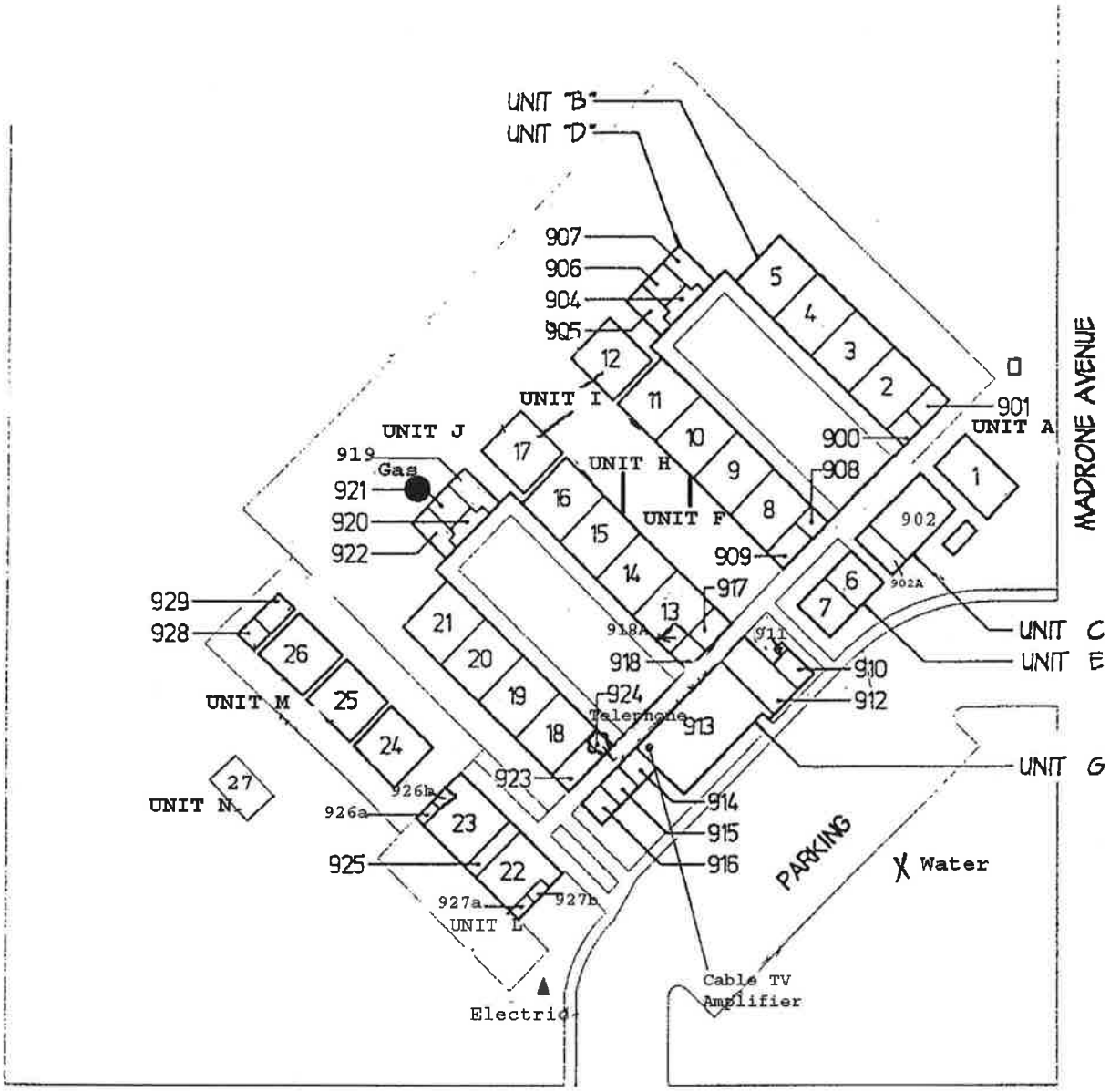
JOHN McMANUS ELEMENTARY SCHOOL

Updated 9/2006



EMMA WILSON ELEMENTARY SCHOOL

Updated 9/2006



HOOKER OAK AVENUE

NORTH

SIERRA VIEW ELEMENTARY SCHOOL

Updated 9/2006

School Facility Good Repair Status (School Year 2013-2014)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

School: Citrus Elementary School

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			Clean/freshen up library.
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Repair drinking fountain on playground that is not working.
Safety: Fire Safety, Hazardous Materials		X			Room 16, move heavy that are being stored above 48 inches to a safe storage location.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating		*GOOD*			n/a

CHICO UNIFIED SCHOOL DISTRICT

2013-2014 Enrollment

CITRUS ELEMENTARY SCHOOL

1/17/2014

ROOM	TEACHER	TK	K	1	2	3	4	5	6	TOTAL	SDC MM	Home Med.	LV	GRAND TOTAL
5	Knecht/Kehoe	20								20				20
18	J. Barnum		23							23				23
19	Lundberg		24							24				24
1	McNelis			25						25				25
2	Whipple			25						25				25
4	Gagne				24					24				24
6	Ithurburn				24					24				24
3	A. Barnum					28				28				28
8	Ballew					11	15			26				26
9	Palmer						28			28	5			33
16	Love							25		25	7			32
15	Bransky							16	11	27		1		28
13	Willard								27	27	4			31
TOTALS:														
REGULAR CLASSES		**20**	**47**	**50**	**48**	**39**	**43**	**41**	**38**	**326**	**16**			**343**
SDC MM-14	M. Maples *						**5**	**7**	**4**		**16**			
Home Med.	Home Medical							**1**			**1**			
SCHOOL TOTAL:														**343**

CHICO UNIFIED SCHOOL DISTRICT CAO---2

MONTHLY REPORT OF ACTIVE ENROLLMENT

EMMA WILSON ELEMENTARY SCHOOL

CAO2

1/10/2014

ROOM	TEACHER	K	K	1	2	3	4	5	6	TOTAL	M.M	Med.	LV	TOTAL
28	McGrath(TK)	22								22				22
18	Steindorf(K) AM		19							19	2			21
19	Cahoon(K) PM		20							20				20
26	**Taylor (K) PM**		20							20				20
24	**Kissinger(K)AM**		22							22				22
22	Luchessa (1)			25						25				25
20	**Thomas/Letcher(1)**			21						21	1			22
21	**Pardini (1)**			24						24				24
17	Barnes(1)			23						23				23
15	Tindill(2)				29					29				29
13	Hanf(2)				28					28	2			30
14	M Callahan(2)				28					28				28
10	B Callahan(3)					28				28				28
11	Soto (3)					27				27	2			29
12	Clark(3rd/4th)					13	10			23	1			24
25	Perrin (4)						27			27				27
27	Tebo (4)						27			27				27
23	**Siplin**						29			29				29
4	Wiegert(5)							25		25				25
8	York(5)							25		25				25
6	Schrader(5)							23		23				23
7	Shockley(6)								32	32				32
9	Morrison(6)								31	31				31
5	Quevedo(6)								28	28	3			31
TOTALS:		**22**	**81**	**93**	**85**	**68**	**93**	**73**	**91**	606	**11**			617
30 (ACE)	Wyman (ACE)		**2**	**1**		**1**	**1**							5
SDC	Quackenbush-CH		**2**	**1**	**2**	**2**	**1**		**3**					
LV	Loma Vista													
Home Medical	Home Medical													
SCHOOL TOTAL:		**22**	**85**	**95**	**87**	**71**	**95**	**73**	**94**					**622**

CHICO UNIFIED SCHOOL DISTRICT CAO---2

MONTHLY REPORT OF ACTIVE ENROLLMENT

MCMANUS ELEMENTARY SCHOOL

1/17/2014

ROOM	TEACHER	K	1	2	3	4	5	6	TOTAL	SDC M. S.	MNI	GRAND TOTAL
3	Nielsen, Erin	17							17			17
9	Schreiber, Shar	19							19			19
10	Miller, Karen	16							16			16
3A	Kehoe/Marsh	23							23			23
6	Brothers, Mini		23						23			23
7	Consoli, Mili		23						23	1		24
8	Bailey, Katie		24						24			24
1	Clements, Katelyn			27					27			27
2	Oswalt, Michelle			27					27			27
11	Gaskill, Eli				24				24	2		26
18	Ellis, Tisha				23				23	2		25
19	Brenner, Sarah				25				25			25
15	Knaver, James					23			23	2		25
28	Lininger, Kathy					21			21	2		23
21	Petri, Azzurra					26			26			26
4	Lewis, Connie						28		28	2		30
5	Imes, Mary						23		23	1		24
17	White, Cliff						14	10	24			24
12	Weaver, Chris							26	26	2		28
13	Canales, Andy							27	27	1		28
TOTALS:												
REGULAR CLASSES		75	70	54	72	70	65	63	469	15		484
SDC-16	Spinelli, J.		1		4	4	3	3				
MNI	Bohannon	1									1	
MNI	Lopez						1				1	
Opportunity												
SCHOOL TOTAL:		76	71	54	76	74	69	66				484
Active enrollment includes students leaving at the end of the day.												486

1/24/2014

CHICO UNIFIED SCHOOL DISTRICT CAO---2

MONTHLY REPORT OF ACTIVE ENROLLMENT

SIERRA VIEW ELEMENTARY SCHOOL

January 17, 2014

										SDC	Home	LV	LV	GRAND
ROOM	TEACHER	K	1	2	3	4	5	6	TOTAL	M. S.	Med.	M.S.	Not MS	*TOTAL*
22	Danielson	21							21			1		22
23	Howell	21							21					21
23	Stein	21							21					21
22	Smith	20							20					20
18	Wilson		21						21			1		22
21	Wagner		22						22					22
19	Leen		22						22					22
25	Alexander		22						22					22
24	Johnson			25					25					25
17	Birdseye			25					25					25
14	Glick			25					25					25
26	Marx			24					24					24
16	LaFaix				30				30					30
20	Murad				27				27					27
13	Barney				28				28					28
11	Wilson					28			28					28
8	Waldsmith					29			29					29
5	Carlisle					30			30					30
12	Akimoto						33		33					33
10	Bishop						33		33					33
3	Romig						30		30					30
9	Crum						18	8	26			1		27
2	Passanisi							30	30					30
4	Bender							32	32					32
TOTALS:														
REGULAR CLASSES		**83**	**87**	**99**	**85**	**87**	**114**	**70**	**625**					**622**
LV	LV - Philippi					**6**	**2**	**4**	**13**					**13**
LV	LV - TBA Not MS								**0**					**0**
LV	Loma Vista - WITT, Ernest	**3**	**1**	**4**	**1**	**0**	**0**		**10**					**10**
	Home Medical							**0**	**0**					**0**
Mainstream Fine Arts/PE Only				**3**	**1**	**6**	**2**	**2**						
SCHOOL TOTAL:									**648**					**645**

Active enrollment includes students leaving at the end of the day.

Citrus Elementary Daily Schedule

- Kindergarten
- Transitional Kindergarten
- Grades 1, 2, & 3
- Grades 4, 5, & 6

Kindergarten

Mrs. Lundberg	Room 19	8:15 a.m. - 1:00 p.m.	(11:10-11:55 Lunch)
Mrs. Barnum	Room 18	8:15 a.m. - 1:00 p.m.	(11:10-11:55 Lunch)

Transitional Kindergarten

Mrs. Knecht, M,T,W	Room 5	8:15 a.m. - 1:55 p.m.	11:10-11:55
Mr. Kehoe, Th,F	Room 5	8:15 a.m. - 1:55 p.m.	11:10-11:55

Grades 1, 2, & 3

GRADES 1 & 2		**GRADE 3**	
8:15	Class Begins	8:15	Class Begins
8:15-9:45	Class	8:15-9:45	Class
9:45-10:05	Recess	9:45-10:05	Recess
10:05-11:20	Class	10:05-11:45	Class
11:20-12:05	Lunch	11:45-12:30	Lunch
12:05-2:00	Class	12:30-2:00	Class
2:00	Dismissal	2:00	Dismissal

Grades 4, 5, & 6

GRADES 4		**GRADE 5 & 6**	
8:15	Class Begins	8:15	Class Begins
8:15-10:05	Class	8:15-10:05	Class
10:05-10:25	Recess	10:05-10:25	Recess
10:25-11:50	Class	10:25-12:15	Class
11:50-12:30	Lunch	12:15-12:55	Lunch
12:30-2:15	Class	12:55-2:15	Class
2:15	Dismissal	2:15	Dismissal

CHARTER FACILITIES AGREEMENT
BY AND BETWEEN
CHICO UNIFIED SCHOOL DISTRICT AND
CHARTER SCHOOL

THIS AGREEMENT ("Agreement") is made this first day of July, 2011, by and between the Chico Unified School District, a public school district organized and existing under the laws of the State of California ("District") and Charter School ("Charter School"), a California public charter school. The District and the Charter School are collectively referred to as "the parties."

RECITALS

WHEREAS, pursuant to Proposition 39, the Charter School has made a request for facilities for the 2011-12 fiscal year; and

WHEREAS, pursuant to the requirements of Proposition 39 and its implementing regulations (CCR, Title 5, Section 11969.1-11969.9 hereinafter "State Regulations"), the District has made an offer to provide the Charter School with facilities for its in-District students, and the Charter School has accepted the terms of that offer for the 2011-2012 school year; and

WHEREAS, the parties desire to set forth the terms and conditions pursuant to which the Charter School will occupy classrooms and use facilities at the District's _____ Site (the "Site"), located at _____.

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the parties agree as follows:

Section 1. Use of Site. . District agrees to allow Charter School exclusive use of the District-offered facilities on the Site, for the sole purpose of operating the Charter School K-8 educational program and related uses consistent with the operation of an educational facility, in accordance with the Charter School's charter. Subject to the District's written consent rights contained in Section 9 herein, the Charter School shall have the right to utilize the Site in any lawful configuration needed to meet its K-8 educational program needs. The Charter School recognizes that the District has only to provide facilities space for in-District students; it is up to the Charter School to decide if it will house out-of-District children in that space allocated for in-District children.

The Charter School's right to exclusive use of the District-offered facilities on the Site shall be coterminous with the term of this Agreement and shall be for the same term as their current Charter commencing with the 2011-2012 school year. Upon the term of the renewal, a new agreement will be negotiated.

However, in the event that the District needs to reclaim the Site to accommodate District students as provided by law at any time during the course of this Agreement, the District shall have the right to reclaim possession of the Site from the Charter School by giving written notice to the Charter School no later than July 1 of the fiscal year one year preceding the school year for which the District is reclaiming the Site. In accordance with Education Code Section 47614, the District shall not move the Charter School unnecessarily.

If the District determines that it may need to reclaim the site, the Charter School will be notified that the District will begin an analysis of its future facility needs. The District will review the analysis with the Charter School at least one year prior to formal notice.

The District shall have the right to reclaim possession of the site from the Charter School by giving formal written notice to the Charter School by July 1, one year (365 days) prior to reclaiming the site.

Subsequent requests, either for additional space or after termination, shall be made on an annual basis in accordance with Proposition 39.

Upon the termination of this Agreement, the right to exclusive use and occupation of the Site and the facilities and District equipment thereon shall revert to the District. Charter School shall not be required to restore the Site to its original configuration. Upon termination, Charter School will be required to remove any portables they have placed on the Site. If the Charter School has placed District-standard portables on the site, the Charter School has the option to transfer ownership to the District provided the portables are free and clear of any liens. A District standard portable is defined as a new, steel framed relocatable building that meets the Field Act.

In the event that the District reclaims the Site, the District shall not be obligated to repay to the Charter School any sum expended, directly or indirectly, for the purpose of making any improvements to the Site. Charter School acknowledges that the District has not asked Charter School to make or subsidize improvements to the Site for the benefit of the District, and that Charter School does so at the risk that the District will reclaim the Site.

Charter School shall otherwise have full and exclusive use of all District-offered classrooms, administrative space, and other facilities granted by District on the Site during the term of this Agreement. Charter School shall comply with District policies and/or practices regarding the operations and maintenance of the facilities, furnishings, and equipment.

Although Charter School shall have the exclusive use of District-offered facilities on the Site, Charter School agrees to comply with the provisions of the Civic Center Act (Education Code Section 38131 et seq.) in making use of the non-classroom facilities and grounds accessible to members of the community. For purposes of compliance with the Civic Center Act with respect to the Site, the Charter School Board of Directors shall hold the same powers and obligations applicable to School District Boards of Trustees under Education Code Sections

SAMPLE

38130-38139 and shall also follow District Board Policy and Administrative Regulations in making use of the facilities accessible to members of the community. A copy of same is attached to this Facilities Use Agreement.

The parties agree that the provision of facilities pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities to the Charter School under Education Code Section 47614 and the Proposition 39 regulations (CCR, Title 5, Section 11969.9) for the 2011-12 school year.

Section 2. Furnishings and Equipment. The District shall provide, in accordance with the Proposition 39 regulations, furnishings and equipment at the Site. These furnishings and equipment shall remain the property of the District. The furnishings and equipment provided shall be equivalent to those furnishings and equipment provided in the comparison group of schools in accordance with 5 C.C.R. Section 11969.3. The District agrees to provide the Charter School with an inventory list of all District furniture and equipment left on the site for use by the Charter School. The Charter School agrees to bring any furnishings and equipment it owns to the Site in an effort to conserve resources.

Section 3. Reimbursement: The parties agree that the reimbursement procedure set forth under 5 C.C.R. Section 11969.8 shall be in effect during the Term of this Agreement.

Section 4. Term. The term of this Agreement shall begin on July 1, 2011 and shall end on June 30, 2012, unless terminated beforehand by the parties or revocation of the charter.

Section 5. Termination. This Agreement will automatically terminate upon the cessation of Charter School' operations for any reason or by a thirty (30) day written notice to the District from the Charter School.

Section 6. Utilities. District agrees to furnish or cause to be furnished to the Site all necessary utilities, including, electric, water, garbage, and telephone. Charter School shall be solely responsible for the cost of utilities used or consumed by the Charter School on the Site.

Section 7. Maintenance. Facilities provided to the Charter School shall remain the property of the District. **As requested by the Charter School,, the routine operations and maintenance of the facilities and equipment is the responsibility of the Charter School (see Page 9 of their request for facilities).** Charter School shall comply with the Williams Act, including the posting requirements in each classroom under their control. Projects eligible to be included in the District deferred maintenance plan established pursuant to Education Code Section 17582 shall remain the responsibility of the District.

District shall be responsible for the major maintenance of the facilities used by School. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education

Code Section 17582. The Deferred Maintenance Program Handbook outlines examples of projects that are eligible under the program as well as those that are not eligible. All other kinds of maintenance shall be considered routine maintenance and shall be the responsibility of the Charter School. Replacement of major maintenance items will be determined by the District in accordance with the State's Deferred Maintenance Program guidelines.

Section 8. Installation of Improvements/Signage. Charter School shall not construct or install any improvements (as defined in California Civil Code Section 660 on the Site, or otherwise substantially alter the Site, without the prior written consent of District, and if required, the Division of the State Architect and/or State Department of Education. Charter School agrees to file a School Project Request form for approval with the District's Facilities Division in accordance with District policy should it desire to add any fixture (as defined in California Civil Code 660) or make substantial alternations to the site as necessary. District approval of any improvements, including the construction schedule, work hours, and modifications, shall be at District's sole and absolute discretion. Contractors retained by Charter School with respect to the construction or installation of improvements shall be fully licensed and bonded as required by law and must maintain levels of casualty, liability and workers' compensation insurance and performance and payment bonds consistent with District construction requirements. The District shall be named as an additional insured on any applicable insurance policies and bonds. Charter School shall bear full responsibility for ensuring that the construction or installation of improvements shall be performed in a sound and workmanlike manner, in compliance with all laws applicable to public schools, including buildings codes and prevailing wage laws. Nothing in the above would preclude the use of qualified volunteers, in accordance with applicable law, to perform some of the work. District or District's agent shall have a continuing right at all times during the period that improvements are being constructed or installed to enter the premises and to inspect the work, provided that such entries and inspections do not unreasonably interfere with the progress of the construction or interrupt instruction to students.

Section 9. Condition of Property. The District is not aware of any defect in or condition of the Site that would prevent their use for the Charter School's purposes. To the best of its knowledge, the District has received no notice of any violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Site that calls into question the appropriateness or sufficiency of the Site for their intended purpose. Charter School, at its expense, shall comply with all applicable laws, regulations, rules and orders that are triggered by the Charter School's use and occupancy of the Site including, without limitation, those relating to health, cleanliness, safety, noise, environmental protection, waste disposal, and water and air quality. Charter School shall not be responsible for legal compliance for environmental conditions that existed prior to Charter School's occupancy of the Site. District shall remain responsible for compliance with the ADA, FEHA, and other applicable building code standards regarding access for any existing compliance issue prior to the date of execution of this Agreement. The Charter School shall assume responsibility for compliance with ADA and FEHA access rights to the extent it makes any modifications, improvements or additions.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Site due in whole or in part to the Charter School's use and occupancy thereof, Charter School, at its expense, shall be obligated to clean all the property affected, to the satisfaction of District and any governmental agencies having jurisdiction over the Site.

Section 10. Fingerprinting. Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code Section 45125.1.

District acknowledges that Charter School is a public charter school using the Premises for public education purposes. District therefore agrees that any of its employees, agents, contractors or independent contractors utilized to perform any of the repairs that may have contact with Charter School pupils will undergo criminal background checks as specified in California Education Code or any other applicable law addressing third party access to Charter School's minor students or any person entering the premises for the above-stated purposes who will be in contact with Charter School minor pupils.

Section 11. Insurance.

District. The District shall maintain, during the term of this Agreement, insurance against claims for injuries to persons or damages to property (real and personal, including the structures on the Site) in amounts equal to that which would be in place if the Site were occupied by another school of the District.

Charter School. The Charter School shall purchase and maintain in effect the following insurance policies as specified below:

General & Excess Liability

The Charter School, at its expense, shall procure and maintain throughout the term of this Agreement General Liability insurance with a minimum per occurrence limit of $15,000,000 and the deductible/self-insurance retention shall not exceed $10,000. Insurance shall include coverage for claims against the Charter School, it's elected or appointed officials, employees, agents, volunteers and students (interns while acting on behalf of the Charter School) arising out of errors and omissions, abuse and molestation, and employment practices liability. The policy or policies shall name as additional insured/additional covered party the District; it's elected or appointed officials, employees, agents and volunteers. The policy or policies shall provide that this insurance shall be primary with respect to any liability or claimed liability arising out of the performance or activities by the Charter School under this Agreement or the Charter School's use of the Premises, and that any insurance procured by the District, it's elected or appointed officials, employees, agents and volunteers shall be excess and shall not be called upon to contribute until the limits of the insurance provided hereunder shall be

EXAMPLE

exhausted. District is not responsible for real or personal property losses suffered by the Charter School; it's elected or appointed officials, employees, agents, volunteers or students.

Automobile Liability

Charter School shall maintain automobile liability insurance, including non-owned and hired coverage with a minimum per accident limit of $15,000,000 for any injuries to persons (including death there from) and property damage in connection with the Charter School's activities under this Agreement.

Property Insurance

District shall maintain, for the duration of this Agreement, all-risk real property coverage adequate to cover the replacement cost of all buildings on the Premises and those other facilities to which the Charter School may have access under this Agreement. Charter School shall be solely responsible for obtaining adequate real or personal property for contents insurance for Charter School's real or personal property located on the Premises or elsewhere. In addition, Charter School is solely responsible for their building improvements. District shall be solely responsible for obtaining adequate real or personal property or contents insurance for District's real or personal property located on the Premises or elsewhere.

Workers' Compensation

Charter School is to procure and maintain, for the duration of this Agreement, Workers' Compensation insurance against claims for injuries to the Charter School's employees in accordance with such insurance as required by the State of California Labor Code and Employers Liability coverage.

Risk Management

The Charter School shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences.

A report of the risk management program operation shall be submitted to the CUSD Charter School Liaison no later than October 31 each year. The components of the report should include the Designated Safety Officer and establish that the following are in place:

1. Injury Illness Prevention Plan
2. Bloodborne Pathogen Training
3. Hazard Communication Program
4. Emergency Plan
5. Documentation of Employee Safety Training

EXAMPLE

6. Annual Safety Inspections
7. Child Protective Services Reporting Obligations.

Proof of Insurance

Charter School shall furnish the District with original certificates and amendatory endorsements affecting coverage required by this Agreement. All certificates and endorsements are to be received and approved by the District before commencement of any activities under this Agreement. However, failure to do so shall not operate as a waiver of these insurance requirements. The District reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement at any time.

Section 12. Indemnification. Charter School shall indemnify, hold harmless, and defend the District, its trustees, officers, employees, agents and volunteers against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death or damage to any person or property occurring on the Site after District delivers possession of the Site to the Charter School, arising from the Charter School's use of the Site or from the conduct of its business or from any activity, work, or other things done, permitted or suffered by Charter School on the Site; provided, however, that Charter School shall not have any obligation to indemnify, hold harmless or defend the District, its elected or appointed officials, employees, agents and volunteers against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death or damage to any person or property occurring on the Site after District delivers possession of the Site to the Charter School, resulting from or arising out of the sole negligence or malfeasance of the District, its elected or appointed officials, employees, agents and volunteers.

The District shall indemnify, hold harmless, and defend the Charter School, its elected or appointed officials, employees, agents and volunteers against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death or damage to any person or property occurring on the Site after District delivers possession of the Site to the Charter School, arising from the District's prior or current use of the Site or from the conduct of its business or from any activity, work, or other things done, permitted or suffered by the District on the Site; provided, however, that District shall not have any obligation to indemnify, hold harmless or defend the Charter School, its elected or appointed officials, employees, agents and volunteers against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death or damage to any person or property occurring on the Site after District delivers possession of the Site to the Charter School, resulting from or arising out of the negligence or malfeasance of the Charter School, its elected or appointed officials, employees, agents and volunteers or any person or entity not subject to the District's control and supervision.

Section 13. Access. Charter School shall permit District, its agents, representatives or employees, to enter upon the Site for the purpose of inspecting same or to make repairs,

alterations, or additions to any portion of the Site. District shall attempt to give reasonable notice where practicable but shall not be obligated to do so.

The District will follow the regulations of the Civic Center Act when evaluating other potential uses for the facility. The District will notify the Charter School, in writing, prior to entering into any other facility use agreements at the site.

Section 14. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

If to the District: Chico Unified School District
1163 E. 7th Street
Chico, CA 95926
Attn: Charter School Liaison

If to the School: Charter School
_____
_____
Attn: Board Chair

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

Section 15. Independent Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

Section 16. Entire Agreement of Parties. This Agreement constitutes the facility use agreement between the parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by the parties indicating intent to modify this Agreement.

If the parties are unable to agree upon and execute a Memorandum of Understanding relative to the balance of the Charters use of District facilities, this agreement will become null and void.

Section 17. Governing Law and Venue. This Agreement shall be governed by and the rights, duties and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding

EXAMPLE

brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.

Section 18. Waiver. The waiver by any party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

Section 19. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 20. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

Section 21. Captions. The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.

Section 22. Severability. Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.

Section 23. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are incorporated herein by reference.

Section 24 Attorney's Fees. If suit is brought by either party to this Agreement to enforce any of its terms, the prevailing party shall be entitled to recover their reasonable attorney's fees and costs.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

CHICO UNIFIED SCHOOL DISTRICT

By: _____

Title: _____

CHARTER SCHOOL

By: _____

Title: _____

EXAMPLE

MEMORANDUM OF UNDERSTANDING REGARDING CHARTER SCHOOL OVERSIGHT
by and between
CHICO UNIFIED SCHOOL DISTRICT
AND (NAME) CHARTER SCHOOL

This Memorandum of Understanding ("Agreement") is executed between the Chico Unified School District ("CUSD") and (NAME) Charter School ("Charter School"), a California nonprofit public benefit corporation authorized to operate the charter school.

I. RECITALS:

A. The CUSD is a school district existing under the laws of the State of California.

B. CHARTER SCHOOL is a California non-profit public benefit corporation that operates as a public charter school existing under the laws of the State of California and under the chartering authority oversight of CUSD.

C. CUSD is the authorizing agency of CHARTER SCHOOL. This Agreement is intended to outline the agreement of CHARTER SCHOOL and CUSD governing their respective fiscal and administrative responsibilities, their legal relationships and operation of CHARTER SCHOOL.

D. Written modifications of this Agreement may be made by mutual agreement as set forth in Section A below. This Agreement was approved by the Board of Education of CUSD on mm/dd/yy and by the Board of Directors of CHARTER SCHOOL on mm/dd/yy and shall be effective upon execution until terminated in accordance with this Agreement. The executed and approved Agreement shall be provided by CHARTER SCHOOL to CUSD on or before mm/dd/yy.

E. The terms of this Agreement are intended to become part of the conditions, standards and procedures set forth in the Charter document ("Charter"). If the terms of this Agreement conflict with the terms of the Charter, this Agreement shall control the handling or resolution of the particular issue in question. The parties will meet to consider the Charter as modified by this Agreement to reach consistency, if the inconsistency is material to the terms of the Charter. In addition, if the Charter, read alone without incorporating this Agreement, is silent on an issue addressed by this Agreement, this Agreement shall control.

II. AGREEMENTS

A. <u>Terms</u>

1. This Agreement will govern the relationship between CUSD and CHARTER SCHOOL regarding the operation of CHARTER SCHOOL and the relationship of CUSD and CHARTER SCHOOL.

2. Any modification of this Agreement must be in writing, executed by duly authorized representatives of both parties, ratified by the respective Boards, and must indicate intent to modify or amend this Agreement.

3. The duly authorized representative of CHARTER SCHOOL is the Executive Director, or designee.

4. The duly authorized representative of CUSD is the Superintendent or CUSD's Charter School Liaison. In order to ensure consistency in communications, all communication regarding any aspect of the operation of CHARTER SCHOOL shall be initiated by the designated representative of CHARTER SCHOOL with the Superintendent of CUSD, unless the Superintendent delegates this function to the Charter School Liaison.

5. The term of this Agreement shall be coterminous with the operation of the Charter originally granted to CHARTER SCHOOL on mm/dd/yy. This entire Agreement is subject to approval by the respective governing boards of CUSD and CHARTER SCHOOL. This agreement expires on mm/dd/yy.

6. This Agreement shall terminate automatically upon closure of CHARTER SCHOOL for any reason, except as may be specified otherwise herein. "Closure" means that all legally required closure processes are completed as such term is used in Section 47605(b)(5)(P) of the Act and Section 11962 of Title 5 of the California Code of Regulations. Notwithstanding the terms of this paragraph, the MOU shall not terminate until such time as CHARTER SCHOOL has exhausted all of its statutory, non-judicial appeals under Section 47607 of the Act in the event of non-renewal or revocation.

B. Funding

1. CHARTER SCHOOL is eligible for state Block Grant Funding. In addition to a general purpose entitlement, this Block Grant Funding will include CHARTER SCHOOL's computed share of categorical programs listed in California Education Code Section 47634. Block Grant Funding will be apportioned by Average Daily Attendance (ADA). CHARTER SCHOOL will be responsible for providing the State Department of Education with all data required for funding. The Block Grant Funding will not include:

   a. Programs for which CHARTER SCHOOL is required to apply separately such as summer school or class-size reduction.

   b. Special Education programs -- these funds are allocated to District as long as CHARTER SCHOOL functions as a public school of CUSD for purposes of special education. CHARTER SCHOOL understands that this requires it to contribute an equitable share of its charter block

grant funding to support district-wide special education instruction and services costs, including CHARTER SCHOOL's special education costs.

c. Economic Impact Aid -- these funds are allocated separately, based on qualifying students.

d. Lottery funds -- CHARTER SCHOOL will be funded directly from the State through CUSD in addition to the Block Grant Funding, for their share of these funds. A portion of Lottery Funds must be spent on instruction, as dictated by the State.

2. CHARTER SCHOOL is eligible for Federal funding including, but not limited to: Title I, II, IV and VII, based on the qualification of CHARTER SCHOOL's students for such funding.

3. CHARTER SCHOOL shall elect to receive funding from the State directly, pursuant to Education Code section 47651.

4. CHARTER SCHOOL may receive funding from new or one-time funding sources available to schools or school districts provided by the State of California to the extent that CHARTER SCHOOL and its students generate such entitlements. Additionally, CHARTER SCHOOL may apply for private grants.

5. Grants written by and obtained by CHARTER SCHOOL will come directly to CHARTER SCHOOL and not go through CUSD or be subtracted from the resources CUSD would otherwise have allocated to CHARTER SCHOOL.

6. In addition to the Block Grant Funding specified herein, the parties recognize the authority of CHARTER SCHOOL to pursue additional sources of funding.

7. If CUSD applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of CHARTER SCHOOL, which it may do in its sole discretion, CUSD will receive a percentage of such funds to be allocated to CHARTER SCHOOL. CUSD will charge the maximum indirect costs as allowed under law or as specified by the specific funding source. Funds shall be allocated to CHARTER SCHOOL on a prorated basis related to the formula that generates the funds. For example, if funds are generated on a per eligible students basis, they shall be allocated to CHARTER SCHOOL on a per eligible student basis minus the administration fee (i.e., indirect cost fee) charged by CUSD.

8. CHARTER SCHOOL shall cooperate fully with CUSD in any applications made by CUSD on behalf of the students of CHARTER SCHOOL. Prior to

submittal of said application District shall provide a copy of the application to the Charter School Board to review. Charter School Board retains the right to remove itself from said application.

9. CHARTER SCHOOL agrees to comply with all applicable laws and regulations related to receipt and expenditures of such funds.

10. CUSD shall annually transfer to CHARTER SCHOOL funding in lieu of property taxes in monthly installments on or before the fifteenth (15^{th}) of each month pursuant to Education Code Section 47635.

11. CHARTER SCHOOL agrees that all loans received by CHARTER SCHOOL shall be the sole responsibility of CHARTER SCHOOL and CUSD shall have no obligation for repayment. CHARTER SCHOOL agrees that it shall establish a fiscal plan for repayment of any loans received by CHARTER SCHOOL in advance of approving receipt of such loans. It is agreed that all loans sought by CHARTER SCHOOL shall be authorized in advance by CHARTER SCHOOL and shall be the sole responsibility of CHARTER SCHOOL. CHARTER SCHOOL agrees that CUSD shall have no obligation for repayment. CHARTER SCHOOL shall provide advance written notice with details of terms and repayment plan to CUSD specifying its intent to apply for/seek a loan. CHARTER SCHOOL shall also provide to CUSD written notice of deposit of any sums which are loans and the plan for re-payment. CHARTER SCHOOL shall indicate on any application for loans that it is a separate legal entity from CUSD and that CUSD will not serve as a guarantor, and will not be liable in any way, for the repayments.

12. CHARTER SCHOOL agrees that all revenue obtained by CHARTER SCHOOL shall only be used to provide educational services and support consistent with its Charter and shall not be used for purposes other than those set forth in the approved Charter, this Agreement or any authorized amendments. All expenditures shall be in accordance with applicable law.

13. CHARTER SCHOOL shall not seek a share of additional operational funding pursuant to Education Code section 47636, subdivision (a). Nothing herein shall prevent CHARTER SCHOOL from applying for categorical funding directly to the source of such funding

C. <u>Legal Relationship</u>

1. The Parties recognize that CHARTER SCHOOL is a separate legal entity that operates CHARTER SCHOOL under the supervisorial oversight of CUSD.

2. CHARTER SCHOOL shall be wholly responsible for CHARTER SCHOOL's operations and shall manage its operations efficiently and economically within the constraints of CHARTER SCHOOL's annual

budget. CUSD shall not be liable for the debts or obligations of CHARTER SCHOOL, for claims arising from the debts or obligations of CHARTER SCHOOL or for claims arising from the performance of acts, errors, or omissions by CHARTER SCHOOL, and CHARTER SCHOOL agrees to indemnify CUSD against any such claims as set forth in the Charter and this Section without regard to whether CUSD has performed the oversight responsibilities described in Education Code Sections 47604.32 and 47605(m). This indemnification clause shall survive termination of this Agreement.

CHARTER SCHOOL shall not have the authority to enter into a contract that would bind CUSD, nor to extend the credit of CUSD to any third person or party. CHARTER SCHOOL shall clearly indicate to vendors and other entities and individuals outside CUSD with which or with whom CHARTER SCHOOL enters into an agreement or contract that the obligations of CHARTER SCHOOL under such agreement or contract are solely the responsibility of CHARTER SCHOOL and are not the responsibility of CUSD.

CHARTER SCHOOL shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless CUSD, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, CHARTER SCHOOL' performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by CHARTER SCHOOL, its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns. This indemnity and hold harmless provision shall exclude actions brought by third persons against CUSD arising out of any intentional acts of CUSD and/or District Personnel or solely out of any acts or omissions of CUSD and/or District Personnel that are not otherwise related to or connected with CHARTER SCHOOL and/or its Personnel. This indemnification clause shall survive termination of this Agreement.

3. CHARTER SCHOOL will comply with all applicable state and federal laws, including, without limitation, the Ralph M. Brown Act (Gov. Code, § 54950 et seq.), the California Public Records Act (Gov. Code, § 6250 et seq.), and conflict of interest laws, including without limitation, the Political Reform Act (Gov. Code, § 87100) and Government Code section 1090 et seq.

CHARTER SCHOOL shall also comply with all applicable federal and state laws concerning the maintenance and disclosure of student records, including, without limitation, the Family Education Rights and Privacy Act of 1974 (20 U.S.C.A. §1232g), all applicable state and federal laws and regulations concerning the improvement of student achievement, including, without limitation, applicable provisions of the Elementary and Secondary Education Act of 1965 (20 U.S.C.A. § 6301, et seq. as amended by the No Child Left Behind Act of 2001 (hereinafter the law, state and federal regulations referred to herein as "NCLB") and agrees to take appropriate remedial action if notified by the State of California of a violation of any of the foregoing.

4. Any complaints or concerns (including complaints filed with OCR, EEOC, or FEHA) received by CUSD about any aspect of the operation of CHARTER SCHOOL or about CHARTER SCHOOL shall be forwarded by CUSD to CHARTER SCHOOL. CUSD may request that CHARTER SCHOOL inform CUSD of how such concerns or complaints are being addressed, and CHARTER SCHOOL shall provide such information. If a complaint is described in California Code of Regulations, Title 5, Section 4610, CHARTER SCHOOL shall handle such complaint pursuant to the Uniform Complaint Procedure described in California Code of Regulations, Title 5, Section 4600 et seq. With respect to any disputes between CHARTER SCHOOL and CUSD, the parties shall follow the dispute resolution procedure set forth in Section 47605(b)(5)(N) of the Act.

D. Fiscal Relationship

1. Oversight Obligations: District oversight obligations include, but are not necessarily limited to, the following:

   a. Review and revision of this Agreement and any subsequent agreements to clarify and interpret the Charter and amendments to the Charter and the relationship between CHARTER SCHOOL and CUSD.

   b. Monitoring performance and compliance with the Charter and with applicable laws, including, without limitation, by way of the following:

      - Visiting CHARTER SCHOOL at least once per year;
      - Observing instruction on a periodic basis as determined by CUSD;
      - Ensuring that CHARTER SCHOOL submits the reports and documents identified in Article II, Section D.1 to D.10 below;
      - Monitoring the fiscal condition of CHARTER SCHOOL;

- Notifying the State of California upon the occurrence of any of the events described in Education Code section 47604.32(e) of the Act.

To the extent required by the Act, CHARTER SCHOOL shall promptly respond to all reasonable inquiries of CUSD, including, but not limited to, inquiries regarding its financial records.

c. Any process conducted in compliance with Education Code Section 47607 related to the issuance of a notice to remedy or other corrective notice related to CHARTER SCHOOL's operations, including document requests, hearings, notices, and investigations, and monitoring efforts to remedy operational problems identified by CUSD.

d. For purposes of fiscal oversight and monitoring by CUSD, CUSD requires CHARTER SCHOOL to provide information and documentation related to its operations. CUSD annually prepares its due dates for CHARTER SCHOOL Financial and Attendance Reports ("Reports"). CHARTER SCHOOL shall provide all information and documentation in the form and at the times specified in the Reports. Whether included in the Report or not, CHARTER SCHOOL shall provide CUSD with a copy of the following documents, data and reports, in the form and at the times specified.

(1) Student Data

CHARTER SCHOOL shall submit student enrollment projections to CUSD by March 19 of the preceding school year each year. During the school year, monthly enrollment and ADA reports with respect to CHARTER SCHOOL shall be provided to CUSD. CHARTER SCHOOL shall annually provide CUSD a list of names and addresses of students enrolled along with the school district of residence of each respective student no later than November 1 of each year.

CHARTER SCHOOL shall maintain contemporaneous written records of enrollment and ADA and make these records available to CUSD for inspection and audit upon request. CHARTER SCHOOL shall provide copies of the P-1, P-2, and annual state attendance reports to CUSD by December 15, April 13, and June 30, respectively, each year. Copies of amended state attendance reports, if any, shall be provided to CUSD within 3 weeks of discovery of the need for an making such an amendment. In addition, CHARTER SCHOOL shall provide all necessary information required to

be submitted to the CALPADS for CHARTER SCHOOL by no later than October 31 of each year, including the R-30 Report. Such reports must be generated using the required Standardized Account Code Structure (SACS) and Attendance Reporting software. CHARTER SCHOOL shall ensure that coding of student information conforms to District student information system requirements.

CHARTER SCHOOL's student discipline policies shall be provided to CUSD annually, by September 1 of each year, and as updated.

(2) Personnel Data/Credential Data

Actual staffing data shall be provided to CUSD on an annual basis and prior to commencement of each school year. Teacher credentials, clearances, and permits shall be maintained on file at CHARTER SCHOOL and shall be subject to periodic inspection by CUSD. Copies of credentials and a list of teaching/class assignments for each teacher shall be provided to CUSD by CHARTER SCHOOL at the commencement of each school year and no later than September 15, and whenever any changes in credentials or assignments occur during the school year, along with written verification by CHARTER SCHOOL that credentialing requirements imposed on CHARTER SCHOOL under NCLB have been met. CHARTER SCHOOL shall also provide to CUSD at the commencement of each school year and no later than September 15, all available information to demonstrate compliance with Education Code Section 44237 for CHARTER SCHOOL employees performing services at CHARTER SCHOOL

(3) Annual Employment Audit

CHARTER SCHOOL shall provide the following reports to the District no later than October 31 each year:

(a) List of all employees verifying TB clearance.
(b) List of certificated employees verifying credentials held, as well as the expiration date for each credential.
(c) Certification by CHARTER SCHOOL that all of its employees meet NCLB requirements.
(d) Verification that all employees have submitted fingerprints, and prior to employment, were found eligible to work for a public school.

(e) Master Schedule listing all teaching assignments.

(4) Budget/Financial Data

(a) Budget Data:

CHARTER SCHOOL shall provide the following fiscal reports to CUSD consistent with Education Code 47604.33 (a) 1-4. A preliminary budget due on June 30, 2011, for fiscal year 2011-2012; a first interim report, due on December 15, 2011, covering operations through October 31, 2011; a second interim report, due on March 15, 2012, covering operations through January 31, 2011; final unaudited report, due on September 15, 2012, covering the period July 1, 2011 - June 30, 2012. These deadlines shall recur annually. CHARTER SCHOOL will also conduct an annual, independent financial audit consistent with Education Code Section 47605(m), to be submitted no later than December 15, 2012 for the previous fiscal year. CHARTER SCHOOL shall request the auditor to conduct an exit interview to discuss any findings. A copy of the entire exit interview report will be submitted to the Director of Fiscal Services. CHARTER SCHOOL agrees to submit, in addition to the above financial reports, monthly financial statements to the Director of Fiscal Services of CUSD. These will be submitted to CUSD after every CHARTER SCHOOL monthly Board meeting by the Director of Fiscal Services. CHARTER SCHOOL shall make every effort to comply fully with Education Code Section 47604.33. Reports will be submitted using either the SACS format or the format used in reporting to the CHARTER SCHOOL Board.

(b) Cash Flow Data:

District shall be notified at least three weeks in advance of Board of Directors action to incur short or long term debt on behalf of CHARTER SCHOOL, and financing documents shall be made available for District review upon request.

(c) Loans

CHARTER SCHOOL agrees that it shall establish a fiscal plan for repayment of any loans received by CHARTER SCHOOL in advance of approving receipt of such loans. It is agreed that all loans sought by CHARTER SCHOOL shall be authorized in advance by CHARTER SCHOOL and shall be the sole responsibility of CHARTER SCHOOL. CHARTER SCHOOL agrees that CUSD shall have no obligation for repayment. CHARTER SCHOOL shall provide advance written notice with details of terms and repayment plan to CUSD specifying its intent to apply for/seek a loan. CHARTER SCHOOL shall also provide to CUSD written notice of deposit of any sums which are loans and the plan for re-payment. It is not the intent of CUSD to approve or disapprove any prospective loans.

(5) Governance Data/Meeting Information

Copies of meeting agendas for meetings of CHARTER SCHOOL Board of Directors shall be posted to CHARTER SCHOOL facility and website at the time they are distributed to the public pursuant to the Brown Act. CHARTER SCHOOL shall provide CUSD with notice of all meetings by providing copies of agendas at the same time the agenda is posted and will provide copies of minutes to CUSD from each meeting upon approval of same.

CHARTER SCHOOL shall annually (on or before July 1 of each year) send to CUSD a list of its directors and officers, and shall notify CUSD within 30 days of any change in the composition of these directors and officers.

(6) Personnel Policies

A copy of CHARTER SCHOOL personnel and payroll policies shall be provided upon commencement of the first school year and annually thereafter by September 1.

(7) Risk Management Data

CHARTER SCHOOL shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences.

A report of the risk management program operation shall be

submitted to CUSD no later than October 31 each year. The components of the report should include the Designated Safety Officer and establish that the following are in place:

(a) Injury illness prevention plan
(b) Bloodborne Pathogen training
(c) Hazard Communication program
(d) Emergency Plan
(e) Documentation of Employee Safety Training
Annual Safety Inspections
(f) Child Protective Services Reporting Obligations.

(8) Programmatic/Performance Audit

CHARTER SCHOOL will prepare an annual performance report and shall provide all information necessary to demonstrate that CHARTER SCHOOL is pursuing adequately and/or meeting the applicable accountability standards described in the NCLB, including adequate yearly progress, as defined by the State of California. The report shall also include: an analysis of whether student performance is meeting the goals specified in the Charter, using data displayed on a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality; an overview of CHARTER SCHOOL's admissions practices during the year and data regarding the numbers of students enrolled and the number on waiting lists; analysis of the effectiveness of CHARTER SCHOOL's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints. The performance audit shall be provided to CUSD by July 1st of each year.

(9) Instructional Materials

CHARTER SCHOOL shall provide a list of core instructional materials by grade and content annually, no later than two weeks prior to the commencement of each school year.

(10) Other

CHARTER SCHOOL shall provide such other documents, data and reports as may be reasonably requested or required by CUSD.

f. Data required to be submitted pursuant to this Section shall be submitted in electronic form if requested by CUSD.

g. CHARTER SCHOOL shall comply with Generally Accepted Accounting Principles (GAAP) applicable to public school finance and fiscal management. CHARTER SCHOOL shall maintain a minimum reserve for economic uncertainties (designated fund balance) in an amount to be determined appropriate by CUSD but in no case less than 3% of year end expenditures of CHARTER SCHOOL.

E. Oversight Fees. Pursuant to Education Code Section 47613, CHARTER SCHOOL shall pay CUSD 3% of its revenue for the 2012-2013 fiscal years for supervisorial oversight. CHARTER SCHOOL agrees to pay CUSD the 3% oversight fee set forth above and waives the right to documentation of the amount of staff time and other costs reasonably necessary to fulfill the supervisorial oversight activities.

F. Administrative Services. CUSD will not be responsible for providing any administrative services to CHARTER SCHOOL.

G. Special Education

1. School of the District for Special Education Purposes

CUSD agrees to provide Special Education Services pursuant to Education Code Section 47646. In accordance with the charter, CHARTER SCHOOL will function as a "public school of the District" for purposes of Education Code Section 47646 and the Individuals with Disabilities Act during the term of this agreement.

2. Referral

CHARTER SCHOOL staff shall be trained as needed by CUSD to identify students who may have exceptional needs and a Student Study Team will determine whether alternative interventions in the regular school setting will appropriately serve the needs of the student. CHARTER SCHOOL shall make any necessary referrals of students who are believed to be eligible for special education and related services. CHARTER SCHOOL shall notify CUSD of any referrals.

3. Evaluation

Once a student is referred, CUSD shall assume responsibility for identifying and providing for any school administered evaluations or assessments. CUSD shall consult with CHARTER SCHOOL staff when selecting and conducting assessments.

4. Section 504 Services

CHARTER SCHOOL agrees to implement a Student Study Team, a regular education function, to monitor and guide referrals for Section 504 Services. CHARTER SCHOOL will develop, maintain and implement policies and procedures to ensure identification of students who may require Section 504 accommodation(s). Unless otherwise agreed between the parties, all aspects of Section 504 compliance will be the sole responsibility of CHARTER SCHOOL.

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5. Individualized Education Plan Development

CUSD assumes responsibility for developing written individualized education plans (IEP) for all students with exceptional needs. The IEP team shall have all legally mandated members and shall include a representative of CHARTER SCHOOL. The plan shall be developed collaboratively with an effort to respect the school's instructional design, mission and charter, and CHARTER SCHOOL shall make available any necessary staff to facilitate the IEP process. CUSD shall provide advance notice to CHARTER SCHOOL regarding all IEPs, and CUSD shall assume the responsibility for ensuring appropriate documentation of the IEP process and for ensuring all parent and student rights. CUSD Director of Pupil Personnel Services (DPPS) will be notified by the CHARTER SCHOOL Principal of all IEP meetings via email, written notice, or a phone call. The DPPS will be invited to attend all IEPs and CHARTER SCHOOL and will serve as the Administrator of Record unless this is designated by the DPPS to the CHARTER SCHOOL Principal or designee.

6. Placement

The IEP team shall have primary responsibility for determining the most appropriate placements and services for students with exceptional needs in accord with applicable laws. All services shall be delivered in the least restrictive environment and shall be consistent with CHARTER SCHOOL's instructional philosophy, mission, charter and program.

7. Delivery of Special Education and Related Services

CUSD shall assume ultimate responsibility for delivery of all special education and related services specified in the IEP or otherwise required by law. CHARTER SCHOOL shall cooperate fully with the delivery of such services, which shall, to the maximum extent feasible within the law, be consistent with CHARTER SCHOOL's instructional philosophy, mission, charter, and operational policies.

CUSD will be allocated all special education funds that are generated by CHARTER SCHOOL students. CUSD will be responsible for all of the financial costs of services and responsible for the delivery of special education services described herein, including any and all costs associated with a due process or judicial proceeding.

8. Uniform Complaint Resolution

CUSD shall, in consultation with CHARTER SCHOOL, implement all aspects of a uniform complaint procedure for special education. CHARTER SCHOOL shall, whenever necessary, initiate and pursue due process hearings

and claims as needed to ensure compliance with applicable laws.

9. Relationship with SELPA

CUSD shall represent the interests of CHARTER SCHOOL in good faith at all SELPA governance meetings and related activities. CHARTER SCHOOL shall be able to participate in SELPA activities as needed and on a basis comparable with other District schools. CUSD shall notify CHARTER SCHOOL of any proposed changes to SELPA policies or practices regarding charter schools.

10. Funding

CUSD shall receive funding from the SELPA associated with ADA generated by the School. CHARTER SCHOOL shall agree to pay the District its share of the FY 2011-2013 special education per pupil encroachment upon submission of the calculation of the costs by CUSD and, in return, CUSD will provide all needed and appropriate special education services for CHARTER SCHOOL students, as they would for any other student within CUSD and in accordance with all applicable State and Federal laws. The exact formula to determine costs of encroachment is illustrated in Attachment A of this document.

11. Staffing

CUSD agrees to employ and provide to CHARTER SCHOOL all needed and appropriate personnel for special education services at no additional charge than the premium previously set forth. To ensure that service delivery for special education services is aligned with the instructional program, mission and charter of CHARTER SCHOOL, CUSD will inform all CUSD staff assigned to CHARTER SCHOOL of the charter and mission of CHARTER SCHOOL. Should the employees serving the CHARTER SCHOOL listed above be different in following years, CUSD agrees to consult CHARTER SCHOOL on employee placement whenever possible and in good faith. CHARTER SCHOOL also reserves the right to request the reassignment of any member of CUSD's special education staff assigned to CHARTER SCHOOL if the CHARTER SCHOOL Principal determines they are not performing the responsibilities of his/her position satisfactorily and in accordance with this MOU. The process to be used by the CHARTER SCHOOL Principal shall be the same process used by other principals of CUSD, in accordance with collective bargaining agreements. Progressive discipline will be employed and the CHARTER SCHOOL Principal agrees to notify and meet with the CUSD DPPS to determine the best course of action for both CUSD and CHARTER SCHOOL. In return, the CUSD DPPS agrees to notify the CHARTER SCHOOL Principal of all action taken by CUSD to remedy the situation in a timely manner. It is understood that all

individuals in the special education team are employees of CUSD and this agreement will not obstruct the rights of the personnel employed by CUSD set forth in CUSD's collective bargaining agreements. CHARTER SCHOOL will provide the CUSD employees with appropriate workspace and working conditions.

12. Payment for Services, Special Education Encroachment and Oversight Fees

CHARTER SCHOOL and CUSD agree that CHARTER SCHOOL will make monthly payments to CUSD with respect to oversight fees (i.e., 1% deduction from General Purpose Entitlement and Categorical Block Grant as defined in Education Code Section 47632). The deduction for the oversight fees will be calculated monthly and a receipt will be provided to CHARTER SCHOOL documenting the monthly payments.

CUSD will invoice CHARTER SCHOOL quarterly for administrative services and Special Education Encroachment costs. Attachment A provides the formula by which each years Special Education encroachment is calculated. It also provides the calculation, which determines the CHARTER SCHOOL share of the annual encroachment. Encroachment will be calculated and billed in the budget year based on the prior year Estimated Actuals. CUSD will bill CHARTER SCHOOL 1/4 of the annual amount calculated in Attachment A each quarter of the budget year, i.e., September 30th, December 31st, April 30th and June 30th of each year.

CUSD will close its books in early October of each year at which time reconciliation will be completed determining the actual amount of the Special Education encroachment. The amount that was billed to CHARTER SCHOOL during the preceding year will be deducted from the actual amount of the CHARTER SCHOOL share to determine the net adjustment. The net amount will be added to or subtracted from the December quarterly billing for the budget year.

CHARTER SCHOOL and CUSD agree to use the Dispute Resolution Process outlined in Element 14 of the CHARTER SCHOOL Charter to reach agreement over any contested charges if there are any. CHARTER SCHOOL reserves the right, as supported by law, to request that CUSD provide additional supporting documentation to substantiate any fees or costs should the costs exceed the agreed upon costs in this agreement.

13. Indemnification:

The CHARTER SCHOOL shall indemnify, defend upon request, and hold harmless CUSD from and against any and all liability, costs, complaints and

claims arising from acts or omissions of CHARTER SCHOOL, its officers, employees or agents, related to the provision of special education services to students enrolled in CHARTER SCHOOL. This indemnification shall include the legal defense of CUSD, its officials, employees and agents in special education due process proceedings and/or complaints to State or federal agencies filed by or related to a student who is/was enrolled in the CHARTER SCHOOL and not enrolled in CUSD during the time period covered in the complaint. CUSD shall retain full authority to select counsel of its choice to represent it in any proceeding. CHARTER SCHOOL shall also indemnify CUSD against any damages, including compensatory damages and attorneys' fees and costs that may be awarded to a student and/or their parents, or agreed to by the CHARTER SCHOOL, for CHARTER SCHOOL's failure to comply with procedures or provide appropriate and/or compliant special education services. This indemnification excludes any action, complaint, damages, or liability of CUSD based solely upon conduct of CUSD or those involving periods of time during which the student(s) is/was enrolled in a District school and not at the CHARTER SCHOOL. The indemnification further excludes cases where a court of competent jurisdiction has determined any found liability was based solely and exclusively upon acts or omissions of CUSD or its personnel which were not otherwise obligations of or caused by the CHARTER SCHOOL or its personnel. CHARTER SCHOOL agrees to obtain insurance coverage related to the provision of special education and shall name CUSD as an additional insured

H. Insurance.

1. <u>General & Excess Liability</u>

The CHARTER SCHOOL, at its expense, shall procure and maintain throughout the term of this Agreement General Liability insurance with a minimum per occurrence limit of $15,000,000 and the deductible/self-insurance retention shall not exceed $10,000. Insurance shall include coverage for claims against the CHARTER SCHOOL, it's elected or appointed officials, employees, agents, volunteers and students (interns while acting on behalf of the CHARTER SCHOOL) arising out of errors and omissions, abuse and molestation, and employment practices liability. The policy or policies shall name as additional insured/additional covered party CUSD, it's elected or appointed officials, employees, agents and volunteers. The policy or policies shall provide that this insurance shall be primary with respect to any liability or claimed liability arising out of the performance or activities by the CHARTER SCHOOL under this Agreement or the CHARTER SCHOOL's use of the Premises, and that any insurance procured by CUSD, it's elected or appointed officials, employees, agents and volunteers shall be excess and shall not be called upon to contribute until the limits of the insurance provided hereunder

shall be exhausted. CUSD is not responsible for personal and real property losses suffered by the CHARTER SCHOOL, it's elected or appointed officials, employees, agents, volunteers or students.

2. Automobile Liability

CHARTER SCHOOL shall maintain automobile liability insurance, including non-owned and hired coverage with a minimum per accident limit of $15,000,000 for any injuries to persons (including death there from) and property damage in connection with the CHARTER SCHOOL's activities under this Agreement.

3. Property Insurance

CUSD shall maintain, for the duration of this Agreement, all-risk real property coverage adequate to cover the replacement cost of all buildings on the premises and those other facilities to which the CHARTER SCHOOL may have access under this Agreement. CHARTER SCHOOL shall be solely responsible for obtaining adequate personal property or contents insurance for CHARTER SCHOOL's personal property located on the Premises or elsewhere. In addition, CHARTER SCHOOL is solely responsible for their building improvements. CUSD shall be solely responsible for obtaining adequate personal property or contents insurance for CUSD's personal property located on the premises or elsewhere.

4. Workers' Compensation

CHARTER SCHOOL is to procure and maintain, for the duration of this Agreement, Workers' Compensation insurance against claims for injuries to the CHARTER SCHOOL's employees in accordance with such insurance as required by the State of California Labor Code and Employers Liability coverage.

5. Proof of Insurance

CHARTER SCHOOL shall furnish CUSD with original certificates and amendatory endorsements affecting coverage required by this Agreement. All certificates and endorsements are to be received and approved by CUSD before commencement of any activities under this Agreement. However, failure to do so shall not operate as a waiver of these insurance requirements. CUSD reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement at any time.

I. Human Resources Management

1. All staff working at CHARTER SCHOOL are employees of CHARTER SCHOOL. CHARTER SCHOOL shall have sole responsibility for employment, management, salary, benefits, dismissal and discipline of its employees.

2. CHARTER SCHOOL will be considered the public school employer pursuant to the Educational Employment Relations Act.

3. CHARTER SCHOOL agrees to comply with applicable federal statutory and regulatory requirements for highly qualified teachers and paraprofessionals used for instructional support as set forth in NCLB.

J. Transportation

All responsibility for transportation services, if offered, will be provided by CHARTER SCHOOL, including transportation for field trips.

K. Nutritional Services

CHARTER SCHOOL will be responsible for providing its own food services, if any.

L. Educational Program

1. Subject to CUSD oversight and compliance with its Charter and applicable state and federal law, including, without limitation, NCLB, IDEA, state law on the education of students with disabilities, and Section 504, CHARTER SCHOOL is autonomous for the purposes of, among other things, deciding CHARTER SCHOOL's educational program with the understanding that the educational program shall comply with the Charter.

2. CHARTER SCHOOL calendar and daily agenda shall be submitted annually to CUSD for review and verification of compliance with instructional day and minutes requirements. Any calendar changes will be provided to CUSD by March 1 prior to the beginning of a new school year.

3. It is understood that CHARTER SCHOOL shall meet or pursue the Adequate Yearly Progress (AYP) provisions and other applicable accountability provisions of Title I, Part A of NCLB.

M. Facilities. CHARTER SCHOOL shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The facilities shall meet the requirements of the Americans with Disabilities Act and shall be approved by the local fire marshal for the use intended. CHARTER SCHOOL agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CHARTER SCHOOL shall conduct

fire drills monthly and **Code Red Drills in coordination with District school and** shall maintain records of such drills. CHARTER SCHOOL shall not establish more than one site or facility without seeking material revision of its Charter document from CUSD's Board. Should CHARTER SCHOOL **continue to desire** to utilize District facilities, CHARTER SCHOOL understands and acknowledges that a separate, annual request and agreement will be required

N. Renewal. The parties recognize that CHARTER SCHOOL will be required to meet at least one of the academic performance criteria set forth in Education Code Section 47607(b) as a condition for renewal unless this requirement is changed by the Legislature. If CHARTER SCHOOL intends to apply for a renewal of its charter, it must submit its petition no later than six (6) months in advance of the end of its current term. In addition to satisfying all applicable legal criteria, CHARTER SCHOOL must be able to demonstrate that it is fiscally sound and has operated in full compliance with its Charter and this MOU in order to be renewed.

O. Response to Requests. Pursuant to Education Code section 47604.3, CHARTER SCHOOL shall respond promptly to all reasonable written requests of CUSD.

P. Legal Counsel. CHARTER SCHOOL shall retain the right to use its own legal counsel and will be responsible for procuring such counsel and associated costs.

Q. Enrollment of Expelled Students. Neither CHARTER SCHOOL nor CUSD shall be obligated to accept enrollment of any student who has been expelled from the other entity during the term of the expulsion except as may be required by federal or state law.

R. Provision of Documents. With both parties understanding that some state, federal and county documents directed toward CHARTER SCHOOL may be mailed to CUSD, CUSD agrees to pass on such documents and forms to CHARTER SCHOOL in a timely manner, so it may complete its legal obligations. CHARTER SCHOOL has full responsibility for the forms and documents it receives directly and those which it must access on the internet on its own.

S. Non-Assignment. Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party. The replacement of CHARTER SCHOOL with any other nonprofit corporation or other operating body or governance structure shall be treated as a material revision of the Charter, subject to the review and approval of CUSD pursuant to applicable provisions of the Education Code.

T. Severability. If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law or statute and/or

ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

U. Reimbursement of Mandated Costs. CHARTER SCHOOL shall seek reimbursements of its mandated costs, if any, directly from the State.

V. Enforcement of Agreement. It is understood and agreed, and CHARTER SCHOOL is estopped from denying, that the terms of this Agreement are intended to become part of the conditions, standards and procedures set forth in the Charter within the meaning of Education Code section 47607(c)(1) and that any violation of the Agreement is subject to the revocation provisions of Education Code section 47607. Although the terms of the Agreement are to become part of the conditions, standards and procedures set forth in the Charter, this Agreement is not subject to the dispute resolution provision of the Charter. It is further understood and agreed that CUSD may, in its sole discretion, enforce the terms of the Agreement by civil action and/or by revocation.

This represents the full and final agreement between CHARTER SCHOOL and CUSD and shall only be modified in writing by the mutual agreement of the parties.

Dated:_____

_____
John Bohannon, Charter School Liaison
Chico Unified School District

Dated:_____

_____
_____, _____
_____, Charter School

We have a group of parents who would like make sure this transition for the middle school, and the following whole school transition goes as smoothly as possible. As a group who wants to support the move, just wanting some answers as decisions are made for our children.

1. What type of supervision can be expected at the other site? Who will be in charge when John is out of the room possibly being administrator in charge?
2. How will the lunch program be provided for those on the East Avenue site?
3. Reasonably, what time frame of services will the East Avenue site get for Richie? Danielle? SBIT (?)? P.E. teacher
4. School start time for parents doing double drop offs and pick ups?
5. Can we benchmark with a school who has done this before ie managed two separate locations ?
6. Will more textbooks be made available
7. Will there be a science lab/tubs made available

Will there be another person / resource for math / science

Will there be more computers / technology available

Mark,

Thank you and Burley for the opportunity to discuss the proposed lease between Sherwood Montessori and the East Avenue Church. We provide the following based on our meeting of Saturday, January 31 in anticipation of preparing a formal written lease agreement.

1. Period of Use. Sherwood's use of the facilities will be Monday through Friday, 8am to 3:30pm with the exception of the front office which will be M-F, 8am to 5pm. Use of the premises beyond these hours or for additional facilities will be on such terms and conditions as the Church and Sherwood shall agree.
2. Occupancy Date. Occupancy to commence no later than August 1, 2014, with earlier occupancy as may be negotiated.
3. Lease Term. One / Two year with two successive two year options.
4. Rent. Monthly rent for the three classrooms plus the adjoining great room ("Class Room Space"; estimated at 3600 sq. ft) plus the front office ("Office"; estimated at 400 sq. ft) will be .$50/ft.
5. Utilities. We will pay our proportionate share of utilities (gas, water, electric) understanding the rental space is not separately metered. For planning purposes, we are estimating $2,000/mo. Field. Should we elect to use the large playing field on the back of the property (which we intend to use), for other than passive use, Sherwood will be responsible for maintenance costs to include water and mowing services. Should we elect to establish a garden, Sherwood would be responsible for all costs incidental thereto. We would discuss the project with the Church before commencing any work.
6. Gym. You mentioned a price of $1,500 per month based on an estimated use of 1-2 hours per day, M-F, around noon. As a tenant paying facilities rent (versus paying for gym time exclusively), the $1,500 seems high. We may opt out of this option. We doubt the gym will be used on a daily basis, and although its availability would be nice on rainy days, we're not sure yet if we can justify the additional $1,500 per month. Prior conversations with Ron involved the use of the gym as a part of the lease for the classroom space.
7. Maintenance and Repairs Before Occupancy. The Church will conduct the following maintenance and repairs, at Church expense, prior to Sherwood occupancy: Paint the Office and Class Room Space and provide two bathrooms adjacent / proximate to the Class Room Space where the current bathroom is situated. New carpet will be installed in the Class Room Space. Cost for installation and allocation between Sherwood and Church to be determined and negotiated. No cost to Sherwood for the carpet – Church is already in possession. Sherwood has the opportunity to provide funding via a grant, to make significant ($50k/annually) energy efficiency upgrades to the Church facilities for which Sherwood would seek in-lieu compensation for in the form of lease payment reductions.

8. Use Permits. The Church as landowner and lessor, shall be responsible to obtain to all necessary authorizations from the City to legally allow Sherwood to operate at this Church site.
9. Portable Classrooms. Sherwood would like assurances that the landowner is open to the possibility of placing portable classrooms on the field near the gymnasium. Sherwood would bear all costs associated with the addition and understands that ultimately, the City of Chico will have the authority to allow or restrict the placement of these portables.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 – Instructional Aide Support for Kindergarten Classroom**

Date: February 13, 2014 for the meeting of February 20, 2014

SUMMARY

We employ an instructional aide in every classroom at Sherwood because we believe this is key to running an authentic Montessori classroom. The kindergarten classroom needs additional support.

DISCUSSION

This year, we have a kindergarten class makeup that includes three children who have a diagnoses of Autism Spectrum Disorder. Although these students have been diagnosed by medical professionals, Chico Unified School District does not recognize these diagnoses for the purposes of special education. The needs of these children are intense, and the District's process is slow. There have been incidents of unsafe behavior, and the special education professionals at CUSD are aware of these.

As a result of these unsafe situations, teacher Teresa requested information from our assigned school psychologist, Tonja Hoe. Teresa specifically had questions about restraining students in crisis and what our legal responsibilities were. Tonja suggested we request legal advice from our attorneys, and we immediately scheduled a telephone conference. The attorney suggested:

1. We work with CUSD to make sure we are both taking steps to remedy the problem to reduce exposure to litigation for both Sherwood and CUSD.
2. We request non-violent physical restraint training from CUSD.
3. We have a staff member in place that is trained and able to deal with the extremity of behaviors we have seen exhibited. We do not currently have such a person on staff.

The attorney felt the responsibility to staff this role was the district's, but that the district was also following the letter of the law in their time line. This time line may not move fast enough as this is a safety issue. The attorney suggested that Sherwood hire if the district was not moving fast enough.

The cost of hiring an aide who is trained in crisis prevention would be about $4,800 for the remainder of the school year.

ACTION REQUESTED:
Approve hiring of additional instructional aide for the kindergarten classroom.

SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3, 746 Moss Avenue, Chico, California**

Date/Time: **Thursday, March 13, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CLOSED SESSION

2.1 Public Employee Performance Evaluation

The Board will meet in closed session to perform the annual review of the School Director. Any actions will be reported in Open Session.

3. REGULAR BUSINESS

3.1 Release of Second Interim Financial Report

The Board Treasurer and School Director will present the Second Interim Financial Report prepared by Business Manager Lisa Speegle.

ACTION REQUESTED: Receive and approve report.

4. ADJOURNMENT (Est. 7:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, April 17, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 Approval of Minutes from March 13, 2014, special meeting and February 20, 2014, regular meeting

2.2 4/5/6 Field Trip to Redding

The Board will receive a report describing the proposed 4/5/6 field trip
ACTION REQUESTED: Approve trip.

2.3 Middle School Science Instruction

The Board will receive a report describing the middle school science program.
ACTION REQUESTED: Receive report.

2.4 Response to Parent Inquiries about Having Two Sites

The Board will receive a response prepared to answer parents' questions about having the middle school at another site.
ACTION REQUESTED: Receive report.

2.5 Local Control Accountability Program (LCAP)

The Board will receive information about the LCAP.
ACTION REQUESTED: Receive report.

2.6 Proposed Charter Revisions

The Board will receive a request to make minor revisions to the Charter for various purposes.
ACTION REQUESTED: Approve changes.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report
3.2 Sherwood Montessori Parents Organization Report
3.3 School Director Report
3.4 Treasurer Report

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Prop 39 for 2014-2015

The School Director will provide the Board of Directors with a recommendation for a response for the Prop 39 offer for the 2014-2015 school year.

ACTION REQUESTED: Receive report.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 The Board will approve new Board members.

7.2 The Board will approve a budget for 2014-2015.

7.3 The Board will approve next year's calendar.

8. CLOSED SESSION

8.1 Public Employee Performance Evaluation

The Board will meet in closed session to perform the annual review of the School Director. Any actions will be reported in Open Session.

9. ADJOURNMENT (Est. 8:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Agenda Item 2.1

SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of February 20, 2014

1. CALL TO ORDER: at 6:04 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter DiFalco; Robyn Faraone - Secretary; Chris Fosen; David Kuperman - Treasurer; Stephen Lucas – Chair; Corin Meester.
Board Absent: Erwin Williams.
Sherwood Employees Present: John Howlett – Lead Teacher; Marlo Knox - Lead Teacher; Teresa Shippen – Lead Teacher; Kelli Kurth – SBIT/Teacher; Michelle Yezbick - School Director.
Parents Present: Michael Waltz; Rob Fraser; Marci Pope; Jennifer Onstot; Michelle Zevely; Russell Shapiro; Ruthie Wilson; Tanya Parish; Leslie Wright; Stephanie Norlie; Matt Clarke; Johanna Polsan; Scott Giannini. Brenda Brown
Casey Dawson
Darcy Crossin
James Crossin
Kelli Kurth
Ryon Kurth

2. CONSENT AGENDA

2.1 Approval of Minutes from January 16, 2014.
2.2 School Accountability Report Card.

Director DiFalco motioned to approve consent agenda; *Director Fosen* 2nd motion.
AYES: 5 (DiFalco, Faraone, Fosen, Kuperman, Lucas)
NOES: 0
ABSENT: 2 (Williams, Meester)

Director Corin Meester arrived at 6:10 PM.

3. REPORTS AND COMMUNICATION
3.1 Instructional Staff Report- Attached to agenda. It was noted that there was a theme of behavior challenges after returning from the Winter Break. *Chair Lucas* encouraged guests present to read these reports each month because they are very informative of what is happening in each classroom.
3.2 SMPO Report- No written report. Leslie Wright listed several upcoming events that still need a volunteer coordinator/s: Sherwoodstock, Spring Fair, Skill-a-thon. Heidi agreed to coordinate Bike to School Day again. *Director Meester* asked if we are having a hard time finding volunteers, and the response was yes. *Teacher Howlett* suggested contacting the Recreation Dept. at Chico State where students need internships in Event Planning.
3.3 School Director Report- Report attached. *Director DiFalco* stated that he was glad to see the focus on professional development for the aftercare program. *School director Yezbick*

discussed the increase in students on the autism spectrum, stating that the county has seen a 1000% increase in recent years. The Technology Committee members asked if the Google Chromes have been tested. *Director Yezbick* stated that the headphones have not arrived yet. *Director Fosen* encouraged them to use them as soon as possible and to being preparing for the Common Core because the Google docs and other aspects can be learned later.

3.4 Treasurer Report- Written report brought to meeting. The financial statement this month reflected increased revenue and decreased expenses, resulting in a better financial picture. We will not have shortages until May, and the shortage will reach $55,000 in June, but the Line of Credit will cover that until the deferred payments from the state come in June or July.

4. NOTICED PUBLIC HEARINGS- None

5. REGULAR BUSINESS

5.1 Items Removed From Consent- None.

5.2 Facilities Decision- *Chair Lucas* stated that although the item is listed as a decision we cannot likely make a final decision until we get the final offer for Prop 39 from CUSD. We need to respond to CUSD on their initial offer by March 1, then they have until April 1 to respond, and we have until May 1 to accept or reject their offer. Right now we do need to consider if we want respond to the Prop 39 offer with a vote. *Chair Lucas* and *school director Yezbick* met with CUSD representatives and have begun working on a response to CUSD for Citrus that would ask for improvements to the offer for classrooms at Citrus, including more space based on our ADA of 94.5, rather than 85 stated in their offer. Higher ADA translates into more space, and we would need more space for Resource Room/Special Ed. and our cooking program. We would also like more than 45 minutes outside per day. While we would have significant cost savings with Citrus (est. $65,000), we would only be guaranteed one year there, and we likely lose the potential to rent the East Ave. Community Church (EACC). If we reject the Citrus offer then CUSD would negotiate an alternative facility agreement with Sherwood which may include 2-4 portables and other assistance with transporting and placing the portables at EACC. We also have the potential to offset the savings from Citrus with the Prop 39 Clean Energy and Jobs grant of $250,000 over five years on improvements to EACC that may offset our rent. The cost of renting EACC next year (2014-15 for the middle school only) would be approximately $.55/square foot for 4,000 feet ($3,500/month, $26,400/year). EACC has 2 acres of outdoor space, mostly grass that we would need to maintain and install a playground. They have a gym, commercial kitchen, and indoor space for classrooms and offices that would need to be reconfigured. They are open to renting us more space in 2015-16 and beyond and allowing us to put portables on the property, but would like to see how next year goes first. We may or may not need a permit since Champion Christian was already located there, originally under the county, but could be considered pre-existing although it is now annexed to city. Other options are that we could go to City of Chico for a use permit or if we had a facilities agreement with CUSD it could exempt us from needing a permit. Tanya Parish asked if we could use the Clean Energy grant to buy LEED certified portables. John Howlett asked if the grant could be used as Citrus to offset our 3% overhead payment to CUSD. *School director Yezbick* stated that we would have to find out the answer to these two questions. There are many unknowns with the cost of moving to EACC, and these could be looked at variable costs versus the fixed costs of moving to Citrus, which would represent greater savings than the $65,000. Parents asked various questions about different configurations, such as K-6 at Citrus and 7-8 at EACC; moving the whole school to EACC in 2014-15; moving to Citrus for one year and then moving to EACC to keep the whole school together. These scenarios would not work because if we move

to Citrus it has to be the whole school; EACC would not have space for the whole school in 2014-15, and EACC may not be available to rent if we waited another year. Scott Giannini stated that a group of parents have been meeting with representatives from the CA Charter School Association and encouraged other parents to join them in defining what they want to advocate for exactly. Leslie Wright asked for a show of hands of parents who would attend the next meeting which will be announced in the School Announcements. Parents asked for timelines and assurances that we would be able to secure EACC if we reject Citrus. There are a lot of moving parts, and we are working now to explore all of the opportunities and make a timely decision based on all of information.

Director DiFalco motioned to move forward with responding to CUSD for improvements to the Prop 39 offer; *Director Kuperman* 2nd motion.

AYES: 6 (DiFalco, Faraone, Fosen, Kuperman, Lucas, Meester)
NOES: 0
ABSENT: 1 (Williams)

Director Corin Meester departed the meeting at 7:30 p.m.

5.3 Instructional Aide Support for Kindergarten- The kindergarten has three children with medical diagnoses for autism, and CUSD is aware of the situation but they believe that the students may not meet the definition for services under the Education Code. Although we continue to work with CUSD, the process has been slow and there have been unsafe situations and the teachers need help now. *Chair Lucas* asked if advocacy on the part of the Board or parents would be effective. *School director Yezbick* stated that it may help, especially a letter from a child advocacy attorney. The board suggested that we seek an attorney to write a letter on our behalf.

Director Faraone motioned to approve the hiring on an instructional aide for the kindergarten and continuing to work with CUSD to possibly reimburse us for the cost in the future; *Director Kuperman* 2nd motion.

AYES: 5 (DiFalco, Faraone, Fosen, Kuperman, Lucas)
NOES: 0
ABSENT: 2 (Meester, Williams)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None.

7. FUTURE AGENDA ITEMS

7.1 The Board will receive a report on the Middle School science program.

7.2 The Board will receive the Second Interim Financial Report.

7.3 A spending plan for Prop 30: Clean Energy and Jobs Act funds will be determined.

7.4 Plan for Middle School service delivery for 2014-2015, if located at EACC.

8. ADJOURNMENT: 7:55 PM. BOD adjourns until the BOD Meeting, currently scheduled for March 20, 2014 at 6:00 PM, but may need to be changed due to Spring Break.

Approved: _____, 20____

Robyn Faraone, Secretary

SHERWOOD MONTESSORI

DRAFT MINUTES FOR BOARD OF DIRECTORS of March 13, 2014

1. CALL TO ORDER: at 6:00 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter DiFalco; Robyn Faraone - Secretary; Chris Fosen; Stephen Lucas – Chair; Corin Meester.
Board Absent: David Kuperman, Erwin Williams.
Sherwood Employees Present: Michelle Yezbick - School Director.
Others Present: Lisa Speegle.

Item 3.1 was moved to the beginning of the agenda in order for school director to be present and then leave for closed session.

2. Closed Session
2.1 Public Employee Performance Evaluation
The Board will beet in closed session to perform the annual review of the School Director. Any actions will be reported in Open Session.

3. Review of Second Interim Budget Report
The Board discussed the major themes in the Second Interim Budget Report. Both cash flow and the projected ending fund balance are satisfactory. Chair Lucas asked Lisa Speegle (finance consultant) if she had any concerns looking at our budget and she said no.

Director Fosen motioned to approve the Second Interim Budget Report;
Director Meester 2nd motion.
AYES: 5 (DiFalco, Faraone, Fosen, Lucas, Meester)
NOES: 0
ABSENT: 2 (Kuperman, Williams)

4. NOTICED PUBLIC HEARINGS- None

5. PUBLIC COMMENT ON ITEMS NOT ON AGENDA- None.

6. Closed Session at 6:22 PM
The Board will ask Heather Fisher to distribute a survey on the director to Sherwood staff and teachers to help inform the director's evaluation.

7. ADJOURNMENT: 7:05 PM. BOD adjourns until the BOD Meeting until the next meeting scheduled for April 17, 2014 at 6:00 PM.

Approved: _____, 20____

_____
Robyn Faraone, Secretary

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: 4/5/6 Field Trip to Redding

Date: April 12, 2014 for the meeting of April 17, 2013

SUMMARY

The upper elementary teachers would like to take an overnight field trip.

DISCUSSION

Field Trips that involve a significant cost, a trip out of the state, or an overnight stay should be reviewed and approved by the Board of Directors.

ACTION REQUESTED

Approve trip.

Attachment: 4/5/6 Field Trip to Redding

Attachment
Agenda Item 2.2

PROPOSED AGENDA ITEM: 4/5/6 Field trip to Redding

Prepared by: Kristina Besnard and Meghan Callahan

consent

Board Meeting Date: April 17, 2014

[X] Information Only

[ ] Discussion/Action

Background Information

Meghan Callahan and I would like to take our 4/5/6 students to Redding for an overnight camping trip. We plan to leave the morning of Thursday, June 5th and come back to campus by 4:30 on Friday, June 6th. We will go to Turtle Bay on Thursday, camp at Whiskeytown Thursday night, and raft along the Sacramento River from Redding to Anderson on Friday.

Parent volunteers will help with driving, chaperoning, organizing, and accompany 4-5 students at Turtle Bay and during the rafting trip. Siblings and friends are not participating in this end of the year trip, as it is a time to bond and celebrate before the last week of school.

Education Implications

Prior to our trip, students will be helping fundraise and organize the finincial cost of the trip. Additionally, they will help in making phone calls, reservations, meal planning, camp set up, and any other important pr parations prior to the trip. For some students, this will be there first time camping and it will give them an opportunity to see the great outdoors and how many beautiful, natural resources we have in northern California.

We will be learning about water as a natural resource using the EEl curriculum and rafting down the Sacramento River, we will discuss the use of levees, where our water comes from and where it goes, watersheds, floodplains, and other important local issues related to foods and drought.

Fiscal Implications

We estimate the cost of 25 students and 7-10 teachers/parent volunteers to cost around $1,000.00. Turtle Bay admission will be $135.00, rafting will cost $700.00, and group camping will cost $75.00 for the site and around $100.00 for groceries. We will take donations for food and students will share camping equipment, so we hope to save money on supplies. With our weekly coffee/refreshments, we estimate that we will raise around half of those funds. We have already raised over $300.00 in just 2 months and we will continue this fundraiser until the trip. We are also planning a family potluck/game night and will accept donations for the remaining money.

Additional Information

We will need to use some of the money in our classroom budget to offset the cost of the trip, but will put whatever money we raise back into the classroom budget to buy classroom supplies. We have been very frugal this year with our spending and haven't had to dip much into that budget due to parent donations for supplies and prior fieldtrip funds. Our students were extremely disappointed at the idea of not going to Environmental Camp when they had seen older students go in years past. This was a great compromise and fun way to end the year. Thanks for taking the time to review this and I hope you will agree that this is a great opportunity for students to experience what incredible resources we have right at our "back door."

Agenda Item 2.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Middle School Science Instruction

Date: April 12, 2014 for the meeting of April 17, 2013

SUMMARY

A review of the middle school science program has been completed by the School Director.

DISCUSSION

On Monday, April 7, I met with teacher John Howlett to discuss the middle school science program. This was in response to the request from Director Williams, after several parents expressed concern.

John shared that the following resources have been used: Units from the California Education and the Environment Initiative (CEEI), state-adopted textbooks, Khan Academy videos, microscopes, parent volunteers who work in the field of science, donated materials from parents and the SMPO, participation in the Endangered Species Faire and trips to the Discovery Science Museum. John's students also participated in the Chico Science Fair. In fact, the class had so much participation that the school was awarded science equipment from the Chico Science Fair Foundation.

Resources that have not been used because the school does not have a designated science lab include more science equipment in general and chemicals that would require a locking cabinet.

Content covered thusfar includes, for the sevent grade: a unit on natural resources and their effect on history/social science, a unit on cells and heredity, a unit on Earth's life history, nad a unit on the structure and function of living systems. For eighth grade, content covered includes: a unit on motion and forces, and a unit on the structure of matter. Topics for the remainder of the school year will include: chemical interactions and astronomy.

The program John describes could be improved upon with designated science lab space, however the Montessori Erdkinder model suggests that more "going out" activities would be the more developmentally appropriate method for giving our middle school students authentic science experiences. As former Director Russell Shapiro pointed out at the January Board

meeting, we have the resource of Bidwell Park within walking distance. It is a minority of working scientists who conform to the stereotype of a white-coat wearing laboratory-ensconsed professional who works with test tubes and bubbling chemicals. With the adoption of the new Common Core State Standards, we are committing ourselves to preparing students to enter universities and careers. Field experiences are the most valid way we can accomplish this when teaching science, and it is my intention to support the teachers in planning more of these.

ACTION REQUESTED
Receive report.

Agenda Item 2.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Response to Parent Inquiries about Having Two Sites

Date: April 12, 2014 for the meeting of April 17, 2013

SUMMARY

A group of upper grades parents submitted questions about next year's plans.

DISCUSSION

While no final decision has been made about facilities for this year as of this writing, a plan is in place if the decision is to split the school and have the middle school at another site. Thanks to teacher Kelli Kurth for her input on this item. The parent's questions appear in the attachment as they were presented to the School Director, no revisions or editing was done.

ACTION REQUESTED

Receive report.

Attachment: Response to Parent Inquiries about Having Two Sites

Attachment:
Agenda Item 2.4

Response to Parent Inquiries about Having Two Sites

We have a group of parents who would like make sure this transition for the middle school, and the following whole school transition goes as smoothly as possible. As a group who wants to support the move, just wanting some answers as decisions are made for our children.

1. What type of supervision can be expected at the other site? Who will be in charge when John is out of the room possibly being administrator in charge?

The plan for staffing a class of 30 kids at EACC would be 1.5 FTE teachers and a teacher's aide. With 1.5 teachers, there would always be two teachers and one aide in the morning and at least one teacher and an aide in the afternoon. This model would mean that there is never a time when the students would be left alone with just 1 teacher. In the first months of school, the School Director would spend the majority of time at the middle school site until such a time as routines are established and any unforeseen problems have been worked out. In terms of administrator in charge, the teachers or the aide in the classroom should be capable of handling the students if an emergency was to arise and someone had to step out. Also, Sherwood staff members at the Moss Avenue site are only a 5 minute drive away and could be called on quickly, if needed.

2. How will the lunch program be provided for those on the East Avenue site?

The lunch program still needs to be worked out but is high on the priority list if a lease is successfully negotiated and signed. At this time it would be a waste of time and resources to figure something concrete out until we are 100% sure the East Ave site will work.

3. Reasonably, what time frame of services will the East Avenue site get for Richie? Danielle? SBIT (?)? P.E. teacher

The time frame for resources such as Danielle, Richie and SBIT (resource) time would be based on needs, as it is now. Currently, the middle school students see Danielle for the last hour before lunch. Danielle could still see the middle school students for an hour by traveling to the new site. Money has been allocated in the budget for staff to travel between sites. Danielle, Richie and the SBIT team will work with the middle school to develop a schedule for traveling between the two sites to best serve all of our students at both locations.

4. School start time for parents doing double drop offs and pick ups?

Middle school would have a 10 min later start time, 8:40-3:10. Parents could drop off middle school students after dropping off other siblings.

5. Can we benchmark with a school who has done this before ie managed two separate locations ?

If parents are able to find a school to benchmark or form a committee to assist in this area we would love the extra help in assuring things run smoothly. However, since this is only for 1 year we are confident we can work out the kinks and develop an amazing middle school program for our students.

6. Will more textbooks be made available

We have an adequate number of textbooks for the classroom now. We hope to eliminate the use of more textbooks while creating opportunities for more hands on activities in the classroom. We will also be incorporating more real world projects and community service work. As we are building our capacity to meet the new Common Core State Standards, we will be seeking input from stakeholders when adopting new materials that are aligned to these Standards. Parents are encouraged to become a part of the process as we evaluate new materials.

7. Will there be a science lab/tubs made available

Improving our science program is a top priority for our students. With more space at the new site we will be implementing major changes and revamping the current science program. Several of our current teachers spent last summer in numerous science trainings to learn new and exciting methods to teach science.

Will there be another person / resource for math / science

Yes, there will be teachers and aides who specialize in these subjects.

Will there be more computers / technology available

Currently the middle school has 5 laptops available for student use. At the new site there will be more room to set up a computer lab for the students to use and complete research projects. Technology for the students is an essential part of their education today and will be an important piece for the middle school students.

Agenda Item 2.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Local Control Accountability Plan (LCAP)

Date: April 12, 2014 for the meeting of April 17, 2013

SUMMARY

A significant change in how public schools are funded in California has occurred, and have come with changes in the requirements for accountability .

DISCUSSION

The LCAP clarifies how programs/services will be measurably improved in quantity or quality, proportionate to the increase in funding. It also requires the engagement of parents, staff, students and other stakeholders in the building of the LCAP. The LCAP is a three-year plan that must be adopted by July 1, 2014, and updated each year.

ACTION REQUESTED

Receive report.

Attachment: Local Control Funding Formula (LCFF) Accountability: The Local Control and Accountability Plan (LCAP)

Attachment Agenda Item 2.5

Local Control Funding Formula (LCFF) Accountability: The Local Control and Accountability Plan (LCAP)

As part of the LCFF, school districts, county offices of education and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE). The LCAP is required to identify annual goals, specific actions, and measure progress for student subgroups across multiple performance indicators, including student academic achievement, school climate, student access to a broad curriculum, and parent engagement. School districts and charter schools are required to obtain parent and public input in developing, revising and updating LCAPs.

Student subgroups include: Socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. Racial/ethnic subgroups include: Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, and two or more races. A subgroup is considered significant if there are 30 or more students, except in the case of foster youth where 15 students living in foster homes are considered significant. Sherwood's significant subgroups include racially White students and students who are socioeconomically disadvantaged.

The academic priorities must be aligned to an expenditure plan. Our Board of Directors must first approve the LCAP before adopting the annual budget. County superintendents must review school district LCAPs and ensure alignment of projected spending, services, and goals while charter school LCAPs will be reviewed by the chartering authority. The State Superintendent of Public Instruction may intervene if a school district or charter school fails to show improvement across multiple subgroups in three out of four consecutive years.

Sherwood must develop a Local Control and Accountability Plan (LCAP) that will align the academic plan with the expenditure plan that will be approved by the Board of Directors every year by June. Parents and other stakeholder groups will be invited to participate in the development of the LCAP through responding to a survey and/or becoming involved in a focus group.

Charter authorizers will be required to assess charter schools' performances based on State Board of Education (SBE) adopted rubrics. SBE will develop three new rubrics for assessing a school district's performance. The SBE is to adopt all three rubrics by October 1, 2015. The rubrics are to be holistic and consider multiple measures of district and school performance as well as set expectations for improvement for each numerically significant subgroup in each of the eight state priority areas.

The following rubrics will be developed:

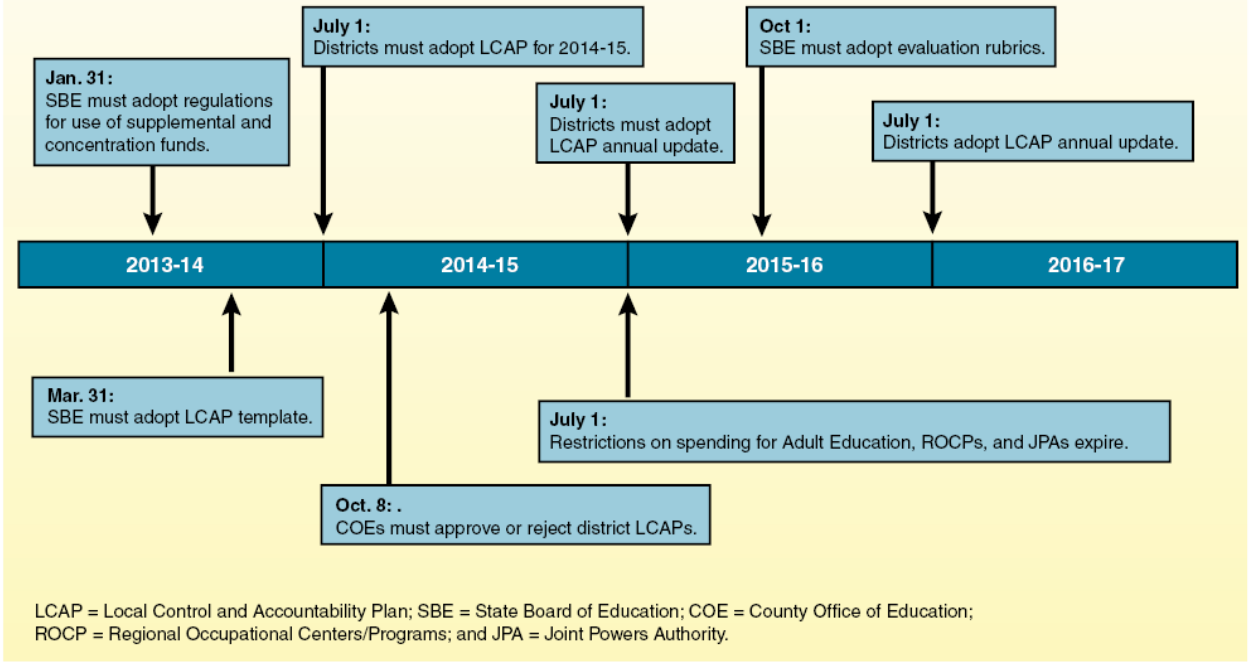
Self-Assessment Rubric-This rubric is to assist districts in evaluating their strengths and weaknesses.

Support Rubric-This rubric is to be used to determine if a school district does not improve outcomes in more than one state priority for at least one subgroup, and thus is required to receive some form of support.

Intervention Rubric-This rubric is to be used by the Superintendent of Public Instruction to determine if a district does not improve outcomes in three out of four consecutive school years for three or more subgroups in more than one state or local priority, and thus is considered to be persistently failing.

Figure 14

Major Milestones for Implementation of LCFF and LCAPs



LCAP = Local Control and Accountability Plan; SBE = State Board of Education; COE = County Office of Education; ROCP = Regional Occupational Centers/Programs; and JPA = Joint Powers Authority.

Image "Figure 14" retrieved from the website of the Legislative Analyst's Office (LAO), a nonpartisan office which provides fiscal and policy information and advice to the Legislature at: http://www.lao.ca.gov/reports/2013/edu/lcff/130435-web-resources/image/5928.png

Agenda Item 2.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Proposed Charter Revisions

Date: April 11, 2014 for the meeting of April 17, 2013

SUMMARY

The School Director is proposing changes to the school's charter petition to 1. enhance recruitment efforts for members of the Board of Directors and enhance staff benefits, 2. to adjust enrollment figures, and 3. to allow a split campus.

DISCUSSION

Any revision to our Charter will require approval by the Chico Unified School Board. Before such revisions would be proposed, the Sherwood Board of Directors would need to approve them.

1. The change to enhance recruitment efforts for new members of the Board of Directors and to enhance staff benefits would be found in the section of the Charter that describes lottery procedures in section 8.4 *Application Process and Preferences* on page 30:

Should the number of students who wish to attend exceed the available capacity, a public lottery system shall be implemented during the first week in February as requested by CUSD. The lottery will be held by public random drawing. Students shall be placed on a waiting list in the order that they are drawn from the pool. The dates for both the admission window and lottery will be commensurate with the majority of schools in the district to provide for fair and equitable admission to all students. The waiting list will not carry over to the following school year. Parents who intend to continue at Sherwood Montessori must notify the school Director by January of the current school year to remain as continuing students. Children and grandchildren of current ~~teaching~~ staff and the ~~Founding~~ Board of Directors will be exempt from the public random drawing as long as those children do not exceed ten percent of all admissions in any one year, as required by federal law. However, it is not required that the children of the ~~teaching~~ staff or the ~~Founding~~ Board attend Sherwood Montessori. Siblings of currently enrolled students will also be exempt as per accepted public school policy and federal law.

2. Changing the enrollment figures would allow the School Director to apply for an accurate number of per pupil grants when filling the application for the Charter School Facilities Program through the Office of Public School Construction. The following changes are proposed:

A1.1 Budget Details

The following sections detail the assumptions used in building the financial plan for Sherwood Montessori. This model is based on no further reduction in state funding. The

assumptions may change in the yearly adopted budget to reflect changes in state funding levels. Following the text are the charts showing the detailed calculations as well as the side-by-side comparisons.

Enrollment

For the next five years, the following model was used for budgetary purposes:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K	18	18	18	18	18
1	18	18	18	18	18
2	19	18	18	18	18
3	16	19	18	18	18
4	12	16	19	18	18
5	13	12	16	19	18
6	14	13	12	16	19
7	15	14	13	12	16
8	11	15	15	13	12
Total	136	143	147	150	155

This model is based on projected growth of the school, taking into account surveys of the parents and models of attrition by grade level. The actual composition of the classes and numbers of students will depend on enrollment. School enrollment is capped to provide a small school learning environment which facilitates the development of supportive relationships between teachers, administrators, staff, and individual students. The numbers here are to suggest one model that will work financially, and are not intended to limit enrollment. The Kindergarten Lead teacher is a 0.5 FTE position; the other classrooms are 1.0 FTE. In addition, the school will hire one or more 0.5 FTE Specialty Teacher on an as-needed basis to expand offerings in Reading/Language Arts, Music, Visual and Performing Arts, and other subjects as required. In 2011-12, the school adopted a model of an independent Kindergarten, two grades 1-3 classrooms, one grades 4-5 classroom, and one grade 6-8 middle school with two certificated teachers. Based on the model above, the school will change to two 4-6 and one 7-8 middle school classroom during the 2013-2014 school year.

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A2.1 Estimated Enrollment Model

It is the intent of this petition to renew Sherwood Montessori for five years, beginning in Fall 2012 with a start date of or before September 30. Based on the model presented below and detailed in the five-year financial projection (Appendix A1), we are anticipating a slight growth from the current enrollment of 121 students to 136 in the 2012-13 year, and ending at 155 students. The projecgted enrollment of 155 is an estimate only, and not intended to limit the growth of the school. School enrollment is capped to provide a small school learning environment which facilitates the development of supportive relationships between teachers, administrators, staff, and individual students.

2012-2013		2013-2014	2014-2015	2015-2016	2016-2017
K	18	18	18	18	18
1	18	18	18	18	18
2	19	18	18	18	18
3	16	19	18	18	18
4	12	16	19	18	18
5	13	12	16	19	18
6	14	13	12	16	19
7	15	14	13	12	16
8	11	15	15	13	12
Total	136	143	147	150	155

3. Changes in section 18.1 would allow Sherwood, if the Board of Directors deems it beneficial to the school, to operate at two locations. The following language is proposed:

18.1 LOCATION OF THE SCHOOL WITHIN CUSD BOUNDARIES

It is the intention of the Board of Directors to operate within the district boundaries. The Facilities Committee has deemed the following requirements for a building(s) suitable for the vision of Sherwood Montessori:

- There is a strong preference to have grades K-8 housed on one campus. However, if needed, the school will split the campus and operate at two locations until such a time as an adequate facility to house the entire student body can be found.
- The building should have unique space for office/administration, a separate Kindergarten classroom, and a minimum of four (4) additional classrooms. There shall also be a kitchen for preparation of food as needed.
- Classrooms should be a minimum of 65 sq. feet per student as per common usage. This equates to 965 sq. ft for Kindergarten and 1560 sq. feet for each additional classroom.
- As stated in the Mission Statement, one of the major goals of Sherwood Montessori is to "nurture a commitment toward sustainability and environmental awareness locally and

Globally." To work toward this end, we will maintain a school garden approximately 160 feet by 50 feet. Therefore, the location should have room for the incorporation of a garden.

ACTION REQUESTED

Approve changes.

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: April 12, 2014 for the meeting of April 17, 2014

Kindergarten -Teresa Shippen

I would like to thank the board for the approval of an additional aide to the Kindergarten room! We are pleased to welcome Anna to our staff! She comes with experience working with students with special needs, both here and abroad. She has been busy getting to know our students, particularly those needing extra time and attention. She has met with our Special Ed. liaison, and is helping us to meet the needs and goals set for these students. Her time and dedication to this project are greatly appreciated by all! We are feeling a new calm in our classroom, and feel that the staffing is appropriate to the needs of this particular class. She brings an optimism and professionalism to the job, making her very easy to work with. I am feeling that our year is back on track, and all of our kids are benefitting from this new addition!

The Kindergarten students have been busy learning about, and creating endangered species puppets. We are fortunate to have Susan Tchudi, and several parents helping with this project. Each student has researched and created an endangered species puppet out of paper mache. The Junior High students have been wonderful helpers and mentors for this project, as most have created these types of puppets in their earlier years. We will be putting the final touches on our puppets on Monday, 4/14 so they will be ready for us to participate in the endangered species faire on May 3rd. The Kindergarteners could not be more proud of their final products!

With Spring officially here, the kindergarten class is experiencing its own signs of Spring: wiggly and missing teeth, students discovering the joy of really reading on their own, pictures with details and color and stories behind them, kids that can swing higher, run faster, and move throughout our room in a happy and productive way. It is a joy to see how they have grown since their first days of school. They feel comfortable and a part of our Sherwood community. We are experiencing the joys of our Kindergarten year.

1st/2nd -Marlo Knox

The intention of this report is to keep the board of directors, as well as our entire community, up to date on the activities of our classroom since our last report in February.

•I have completed my NAMC Lower Elementary Certification Program.
•Movement is a daily activity with a recent focus on hoops.
•We have gone on many "adventures" in our neighborhood, short walks to observe the changes in nature around us. These events usually happen on drizzly days when access to outdoor/high energy time is limited. Sometimes we just need to get outside.
•We continue to enjoy weekly art time which allows students to engage their imagination and create in any way they want. We have especially enjoyed using craft sticks to create puppets. Friday, April 4 was an impromptu puppet show using the kinder puppet stage. The students worked as a class making tickets, money to buy tickets, a store for supplies, puppets, arranged the classroom and the stage, and even organized security.
•Our endangered species puppets are in their last phases to be completed on Monday, April 14. Many parents have volunteered during these workshops to help.
•The behavior of the class has greatly improved.
•We have had a second year student move out of state and will welcome another first year student Monday, April 14. I house just over half of the first year students in our entire school which causes an imbalance in my class that I look forward to correcting as we create lower elementary classrooms next school year.
•Students use materials well and we constantly revisit basic Montessori practices on how the materials are used and cared for with the idea that our students understand they are in a process of moving from the concrete to the abstract.

1st/2nd/3rd-Carin Anderson

Carin and Gretchen's class is humming along. It is a louder hum than usual; spring has come, and with more chattiness as the kids settle more comfortably into their friendships. Morning work time is mostly full of reading, writing and math, with country reports, biomes and geography interspersed. Part of the hum is due to the number of students helping each other; it is wonderful to watch them in these kinds of roles with their peers.

We had our first day of testing, which began with more than a little bumpiness, but the children were patient, cheerful and hard-working. Even in the face of some questions that I think were inappropriately difficult, they persevered. I am proud of them.

We are preparing for a classroom science fair, in which kids will bring in science experiments if they wish, and we will display our classroom experiments. In biology, we are studying the 5 Kingdoms of living things, complete with a rockin' song.

I am preparing myself for a difficult year end; I will be saying goodbye to 12 third graders, most of whom I have had for 4 years. I love the Montessori model; I have become so connected to these children, but the letting go part is not something I am looking forward to. These kids have become like a family; I am grateful for all of our time together.

1st/2nd/3rd –Eric Parish

The class recently finished studying the biomes of the continent of Europe. Each week we look at a new biome from the continent we are studying. We use the beautifully made Weseca biome curriculum, which consists of a biome map, where students trace and color the continent, mountains, and rivers. It has biomes cards that have pictures and detailed descriptions of the plants, animals, and people of that particular biome. The curriculum has biome readers, which are stories about the plants, animals, and people of the biome. We also have, biomes cards that are specifically about the people of the different biomes. Each student is responsible for making a political map of the continent of study, a biome map, research reports of a plant, research reports of an animal, and a biome reader book of their own. We have just begun the final biome study of the year, which is the continent of Australia.

4th/5th/6th-Kristina Besnard and Meghan Callahan

Kristina's and Meghan's upper elementary classroom report is the newsletter that follows Chef Richie's report.

4th/5th/6th-Lindsey Serrao

One week of testing down! I'm not sure how we did it...but we did it! We united as a faculty, staff and students and got through this week:)

Glue is everywhere! We have been having a blast (with Susan) creating our puppets for the endangered species! I'm so excited for the faire when it all comes together!!! Come support us Saturday May 3rd.

Run, run as fast as you can! Our class finished up the running unit for P.E. with the local Bidwell classic race.
They....were...awesome!!!

Trading, fighting, uniting kingdoms...we are plugging away at our ancient civilizations. The students have been preparing (like college students) for small group and whole class discussions about ancient Africa. I'm super impressed with the class discussion.

7th/8th-John Howlett

Spring has finally arrived, and with the change in the season, the middle school students are once again busy with academic work, school-community volunteering and of course, being social. In particular, our recent academic focus has been on Leadership and social change, and was centered around our week long celebration of Cesar Chavez and the United Farmworkers. The students read about the importance of teamwork in the organizing efforts of the U.F.W., as well as the critical roles played by lesser known contributors, such as Dolores Huerta, the Filipino A.W.O.C. farmworkers, as well as the critical role played by families and young people in supporting farmworkers. I am very proud of the maturity and interest all the students had in Cesar and the U.F.W., and they now have a great appreciation of what real teamwork can achieve!

Also in March, I am happy to report that all of the middle school students participated in the annual Chico Science Fair, and their projects were wonderful. In particular, eighth grader Iris Kern was awarded First Place for her project on "Enzyme Extraction", and both Finn Cresswell and Lesley Mendoza-Serrano earned Second Place honors for their projects on "A Solid Waste Audit for Sherwood Montessori" and "The Theory Nehind the Stroop Effect". Congrats to Iris, Finn and Lesley, and all students for their hard work, and again thank you to Leigh Ann Lipscomb for giving up three of her Saturdays to team with our students on their projects. Proof that all hard work does not go unnoticed, the school was awarded $300 in new Science lab equipment from a generous grant by the Butte Creek Foundation. Way to go middle schoolers and Leigh Ann!

In school volunteering news, the middle school students have been volunteering to help the younger students at Sherwood build and paint their animals for the May 3rd Endangered Species Fair. This annual event sponsored by the Butte Environmental Council is a kid favorite, and it is wonderful to be able to team with Sherwood teachers to help the students learn more about endangered species and their habitats. As a BEC Board member, it is very rewarding to link my professional life and community work in such a meaningful and fun way! I can't wait to see all the students, parents and Sherwood folks at this year's Fair.

Also, congrats to Zane Polson and Iris Kern for their participtionin the Butte County Spelling Bee, and also to Callissa Dragon for her First Place Winning story in this year's Butte County Short Story Contest. Callissa will be reading her story on Friday April 11th at 5:30 pm at Barnes and Noble in Chico. What talented students we have at Sherwood, and again we are truly blessed to have such a wonderful Literacy teacher in Danielle.

Finally, what a pleasure it is to be able to work with such amazing students, teachers and staff, and supportive community partners. This is exactly the type of community partnership efforts I had envisioned when we first started the school four years ago, and I would love to see more of this type of teamwork in the future!

Thanks again for all you do in support of our students and staff at Sherwood.

7th/8th Math-Jessica Ordaz

The students have been working hard to get through the textbooks' assignments at their group's level! Many of them will be finishing up in the next couple weeks. We have planned for each student to take a section of the book and prepare a lesson for the group that relates to how that particular skill relates to a job in our society. This will serve two purposes: 1. to review the entire year's worth of information, and 2. to find a practical way to integrate their knowledge of the mathematical concepts by applying it to a real-life situation. Steve M. and Steve D. have been steadily challenging our students to move to the next level, as well as making suggestions for the next year's curriculum level, especially for our 8th graders transitioning to high school.

SBIT-Jessica Ordaz

We have had an influx of referrals to the school-based process in the past several weeks. This is partly due to the teachers realizing their student needs extra help in a certain area after their classroom interventions have not been successful during the year. It is also due to the effort to document the work that our school has been doing to serve children that are at-risk of falling behind academically. Many of our students have been receiving small group reading instruction and math instruction from Michelle, Sharon, Pegi, and Jessica/Kelli all year. Through this process, we have also identified some children that are in need of testing for special education services. Our school has the unique advantage of serving our students with a school-based intervention model that helps the students before they fall too far behind. As we approach the end of the year, the student files will be accurate and show a progression of intervention on our tiered model. This will help the next year's teacher or school serve the student at the level that is needed with the amount of interventions necessary so their academic growth will be maximized.

Literacy/Spanish-Danielle Mennucci

Garden-Kitchen Program-Chef Richie Hirshen

Since I last reported, in February we published a cookbook, *Grow-Cook-Eat*. Michelle has copies to show you. If you'd like to buy one (or more, or help us sell them), they're $10 each. This cookbook is a huge improvement on our 2011 effort, *Smart Garden* because I had a parent giving significant help this time. With several 4-6's, we wrote a letter and sent it with a copy of the book to Michelle Obama, Ellen, Oprah, Rachael Ray, Arne Duncan, Bill and Melinda Gates Foundation, Deborah and Carlos Santana's Milagro Foundation, Larry Ellison and Martha Stewart...hoping that they would support us by buying books, or at least giving us some kind of recognition. This remains to be seen (Martha Stewart's people did send us a letter).

The book was the central focus of the presentation that Michelle and I gave, along with a Sherwood 8th grader Finn Cresswell and two CSU Chico Nutrition Department volunteer intens who work here, at This Way to Sustainability IX, the largest student run sustainability conference in North America. That was in March. This was our third consecutive time presenting. Finn and I had a table alongside the college kids in the BMU at the event, where we sold 11 cookbooks and made some interesting contacts, and Sherwood's 7-8's won a Greenie Award for excellence in sustainability. So far we've sold or 'PR'd' about 100 cookbooks of the 275 copy run so we could use your help selling more.

The garden is popping after our recent seed planting project, which evolved into our seasonal planting change. We now have tomatoes, sunflowers, melons, cucumbers, peppers and more summer crops in the ground in addition to lots of onions, carrots, celery, spinach, chard, kale and more. We've been cooking with these items too. Popcorn Salad (we just throw greens into our yeasty popcorn) has been a big hit.

Last Saturday John joined me at the booth we ran at the Gateway Museum's Open Garden Day...another chance to gain recognition for our program. It was a lovely event. Other recent community outreach has included events at Hooker Oak and The Grange through Cultivating Community and garden improvement days at and with GRUB.

Take a walk in the garden...please. It's a flowering wonderland.

April 2014



"The land is where our roots are. The children must be taught to feel and live in harmony with the Earth." - Maria Montessori

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7 5TH AND 6TH GRADE ELA TESTING 9-11 Family Life Ed. 5th and 6th Grades **Early**	8 **Taco Truck Field Trip 11-12** Family Life Ed. 6th Grade SMPO Meeting 6 p.m. **Dismissal**	9 4TH GRADE ELA TESTING 9-11 Family Life Ed. 6th Grade **Nurtured Heart 6:30-8 @BlueOak** **for Spring**	10 Family Life Ed. 6th Grade **Conferences**	11 **No School-** **Conferences**	12
13	14	15	16 5TH GRADE MATH TESTING 9-11	17 5TH GRADE SCIENCE TEST(PAPER) **Mia's B-Day!!!** Board Meeting 6 p.m.	18 **Holiday**	19
20	21 **Holiday**	22 4TH GRADE MATH TESTING 9-11 6TH GRADE MATH TESTING 12:45-2:45	23 6TH GRADE ELA TESTING 8:30-12:00	24 4TH GRADE ELA TESTING 9-11:30	25 *Tarzan Field Trip* Spring Fair 2-4 p.m.	26 Barnes and Noble 11am Book Sale/Fundraiser
27	28	29	30			

April 4, 2014

Happy Spring! We loved getting our much-needed rain, and now we are happy to plant, learn and play in the sun.

Here are a few things we are working on this month:

Watersheds-their parts and their importance

Response to Literature-how to support our opinions with evidence

Sewing-a drawstring bag for our pebble meditation rocks and tying a baby quilt with Tracy

Spanish-we'll try our speaking skills at the Taco Truck

Testing-the new Smarter Balance tests online with Sherwood's new Chromebooks (Thanks to Steve Duke for setting them up for us!!!)

Special Announcements:

*Homework for the next couple of weeks will be reduced due to testing.

*Congrats to Thea for her award winning story, "Destination."

*If you still haven't signed up for a conference and would like one check the classroom door for available times.

*Our Endangered Species Fair puppets are coming along and we hope you can join us Saturday, May 3rd for the festivities.

*Our end-of-the-year trip is shaping up for June 5th and 6th! Stay-tuned for more fundraising events and let us know if you can go or want to help.

Thanks to all our parents that have volunteered their time inside and outside the classroom. Our fundraisers, field trips, spelling, SMPO, board meetings, clean campus, typed stories, all would not be possible without YOU!

Grazie,

Kristina, Meghan, Tracy, Steve and the 4/5/6 students

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: April 12, 2014 for the meeting of April 17, 2014

SMPO has been through quite a few transitions throughout the Fall '13/Spring '14 school-year at Sherwood Montessori. We have a new acting President, Sarah Lowe, taking over for our interim President, Leslie Wright. Leslie served as interim president after Tanya Parish stepped down from October 2013 to March 2014. Tanya had great ideas that she brought to SMPO at the beginning of the school year that Leslie worked hard to implement. One of which was the Parent Empowerment meetings that have been taking place at various locations and dates.

I, Sarah, have high hopes of bring clarity and better organization to SMPO so that these transitions happen smoothly as we are moving forward. We have had a slow year for participation and fundraising in our particular organization. Fortunately, I have found in talking with parents on the school grounds that there is still solid interest in helping out around the school and with SMPO events. Having just stepped up to this position a month ago I am still learning the best way to reach out to parents and run the meetings, however, I do have great support from Michelle and other SMPO members that keep up morale and the events moving forward.

Thank you,
Sarah Lowe
SMPO President

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: April 11, 2014 for the meeting of April 17, 2014

ADMINISTRATIVE ITEMS:

- We have had four new hires since the February Board Report:

Oliver Shabram	Substitute Teacher
Stefanie Barrett	Substitute Teacher's Aide or Child Care
Anna Brink-Capriola	Paraprofessional Aide
Skye Leonard	Child Care

- Lisa Speegle, our Business Manager, gave her 60 day notice on April 4.
- Our hiring committee is forming to begin the process of hiring teachers for the 2014-2015 school year. Advertisements for a full time 4/5/6 teacher and a full time 7/8 teacher are posted on EdJoin.

FISCAL ITEMS:

- Skill-a-thon has brought in over $1200 and pledges are still coming in. The Original Works art fundraiser brought in over $2000, but the company has increased their take significantly this year (50% to 70%) so we will not be using this company in the future.
- Our contracted grant writer,Tempra Board, contacted me in late January to share that most grant opportunities that she had come across were for serving economically disadvantaged and/or ethnically diverse populations, and Sherwood does not have the demographics to be competitive. She suggested it was time to discontinue her efforts and I agreed.

GENERAL ITEMS:

- Our Chromebooks arrived just in time to start our field tests for the Smarter Balanced Assessment Consortium's (SBAC's) California Assessment of Student Performance and Progress (CASPP), although the charging cart is lagging behind. The students seem to be enjoying using the new devices and taking the field test. The first few testing days came with glitches, but we seemed to be up and running smoothly now. Our testing window closes on April 25.
- We had our annual site visit from our authorizer, CUSD, on March 5th which went smoothly.
- We have had visits from CUSD Board Trustees Linda Hovey and Andrea Lerner Thompson; both were saddened by our lack of space at our current facility.
- I have been attending workshops to learn about the Local Control Funding Formula (LCFF), the Local Control Accountability Plan (LCAP), the CASPP, new English Language Development Standards, and the Charter School Facilities Program through the Office of Public School Construction.

LEGISLATIVE ITEMS:

- Please see the attachment for an update on the changes to API and AYP calculations as a result of Assembly Bill (AB) 484 and AB97.

Attachment: Letter from the CDE regarding changes in accountability reporting

Attachment
Agenda Item 3.3

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

April 2, 2014

Dear County and District Superintendents, Charter School Administrators:

CHANGES IN ACADEMIC ACCOUNTABILITY REPORTING

The purpose of this letter is to provide an update regarding federal and state academic accountability reporting requirements.

Academic Performance Index

On March 13, 2014, the State Board of Education (SBE) approved not to calculate the 2014 Growth and Base Academic Performance Indexes (APIs) and 2015 Growth APIs for elementary, middle, and high schools, and local educational agencies (LEAs). Since the first Smarter Balanced assessment results will be available after the spring 2015 administration of the assessments, Base to Growth comparisons will be reported in 2015–16. Specifically, the 2016 Smarter Balanced assessment results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API.

Assembly Bill (AB) 484, amended California *Education Code* (*EC*) sections 52052(2)(F) and 52052(4)(B). As a result, schools and LEAs that do not have an API calculated in 2013–14 and 2014–15 shall use one of the following to meet legislative and/or programmatic requirements: (a) the most recent API calculation; (b) an average of the three most recent annual API calculations; or (c) alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups.

The California Department of Education (CDE) will produce a 3-year API average for schools and school districts in the spring of 2014.

Finally, AB 97, Chapter 47, Statutes 2013, California *EC* Section 52056(a) requiring API ranking of schools was repealed. As a result, for 2013 and beyond, statewide and similar schools ranks will no longer be produced.

Adequate Yearly Progress

On March 13, 2014, the SBE approved three amendments to California's Accountability Workbook:

- A numerically significant student group is now defined as having 30 or more students.

- An additional extended-year cohort graduation rate (i.e., six-year cohort rate) will be used as another alternative method to meeting the graduation rate criteria for LEAs, schools, and student groups.

- Use of the API as an additional indicator for high schools was eliminated.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended. Specifically, a one-year waiver was granted that allows flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test.

- The CDE will **not** produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts. Therefore, the Program Improvement (PI) status for these schools and districts will not change. Schools will not enter or exit PI. However, schools will continue to implement the PI requirements associated with their current PI status. (PI Year 1 must continue to offer school choice, e.g.). Additional information on PI requirements can be found on the CDE PI Web page at http://www.cde.ca.gov/ta/ac/ti/programimprov.asp.

- The CDE, however, will continue to make AYP determinations for any high schools serving only grades nine through twelve and high school districts based on achievement results from the grade ten CAHSEE and CAPA. The AYP will be used to identify PI status for these high schools and high school districts.

If you have any questions regarding academic accountability, please contact Jenny Singh, Administrator, Academic Accountability Unit, by phone at 916-319-0863 or by e–mail at jsingh@cde.ca.gov. If you have questions regarding Title I Program Improvement requirements, please contact Keith Coppage, Administrator, District Innovation and Improvement Office, by phone at 916-319-0599 or by e-mail at kcoppage@cde.ca.gov.

Sincerely,

/s/

Deborah V. H. Sigman, Deputy Superintendent of Public Instruction
District, School, and Innovation Branch

KA:tm

cc: Accountability Coordinators

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: April 11, 2014 for the meeting of April 17, 2014

A Treasurer's Report is not available at this time. Lisa Speegle will complete the Board Report on Monday, April 14, and it will be available at the meeting on April 17.

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Prop 39 for 2014-2015**

Date: April 12, 2014 for the meeting of April 17, 2014

SUMMARY

A final offer from CUSD for Prop 39 has been received. Board members toured the proposed site at Citrus Elementary on April 4. The Board must vote wether to accept or reject the offer if it wishes to respond by May 1.

DISCUSSION

Regarding the visit to Citrus Elementary:

On Saturday April 12, the Director of Sherwood Montessori School became aware of a recent Brown Act violation that occurred when a majority of the Board of Directors attended a meeting that was publicly announced but not to which the public was not invited. The violation was committed inadvertently on Friday, April 4 at Citrus Elementary school in Chico.

The meeting where the violation occurred was set up by request of the Board and facilitated by the Principal of Citrus Elementary to inform the Board members of Sherwood Montessori about their decision on the CUSD Proposition 39 Offer for Sherwood to relocate to Citrus Elementary. Four Board members attended. No action was taken at the meeting. Notes from the meeting have been included in the Board meeting agenda for Thursday, April 17.

The Ralph M. Brown Act is California's public meetings law, intended to ensure that public business is conducted in the public view and with public participation. The Act defines what constitutes a meeting of a public body.

The leadership of Sherwood Montessori regrets this mistake. The Board recognizes the importance of the Brown Act and is committed to improving its ability to comply with the

state's open meeting laws. Since the violation has been recognized, Board and school staff members involved in the meeting will receive renewed training on the Brown Act.

Director and Board Secretary Robyn Faraone took the following notes on the Citrus visit:

Notes from the SHERWOOD BOARD OF DIRECTORS
Site Visit to CITRUS ELEMENTARY, 1350 Citrus Ave.
April 4, 2014, 11:30 am

Agenda Prepared by Shirley Williams, Citrus Principal
Notes Prepared by Robyn Faraone, Sherwood Board Secretary

Introductions
Citrus Principal- Shirley Williams.
CUSD- John Bohannon, Director, Alternative Education
Sherwood Board Members Present: Peter DiFalco; Robyn Faraone - Secretary; Chris Fosen; Stephen Lucas – Chair; David Kuperman.
Sherwood Director: Michelle Yezbick.

Sherwood – Share Needs
Sherwood school director shared that Sherwood is in need of an adequate facility, and that is why we made the Prop 39 request.

Citrus
Citrus is the lowest performing school in CUSD. They have an API Goal of 800. They are currently at 669, achieving a 52 point increase in the last two years, the largest increase in the district. Principal Williams has been there for the last three years, where they have had a 90% turnover in the teaching staff. She sees this as positive since they have the most dedicated teachers she has ever worked with. They have worked hard to change the culture of the school to a more positive behavior modification model. 88% of the children are at or below poverty, and come from fragile homes: many single-parent families, formerly incarcerated parents, and unstable housing situations. Many students have PTSD because of chronic stressors in their lives. Citrus serves breakfast, lunch and dinner, and provides a safe, supportive environment for children to learn in a very structured environment.

Bidwell Angels- Bidwell Presbyterian Church has adopted Citrus, and they dedicate many volunteer hours and fundraising efforts on supporting Citrus. They have installed two computer labs with dozens of computers in the school. They also have a room of donated goods, including clothing, toys, books, computers and other items. Children earn Power Paws for making safe choices, positive behavior. Then they can exchange the Power Paws for goods in the store of donated goods.

One room houses a preschool program called, "Parents as Teachers," and supportive programs, such as home visiting. They also have full-day kindergarten, transitional kindergarten and special education programs.

Citrus would lose their computer labs and all of these special programs if Sherwood came to Citrus. Principal Williams stated, "It would devastate the school." If it happens,

she will be professional and work with us because she cares for all children. She has concerns about integration, liability and supervision. For example, Citrus is a very structured school, where children may not talk when they are in the hallway and must keep their hands behind their backs. Would Sherwood students do that? How will that work if Sherwood students have different rules? There is not a cluster 8 classrooms that they could give us, Sherwood would be spread throughout Citrus.

Chair Lucas commented that it would only work if there was integration between the two schools. Principal Williams is concerned about liability if schools are integrated. It might work to combine schools for assemblies or events, but daily integration on the playground or shared spaces is not very practical. There are only two bathrooms on the campus (besides the ones in the kindergarten classrooms) so that would be one shared space that we would have to determine how to deal with.

Director Bohannon stated that every principal would say that sharing their campus would devastate their programs because the reality is that all space is being used. Prop 39 requires the district to offer a charter school any space that is not being used for full-day instruction. Some of the special programs that are located are district-wide programs (special education, transitional kindergarten) and would be re-located to other schools.

As far as the computer labs, Bidwell Angels Donation store, "Parents as Teachers," they would simply not have space for them.

Tour
We started in the office, then went to the cafeteria. Next, we saw the two computer labs in the main building that would have to be converted back to classrooms. We walked through the library, across the playground and to the portables that housed the special programs. The campus is the smallest acreage of an elementary school in CUSD. There isn't any room for additional portables. There is no parking lot. Drop off and pick up times would have to be staggered.

Discussion
An informal discussion with Director Bohannon continued in front of the school. We asked about the other portables that CUSD is willing to give us. He stated that we should meet again to discuss. He spoke to CUSD finance department and they are open to discussing a low-interest loan to Sherwood to pay for the installation of the portables on the East Ave. Church location. There are some additional portables that Chico Country Day is going to get rid of if we wanted those, as well.

Director Peter DiFalco asks that the following statement be read on his behalf:

First, I'd like to apologize that I'm unable to attend tonight's meeting. I believe this decision is incredibly important, and difficult, and the opportunity to participate in the process to make that decision for the good of the Sherwood Montessori community is why I joined the board. I believe Sherwood Montessori has four core assets which need to be nurtured and protected in order for our school to thrive in the future:

1. The Montessori educational method embodied in our charter.

2. Our reputation in the broader Chico community.
3. The members of our school community: faculty, staff and families of Sherwood.
4. Our economic position.

After touring Citrus elementary school, reviewing the Prop 39 offer, and reflecting on the likely future of Sherwood Montessori if we were to accept the Prop 39 offer, I feel these core assets would be impacted in this way:

1. The Montessori Method would be significantly compromised. As you have heard, the school could not be physically contiguous, classrooms would not be matched to our teaching methods, and access to critical facilities (library, kitchen, resource space) would be limited, or non-existent.
2. We would develop a poor reputation in the Chico community. In other cities, privatized charters pursue profit strategies at the expense of underprivileged children served by the district. As the Citrus elementary school community sees their capacity to deliver critical services to a high-need population damaged or redistributed by CUSD because of our school's occupation of their special use spaces, our reputation will be wrapped in that narrative, regardless of our intentions.
3. Because our ability to execute our charter will suffer, and the school's reputation will suffer, ultimately we will see some of our families and our wonderful staff leave the school, in a reversal of our growth model.
4. As our school's population declines, our economic position will do the same. As a smaller school, we had starter funds to help us open the doors. Even with the comparatively low facilities costs of existing at Citrus elementary, I don't feel a shrinking Sherwood will be viable in the long term.

For the above reasons, I do not support the acceptance of the Prop 39 offer this year. I hope in the future there will be a better opportunity for us to partner with the district to serve all students in a fashion consistent with our charter.

Thank you,

Peter DiFalco

ACTION REQUESTED:

Vote to reject the Prop 39 offer.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, May 15, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 Approval of Minutes from April 17, 2014.

2.2 2014-2015 School Calendar

The Board will receive a draft of the 2014-2015 School Calendar.
ACTION REQUESTED: Approve calendar for 2014-2015.

2.3 Candidates for Sherwood Montessori Board of Directors

The Board will receive materials from applicants for the open positions on the Board.
ACTION REQUESTED: Approve candidates.

2.4 Local Control Accountability Program (LCAP) Approval Manual

The Board will receive the approval manual for the LCAP.
ACTION REQUESTED: Receive manual.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report
3.2 Sherwood Montessori Parents Organization Report
3.3 School Director Report
3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Draft of School Budget for 2014-2015

The School Director will provide the Board of Directors with a recommendation from the Budget Committee for a budget for the 2014-2015 school year.

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

ACTION REQUESTED: Approve budget.

5.3 Lease for the East Avenue Community Church (EACC)

The Board will receive a draft of a lease for renting space at the EACC.

ACTION REQUESTED: Approve lease.

5.4 Lease for 746 Moss Ave.

The Board will make a decision about the lease at Moss Ave.

ACTION REQUESTED: Approve a lease extension.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 The Board will approve an LCAP.

7.2 The Board will renew the line of credit.

7.3 The Board will assign signatories for the bank account.

8. CLOSED SESSION

8.1 Public Employee Performance Evaluation

The Board will meet in closed session pursuant to Government Code section 54957.

Any actions will be reported in Open Session.

Annual review of the School Director

Employment Contracts Non-Renewal: Three positions

Employment Contracts Renewal: Six positions.

9. ADJOURNMENT (Est. 8:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Agenda Item 2.1

SHERWOOD MONTESSORI

MINUTES FOR BOARD OF DIRECTORS of

April 17, 2014

1. CALL TO ORDER: at 6:07 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Robyn Faraone - Secretary; Chris Fosen; David Kuperman – Treasurer; Stephen Lucas – Chair; Corin Meester; Erwin Williams.
Board Absent: Peter DiFalco.
Sherwood Employees Present: Michelle Yezbick - School Director; Marlo Knox – Lead Teacher; Libby Grinton – Teacher's Aide.
Others Present: Nicole Drummond; Tara Anderson; Leslie Wright; Mark Reiser; Joe Wilson; Michael Waltz; Marci Pope; Rob Fraser; Tanya Parish; Stephanie Norlie.

2. CONSENT AGENDA

2.1 Approval of Minutes from March 13, 2014, special meeting and February 20, 2014, regular meeting.
2.2 4/5/6 Field Trip to Redding
2.3 Middle School Science Instruction Report
2.4 Response to Parent Inquiries about Having Two Sites
2.5 Local Control Accountability Program (LCAP)
2.6 Proposed Charter Revisions

Items 2.2 and 2.6 were removed from Consent Agenda to allow for further discussion during Regular Business.

Director Kuperman motioned to approve the Consent Agenda; *Director Meester* 2nd the motion.
AYES: 6 (Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Difalco)

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report- Written Report Received.
3.2 SMPO Report- Sarah Lowe is the new SMPO president.
3.3 School Director Report- Written Report Received. Lisa Speegle's resignation from financial management consulting position is a huge concern. She is doing the books for several schools and ours is the most complicated due to the number of teachers and PERS/STERS. She will train accountant to do payroll, but we will need to try to fill her position. The Skillathon raised $2,050 for new PE equipment. We now have 30 Chromebooks for students to use and Common Core testing.
3.4 Treasurer Report- Report received. Our cash flow fluctuates due to deferrals, where we may receive funds for the current school year in the next fiscal year. We will have $85,000 balance that could be used for capital improvements on facilities or other expenses next year.

4. NOTICED PUBLIC HEARINGS- None

5. REGULAR BUSINESS

5.1 ITEMS REMOVED FROM CONSENT AGENDA
2.2 4/5/6 Field Trip to Redding- Recommend that we verify the liability coverage, particularly for the river rafting, either through our school insurance or the tour company or both.

Director Williams motioned to give authority to School director to make final approval; *Director Fosen* 2nd the motion.

AYES: 6 (Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Difalco)

2.6 Charter Revisions- In section A 2.1 change _____ to"enrollment will not exceed 250."

Director Meester motioned to approve the charter revisions with the revision noted above; *Director Fosen* 2nd the motion.

AYES: 6 (Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Difalco)

5.2 Prop 39 for 2014-2015

School director recommends rejecting the Prop 39 offer for shared space at Citrus Elementary.

Director Kuperman motioned to reject the Prop 30 offer for shared space at Citrus Elementary; *Director Fosen* 2nd the motion.

AYES: 6 (Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Difalco)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA

Given the vote to reject Prop 39, parents wanted to know what we will do about our cramped facilities. *Chair Lucas* reported that expect to enter into a lease agreement for 7-8 classrooms to be located at East Ave. Community Church. *Lead Teacher Marlo Knox* offered to begin process of negotiating with Redeemer Lutheran to remove the wall in her classroom to expand her classroom space for next year. Board suggested she work with School director to begin process. Mark Reiser reported that other charter schools are interested in collaborating on facilities. Stephanie Norlie asked if we are giving up on the idea of building our own site. *Chair Lucas* expressed that is the long-term goal but it may take several years. Rob Fraser expressed that if we are counting on the numbers in grades 7-8 to pay for the additional site, we should be aware that many families are looking at other middle schools. The Board encouraged those present to consider running for the Board. Names will be forwarded to SMPO for consideration at their May meeting.

7. ADJOURNMENT: 805 PM. BOD adjourns until the BOD Meeting until the next meeting scheduled for May 15,2014 at 6:00 PM.

Approved: _____, 20____

_____
Robyn Faraone, Secretary

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: 2014-2015 School Calendar

Date: May 9, 2014 for the meeting of May 15, 2013

SUMMARY

A draft of a calendar for the 2014-2015 school year has been created.

DISCUSSION

The attached draft of a school calendar for the 2014-2015 mirrors local school district calendars with some differences, including starting and ending school on a Wednesday. There are 180 instructional days and 185 work days for teachers. Two work days for teachers were calendered in August for the purposes of planning for Common Core State Standards implementation schoolwide. The minimum number of instructional minutes for students is met or exceeded with this calendar.

ACTION REQUESTED

Approve calendar.

Attachment: Draft of School Calendar for 2014-2015 School Year

Attachment
Agenda Item 2.2

Sherwood Montessori

2014-2015 School Calendar *DRAFT*

August 2014

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	EP	EP	16
17	EP	EP	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School Closed
Early Release Day-2pm dismissal
Parent Teacher Conferences

EP — Employee Planning (no school for students)
Report Cards
First and Last Day of School-2pm dismissal

Attendance Make-Up Day

Aug 14-15&18-19	Planning/Development Days
Aug 20	First Day of School for students
Sep 1	Labor Day-no school
Oct 31	Parent/Teacher Conferences - no school
Nov 10-11	Veterans Day Break - no school
Nov 24-28	Thanksgiving Break
Dec 22-Jan 2	Winter Break
Jan 19	Martin Luther King Jr. Day-no school
Feb 13 & 16	Presidents Day-no school
Feb 13	Attendance Make-Up Day-8:30-12:00

Mar 16-20	Spring Break - no school
Apr 3-6	Spring Break 2 - no school
Apr 3	Atendance Make-Up Day-8:30-12:00
Apr 17	Parent/Teacher Conferences-no school
May 25	Memorial Day-no school
Jun 10	Last Day of School

Month	M	T	W	TH	F	Notes	K-min	1/8-min	M	T	W	TH	F	M	T	W	TH	F
August	18	19	20	21	22		600	930	0	0	270	330	330	0	0	200	200	200
Aug/Sept	25	26	27	28	29		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept	1	2	3	4	5	Labor Day Holiday	800	1260		330	270	330	330		200	200	200	200
Sept	8	9	10	11	12		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept	15	16	17	18	19		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept	22	23	24	25	26		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept/Oct	29	30	1	2	3		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	6	7	8	9	10		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	13	14	15	16	17		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	20	21	22	23	24		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct/Nov	27	28	29	30	31	Conference Week	800	1080	270	270	270	270	0	200	200	200	200	0
Nov	3	4	5	6	7		1000	1590	330	330	270	330	330	200	200	200	200	200
Nov	10	11	12	13	14	Veterans Day Holiday	600	930			270	330	330			200	200	200
Nov	17	18	19	20	21		1000	1590	330	330	270	330	330	200	200	200	200	200
Nov	25	26	27	28	29	Thanksgiving Break	0	0										
Dec	1	2	3	4	5		1000	1590	330	330	270	330	330	200	200	200	200	200
Dec	8	9	10	11	12		1000	1590	330	330	270	330	330	200	200	200	200	200
Dec	15	16	17	18	19		1000	1590	330	330	270	330	330	200	200	200	200	200
Dec	22	23	24	25	26	Winter Break	0	0										
Dec/Jan	30	31	1	2	3	Winter Break	0	0										
Jan	5	6	7	8	9		1000	1590	330	330	270	330	330	200	200	200	200	200
Jan	12	13	14	15	16		1000	1590	330	330	270	330	330	200	200	200	200	200
Jan	19	20	21	22	23	Martin Luther King, Jr.	800	1260		330	270	330	330		200	200	200	200
Jan	26	27	28	29	30		1000	1590	330	330	270	330	330	200	200	200	200	200
Feb	2	3	4	5	6		1000	1590	330	330	270	330	330	200	200	200	200	200
Feb	9	10	11	12	13	Lincoln's Birthday Holiday	800	1260	330	330	270	330		200	200	200	200	
Feb	16	17	18	19	20	Presidents Day Holiday	800	1260		330	270	330	330		200	200	200	200
Feb/March	23	24	25	26	27		1000	1590	330	330	270	330	330	200	200	200	200	200
March	2	3	4	5	6		1000	1590	330	330	270	330	330	200	200	200	200	200
March	9	10	11	12	13		1000	1590	330	330	270	330	330	200	200	200	200	200
March	16	17	18	19	20	Spring Break	0	0										
March	23	24	25	26	27		1000	1590	330	330	270	330	330	200	200	200	200	200
March/April	30	31	1	2	3		800	1260	330	330	270	330	0	200	200	200	200	0
April	6	7	8	9	10		800	1260	0	330	270	330	330	0	200	200	200	200
April	13	14	15	16	17	Conference Week	800	1080	270	270	270	270	0	200	200	200	200	0
April	20	21	22	23	24		1000	1590	330	330	270	330	330	200	200	200	200	200
April/May	27	28	29	30	1		1000	1590	330	330	270	330	330	200	200	200	200	200
May	4	5	6	7	8		1000	1590	330	330	270	330	330	200	200	200	200	200
May	11	12	13	14	15		1000	1590	330	330	270	330	330	200	200	200	200	200
May	18	19	20	21	22		1000	1590	330	330	270	330	330	200	200	200	200	200
May	25	26	27	28	29	Memorial Day Holiday	800	1260		330	270	330	330		200	200	200	200
June	1	2	3	4	5		1000	1590	330	330	270	330	330	200	200	200	200	200
June	8	9	10	11	12		600	930	330	330	270	0	0	200	200	200	0	0
TOTAL							**36000**	**56700**										

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	18	19	**20**	21	22		3	2	5
Aug/Sept	25	26	27	28	29		5	0	5
Sept	1	2	3	4	5	Labor Day Holiday	4	0	4
Sept	8	9	10	11	12		5	0	5
Sept	15	16	17	18	19		5	0	5
Sept	22	23	24	25	26		5	0	5
Sept/Oct	29	30	1	2	3		5	0	5
Oct	6	7	8	9	10		5	0	5
Oct	13	14	15	16	17		5	0	5
Oct	20	21	22	23	24		5	0	5
Oct/Nov	27	28	29	30	31	Conference Week	4	1	5
Nov	3	4	5	6	7		5	0	5
Nov	10	11	12	13	14	Veterans Day Holiday	3	0	3
Nov	17	18	19	20	21		5	0	5
Nov	25	26	27	28	29	Thanksgiving Break	0	0	0
Dec	1	2	3	4	5		5	0	5
Dec	8	9	10	11	12		5	0	5
Dec	15	16	17	18	19		5	0	5
Dec	22	23	24	25	26	Winter Break	0	0	0
Dec/Jan	30	31	1	2	3	Winter Break	0	0	0
Jan	5	6	7	8	9		5	0	5
Jan	12	13	14	15	16		5	0	5
Jan	19	20	21	22	23	Martin Luther King, Jr.	4	0	4
Jan	26	27	28	29	30		5	0	5
Feb	2	3	4	5	6		5	0	5
Feb	9	10	11	12	13	Lincoln's Birthday Holiday	4	0	4
Feb	16	17	18	19	20	Presidents Day Holiday	4	0	4
Feb/March	23	24	25	26	27		5	0	5
March	2	3	4	5	6		5	0	5
March	9	10	11	12	13		5	0	5
March	16	17	18	19	20	Spring Break	0	0	0
March	23	24	25	26	27		5	0	5
March/April	30	31	1	2	3		4	0	4
April	6	7	8	9	10		4	0	4
April	13	14	15	16	17	Conference Week	4	0	5
April	20	21	22	23	24		5	0	5
April/May	27	28	29	30	1		5	0	5
May	4	5	6	7	8		5	0	5
May	11	12	13	14	15		5	0	5
May	18	19	20	21	22		5	0	5
May	25	26	27	28	29	Memorial Day Holiday	4	0	4
June	1	2	3	4	5		5	0	5
June	8	9	**10**	11	12		3	1	4
TOTAL							**180**	**4**	**185**

DAILY SCHEDULE				
Class		Class Minutes	Lunch	Minutes
K	8:30-11:50	200		200
1st	8:30-3:00	390	60	330
2-3	8:30-3:00	390	60	330
4-5-6	8:30-3:00	390	60	330
7-8	8:30-3:00	390	60	330

LEGAL REQUIREMENT	
Instructional Minutes	TOTAL
200	36000
280	50400
280	50400
300	54000
300	54000

DEVELOPMENT DAY				
Class		Class Minutes	Lunch	Minutes
K	8:30-11:50	200		200
1st	8:30-2:00	330	60	270
2-3	8:30-2:00	330	60	270
4-5	8:30-2:00	330	60	270
6-8	8:30-2:00	330	60	270

EXCESS OF REQUIREMENT		
K	36000	0
1st	56700	6300
2-3	56700	6300
4-5-6	56700	2700
7-8	56700	2700

Agenda Item 2.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Candidates for Sherwood Montessori Board of Directors

Date: May 9, 2014 for the meeting of May 15, 2013

SUMMARY

Intereseted parties have submitted materials to become candidates for Sherwood Montessori's Board of Directors. The Board of Directors will evaluate the materials and decide whether or not to approve the candidates.

DISCUSSION

There are two Board members that are reaching the ends of their terms this year. The following individuals have submitted materials to apply for the open seats, which are attached to this memo:

David Bronson
Kristy Cowell
Mark Reiser
Joe Smith
Joe Wilson

Upon approval, candiates' materials will be submitted to the Sherwood Montessori Parents Organization (SMPO). The SMPO will conduct an election to determine which candidates will replace outgoing Directors Steve Lucas and Erwin Williams.

ACTION REQUESTED

Approve candidates.

Attachments: Candidate application materials

Attachment 1
Agenda Item 2.3

David Bronson

664 E First Ave #10
Cell phone: 530-933-6825
Email: David@joinpcb.com

EDUCATION

- Northwest University - B.A. 1993 – 1996
- Licensed CA R.E Broker 2005 – Current
- Licensed NMLS Loan Officer

RELEVANT EXPERIENCE

- **Broker/Co-Owner People's Choice Brokers**

  March 2005 – Current
  664 E First Ave #10
  Chico, Ca 95926

- **Owner Brickhouse Wood Fired Pizza**

  Jan 2013- Present
  2649 Cameron Park Dr
  Cameron Park, CA 95682

- **Senior Leader at Life Center Chico**

  March 2008 – Current

- **Member - Chico Association of Realtors MLS Committee**

- **Past President of the Yuba- Sutter Healthy Marriage Coalition**

  January 2007 - March 2008



www.sunnygardenmontessori.com

Sunny Garden Montessori

2801 Godman Avenue

Chico, CA

343-3101

To whom it may concern:

I would like to become one of your board members for the coming year. I realize I have missed the deadline, and apologize for that. It at all possible, I would like to be considered.

I have taught Montessori for 30 years and have a very strong family influence with the Montessori philosophy. I currently own and operate a small business that has been designed with the Montessori philosophy. I am also a part time professor for Butte College teaching Child Development.

I have been involved with the Montessori community in Chico since 1987 and am very dedicated to seeing the success of your charter school.

Please consider my application and know that my interest and dedication to your school is sincere.

Thank you,

Kristy Cowell, MA

Sunny Garden Montessori

J. CHRISTINE "KRISTY" COWELL

PERSONAL

I have worked with families and young children in Chico for the past 21 years. I am a grandmother with three grown daughters who all live in Northern California. I am a part time professor for Butte College. I teach Child Development. I currently own and operate Sunny Garden Montessori; an indoor classroom play space for families and children age 0-5 that has been designed with a Montessori influence.

EDUCATION

MA Human Development – Developmental Education	2008
Pasadena, California	
American Sign Language Studies	1995-1999
Completed the AA program minus an anthropology class	
American River College - Sacramento, CA	GPA 4.0
California Mentor Teacher Program	1996-present
Butte College	
BA Early Childhood Education	May 1980
Idaho State University	
Major: Early Childhood Education - Dean's List	1976-1980
St. Nicholas Training Centre for Montessori Education	1979-1980
St. Nicholas, London, England	
Montessori Diploma - A Distinction	1980

EMPLOYMENT

OWNER/DIRECTOR SUNNY GARDEN MONTESSORI	2010-present
PROFESSOR BUTTE COLLEGE CHILD DEVELOPMENT	2008-present
BRISLAIN LEARNING CENTER, CHICO, CA	2000-2002
Educational Therapist	
MONTESSORI ELEMENTARY SCHOOL, CHICO, CA	2001-2002
Taught Botany and Zoology to first through third grades	
Taught the k-3rd grade classroom for one year as Lead Teacher	2006-2007
HEAD TEACHER/CO-DIRECTOR: CHICO MONTESSORI	1988-present
I have worked in this school for 19 years. I am the morning supervisor, responsible for one class of 24 children with one full time aide.	
CALIFORNIA ECE MENTOR TEACHER: BUTTE COLLEGE	1996-present
The Mentor Teacher classroom is available for students from the college who are working on an AA degree in Child Development to spend their required hours with children.	
INSTRUCTOR: NCME MONTESSORI TEACHER'S COLLEGE	1997
Responsible for teaching the cultural subjects including Geography/History; Zoology/ Botany; Art/Astronomy; Art/Physical Fitness/Health.	
KINDERGARTEN TEACHER: School Dist. #181, Challis, Idaho	1981-1986
I taught two classes daily.	
HEAD TEACHER: MONTESSORI KINDERGARTEN*-Idaho*	1980-1981
I was responsible for one class of 24 children with one full time aide	
HEAD TEACHER: ASISU DAY CARE CENTER	1976-1980
Teacher in charge of training parent volunteers as well as set up curriculum for the program.	

ACTIVITIES

Presenter at National and State Conferences for CKA, CEEA, NCME..

CERTIFICATIONS

K-3 Early Childhood Education Credential State of Idaho	1980-1985
Multi -Subject Credential State of California	ex: 9-04
California Program Director Child Center Certification	2002-present
CBEST	10-19-96

Attachment 3
Agenda Item 2.3

Mark Reiser
40 Kindred Ct.
Chico, CA 95928
530-518-8119

Sherwood Montessori
746 Moss Avenue
Chico, CA 95926

April 27, 2014

Dear Director Michelle Yezbick,

This letter serves to inform you, the SMPO, and the Board of Directors of Sherwood Montessori of my interest in being considered for a position on the Board of Directors.

Included is my resume as requested. Please let me know if there is anything else that is needed from me.

Sincerely,

Mark Reiser

Attachment 5
Agenda Item 2.3

Mark Daniel Reiser

40 Kindred Ct. Chico, CA 95928 • (530) 518-8119 • riverperson@hotmail.com

Education

California State University, Chico

- M.A. studies in **Recreation Administration** 1999-2000
- B.S. in **Biological Sciences**, Graduated May, 1994

Work Experience

Founder/ Owner/ Operator, Alaska Outdoors, LLC 2000-Present

Manages a well-established adventure tour company. Responsible for all aspects of daily operations; Sales, budgeting, accounting, personnel management, risk management, marketing, contract management, purchasing, and logistics coordination for a thriving company.

Graduate Teaching Assistant, C.S.U., Chico, Chico, CA 1999-2000

Researched and developed instructional materials and tests. Evaluated quizzes and essays. Developed and presented lectures in Commercial Recreation/Tourism, Interpretation, Environmental Education, and Outdoor Recreation Systems.

Day Trip Manager, Alaska Wildland Adventures, Girdwood, AK 1997-98

Managed, supervised, and evaluated 25 guides that lead educational rafting trips for diverse populations. Developed and instructed training courses for employees. Reorganized facilities and procedures to establish a safer and more efficient working environment.

Public Safety Officer, El Dorado County, CA 1993

Managed a team of Public Safety Operators which evaluated over 25 permitted rafting companies on a very busy commercial river. Conducted safety inspections, issued citations, and evaluated compliance with safety regulations. Responsible for hiring, personnel management, scheduling, and personnel evaluations.

Natural History Tour Leader, various organizations, CA and AK, 1988-96

Conducted remote wilderness tours for diverse populations. Organized equipment and logistics. Prepared and presented natural and cultural history programs. Worked with other staff as a highly motivated team to ensure client comfort, safety, and enjoyment. Established rapport and trust with clients and facilitated positive group learning experiences.

Attachment 6
Agenda Item 2.3

Joe Smith
Letter of Interest
for
Sherwood Montessori Board of Directors

My name is Joe Smith. I would like to serve as a member of the Board of Directors of Sherwood Montessori. Chico is essentially my hometown, having arrived in 1960 at age two. Both of my parents were educators. I have four children, now all adults, and three grandchildren. My two youngest attended a local charter school for the majority of their elementary and some secondary schooling. Two of my children and one grandchild have attended Montessori pre-schools.

Most of my professional life has been in development, finance, and management of local businesses. For the last twelve years I have operated an independent insurance brokerage. I have a great appreciation for the special role charter schools play in providing educational alternatives for many children in our community. I would be enthusiastic and honored to contribute to the success of Sherwood Montessori.

Joe Smith

Attachment 7
Agenda Item 2.3

Sherwood Montessori Board of Directors

4/17/2014

Hello,

I would like to throw my hat into the ring for an upcoming vacancy on the Sherwood Montessori Board of Directors. As you know I have expressed keen interest in the facility discussions and have a strong sense of responsibility when it comes to my son's education. Sherwood has been a great experience for him. When he entered Sherwood in January of 2013 he had a severe challenge with speech dis-fluency. I feel that the self-directed model of Montessori education has allowed him to overcome this challenge and regain a large measure of speech fluency. Both my wife and I are grateful for this opportunity to enroll him in Sherwood and look forward to seeing him and our youngest son, learn and develop under the Montessori method.

Professionally, I work as the Governmental Relations Representative for Pacific Gas and Electric Company. At PG&E, I serve as the primary political affairs and community relations contact for public agencies in a 11 County region ranging from Sutter County north to Modoc County. In this position my responsibility is to work closely with Counties, Cities and local business leaders to form effective relationships and partnerships. In addition to my work in the quasi political realm, I manage PG&E's charitable giving program in the same 11 County region. Many of these corporate grants are made to educational institutions and community organizations giving me an opportunity to work closely with agencies like the Butte County Office of Education, the Boys and Girls Club, and Girls on the Run.

I have 11 years of experience in public administration having previously served a 5 year stint as the General Manager of the Indian Valley Community Services District and most recently 6 years as the Director of Airports and Facilities for Plumas County. As the Director of Airports and Facilities, I was responsible for the operations of three General Aviation Airports, the County Parks system, as well as managing the County's real estate portfolio of 39 properties in five communities. During my tenure as the General Manager of the Community Services District, I had the privilege to oversee operations related to water, wastewater, parks, fire, and ambulance services. In both of these positions I reported directly to a Board comprised of elected officials.

I currently serve as Butte County's private industry representative on the Workforce Investment Board of the Northern Rural Training and Employment Consortium, an 11 County Joint Powers Authority responsible for economic development and workforce training.

I would be honored to be considered for a seat on the Sherwood Montessori Board. I feel that my experience in public facility management and commercial leases could potentially be of benefit to Sherwood Montessori as it moves forward into the future.

Sincerely,

Joe Wilson, Sherwood Parent

PG&E Pacific Gas and Electric Company®
350 Salem Street
Chico, CA 95928

Joe Wilson
Government Relations Representative
Local Government Relations

530.896.4289
Internal: 751.4289

j8we@pge.com

Agenda Item 2.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Local Control Accountability Plan (LCAP) Approval Manual

Date: May 9, 2014 for the meeting of May 15, 2013

SUMMARY

An approval manual to guide the Board's assessment of Sherwood's LCAP has been provided.

DISCUSSION

Each district and charter school in the state of California is required to develop an LCAP and have it approved by local boards by July 1st. The attached manual gives guidance on the criteria for approving the LCAP. The manual is the result of several education agencies in California, and is published by the California County Superintendents Educational Services Association (CCSESA).

ACTION REQUESTED

Receive manual.

Attachment: LCAP Approval Manual

Attachment
Agenda Item 2.4



California County Superintendents
Educational Services Association

Local Control Accountability Plan (LCAP) Approval Manual

2014-15 Edition

April 30, 2014

BASC
Business and Administration Steering Committee

CISC
Curriculum and Instruction Steering Committee

This edition of the CCSESA LCAP Approval Manual represents our best thinking for the 2014-15 initial review and approval process of district Local Control Accountability Plans. This version of the manual is written to assist county offices in the approval process in accordance with the emergency regulations (5 CCR 15494-15497) adopted by the State Board of Education (SBE) on January 16, 2014. The manual has been produced based on the most current information available, and represents a collaboration of the CCSESA's Business and Administration (BASC) and Curriculum and Instruction (CISC) Steering Committees, multiple county offices of education, SBE staff and the California Department of Education (CDE), with assistance from the Fiscal Crisis and Management Assistance Team (FCMAT). The Approval Manual will evolve and adjust once permanent regulations are adopted by the SBE and county offices develop and fine-tune best practices over time.

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Chapter 1

Introduction

Background

The 2013-14 California budget introduced the Local Control Funding Formula (LCFF), dramatically reforming California's educational funding system. The LCFF eliminates most categorical funding streams, replacing them with funds based on each LEA's student demographic profile. The LCFF institutes a change in LEA accountability for unrestricted funding in the form of a three-year Local Control Accountability Plan (LCAP), with annual updates, that focuses on services and outcomes for all students, with emphasis on English learners, low income and foster youth students. Under Education Code 52070, et seq., county superintendents are now responsible for the oversight and approval of district LCAPs.

Education Code Section 1240 grants county superintendents the oversight of districts within their county. Under AB1200 that role significantly expanded to include a progressive method of oversight aimed at ensuring fiscal solvency. Over the past 20-plus years, AB1200 has evolved into a multidimensional practice, often referred to as the "art and science of AB1200." Additionally, county offices have been involved in supporting districts in data-driven, educationally related planning and implementation under *Williams* oversight and Program Improvement under No Child Left Behind (NCLB).

Similarly, the district LCAP review and oversight process can be expected to develop over time. This version of the CCSESA COE LCAP Approval Manual (Approval Manual) is designed for the 2014-15 year only. Drawing on and building on other oversight experiences will help county offices as they evolve their LCAP support and approval practices. A thoughtful, holistic approach to LCAP support and review will best serve districts and will enhance the multifaceted role of county office support and oversight.

As with AB1200, county offices of education should utilize a consistent and balanced approach in the LCAP review process. Consequently, this Approval Manual provides guidance to LCAP reviewers in the following areas:

- The LCAP Oversight Role
    - Maximizing communication to best serve districts in the LCAP development process
    - Facilitating collaboration between county office departments
- LCAP Reviewer's Guide
    - Reviewing an LCAP for the **Three Criteria** for approval
    - Guidance when clarification is necessary
    - Assessing the need for technical assistance [EC 52071]

Three Criteria for LCAP Approval [EC 52070(d)]

Throughout the review process, COEs should keep in mind the **Three Criteria** for LCAP approval:

Adherence to SBE Template

1. The LCAP or annual update to the LCAP adheres to the template adopted by the SBE pursuant to Section 52064.

Sufficient Expenditures in Budget to Implement LCAP

2. The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the LCAP adopted by the governing board of the school district, based on the projections of the costs included in the plan.

Adherence to SBE Expenditure Regulations

3. The LCAP or annual update to the plan adheres to the expenditure requirements adopted pursuant to Section 42238.07 for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03.

Technical Assistance

If a county superintendent of schools does not approve an LCAP for 2014-15, the county superintendent of schools shall provide technical assistance, including, among other things, identification of strengths and weaknesses or the assignment of academic expert or experts. Please refer to Technical Assistance for more information.

SBE's Rubric

Important additional guidance will be provided to county offices when the state approves the evaluation rubric, which the SBE is required to adopt by October 2015. The SBE's rubric will provide further guidance in identifying an LCAP's strengths and weaknesses, with a focus on data points, framed around the eight state priorities outlined in the LCAP Template.

Use of Terms

Throughout this manual, the terms "county superintendent of schools," "county offices" and "COEs" are used interchangeably. In all cases, these terms ultimately refer to the statutory role of the county superintendent of schools under Education Code Sections 1240, 42127 and 52070, et seq.

The Three Criteria for Approval:

1. Adherence to SBE Template
2. Sufficient Expenditures in Budget to Implement LCAP
3. Adherence to SBE Expenditure Regulations

Chapter 2

Support and Oversight

Role of the County Superintendent of Schools

As the intermediary between the state and LEAs, the county superintendent of schools is responsible for the oversight of the school districts in their jurisdiction. LCAP review and approval expands that role. The county office's role goes beyond district oversight, however. County offices are a valuable resource to districts, offering technical assistance, training and support in multiple areas. Providing open channels of communication and support for districts is critical in fostering a relationship between COEs and districts that focuses on outcomes and performance while assisting districts with compliance.

LCAP review requires an interdepartmental approval process within the county office, making collaborative relationships vital. County offices have engaged in oversight and support of LEAs for many years under AB1200, *Williams Act* requirements, and Program Improvement. Referring to the lessons learned from these years will prove helpful as the LCAP review process develops.

There are many examples of effective strategies that county offices use to help build and strengthen relationships with districts. No single strategy will work for all COEs. Each district is as unique as the population it serves, just as each COE has evolved over time to support the districts in its respective jurisdiction. Throughout the state, there are many alternative models of how COEs and districts collaborate successfully to support students.

Communication with Districts

Successful implementation of localized funding as provided for in the LCFF and the accountability framework created through LCAPs relies on relationships between county offices and districts that encourage thoughtful, inclusive planning.

The LCAP is a locally defined performance and outcome plan for students. The first level of oversight remains with the locally elected board of education and the district administration. In supporting districts through their LCAP development, the following guidelines are important.

Strategies for Relationship Building

- **Service Focused Support**

  An ideal strategy for cultivating effective relationships between COEs and districts is one in which the COE engages primarily in service focused support while ensuring compliance. This strategy emphasizes COE operations as a service to districts while ensuring that statutory responsibilities relating to compliance are addressed and results in the COE being viewed as a valuable resource and ally.

  County offices of education can provide valuable support and technical expertise, and act as a resource for districts. It is important that COEs prioritize timely follow-through on district requests, provide accurate, contextualized, and meaningful data and support, and assure districts that there are no trivial questions or requests. In terms of LCAP development, it is critical that each COE define its roles and responsibilities and those of key COE staff. Clear explanation of the services that the county office provides to districts is also important.

- **Communication**

  To facilitate the county office/district relationship, a positive, transparent, two-way flow of communication is essential. Regular meetings with district leadership can provide a valuable venue for sharing information and experiences, discussing challenges, and identifying best practices. COEs can act as a conduit for open communication and networking amongst district leadership. Early, continual conversations during the development of district LCAPs will help both COEs and districts avoid surprises during the approval process.

Communication Strategies Relative to LCAP

Clear explanation of the COE's expectations of school districts as they pertain to LCAPs is essential. Below are some communication strategies to consider with respect to LCAP reviews:

- Request proactive meetings early in the year, providing early support during district LCAP development
- Request that districts communicate with the COE during LCAP development
- Encourage adherence to the spirit and intent of the template and regulations
- Provide a timeline and a checklist for districts to use in LCAP development and submission
- Provide an annual reminder of the five-day requirement to submit the adopted budget and LCAP to the county superintendent
- Provide LCAP development training and support
- Develop a working understanding and appreciation of the roles, communications and strategies used under AB1200, *Williams* and all areas of oversight
- Become familiar with district demographics and stakeholder outreach
- Remain neutral regarding the merits of the goals identified in the LCAP but potentially offer guidance
- Conduct workshops to train district staff as needed
- Provide technical assistance whenever and wherever needed
- Share best practices by other school districts
- Collaborate with other COEs

Collaboration within the County Office of Education

The LCAP review process requires several county office departments to work together (business, curriculum and instruction, technology, human resources, special education, etc.). Effective cross-departmental collaboration within COEs will be key as the review process unfolds. Ensuring that key players in the review process are identified internally and to the districts will help, as will recognition that many departments have experience in support and oversight roles for districts. An internal environment of respect for these experiences in all departments will be constructive.

Existing Areas of Oversight

LCAP review brings together several departments within the county office. Other oversight and support roles have been well established throughout various COE departments, each of which can offer guiding points that can smooth the development of LCAP review.

AB1200

Under AB1200, the county superintendent is responsible for reviewing district budgets and interim reports and determining whether or not the district can meet its financial obligations in the current and two subsequent fiscal years. Additionally, COEs review public disclosures of collective bargaining and non-voter-approved debt.

Since the introduction of AB1200 in 1992, COEs have grown into the role of management assistance and oversight. The lessons learned in these years are invaluable and should be considered during the development of LCAP review processes. Many of the strategies mentioned earlier in this chapter were gleaned from the experience of AB1200 oversight.

LCAP review and approval is tied to AB1200, as a county office may not approve a district's budget until its LCAP is approved [EC 42127(d)(2)].

Williams Monitoring and Oversight

The *Eliezer Williams, et al., vs. State of California, et al. (Williams)* case was filed as a class action lawsuit in 2000 in San Francisco County Superior Court. The settlement reached in the case created county mandated *Williams* reviews, requiring county teams to review schools in deciles 1-3 of academic performance to ensure that these schools had instructional materials for every student, credentialed teachers in every classroom, school facilities in good condition, accurate School Accountability Report Cards (SARCs), and a Uniform Complaint Procedure. CCSESA worked with the CDE and the ACLU to design a review process for counties to use. The purpose of the review was to shine light on each school's performance in these areas.

The *Williams* review has been in place for over ten years. During that time many lessons have been learned, including the benefits of the following practices:

- Developing a relationship with the *Williams* coordinator for each district.
- Providing annual professional development about the process for school and district personnel and good practices.
- Identifying county reviewers to do the work (e.g. curriculum staff to do instructional material reviews, facilities staff to review facilities).
- Providing annual professional development and collaboration for the county reviewers so there are consistent reviews for all schools.
- Being transparent with the districts about the process. Unless the visit is unannounced, contacting the principal to review the procedures.
- Fostering relationships between the COE and districts throughout the year so that COEs are not limited to a monitoring role.

Program Improvement Under No Child Left Behind (NCLB)

Under the Elementary and Secondary Education Act (ESEA), districts may be identified for program improvement under Title I, Title II, and/or Title III and are subject to requirements under each accountability system. County offices provide technical assistance to districts so they may comply with the specific requirements of each program. This assistance has included helping the district to conduct a needs analysis in the follow areas:

- Governance
- Fiscal resources

- Human resources
- Assessment
- Alignment of curriculum and instruction
- Professional development
- Parent and community involvement
- Data systems and achievement monitoring

To better support the achievement of specific subgroups of students, county offices have also helped districts to conduct the Inventory of Services and Supports for Students with Disabilities (ISS for SWDs) and the English Learner Subgroup Self-Assessment (ELSSA). In addition, since March 2008, county offices of education have provided technical assistance in Title I Program Improvement to districts required to rewrite their Local Educational Agency Plan.

Providing technical assistance to develop quality programs and plans that address the needs of all students and the unique needs of subgroups of students is a critical service county offices provide. LCAP review is a logical extension of the work that has long been conducted by county offices of education.

Statutory Deadlines

Statutory deadlines are an integral part of the county office of education's oversight activities and planning. It is important to remember that statutes merely provide "due dates," the latest date by which districts and COEs must produce some form of material or to take some sort of action. All areas of oversight necessitate a timeline for activities framed around the established statutory deadline, thereby establishing due dates leading up to the deadline. This timeline takes into consideration the activities performed at both the district and COE levels, incorporates milestones for sharing information, and builds in checkpoint discussions with districts to assess progress and address any needs that may arise.

The established deadlines associated with all areas of oversight including AB1200 [EC 42127] have become second nature for COEs and districts. LCAPs present an interesting challenge, as these plans are directly linked to district budgets and associated deadlines [EC 52060], and run concurrently with those associated with the LEA budget process.

Budget and LCAP Timelines

(see Chapter 3 for a detailed description of LCAP timelines)

Under the LCFF, COEs face a unique challenge because they may not approve a district's budget before approving its LCAP. COEs are given until October 8 to approve LCAPs but shall approve LEA budgets by August 15. While COEs are provided additional time to review LCAPs, they will most likely need to do so in conjunction with the budget review process to meet the statutory deadline for budget approval. This challenge highlights the need to develop a more comprehensive timeline for COE oversight processes, one that recognizes the effort required by districts and provides allowances for unanticipated challenges.

The requirement for local stakeholder involvement in LCAP development compels districts to start the budget planning and LCAP development process early. COEs can help LEAs by establishing timelines, providing information, checking status, and encouraging districts to share LCAP drafts during development.

Chapter 3

Directions for the LCAP Review Process

LCAP Approval Timeline

The LCAP approval timeline provides for an additional six weeks beyond the timeline for approving the annual budget. This additional time allows for written clarification between the county superintendent and the district board, where clarification is needed prior to granting approval of a district's LCAP.

- On or before August 15
  - County superintendent of schools may seek clarification, in writing
  - Within 15 days governing board of a school district shall respond, in writing, to requests for clarification
  - Within 15 days of receiving response, the county superintendent of schools may submit recommendations, in writing, for amendments to the LCAP or annual update
  - The governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting within 15 days of receiving the recommendations
- On or before October 8
  - A county superintendent shall approve a district's LCAP, provided the district meets the **Three Criteria** in EC 52070(d).

Budget Approval Nexus

The LCAP approval process is tied to the budget approval and budget approval is now tied to LCAP approval. If a county superintendent does not approve a district's LCAP on or before August 15, the county superintendent may not approve a district's annual budget. Because of this timing, county superintendents may choose to pursue district LCAP approvals within the same timeframe as budget approvals, if possible.

- LCAP approval required by October 8
- Recommend LCAP approval by August 15
  - If LCAP is not approved by August 15:
    - Conditional budget approval may be an option [EC 42127(c)(d)]
      - A conditional approval may be an effective tool
      - May be an appropriate response to a lack of sufficient expenditures in the budget
  - Disapproved budget for LCAP deficiencies

- EC 42127(d)(1) states the county superintendent of schools shall disapprove a budget if the county superintendent of schools determines that the budget does not include the expenditures necessary to implement a LCAP.
- If the sole reason for a budget being disapproved is the lack of an approved LCAP or annual update, the requirement for formation of a budget review committee is waived.
- If a district's LCAP fails in any of the **Three Criteria**, the county superintendent shall provide technical assistance including but not limited to:
  - Identification of the school district's strengths and weaknesses with regard to the state priorities
  - Assignment of an academic expert(s)
  - Request the SPI to assign the California Collaborative for Educational Excellence (CCEE) to provide advice and assistance (not available for 2014-15)

For the 2014-15 LCAP reviews, technical assistance may be limited to the identification of a district's strengths and weaknesses and the possible assignment of an academic expert. Assistance from the CCEE is not available. The CCEE is not yet formed and will not be available to provide assistance for 2014-15 LCAPs.

County Office Assistance and Approval

LCAP approval and assistance activities will be more effective if conducted by a cross-functional team with staff from curriculum and instruction, business, and technology. Program staff are best placed to understand what the actions/services identified in the LCAP mean in terms of the resources they represent; business staff are best placed to assess the reasonability of the cost of those resources; and technology is integral to all aspects of district and school operations especially with the advent of Smarter Balanced Assessments and the technology investment this represents for most districts.

Establishing COE Cross-Departmental Support and Review Teams

- Reviews will depend upon the specific goals and actions identified across the three-year plan
- All reviews may, at a minimum involve:
  - Curriculum & Instruction
    - Identify instructional strategies and associated expenditures outlined in the LCAP
    - In coordination with Business Services, assess sufficiency of associated expenditures included in budget
    - In coordination with Business Services, assess description of minimum proportionality increased services
  - Business Services

        - In coordination with Curriculum & Instruction, assess sufficiency of associated expenditures included in budget
        - Confirm calculation of estimated supplemental and concentration grants amount and minimum proportionality percentage (MPP), as estimated by district
        - In coordination with Curriculum & Instruction, assess description of minimum proportionality increased services
- Additional support may involve review teams from:
    - Information Technology
        - Review of technology related instructional goals and actions
    - Human Resources
        - Review and assessment of appropriate credentials, as connected to State Priority #1 or other areas, as appropriate

Possible LCAP Review Process

There will likely be as many review processes as there are county offices of education. Below are two sample approaches to the review process:

Review Process Example #1

1. Establish an LCAP review team
    a. Fiscal and C&I representatives
2. LCAP review team performs intake of all LCAPs together using the CCSESA LCAP Approval Manual
3. Simultaneously and separately, budget review teams perform preliminary intake of budget data
    a. Periodic updates and communication shared with LCAP review team
4. LCAP review team may identify specific areas of LCAP review for fiscal and C&I
5. Fiscal and C&I perform their respective checks according to Criteria #1; Adherence to SBE Template [EC 52070(d)(1)]
6. Fiscal performs reasonability check according to Criteria #2; Sufficient Expenditures in Budget [EC 52070(d)(2)]
7. Fiscal and C&I review description of expenditures of supplemental and concentration grant amounts according to Criteria #3; Adherence to SBE Expenditure Regulations
8. Fiscal and C&I, either together or individually, identify needed areas of clarification
9. Review team then coordinates strategy on respective items/areas that need further clarification
    a. Team identifies and coordinates who communicates and how, and crafts a communication strategy

10. Prior to August 15, communicate with boards for further clarification
11. Once the district board responds to a clarification letter [EC 52070], LCAP review team and budget review team participate in recommended response to county superintendent

Review Process Example #2

1. July 1-3, cursory review by External Fiscal Department of district budgets
    a. Review of multiyear projections
    b. Standards & Criteria
    c. Reserve levels
    d. Deficit spending, and other indicators of fiscal distress
2. July 7, 9 & 10, upon completion of cursory review if districts' budgets appear reasonable, External Fiscal Department meets with C&I to review district LCAPs
    a. Work with multiple copies of LCAPs to review simultaneously or work from a single copy, sharing and incorporating input as a team using the LCAP Approval Manual
3. July 14-30, once LCAPs are approved, External Fiscal Department resumes more in-depth review of district budgets. Joint letters of approval are then sent to district boards.

Using the Reviewer's Guide

There are three components to the Reviewer's Guide. Step by step directions for each component follow in the next section.

1. **LCAP Criteria Approval Flowchart (Appendix A)**

   This section guides reviewers through the LCAP, focusing on the three statutory approval criteria (listed in Chapter 1) that determine if the LCAP is eligible for approval. The flowcharts are broken into three sections:

   - Criteria #1: Adheres to the SBE Template
   - Criteria #2: Sufficient Expenditures in Budget
   - Criteria #3: Adherence to Expenditure Requirements

   Beginning with the opening question on the left hand side of the flowchart, respond to the question boxes as they relate to the LCAP under review. Move from left to right. A yes/no answer provides information for whether or not the statutory requirement is met. Value judgments are not a part of the statutory requirement. A "no" answer will lead to the Clarification Table (see following section).

2. **LCAP Clarification Table (Appendix B)**

   The Clarification Table is organized by template sections and provides guidance in the case of "no" answers on the Criteria Approval Flowchart.

   Each section provides examples of evidence to consider requesting from districts to demonstrate the LCAP's adherence to the requirements. The table provides a guide for communicating with the district.

3. **Technical Assistance**

   If a COE does not approve a district's LCAP, Education Code 52071(a)(1) requires the county superintendent to provide technical assistance. Technical assistance may include the assignment of an academic expert or experts; the identification of a district's LCAP strengths and weaknesses; and assistance from the California Collaborative for Educational Excellence, among other things.

   For further information on the Strengths and Weaknesses Analysis, please refer to the Strengths and Weakness Analysis in this manual.

Step by Step: Using the Approval Criteria Flowcharts

Beginning with the opening question on the left hand side of the flow, consider the question boxes as they relate to the LCAP under review. Move from left to right. The flowcharts represent the entirety of the conditions for meeting each of the Three Approval Criteria. (Appendix A)

A "no" answer will lead to the Clarification Table (see following sections for more information).

1st Criteria for LCAP Approval: Adheres to the SBE Template

Criteria #1 Flow Chart contains the entirety of the process for determining adherence to the SBE Template.

1. Start on the left side of the page
2. Answer the question in the white box, *Start*
    a. If yes, move to *Review All Template Sections*
    b. If no, move to red box, *Basis for Disapproval*
        i. Toggle to **Technical Assistance (a)**
3. Review all template sections
    a. Answer the questions in Section 1: Stakeholder Engagement
        i. If yes, continue moving from left to right. If yes to all, Section 1 adheres; move to Section 2
        ii. If no to one or more questions in Section 1, toggle to corresponding row of **Clarification Table**
    b. Answer the questions in Section 2: Goals & Progress Indicators
        i. If yes, continue moving from left to right. If yes to all, Section 2 adheres; move to Section 3
        ii. If no to one or more questions in Section 2, toggle to corresponding row of **Clarification Table**
    c. Answer the questions in Section 3: Actions, Services & Expenditures
    Be sure to follow both rows in Section 3
        i. Moving from left to right, consider the question boxes in Section 3, Row 1
            1. If yes, continue moving from left to right. If yes to all, Row 1 of Section 3 adheres; move to Row 2
            2. If no to one or more questions in Row 1 questions, toggle to corresponding row of **Clarification Table**
        ii. Moving from left to right, consider the question boxes in Row 2

1. If yes, continue moving from left to right. If yes to all, Row 2 of Section 3 adheres

iii. If no to one or more questions in Row 2, toggle to corresponding row of **Clarification Table**

iv. If both Rows 1 and 2 of Section 3 adhere, Section 3 adheres

4. If all sections adhere, LCAP meets the 1st Criteria for Approval
5. Proceed to **Flow Chart: 2nd Criteria.** If all sections do not adhere, LCAP does not meet the 1st Criteria for Approval

a. Toggle to **Technical Assistance**

2nd Criteria for LCAP Approval: Sufficient Expenditures

1. Start on the left side of the page
2. Begin with the white box, *Start*
3. Answer the question box

a. If yes, LCAP meets 2nd Criteria for Approval

b. If no, toggle to corresponding row of **Clarification Table**

4. Proceed to **Flow Chart: 3rd Criteria, Part 1.** If does not adhere, LCAP does not meet the 2nd Criteria for Approval:

a. Toggle to **Technical Assistance**

3rd Criteria for LCAP Approval: Adherence to Expenditure Regulations (Part 1)

1. Begin with the white box, *Start*
2. Moving from left to right, consider the questions in the first row

a. Verify district's estimated Supplemental and Concentration Grant amount

i. Use District's LCFF Calculator MP percentage tab (Step 5) or the district's LCFF calculation

1. Request copy of district's LCFF Calculator estimate or district's LCFF calculation

b. Consider question of reasonability

i. If yes, adheres; move to next row

ii. If no, toggle to corresponding row of **Clarification Table**

3. Moving from left to right, consider the question boxes

a. If yes, continue moving from left to right. If yes to all, adheres; move to next row

b. If no to one or more questions, toggle to corresponding row of **Clarification Table**

4. Moving from left to right, consider the first question
   a. If no, there is no further requirement, adheres; move to next row
   b. If yes:
      i. Follow arrow up, continue moving from left to right, considering the remaining questions in row. If yes to all, adheres; move to next row
      ii. If no to one or more, toggle to corresponding row of **Clarification Table**
5. Moving from left to right, consider the first question in the next row
   a. If no, there is no further requirement, adheres
   b. If yes:
      i. Continue to move left to right, considering the questions in the row. If yes to all, adheres
      ii. If no to one or more, toggle to corresponding row of **Clarification Table**
   c. If all Rows of Part 1 adhere
   d. Proceed to **Flowchart: 3rd Criteria for LCAP Approval (Part 2).** If all rows of Part 1 do not adhere
      i. Toggle to **Technical Assistance**

3rd Criteria for LCAP Approval: Adherence to Expenditure Regulations (Part 2)

1. Start on the left side of the page
2. Begin with the white ***Start*** box
3. Moving from left to right, consider the questions in the row
   a. Verify minimum proportionality percentage
      i. Use District's LCFF Calculator MP percentage tab (Step 7/8) or district's LCFF calculation
   b. Consider question of percentage reasonability
      i. If yes, row adheres; move to next row
      ii. If no, toggle to corresponding row of **Clarification Table**

4. Consider the question box in row
    a. If yes, adheres; move to next row
    b. If no, toggle to corresponding row of **Clarification Table**
5. Moving from left to right, consider the question boxes in the next row
    a. If yes, continue moving left to right. If yes to all, row adheres; move to next row
    b. If no, toggle to corresponding row of **Clarification Table**
6. Moving from left to right, consider the question boxes in next row
    a. If yes, continue moving left to right. If yes to all, row adheres
    b. If no, toggle to corresponding row of **Clarification Table**
7. If all Rows of Parts 1 and 2 adhere, LCAP meets 3rd Criteria for Approval
8. If all rows of Parts 1 and 2 do not adhere, LCAP does not meet 3rd Criteria for Approval
    a. Toggle to **Technical Assistance**

If Three Criteria for Approval are met, LCAP shall be approved by the county superintendent of schools [52070(d)]

Step by Step: Using the Clarification Table

In the instance of a "no" answer anywhere in the Criteria Approval Flowcharts (Appendix A), it is important to obtain clarification from a district regarding its LCAP.

Reviewers need to be satisfied with the information presented in the LCAP before determining if an LCAP meets the approval criteria.

1. In case of a "no" answer anywhere in the Criteria Approval Flowchart, toggle to the Clarification Table
2. Identify the Clarification Table row that corresponds with the Flowchart question box
3. Begin with the *Examples of Evidence* column
    a. Considering the nature of the question and the examples listed, the LCAP review team can strategize to determine what department is best suited to seek initial clarification from district
    b. Determine if communication (letter to the district's governing board) is required
4. Through clarification process:
    a. Determine who is the contact at the district
        i. If satisfied with district clarification, return to Criteria Approval Flowchart
        ii. If not satisfied with district clarification, written letter to district's governing board is necessary
5. If communicating to district's governing board (on or before August 15 [ED 52070(b)(c)]):
    a. Determine comments and specifics to include in letter to board
    b. Toggle to the **Template Index** for sample letters to district's governing board *(still under development)*
    c. Governing board has 15 days to respond in writing to clarification requests
    d. Written recommendations for amendments to a district LCAP may be sent within 15 days of receiving the governing board's response
    e. Governing board may consider the recommendations in a public meeting within 15 days of receipt
        i. If satisfied with district clarification, return to Criteria Approval Flowchart
        ii. If not satisfied with district clarification, LCAP may not be approved

Technical Assistance [EC 52071(a)(1)]

Education Code details two kinds of support that shall be provided by the county superintendent.

1. The county superintendent shall provide technical assistance if the governing board of a school district requests technical assistance with respect to its LCAP. When requested by a district, the district pays for the cost of the technical assistance.

2. Additionally, the county superintendent shall provide technical assistance upon disapproval of a district's LCAP.

Technical assistance may include the assignment of an academic expert or experts and the identification of a district's strengths and weaknesses in regard to the state's priorities, including the review of effective, evidence-based programs that apply to the district's goals. The assistance of the California Collaborative for Educational Excellence (CCEE) may also be utilized, once established and available.

The strengths and weaknesses analysis is an additional, deeper review that does not itself form the basis for disapproval of the LCAP. The questions below are prompts for potential best practices of LCAP development. Yes answers to these questions may indicate a well-developed LCAP. Future technical assistance may utilize the evaluation rubric once adopted by the SBE.

Strengths & Weaknesses Analysis

What it is:

- Identification of a district's strengths and weakness in regard to the state priorities
- Encompasses a review of effective, evidence-based programs that apply to the district's goals

What it is <u>not</u>:

- May NOT form the basis of LCAP disapproval
  - Only the **Three Criteria** for approval shall be used for the basis of approval or disapproval

When it may be used:

- Upon disapproval of a district's LCAP
- Upon request for technical assistance from the governing board of a school district
- Communicated in writing to the district

Strengths/Weaknesses Evaluation:

- Section 1:
  - Is there evidence that the LEA addressed guiding questions in this section?
  - Did the LEA describe how it met statutory requirements for engagement?
  - Is there a clear connection between the process used, the input gathered and the use of input in the LCAP?
  - Does the LEA address input received but not used in the LCAP process?
- Section 2:
  - Is there evidence that the LEA addressed guiding questions in this section?
  - Is there evidence that the LEA has reviewed subgroups and schools individually when developing goals?
  - Are the metrics aligned to the goals? Would the metrics listed measure progress on each goal as stated?

- Are the metrics easy to understand/made available to stakeholders?
- Do the goals and priorities match up (i.e. is there a clear linkage between the statutory priority and the goal the LEA has identified as meeting that priority.)
- Are the goals relevant/needs-based/realistic?

- Section 3:
  - Is there evidence that the LEA addressed guiding questions in this section?
  - Are expenditures reasonable for listed actions/services?
  - Do actions/services appropriately relate to goals?
  - Do sections 3(C)and (D) reflect/draw from sections 3(A)and (B), where appropriate?
- Overall:
  - Is the LCAP readable/understandable to stakeholders
  - Are references to other plans/ data easily available

Chapter 4

Components of an LCAP

This chapter is intended to guide the reviewer through an LCAP by providing context and content for a fully completed LCAP.

Template Sections

There are three sections of the LCAP, which separate information into areas of Stakeholder Engagement, Goals and Progress Indicators, and Actions, Services and Expenditures. There are several Education Code requirements to be adhered to within each section of the template as well as instructions and guiding questions meant to prompt the thinking about that section. The data used (also referred to as metrics in the LCAP) must be consistent with the school accountability report card (SARC) where appropriate. For some goals and state priority areas, LEAs will use data that is more recent than the latest SARC.

Checking for the requirements to be fulfilled in each section might be completed by the same person doing the cursory review and additionally examined by the analytical reviewer. It is important to remember the guiding questions in the LCAP template do not necessarily need to be answered.

The guidance in this document is intended to assist county offices in the review process and help create consistent processes statewide.

Section 1: Stakeholder Engagement

Section 1 is to describe the process used to engage parents, pupils, and the community and how that engagement contributed to the development of the LCAP or the annual update. Meaningful engagement of parents, pupils and other stakeholders is critical to the LCAP and budget process.

The county office process for review of the district LCAPs will include finding evidence that these requirements were fulfilled. There are simply two free form boxes or columns in Section 1 for districts to use to describe the how stakeholders were engaged and the results or impact of that engagement on the LCAP.

Column 1 - Involvement Process

Provides description of actions the district used to obtain meaningful engagement. This description may include evidence such as dates of meetings, dates when surveys were distributed or made available, dates of consultations, and other pertinent facts to disclose all actions the district used to obtain meaningful engagement in the involvement process.

Column 2 - Impact on LCAP

Includes the input from the involvement process that is summarized and used in the district goals. The synthesized version of the input could include categories where similar types of input are included as goal areas. Districts might choose to include or describe the input that wasn't used in the current LCAP and will be set aside and considered in the future. This will locally recognize the valued input and create the placeholder for future planning.

Parent Advisory Committee

Education Code 52063(a)(1) requires districts to establish a Parent Advisory Committee that includes students as defined in 42238.01 (English learner, low income, and foster youth) to provide advice to the governing board and superintendent regarding Article 4.5, Local Control and Accountability Plans.

Education Code 52063(a)(3) does not require the governing board of the school district to establish a new parent advisory committee if it has already established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001.

Education Code 52062(a)(1) requires the superintendent to present the LCAP to the Parent Advisory Committee for review and comment. The superintendent shall respond, in writing, to comments received by the Parent Advisory Committee.

Public Notification

Education Code 52062(a)(3) requires the superintendent to notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures, using the most efficient method of notification possible. The district is not required to produce printed notices nor to send notices by mail; however, all written notifications related to the LCAP are to be provided consistent with the translation requirements in Education Code 48985.

English Learner Parent Advisory Committee

Education Code 52063(b)(1) states that the governing board of a school district shall establish an English Learner Parent Advisory committee if the enrollment of the school district includes at least 15 percent English learners and the school district enrolls at least 50 pupils who are English learners.

Education Code 52063(b)(2) does not require the governing board of the school district to establish a new English learner parent advisory committee if the governing board of the school district already has established a committee that meets the requirements of this subdivision.

Education Code 52062(a)(2) requires the superintendent to present the LCAP to the English learner parent advisory committee for review and comment. The superintendent shall respond, in writing, to comments received by the English Learner Parent Advisory Committee.

Consult

Education Code 52060(g) requires a district to consult with teachers, principals, administrators, other school personnel, local bargaining units of the district, parents and pupils in developing a local control and accountability plan. The provision does not require the superintendent to respond in writing to comments received during the consultation(s).

Public Hearing

After the stakeholder engagement activities and consultations to gather input to develop the LCAP and goals, pursuant to Education Code 52062(b)(1) the governing board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and

expenditures proposed to be included in the LCAP or the annual update. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location of the hearing and where the proposed LCAP will be available for public inspection. The LCAP public hearing shall be held at the same meeting as the budget public hearing as required by 42127(a)(1).

The county office review will request evidence that the LCAP hearing notice was posted 72 hours before the meeting, that the LCAP was available for public inspection and the budget hearing was held at the same meeting. Such evidence might include the board meeting date(s), the date the LCAP was made available for public inspection, copies of the board meeting agenda, etc.

The county office review process might also include looking for evidence of sequential steps to ensure the meaningful engagement occurred. For example, the public hearing held by the governing board should not happen before the parent or English learner advisory input meetings.

Ethnic Subgroups and Other Groups

The meaningful engagement should include those representing the numerically significant subgroups identified in Education Code Section 52052. The subgroups are: ethnic subgroups, socioeconomically disadvantaged pupils, English learners and pupils with disabilities, and are considered numerically significant when there are 30 or more students in the subgroup. Foster youth are also listed as a subgroup and the threshold is lower, with 15 or more students constituting a subgroup.

The county office strengths and weaknesses review may include finding the identified/listed subgroups and evidence they were included in the involvement process. Again, the evidence might be the dates the subgroups were included in the meetings to gather input for the development of the district LCAP goal process.

Section 2: Goals and Progress Indicators

Section 2 of the LCAP is focused on the goals and progress indicators identified by the district. Districts are asked to list the data that led them to create each of their goals, whether the goal is designed for specific subgroups or schools, and how the district will measure progress toward the goals. For each goal, the district will list to which of the eight state priorities it is linked. The district also identifies a specific metric or metrics that will measure what is different or has improved in each of the next three years for students.

Goals may be combined to address more than one student group and/or more than one state priority when analysis of local data determines that the needs are similar. If a single goal requires longer than one year to implement fully, the LCAP should reflect the annual anticipated progress that the district expects to achieve for each student group. These annual benchmarks will assist LEAs and the community to monitor the progress of the plan.

There are eight columns in Section 2 that need to be completed for each 2014-15 goal. Below is a description of what is needed in each of the columns and some sample language for a unified school district.

Column 1 - Identified Need and Metric

Asks districts to identify the metric(s) connected to each of the goals they have created. For example, a district might find that the percentage of all students passing

the English language arts portion of the CAHSEE is lower than acceptable, and for English learners the pass rates are even lower. In Column 1, the district would write, "CAHSEE pass rates in ELA for all students in 2011, 2012, 2013."

Column 2 - Description of Goal

Asks districts to describe the goal. Continuing with the same example, the district might identify its goal as "Increasing the ELA CAHSEE pass rate."

Column 3 - Applicable Pupil Subgroups

Allows districts to specify which student subgroups as defined in Education Code 52052 will be the focus of the goal or if the goal will apply to all students. In this example, the district would write "All students."

Column 4 - School(s) Affected

Allows districts to identify the entire district, or particular schools where the goal applies. In this example, the district would write "All high schools." If a specific school or groups of schools are mentioned, the district is responsible for making sure that the school's Single Plan for Student Achievement is aligned to the LCAP and includes specific mention of the areas where it is named in the LCAP.

Column 5 - Annual Update: Analysis of Progress

This section will be completed beginning in 2015-16. Its focus is on capturing the progress that was made in the previous year.

Columns 6, 7, & 8 - What will be Different/Improved for Students (based on identified metric)

Districts will provide outcomes that will be improved for students as a result of the goal. Column 6 is focused on 2014-15, Column 7 is focused on 2015-16 and Column 8 is focused on 2016-17. Some sample language for a district would be:

2014-15	2015-16	2016-17
CAHSEE pass rate in ELA will improve from/to	CAHSEE pass rate in ELA will improve from/to	CAHSEE pass rate in ELA will improve from/to

Column 9 - Related State and Local Priorities

Requires the district to link each of the eight priorities in Education Code 52060 to one of the district's goals. One goal may be linked to multiple priorities but each priority is to be connected annually to at least one of the district's goals. For this example, the following priorities could be used: "State Priorities 4 and 5."

LCAP Template

Education Code 52060 states that the governing board of each shall school district shall adopt a local control accountability plan using the template approved by the SBE by July 1, 2014.

LCAP Approval

Education Code 52060 states that the adoption of the local control accountability plan by the governing board of the school district will be effective for three years and be updated on or before July 1 of each year.

LCAP Requirements - Goals

Education Code 52060 states that the district shall include a description of the goals for all pupils and each subgroup.

LCAP Requirements - Subgroups

Education Code 52052 defines a subgroup as 30 or more students in ethnic subgroups, socioeconomically disadvantaged pupils (as stated in Education Code 42238.01 based on eligibility for free and reduced priced meals), English learners, students with disabilities, and 15 or more foster youth students.

LCAP Requirements - Actions and Eight State Priorities

Education Code 52060 states that the LCAP shall include a description of the specific actions the school district will take each year to achieve the goals and that the actions cannot supersede the provisions of existing local collective bargaining agreements within the jurisdiction of the school district.

Education Code 52060(d) identifies eight state priorities that shall be addressed annually in the district's goals.

- Education Code 52060(d)(1) - Teachers are appropriately assigned and fully credentialed in the subject area for the pupils they teach, every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.
- Education Code 52060(d)(2) - Implementation of academic content and performance standards, including how the programs and services will enable English learners to access the common core academic content standards and the English language development standards to gain academic content knowledge and English language proficiency.
- Education Code 52060(d)(3) - Involvement of parents, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.
- Education Code 52060(d)(4) - Pupil achievement, as measured by all of the following as applicable: statewide assessments, Academic Performance Index, percentage of students who have completed A-G requirements, programs of study that align with state board-approved career technical educational standards and frameworks, percentage of English learners who made progress toward English proficiency as measured by the CELDT, English learner reclassification rate, percentage of pupils who have passed an advancement placement test with a score of 3 or higher, percentage of pupils who participate in and demonstrate college preparedness as assessed in Early Assessment Program.
- Education Code 52060(d)(5) - Pupil engagement, as measured by all of the following as applicable: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.
- Education Code 52060(d)(6) - School climate, as measured by all of the following as applicable: pupil suspension rates, pupil expulsion rates, and other local measures of pupils, parents and teachers on the sense of safety and school connectedness.

- Education Code 52060(d)(7) - The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all the subject areas listed for grades 1 to 6 in Education Code 51210 (English, mathematics, social science, science, visual and performing arts, health, physical education, and other studies as prescribed by the local governing board) and all the subject areas listed for grades 7 to 12 listed in Education Code 51220 (English, social science, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education and other studies as prescribed by the local governing board).
- Education Code 52060(d)(8) - Pupil outcomes in the subject areas listed in Education Code 51210 and Education Code 51220.

Education Code 64001(a) states that the district shall assure that the Single Plan for Pupil Achievement (for all schools identified in Column 4 of Section 2) has been prepared in accordance with law, that school site councils have developed and approved the school's Single Plan and that they were developed with the review, certification, and advice of any applicable school advisory committee.

Education Code 64001(h) states that the school district governing boards shall certify that, to the extent allowable under federal law, plans developed for purposes of this section are consistent with district local improvement plans.

Section 3: Actions, Services, and Expenditures

This is the section where a district links budgeted actions and expenditures to the goals set forth in Section 2. It is important to note the actions may describe a group of services. The actions and expenditures reflect details within a goal for the subgroups of EL, LI, FY, and other subgroups and school sites as applicable.

Education Code Section 52060 requires the LCAP to include a description of the specific actions a school district will take to meet the goals identified. If a single goal requires longer than one year to implement fully, the LCAP should reflect the annual incremental actions, services, and expenditures, as well as the annual anticipated progress, that the district expects to achieve for each student group.

Education Code Section 52060 (c)(2) states that an LCAP will describe annual goals and specific actions to achieve these goals. It also states that the specific actions shall not supersede the provisions of existing local collective bargaining agreements within the jurisdiction of the school district.

Education Code 52064 (b) requires the LCAP template to include the following:

- A listing and description of expenditures for the 2014-15 fiscal year and each year thereafter, implementing the specific actions included in the LCAP
- A listing and description of expenditures for the 2014-15 fiscal year and each year thereafter, that will serve low-income, English learner, foster youth and pupils re-designated as fluent English proficient

Section 3 contains four different areas, Sections A-D:

- Section A identifies actions and services that are being provided for ALL students, including identified pupils and specific school sites. The estimated amounts budgeted for

these actions and services are to be identified in each of the LCAP fiscal year columns. A description is required of where in the budget the amount is included.

- Section B identifies actions and services that will serve low-income, English learner, foster youth and pupils redesignated as fluent English proficient, specifically with a line for each demographic. The amount budgeted for these actions and services is to be identified in each of the LCAP fiscal year columns and a description is required of where in the budget the amount can be found.
- Section C contains three areas to be covered: 1) the amount of funds in the LCAP year attributable to the number and concentration of low-income, foster youth and English learner students, 2) how the district is expending these funds and 3) a description and justification of the use of any funds in a districtwide or schoolwide manner. (Districtwide and schoolwide usage of funds criteria follows below).
- Section D requires districts to demonstrate how the services provided in the LCAP year for low-income pupils, foster youth, and English learners provide for increased or improved services for these pupils, over and above services provided for all pupils, in proportion to the increase in funding provided for such pupils in that year. This is measured by the minimum proportionality percentage as calculated per CCR 15496(a), and may be calculated by using the LCFF Calculator or a district may provide its own calculation. Districts are to describe how the proportionality is met using a quantitative and/or qualitative description of the increased and/or improved services for identified pupils as compared to the services provided to all pupils.

It is important to keep in mind while reviewing section 3 that at first glance, the COE is not to make a judgment with regard to the probability of success of any specific action. The Education Code clearly states the COE review is to ensure the district followed the SBE-approved template in its LCAP preparation.

Section A/Section B

Districts use Section A to describe goals, services and expenditures that are to be carried out on a districtwide or schoolwide basis. When identifying districtwide or schoolwide goals for subgroups in Section B, there may be a correlation to districtwide or schoolwide descriptions in Section C, depending on funding source. This requirement is described below and in the California Code of Regulations [CCR 15496(b)] below.

A description of the detail to be included in each of the six columns follows. Sections A and B seek the same details about the goals, actions, services and expenditures in a district LCAP, with one distinction: Section A is for districtwide/schoolwide expenditures and Section B is where the detail of how specific goals, actions, services and expenditures will benefit identified pupils, by subgroup.

Column 1: Goal

This is where the district is to list **all** goals that were identified in Section 2.

Column 2: Related State and Local Priorities

This column includes the state and local priorities associated with the goals the district has set forth in Section 2.

Column 3: Actions and Services

Districts are directed in this column to explain what will be done to make progress on the goals related to the state and local priorities.

Column 4: Level of Service

This is where the district stipulates if the actions and services are to be provided for a specific school or for the entire district.

Column 5: Annual Update

For the 2014-15 review of district LCAPs, this column is not applicable.

Column 6: Anticipated Expenditures and Actions

The district is to include, by year, expenditures anticipated in relation to the actions and services listed in Column 3. Funding source and location in the budget is to be included in this column. It is important to note that districts can use any funding source to make progress on a goal, *including federal funds.*

Section C

This is where the district identifies the amount of LCFF attributable to unduplicated pupils (also referred to as supplemental and concentration grant funding). This can be confusing to districts that are basic aid or not receiving "new" funds. Under LCFF, **all** districts will have an amount of their entitlement attributable to identified pupils regardless of district funding type. This amount can be calculated using the LCFF Calculator, under the LCAP MP% Tab or a district may provide its own calculation.

The next required component of Section C is to describe how the district is spending the supplemental and concentration funding and if the funds are being used in a schoolwide or districtwide manner. This is different from the data presented in Sections A and B in that the amounts identified in Section C only represent the LCFF supplemental and concentration grant funding. Sections A and B **may** include funding from other non-LCFF sources to assist a district in meeting its goals.

Districtwide and Schoolwide Use of Funds

Section 15496 of the Emergency Regulations adopted by the SBE state that a district may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide or schoolwide purposes. Pursuant to Education Code Section 42238.07(a)(1), a district may demonstrate it has increased or improved services for unduplicated pupils under subdivision (b) of CCR 15496, by using funds to upgrade the entire educational program of a school site or a school district.

Section 15496(c) of the Emergency Regulations adopted by the SBE further state that the county superintendent of schools shall review any required descriptions provided for those expenditures of supplemental and concentration grant funds on a districtwide or schoolwide basis when the district has an enrollment of less than 55 percent or the school has an enrollment of less than 40 percent of unduplicated pupils in determining whether the district has fully demonstrated that it will increase or improve services for unduplicated pupils according to the minimum proportionality percentage.

For districtwide usage of funds, the following applies:

- Districts with an enrollment of unduplicated pupils in excess of 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a districtwide basis.

  The following two criteria shall be met:

    - (A) Identify in the LCAP those services that are being provided districtwide.
    - (B) Describe in the LCAP how such services are directed toward meeting the district's goals for its unduplicated pupils in the state priority areas.
- Districts with an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a districtwide basis. The following three criteria shall be met:
    - (A) Identify in the LCAP those services that are being provided districtwide.
    - (B) Describe in the LCAP how such services are directed toward meeting the district's goals for its unduplicated pupils in the state priority areas.
    - (C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.

For schoolwide usage, the following law applies:

- Schools with an enrollment of unduplicated pupils in excess of 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a schoolwide basis. The following two criteria shall be met:
    - (A) Identify in the LCAP those services that are being provided schoolwide.
    - (B) Describe in the LCAP how such services are directed toward meeting the district's goals for its unduplicated pupils in the state priority areas.
- Schools with an enrollment of unduplicated pupils less than 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a schoolwide basis. The following three criteria shall be met:
    - (A) Identify in the LCAP those services that are being provided schoolwide.
    - (B) Describe in the LCAP how such services are directed toward meeting the district's goals for its unduplicated pupils in the state priority areas.
    - (C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.

Section D

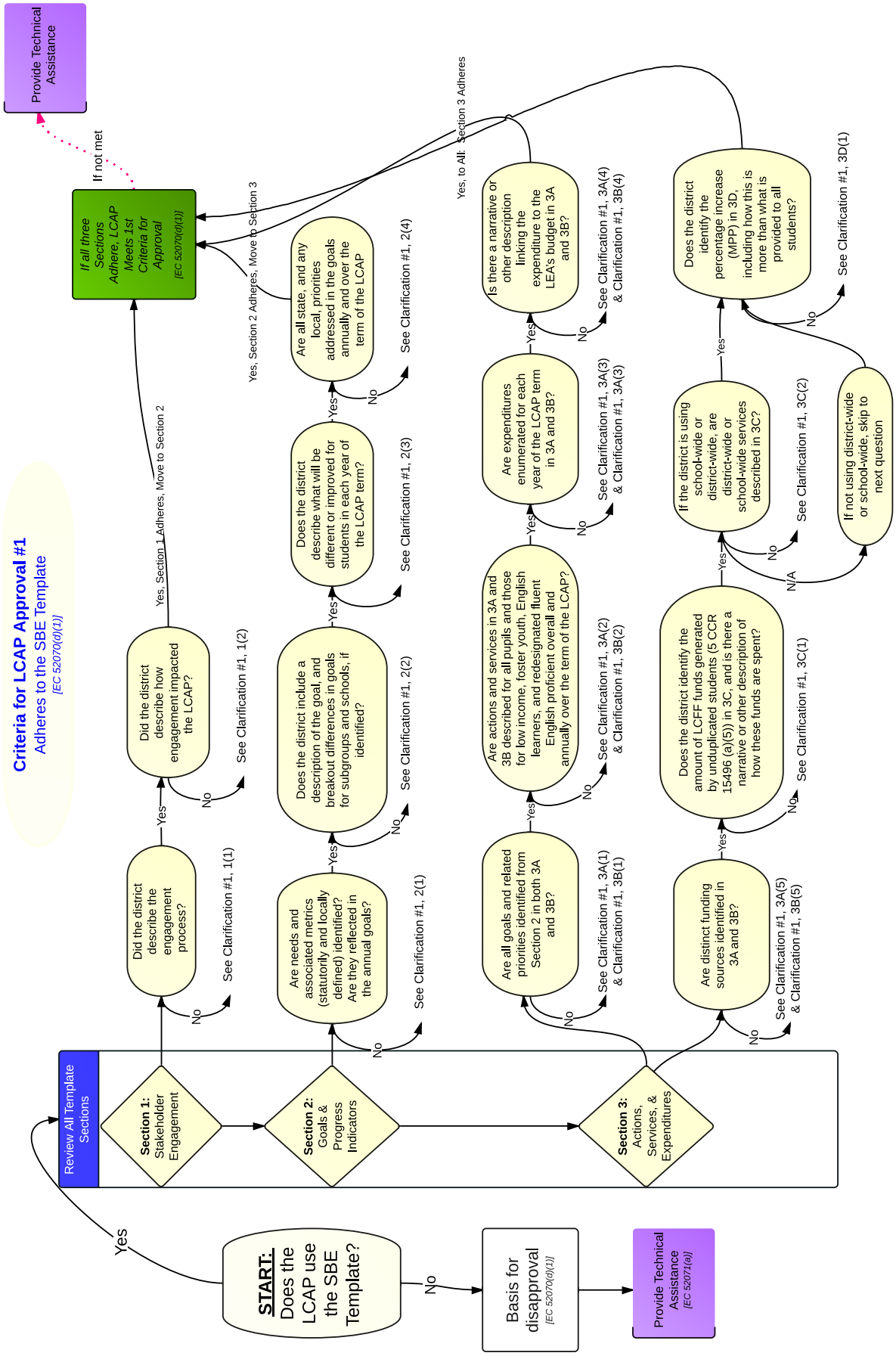
- Districts will, in this part, take the information from the minimum proportionality percentage (MPP) calculation and describe how the identified students are receiving services *above* what is being provided for the general student population. This can be demonstrated quantitatively or qualitatively. Districts will identify a percentage with the explanation to describe how the district is meeting the LCAP MPP requirement. It is important to note that this is not a year-over-year comparison; rather, it is a glance at what the district is doing in the LCAP year only.

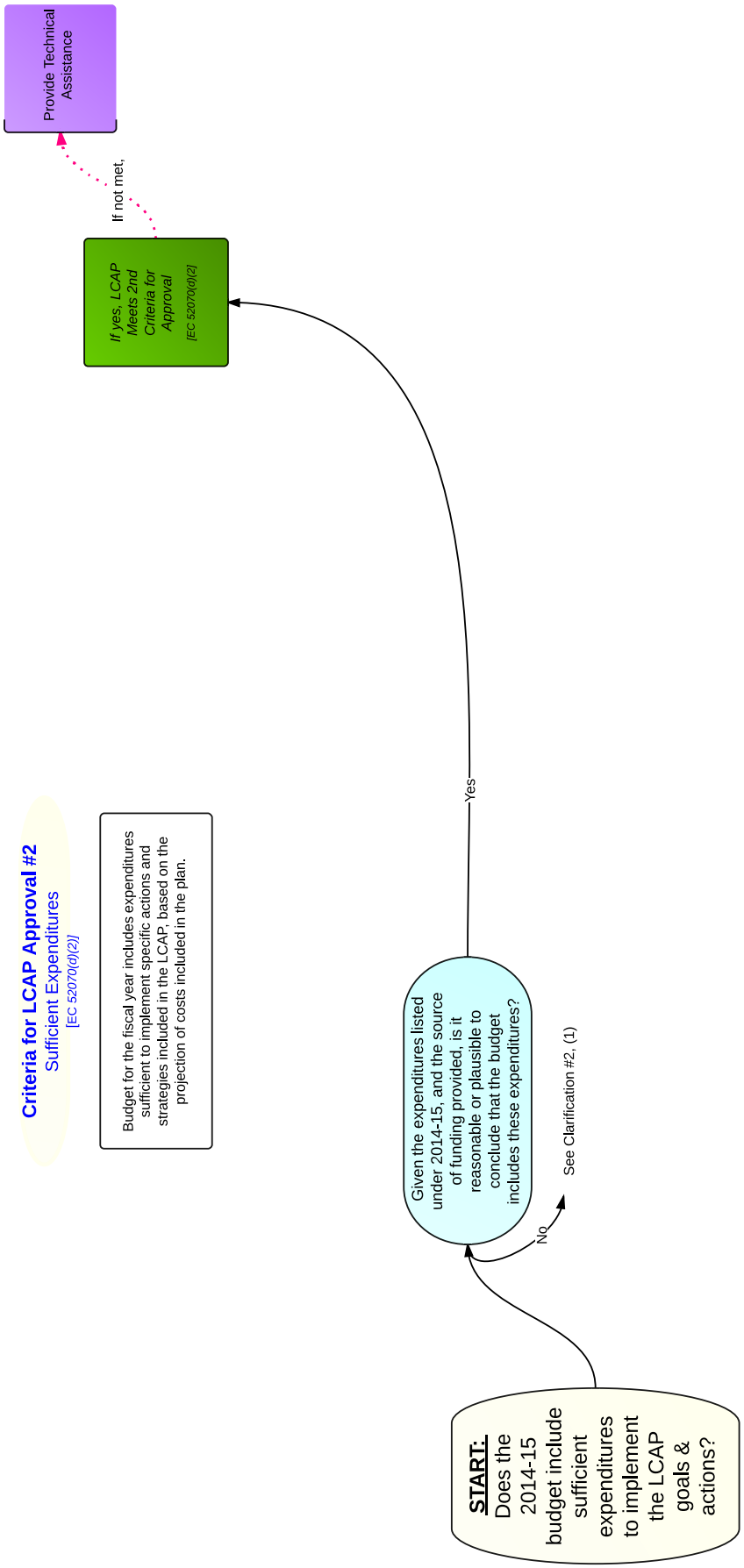
Appendices

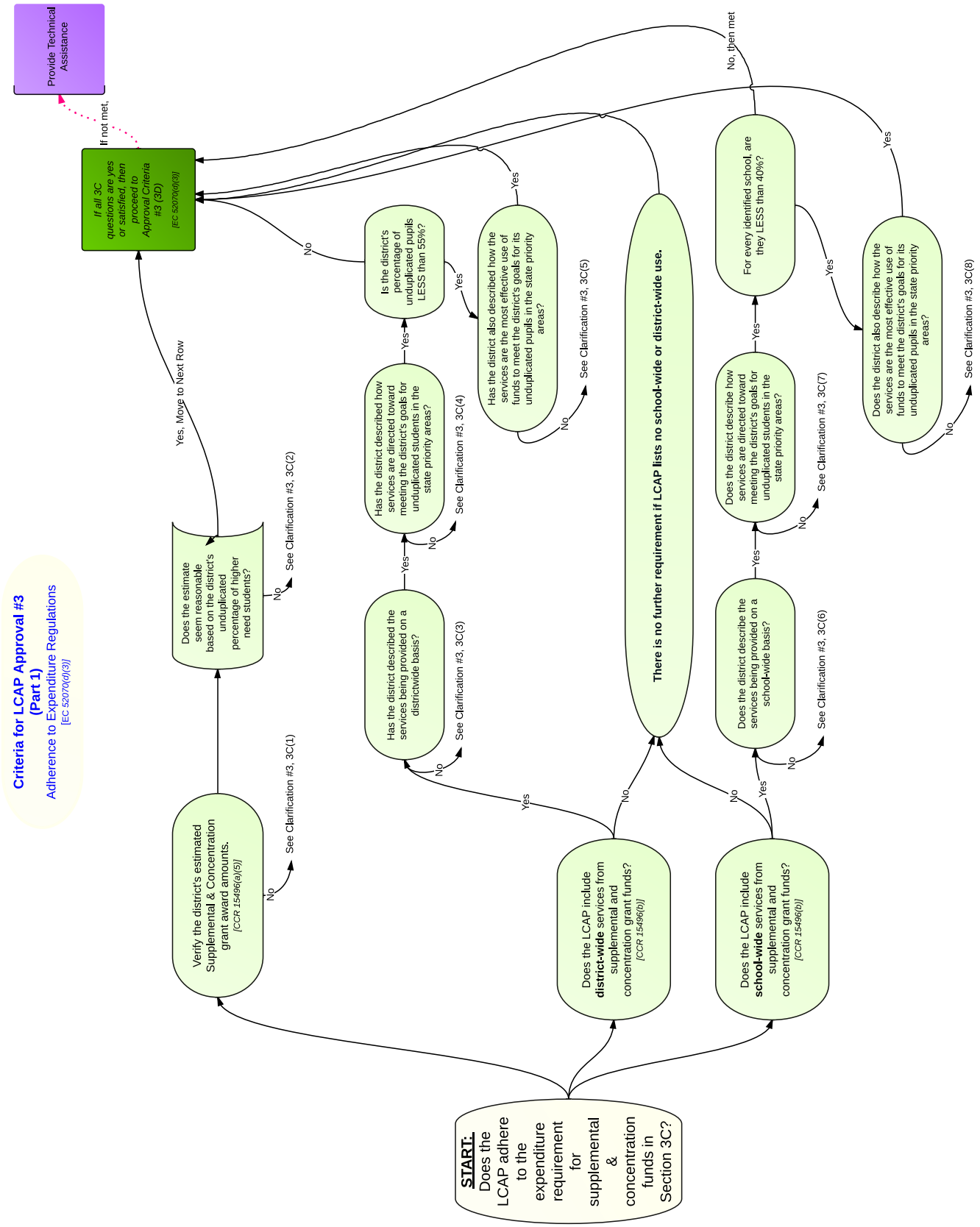
Appendix A - LCAP Approval Flow Charts

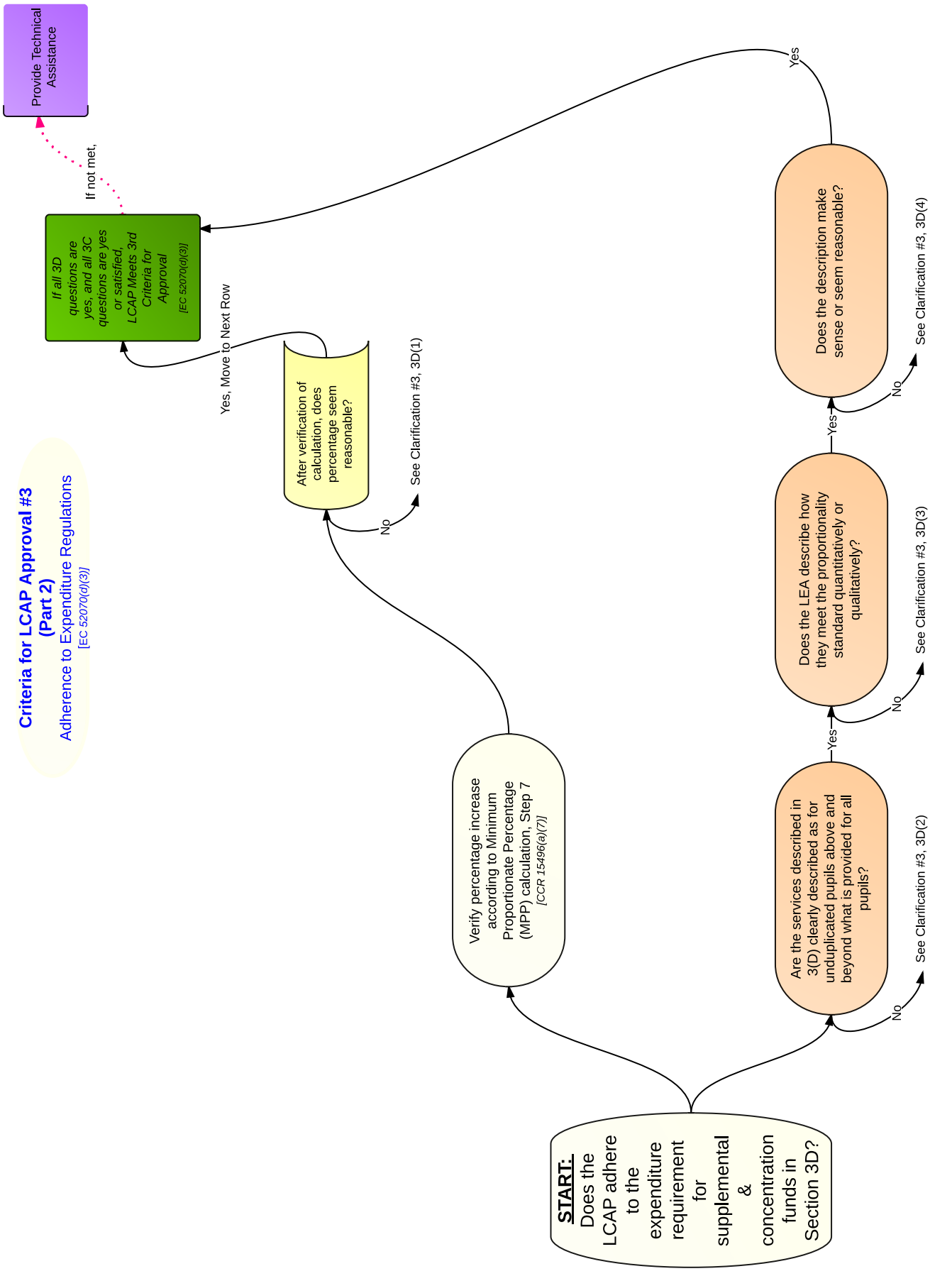
Appendix B - Clarification Tables

Appendix C - Master Checklist


START: Does the LCAP use the SBE Template?
Yes
No
Basis for disapproval [EC 52070(d)(1)]
Provide Technical Assistance [EC 52071(a)]
Review All Template Sections
Section 1: Stakeholder Engagement
Section 2: Goals & Progress Indicators
Section 3: Actions, Services, & Expenditures
Criteria for LCAP Approval #1
Adheres to the SBE Template
[EC 52070(d)(1)]
Did the district describe the engagement process?
See Clarification #1, 1(1)
Did the district describe how engagement impacted the LCAP?
See Clarification #1, 1(2)
Yes, Section 1 Adheres, Move to Section 2
Are needs and associated metrics (statutorily and locally defined) identified? Are they reflected in the annual goals?
See Clarification #1, 2(1)
Does the district include a description of the goal, and breakout differences in goals for subgroups and schools, if identified?
See Clarification #1, 2(2)
Does the district describe what will be different or improved for students in each year of the LCAP term?
See Clarification #1, 2(3)
Are all state, and any local, priorities addressed in the goals annually and over the term of the LCAP
See Clarification #1, 2(4)
Yes, Section 2 Adheres, Move to Section 3
Are all goals and related priorities identified from Section 2 in both 3A and 3B?
See Clarification #1, 3A(1) & Clarification #1, 3B(1)
Are actions and services in 3A and 3B described for all pupils and those for low income, foster youth, English learners, and redesignated fluent English proficient overall and annually over the term of the LCAP?
See Clarification #1, 3A(2) & Clarification #1, 3B(2)
Are expenditures enumerated for each year of the LCAP term in 3A and 3B?
See Clarification #1, 3A(3) & Clarification #1, 3B(3)
Is there a narrative or other description linking the expenditure to the LEA's budget in 3A and 3B?
See Clarification #1, 3A(4) & Clarification #1, 3B(4)
Yes, to All: Section 3 Adheres
Are distinct funding sources identified in 3A and 3B?
See Clarification #1, 3A(5) & Clarification #1, 3B(5)
Does the district identify the amount of LCFF funds generated by unduplicated students (5 CCR 15496 (a)(5)) in 3C, and is there a narrative or other description of how these funds are spent?
See Clarification #1, 3C(1)
If the district is using school-wide or district-wide, are district-wide or school-wide services described in 3C?
See Clarification #1, 3C(2)
N/A
If not using district-wide or school-wide, skip to next question
Does the district identify the percentage increase (MPP) in 3D, including how this is more than what is provided to all students?
See Clarification #1, 3D(1)
If all three Sections Adhere, LCAP Meets 1st Criteria for Approval [EC 52070(d)(1)]
If not met
Provide Technical Assistance
Yes
No


Criteria for LCAP Approval #2
Sufficient Expenditures
[EC 52070(d)(2)]
Budget for the fiscal year includes expenditures sufficient to implement specific actions and strategies included in the LCAP, based on the projection of costs included in the plan.
START: Does the 2014-15 budget include sufficient expenditures to implement the LCAP goals & actions?
Given the expenditures listed under 2014-15, and the source of funding provided, is it reasonable or plausible to conclude that the budget includes these expenditures?
No
See Clarification #2, (1)
Yes
If yes, LCAP Meets 2nd Criteria for Approval [EC 52070(d)(2)]
If not met,
Provide Technical Assistance

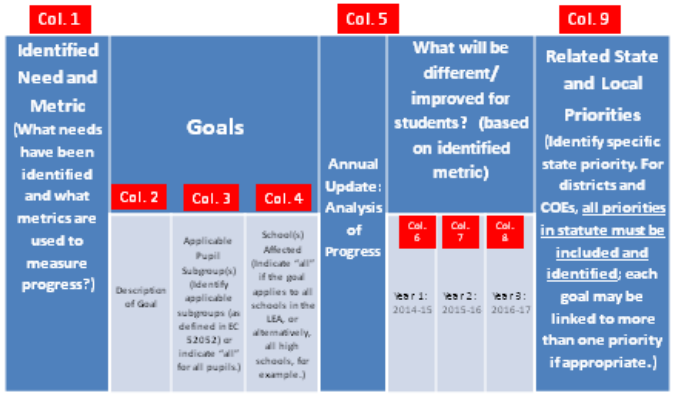

Criteria for LCAP Approval #3 (Part 1)
Adherence to Expenditure Regulations
[EC 52070(d)(3)]
START: Does the LCAP adhere to the expenditure requirement for supplemental & concentration funds in Section 3C?
Verify the district's estimated Supplemental & Concentration grant award amounts. [CCR 15496(a)(5)]
No
See Clarification #3, 3C(1)
Does the estimate seem reasonable based on the district's unduplicated percentage of higher need students?
No
See Clarification #3, 3C(2)
Yes, Move to Next Row
Does the LCAP include district-wide services from supplemental and concentration grant funds? [CCR 15496(b)]
Yes
Has the district described the services being provided on a districtwide basis?
No
See Clarification #3, 3C(3)
Yes
Has the district described how services are directed toward meeting the district's goals for unduplicated students in the state priority areas?
No
See Clarification #3, 3C(4)
Yes
Is the district's percentage of unduplicated pupils LESS than 55%?
No
Yes
Has the district also described how the services are the most effective use of funds to meet the district's goals for its unduplicated pupils in the state priority areas?
No
See Clarification #3, 3C(5)
Yes
There is no further requirement if LCAP lists no school-wide or district-wide use.
Does the LCAP include school-wide services from supplemental and concentration grant funds? [CCR 15496(b)]
Yes
Does the district describe the services being provided on a school-wide basis?
No
See Clarification #3, 3C(6)
Yes
Does the district describe how services are directed toward meeting the district's goals for unduplicated students in the state priority areas?
No
See Clarification #3, 3C(7)
Yes
For every identified school, are they LESS than 40%?
No, then met
Yes
Does the district also describe how the services are the most effective use of funds to meet the district's goals for its unduplicated pupils in the state priority areas?
No
See Clarification #3, 3C(8)
Yes
If all 3C questions are yes or satisfied, then proceed to Approval Criteria #3 (3D) [EC 52070(d)(3)]
If not met,
Provide Technical Assistance


Criteria for LCAP Approval #3 (Part 2)
Adherence to Expenditure Regulations
[EC 52070(d)(3)]
START: Does the LCAP adhere to the expenditure requirement for supplemental & concentration funds in Section 3D?
Are the services described in 3(D) clearly described as for unduplicated pupils above and beyond what is provided for all pupils?
No
See Clarification #3, 3D(2)
Yes
Does the LEA describe how they meet the proportionality standard quantitatively or qualitatively?
No
See Clarification #3, 3D(3)
Yes
Does the description make sense or seem reasonable?
No
See Clarification #3, 3D(4)
Yes
Verify percentage increase according to Minimum Proportionate Percentage (MPP) calculation, Step 7
[CCR 15496(a)(7)]
After verification of calculation, does percentage seem reasonable?
No
See Clarification #3, 3D(1)
Yes, Move to Next Row
If all 3D questions are yes, and all 3C questions are yes or satisfied, LCAP Meets 3rd Criteria for Approval
[EC 52070(d)(3)]
If not met,
Provide Technical Assistance

Clarification Table - Approval #1, Section 1							
Education Code 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064							
For futher background on examples of evidence, refer to Chapter 4, Components of a LCAP							
	Note: Evidence for approval criteria #1 is not a judgment of content but rather an assessment of whether the district adhered to this portion of the SBE Template	*Optional*		*District Name:*			Template #__
Criteria #		**Type of Review**					
Flow Chart Ref #	**Examples of Evidence**	**Fiscal**	**C & I**	**Reviewer(s)**	**Notes/Observations**	**Comments & specifics to include in letter to board**	**#___**
#1, 1(1)	LCAP may capture evidence that includes stakeholder meeting dates, response to written comments dates and dates or description of surveys, public hearing dates, and other stakeholder outreach strategies that contain pertinent facts that describe actions the district used to obtain meaningful engagement. [Ed. Code 52062(a)(1)(2)(3), 52062(b)(1)(2), 52060(g)].						
#1, 1(2)	LCAP may include input from the involvement process, summarized and used in district goals. The synthesized version of the input could include categories where similar types of input are included as goal areas. Districts might also choose to include or describe the input that wasn't used in the current LCAP and will be set aside and considered in the future.						

Clarification Table - Approval #1, Section 2							
Education Code 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064							
For futher background on examples of evidence, refer to Chapter 4, Components of a LCAP							
	Note: Evidence for approval criteria #1 is not a judgment of content but rather an assessment of whether the district adhered to this portion of the SBE Template	*Optional*		*District Name:*			Template #__
Criteria # Flow Chart Ref #	**Examples of Evidence**	**Type of Review**		**Reviewer(s)**	**Notes/Observations**	**Comments & specifics to include in letter to board**	**#___**
		Fiscal	**C & I**				
#1, 2(1)	Identifies need and the associated metric (Column 1) that will be used to measure progress in meeting goals.						
#1, 2(2)	Goals are clearly described and differences in goals for subgroups and schools are identified (Columns 3 and 4).						
#1, 2(3)	Uses the same metric (from Column 1) to measure what will be different or improved for students (Columns 6, 7, 8).						
#1, 2(4)	All 8 state priorities are included (Column 9) as they support the district's goals. [Ed. Code 52060]						

Section 2: Goals and Progress Indicators



Clarification Table, Approval #1 - Section 3A							
Education Code 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064							
For futher background on examples of evidence, refer to Chapter 4, Components of a LCAP							
	Note: Evidence for approval criteria #1 is not a judgment of content but rather an assessment of whether the district adhered to this portion of the SBE Template	*Optional*		*District Name:*			Template #__
Criteria # Flow Chart Ref #	**Examples of Evidence**	**Type of Review**		**Reviewer(s)**	**Notes/Observations**	**Comments & specifics to include in letter to board**	**#___**
		Fiscal	**C & I**				
#1, 3A(1)	Goals listed in Section 2 (Column 2) are included in Section 3A (Column 1). The related state priorities from Section 2 (Column 9) are listed in Section 3A (Column 2).						
#1, 3A(2)	Actions and Services (Column 3) are included for each of the listed goals for all students and/or specific to subgroups of students identified in Ed. Code section 52052, other than those listed in Section 3B.						
#1, 3A(3)	A description of the expenditures is listed for actions and or services in each year of the LCAP term (Columns 6, 7, and 8).						
#1, 3A(4)	The district has listed where those expenditures can be found in the budget.						
#1, 3A(5)	A description of the funding source for the expenditures listed in each of the three years (Columns 6, 7, and 8) is provided.						

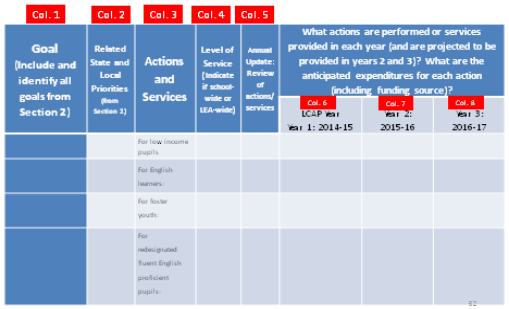
Section 3: Actions, Services and Expenditures
Part A

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5			
Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	**Actions and Services**	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Col. 6 LCAP Year Year 1: 2014-15	Col. 7 Year 2: 2015-16	Col. 8 Year 3: 2016-17

Clarification Table, Approval #1 - Section 3B							
Education Code 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064							
For futher background on examples of evidence, refer to Chapter 4, Components of a LCAP							
	Note: Evidence for approval criteria #1 is not a judgment of content but rather an assessment of whether the district adhered to this portion of the SBE Template	*Optional*		*District Name:*			Template #__
Criteria # Flow Chart Ref #	Examples of Evidence	Type of Review: Fiscal	Type of Review: C & I	Reviewer(s)	Notes/Observations	Comments & specifics to include in letter to board	#___
#1, 3B(1)	Goals listed in Section 2 (Column 2) are included in Section 3B (Column 1). The related state priorities from Section 2 (Column 9) are listed in Section 3B (Column 2).						
#1, 3B(2)	Actions and services are addressed for low income, foster youth, English learners, and redesignated fluent English proficient for each goal (Column 3).						
#1, 3B(3)	A description of the expenditures is listed for actions and or services in each year of the LCAP term (Columns 6, 7, and 8).						
#1, 3B(4)	The district has listed where those expenditures can be found in the budget.						
#1, 3B(5)	A description of the funding source for the expenditures listed in each of the three years (Columns 6, 7, and 8) is provided.						

Section 3: Actions, Services and Expenditures

Part B



Clarification Table, Approval #1 - Section 3C, 3D							
Education Code 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064							
For futher background on examples of evidence, refer to Chapter 4, Components of a LCAP							
	Note: Evidence for approval criteria #1 is not a judgment of content but rather an assessment of whether the district adhered to this portion of the SBE Template	*Optional*		*District Name:*			Template #__
Criteria # Flow Chart Ref #	**Examples of Evidence**	**Type of Review**		**Reviewer(s)**	**Notes/Observations**	**Comments & specifics to include in letter to board**	**#___**
		Fiscal	**C & I**				
#1, 3C(1)	The LCAP identifies the amount of LCFF funds generated by the unduplicated students [5 CCR 15496 (a)(5)] and includes a narrative or other description of how these funds are spent.						
#1, 3C(2)	If the LCAP lists the expenditures as schoolwide or districtwide in Section 3A and 3B (Column 4), the district includes justification for schoolwide or districtwide use.						
#1, 3D(1)	The LCAP identifies the minimum proportionality percentage increase and how this results in increased or improved services for the unduplicated students above and beyond what is provided to all students.						

Clarification Table, Approval #2							
Education Code 52070 (d)(2) The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the local control and accountability plan adopted by the governing board of the school district based on the projections of the costs included in the plan.							
		Optional		*District Name:*			Template #__
Criteria / Flow Chart Ref #	**Examples of Evidence**	**Type of Review**		**Reviewer(s)**	**Notes/Observations**	**Comments & specifics to include in letter to board**	**#___**
		Fiscal	**C & I**				
#2, (1)	The adopted budget includes expenditures sufficient to implement the specific actions based on the projection of costs listed in the LCAP in Section 3A and 3B (Column 6).						

Clarification Table, Approval #3, Part 1							
Education Code 52070 (d)(3) The local control and accountability plan or annual update to the local control and accountability plan adheres to the expenditure requirements adopted pursuant to Secion 42238.07 for the funds approtioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03							
For futher background on examples of evidence, refer to Chapter 4, Components of a LCAP; Section 3: Actions, Services, and Expenditures (Section 3C)							
		Optional		*District Name:*			Template #__
Criteria #		**Type of Review**					
Flow Chart Ref #	**Examples of Evidence**	**Fiscal**	**C & I**	**Reviewer(s)**	**Notes/Observations**	**Comments & specifics to include in letter to board**	**#___**
#3, 3C(1)	The LCAP includes the dollar amount of the increase, as calculated in Step 5 of the regulations [CCR 15496(a)], as may be verified through the LCFF Calculator						
#3, 3C(2)	The LCAP's estimated calculation of Step 5 of the regulations (CCR 15496(a) is reasonable considering the district's unduplicated percentage of pupils						
#3, 3C(3)	The LCAP identifies the districtwide services in Section 3C, if any						
#3, 3C(4)	The LCAP descibes in Section 3C how districtwide services are directed to meeting the district's goals for the unduplicated students in the state priority areas.						
#3, 3C(5)	The LCAP includes a description in Section 3C of how districtwide services are the most effective use of the supplemental and concentration grant increase for unduplicated students in the meeting the state's priorities.						
#3, 3C(6)	The LCAP identifies the schoolwide services in Section 3C, if any						
#3, 3C(7)	The LCAP descibes in Section 3C how schoolwide services are directed to meeting the district's goals for the unduplicated students in the state priority areas.						

Clarification Table, Approval #3, Part 1							
Education Code 52070 (d)(3) The local control and accountability plan or annual update to the local control and accountability plan adheres to the expenditure requirements adopted pursuant to Secion 42238.07 for the funds approtioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03							
For futher background on examples of evidence, refer to Chapter 4, Components of a LCAP; Section 3: Actions, Services, and Expenditures (Section 3C)							
		Optional		*District Name:*			Template #__
Criteria #		**Type of Review**					
Flow Chart Ref #	**Examples of Evidence**	**Fiscal**	**C & I**	**Reviewer(s)**	**Notes/Observations**	**Comments & specifics to include in letter to board**	**#___**
#3, 3C(8)	If any identified school has less than 40% higher need students, the LCAP includes a description in Section 3C of how schoolwide services are the most effective use of the supplemental and concentration grant increase for unduplicated students in the meeting the state's priorities.						

Clarification Table, Approval #3, Part 2							
Education Code 52070 (d)(3) The local control and accountability plan or annual update to the local control and accountability plan adheres to the expenditure requirements adopted pursuant to Secion 42238.07 for the funds approtioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections							
For futher background on examples of evidence, refer to Chapter 4, Components of a LCAP; Section 3: Actions, Services, and Expenditures (Section 3D)							
		Optional		*District Name:*			Template #__
Criteria # Flow Chart Ref #	**Examples of Evidence**	**Type of Review**		**Reviewer(s)**	**Notes/Observations**	**Comments & specifics to include in letter to board**	**#___**
		Fiscal	**C & I**				
#3, 3D(1)	The LCAP's estimated calculation percentage seems reasonable. District may provide calculations using the MP% Tab of the LCFF Calculator.						
#3, 3D(2)	The LCAP provides a description of services that are clearly above the services provided for all students						
#3, 3D(3)	The LCAP provides either a qualitative or quantitative description of the proportional increase in services.						
#3, 3D(4)	The LCAP qualitative or quantitative description appears reasonable; the description describes services for unduplicated students.						

REVIEWER'S GUIDE MASTER CHECKLIST

LCAP Adheres to 1st Approval Criteria		LCAP Approval Criteria	Reviewer's Guide	Yes	No	N/A	Reviewer(s)	Notes
Yes	No							
		#1: Adeheres to SBE Template	All questions are answered "yes" or "satisfied" on Criteria Approval Flowchart					
			Any questions answered "no" or "unsatisfied" have been mapped through the Clarification Table					
			Written clarification communication provided to the governing board					
			If Criteria not met, Technical Assistance has been provided					

LCAP Adheres to 2nd Approval Criteria		LCAP Approval Criteria	Reviewer's Guide	Yes	No	N/A	Reviewer(s)	Notes
Yes	No							
		#2: Sufficient Expenditures	All questions are answered "yes" or "satisfied" on Criteria Approval Flowchart					
			Any questions answered "no" or "unsatisfied" have been mapped through the Clarification Table					
			Written clarification communication provided to the governing board					
			If Criteria not met, Technical Assistance has been provided					

LCAP Adheres to 3rd Approval Criteria		LCAP Approval Criteria	Reviewer's Guide	Yes	No	N/A	Reviewer(s)	Notes
Yes	No							
		#3: Adheres to Expenditure Regulations (Parts 1 & 2)	All questions are answered "yes" or "satisfied" on Criteria Approval Flowchart					
			Any questions answered "no" or "unsatisfied" have been mapped through the Clarification Table					
			Written clarification communication provided to the governing board					
			If Criteria not met, Technical Assistance has been provided					

Name of District

☐ Approved, All Three Criteria Are Met

☐ LCAP Disapproved *Provide Technical Assistance where needed*

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: May 9, 2014 for the meeting of May 15, 2014

Kindergarten -Teresa Shippen

As I pause, and look around my room, I see the Kindergarteners busy reading. Really Reading!! They are beginning to branch out from the safe, school readers into the many wonderful books in our book corner and on our shelves. They are hard at work sounding out words, and spotting sight words. They are sharing the joy of it all with each other. Our little Kindergarteners are indeed emerging from their chrysalis looking more like First graders. They are so proud! It is such an accomplishment! We have had steady parent help in this area, to give one on one attention to each student through this process. We are so grateful for their patience, enthusiasm, encouragement, and the gift of their time. It has made a difference!

Our new classroom pets are some very hungry caterpillars. We have been watching these critters munch on Pipevine leaves and get bigger, and bigger each day. We are hoping they will make their own chrysalis soon so we can witness the beauty of metamorphosis. The timing will be close as we approach the last month of school. We hope to release them, and watch as they fly away!
What a beautiful ending to our year!

I would also like to thank the board for reading these reports, listening to our concerns and for continuing the hard work of relocating our school. These are not easy times to be a board member. I appreciate your commitment to our school. It allows me to be a dedicated teacher, whose main concern is taking care of the students and families in our Sherwood community.

1st/2nd -Marlo Knox

1st/2nd/3rd-Carin Anderson

1st/2nd/3rd –Eric Parish

The end of the year is approaching and the weeks tend to fly by. The lower elementary classroom is a learning environment where the Montessori materials play an important part to the learning process of the child. Throughout the year I look at what materials I have presented to the student, I observe to see if there is mastery of those materials, and I ask if the student is ready for the next steps with a given material or if they are ready for a presentation with a new material. At this point of the year I try and present some of the final lessons. I look at what materials children have been requesting, what materials the third graders may like to continue in fourth grade, and what materials the children may like to think about over the summer and will be inspired to pick up when they return next year.

The kids did an amazing job with the puppets this year for the endangered species fair. I was fascinated how well they constructed a puppet in the image of a bird with minimal help. The parents and volunteers were a huge help with construction and clean up. The fair was great this year and the Procession of the Species was fantastic. I heard lots of people giving the kids compliments on their puppets and asking the kids about their endangered bird. It was a great learning experience.

4th/5th/6th-Kristina Besnard and Meghan Callahan

4th/5th/6th-Lindsey Serrao

Hello Board Members,
Our classroom is glue, paint, and sticks free:). What an incredible first time experience at the endangered species with my class and our school! Over 450 students representing Chico schools!

Civilizations our still happening. Kids are enjoying our wonderful addition of computers while they research their ancient civilization of choice and plan either a slide show presentation or a trifold board presentation!

We have been working very hard at the response to literature writing genre. It's a hard one to do. It's so important to learn how to support your argument through evidence from your literature but the students are starting to get to the hang of it.

We have been pretty busy out in the community attending plays! We got to attend Tarzan where we got to see our very own Mia represented our 4,5,6 class! We just went and watched Aladdin where again we had several Montessori students representing us well! Next week we will be attending Peter Pan where our very own Vicky will be representing our 4,5,6 class! What talent we have in 4,5,6 and all of Sherwood for that matter!

My 6th graders have been planning away for our end of the year planning trip. They will be doing

a fundraiser car wash on Friday May 16th after school in our Sherwood parking lot...so dirty up your car and come support them with a wash on Friday May 16th at 3:00-5:30pm.

7th/8th-John Howlett

Since my last report, the Middle School has had a number of wonderful activities and happenings. Most recently, the Middle School built and carried the gigantic Mother Earth Puppet for the Butte Environmental Council's Annual Endangered Species Faire. Not only was the process of constructing a twelve foot puppet exciting, but carrying it in the parade in twenty mile per hour winds was also quite challenging! Nevertheless, the Faire was an enormous success and our puppet was quite the hit! Also, two weeks ago the Middle School had an amazing Astronomy field trip to the Chico Observatory led by Lia Puser's father, Dan. The students and parent chaperones met at the school and we carpooled to Upper Park for a viewing of the nighttime sky with its amazing planets, constellations, and galaxies. The students and parents had a wonderful time, and it was great to have an evening field trip from such knowledgeable parent volunteers.

In the classroom in May, we are finishing up History and Literature, and will be spending much of the remainder of the school year focusing on Field Science studies in Bidwell Park, and on preparing for our annual trip to the Shakespeare Festival in Ashland at the beginning of next month. The science studies will center around doing a Stream Survey of Big Chico Creek, using the free science equipment that was donated to us by the Butte Creek Foundation based on our class' participation in the Science Fair. The students will be working in teams to evaluate stream water quality, flow patterns, vegetation and microinvertebrates to gain an overall picture of Big Chico Creek's health. This should be a fun and worthwhile exercise. And, in preparation for Ashland, most reading groups are finishing up the "Comedy of Errors", and now are reading Madeline L'Engle's "A Wrinkle in Time", which we will also be seeing. And finally, the class will finish the year with a study of Steven Sondeheim's "Into the Woods", a wonderful interpretation of the classic fairytales!

Finally, please review the request for additional support to bring down the cost of the Ashland trip, and I will thank you ahead of time for your serious consideration in the matter.

Have a wonderful summer, and again thank you for your service to all our students and school.

7th/8th Math-Jessica Ordaz

The students worked hard on their chapter presentations. They are finishing up in the next few days. In the 7th grade Math class, we've been exploring self-advocacy and social skills as it relates to understanding their own personality type and academic learning needs. Many students in that group have special needs so we are incorporating a great life skill for them to advocate as they move into high school and beyond. We are also moving into working more towards Common Core standards that include applying skills in a practical application. This proves to be difficult for

many of them as we move into deeper problem solving skills.

SBIT-Jessica Ordaz

We have continued to meet in our school-based intervention teams. Many of the meetings are follow-ups and most of our students are making great progress with academic and behavioral concerns. The interventions that are put into place in the classroom and in academic support groups for reading and math are serving to meet the needs of those students that need more intensive instruction. Some of the students have been referred for special education services as their response to the interventions have been concerning. This process allows both the teacher and the parents to see a clear path of support for their student whether it is to catch them up to their peers and exit them from SBIT or to help them seek further resources from district's special education testing and services. I can proudly say that Sherwood is providing quality instruction for all students in their areas of need.

Literacy/Spanish-Danielle Mennucci

Garden-Kitchen Program-Chef Richie Hirshen

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: May 9, 2014 for the meeting of May 15, 2014

A report from the SMPO is not available at this time. If a report is prepared, it will be distributed at the meeting.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: May 9, 2014 for the meeting of May 15, 2014

ADMINISTRATIVE ITEMS:

- I have received application materials from candidates that look promising for the financial work that will need to be done once Lisa Speegle's time with us is up. I am working with our current accountant, Laura Mason, to determine when she would be ready to take on payroll in addition to her current duties handling a/p and a/r and making entries in QuickBooks. With Lisa, we are assessing if she will be able to complete our first and second interim reports and our end of the year unaudited actuals. With this service, she could advise us and her role would shift to that of consultant. She was open to discussing this further. I have also asked her if she would be willing to participate in interviews for the hiring of an individual who would be able to write the monthly Board reports.
- I have contacted educational consultant Dr. Dave Patterson of Ed Innovations, LLC. The proposal attached describes the work he will be doing for Sherwood which I urge the Board to consider upon its completion. Dr. Patterson comes with recommendation from the California Charter Schools Association (CCSA).

FISCAL ITEMS:

- I have had meetings with parents who are interested in volunteering time to write grants for the school; one is focusing on music instruction.
- Although I have invested a good deal of time in completing the application materials for the Office of Public School Construction's charter facilities program, I am not certain I will have the time to finish it before the deadline.
- Our Attendance Make Up day was well-attended and recouped close to $900 for the school in ADA revenues that would have been otherwise lost due to absences.

GENERAL ITEMS:

- I attended a workshop focusing on the Local Control Accountability Plan (LCAP) for charter school leaders. Dr. Alison Watson of BCOE led the workshop at Achieve Charter School in Paradise.
- Marlo Knox earned her Montessori diploma, which was delivered to her classroom accompanied by a kazoo rendering of *Pomp and Circumstance.*
- Testing is completed. The duties of Testing Coordinator dominated much of my time for three weeks in April.
- We had a school wide tornado drill in light of the fact that tornadoes do occasionally form in this area and most students have had no practice in taking cover.
- We had two visiting teachers recently who enjoyed observing in our classrooms. One teacher was from the Rural Teachers Residency Program and one was from Forest Ranch Charter School.

Attachment: Proposal letter from Dr. Dave Patterson of Ed Innovations, LLC

Michelle Yezbick
Director, Sherwood Montessori
746 Moss Ave.
Chico, CA 95926

Dear Director Yezbick,

It is my please to provide a draft statement of work per our phone discussion on Tuesday. Please look it over and then let's have that follow up conversation early next week about what will work and what we might want to change.

Summary of Issue:

The administrative demands on the school director and very small administrative staff has significantly increased with the growth of the school.

Conduct an initial high level review of the current administrative workload and structure and make recommendations regarding the adequacy of the staffing and/or means to effectively meet the workload requirements.

- Review the current administrative workload of the Director and support staff
    - Analyze the source of the workload
        - Educational Leadership
        - Fiscal Management
        - Personnel Management
        - School Operations
        - Facilities
        - Other
- Analyze the information in the context of the organizational experience I bring regarding charter school administrative duties, work and best practices. Make preliminary recommendations regarding the current workload levels of administrative staff. Discuss the source of the workload levels. (Deliverable 1)
- Make recommendations regarding short term methods to address identified workload issues. (Deliverable 2)
- Based on the data collected and the analysis completed, make recommendations regarding next steps needed in order to create organizational structure/responsibilities to better meet the needs of the school in the medium and long term. (Deliverable 3)

Summary of Work Activities:

- Initial Structured Interview with the Director
- Analysis of work logs completed by the Director and administrative assistant
- Review ongoing administrative activities/workload in key areas
    - Educational Leadership

    - Fiscal Management
    - Personnel Management
    - School Operations
    - Facilities
    - Other
- Analysis of school budget and expenditures
- Second structured interview with the Director
- Prepare final written report

Cost

Direct Services		$1,600
Travel Cost Estimate	(mileage only, two trips)	$200

Sincerely,

David Patterson

David Patterson, Ed.D.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: May 9, 2014 for the meeting of May 15, 2014

A Treasurer's Report is not available at this time. Lisa Speegle will complete the Board Report by Monday, May 12 and it will be available at the meeting on May 15.

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Proposed Budget for the 2014-2015 school year

Date: May 9, 2014 for the meeting of May 15, 2014

SUMMARY

The Budget Committee met on Wednesday, May 8, to draft a budget for the 2014-2015 school year.

DISCUSSION

Assumptions for creating the proposed budget included:

- 2% salary increase for all teachers
- Increase in rent for leasing East Avenue Community Church site
- 5% increase in benefits
- Increase in Office Aide hours and addition of benefits
- Substitute staff set at 4% of teachers' salaries
- Average daily attendance (ADA) based on 94.5%
- Most other expenses increase by 2%
- Enrollment based on growth model

Next year will there will be a deficit in the budget as we stretch to cover two sites, however, our ending fund balance and line of credit keep our reserves at an acceptable threshold.

ACTION REQUESTED:

Adopt proposed budget.

Attachment: Multiple Year Projections based on proposed budget

Attachment
Agenda Item 5.2

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	169	176	188	192
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8011 Local Control Funding	-	539,134	602,446	732,898	836,547
8012 Education Protection Act	148,607	149,364	148,094	148,094	148,094
8015 General Purpose Entitlement	303,342	-	-	-	-
8096 In Lieu Taxes	240,809	270,379	282,117	301,352	307,764
8550 Mandates Block Grant	1,590	1,880	2,236	2,328	2,487
8560 State Lottery	22,096	26,533	27,632	29,516	30,144
8587 Special Education Passthru Funds	6,246	12,492	12,492	12,492	12,492
8590 Categorical Block Grant	80,919	-	-	-	-
8590 All Other State Revenue	931	-	-	-	-
8590 Common Core Implementation Funds	-	27,733	-	-	-
8660 Interest From Banks	-	-	-	-	-
8673 Parent Fees	22,675	22,675	22,675	22,675	22,675
8699 Fundraising / Donations	37,716	37,716	37,716	37,716	37,716
8710 Other Local Revenue	1,060	-	-	-	-
TOTAL REVENUES	865,990	1,087,906	1,135,408	1,287,071	1,397,919
Expenditures					
1000 Certificated Salaries	271,025	337,131	339,676	346,469	353,399
2000 Classified Salaries	196,307	229,730	229,135	230,726	232,333
3000 Employee Benefits	86,208	137,911	166,193	183,154	197,864
4100 Texts and Core Curricula	3,311	6,500	6,630	6,763	6,898
4200 Reference Materials	1,557	2,000	2,000	2,000	2,000
4300 Materials and Supplies	15,219	32,000	32,625	33,263	33,913
4400 NonCap Equipment	490	24,100	-	-	-
4700 Food (Nutrition)	(1,711)	-	-	-	-
5200 Travel and Conferences	6,327	12,722	4,775	4,775	4,775
5300 Dues and Memberships	1,098	1,245	1,280	1,340	1,360
5400 Property/Liability Insurance	12,784	16,936	20,323	24,388	29,265
5500 Operations / Housekeeping	17,734	25,914	26,432	26,961	27,500
5600 Rentals, Leases, and Repairs	104,720	100,901	162,033	162,123	162,214
5800 Prof. & Consulting Services	58,977	57,613	52,626	54,404	55,792
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	84,152	111,580	116,424	124,362
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,075,096	1,161,549	1,199,031	1,237,918
Excess/(Deficiency)	13,054	12,809	(26,142)	88,040	160,001
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	12,809	(26,142)	88,040	160,001
Beginning Fund Balance	130,164	143,218	156,028	129,886	217,926
Excess / (Deficiency)	13,054	12,809	(26,142)	88,040	160,001
Ending Fund Balance	143,218	156,028	129,886	217,926	377,927
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	156,028	129,886	217,926	377,927

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Lease for the East Avenue Community Church (EACC)

Date: May 9, 2014 for the meeting of May 15, 2014

SUMMARY

A draft of a lease for renting space at EACC has been developed and is ready for input from the Board.

DISCUSSION

Directors Lucas and Williams and the School Director have been meeting with representatives of the leadership at EACC and have developed the draft attached. This draft is open to revision, and will be reviewed by the EACC trustees before it is ready to be signed.

ACTION REQUESTED:

Adopt proposed lease.

Attachment: DRAFT Proposed Lease for East Avenue Community Church

Attachment
Agenda Item 5.3

DRAFT

LEASE AGREEMENT

Preamble

This lease is made and entered into effective _____, by and between East Avenue Church, a California non-profit corporation ("Landlord"), and Sherwood Montessori School, a California non-profit corporation ("Tenant").

Landlord, for and in consideration of the rent to be paid by Tenant and of the covenants and provisions to be kept and performed by Tenant under this lease, hereby leases to Tenant, and Tenant agrees to lease from Landlord, the "Premises" as described in Exhibit A and illustrated in Exhibit B. All referenced exhibits are attached hereto and incorporated herein. "Church Grounds" shall mean Landlord's property as described in Exhibit C.

ARTICLE 1 TERM OF LEASE

Original Term

Section 1.01. This lease shall be for a term of three (3) years commencing on _____ ("Commencement Date"), and ending on _____ ("Original Term"), unless terminated earlier pursuant to the provisions of this lease.

Extended Term(s)

Section 1.02. In the event Tenant is not then in default under this lease, Tenant shall have the option and right to extend the Original Term of this lease for two consecutive periods of two (2) years each, commencing on expiration of the Original Term and the first Extended Term(s) if so elected. If Tenant elects to extend the term of this lease, Tenant must give Landlord written notice of Tenant's election to extend at least sixty (60) days before expiration of the term. The written notice shall be deemed effective on personal delivery to Landlord or on the date it is deposited in the United States mail in accordance with the provisions of Section 11.03. During the Extended Term(s)(s) of this lease, if any, Landlord and Tenant shall be bound by all of the obligations, covenants, and agreements of this lease except that Tenant shall have no right to further extend the term of this lease beyond or after expiration of the second three-year period granted under this section. References throughout this lease to "the term of this lease" shall include both the Original Term and the Extended Term(s), if any, unless otherwise indicated.

Holding Over

Section 1.03. In the event Tenant holds over and continues in possession of the Premises after expiration of the Original Term (when Tenant has not validly exercised its option to extend the term of the lease in accordance with Section 1.02) or after expiration of the Extended Term(s)(s)

(when Tenant has validly exercised its option to extend the term of the lease in accordance with Section 1.02), Tenant's continued occupancy of the Premises shall be considered a month-to-month tenancy subject to all the terms and conditions of this lease.

Landlord's Inability to Deliver Possession

Section 1.04. If Landlord is for any reason unable to deliver possession of the Premises to Tenant on the Commencement Date set forth in Section 1.01 of this lease, this lease shall not be void or voidable nor shall Landlord be liable to Tenant for any loss or damage resulting from failure to deliver possession to Tenant so long as Landlord has exercised, and continues to exercise, reasonable diligence to deliver possession of the Premises to Tenant. No rent shall, however, accrue or become due from Tenant to Landlord under this lease until the actual physical possession of the Premises is delivered, or the right to actual unrestricted physical possession of the Premises under this lease is tendered by Landlord to Tenant. Furthermore, the term of this lease shall not be extended by Landlord's inability to deliver possession of the Premises to Tenant on the Commencement Date set forth in Section 1.01.

Termination for Failure of Possession

Section 1.05. Notwithstanding Section 1.04 of this lease, if Landlord, for any reason, fails to deliver actual physical possession of the Premises or fails to tender actual unrestricted physical possession of the Premises under this lease to Tenant on or before July 31, 2014, Tenant may terminate this lease by giving Landlord written notice of its election to do so. In the event Tenant elects to so terminate this lease, this lease shall become null and void as of the date Tenant delivers its written notice of termination to Landlord, and thereafter neither party to this lease shall be under any further obligation or liability to the other because of this lease and Landlord shall return to Tenant any consideration received from Tenant pursuant to or for execution of this lease. If Tenant elects to terminate this lease in accordance with the provisions of this section, it shall give written notice of its election to terminate to Landlord on or before August 10, 2014.

ARTICLE 2 RENT

Rent

Section 2.01. (a) Tenant agrees to pay to Landlord rental for the use and occupancy of the Premises (the "Rent"). The amount of Rent payable for each month during the Original Term shall be Two Thousand Dollars ($2,400), and the amount of Rent payable for each month during the Extended Term(s), if any, shall be $2,400, subject to adjustment as described in Section 2.01(b). The Rent shall be payable on the first day of each and every month commencing _____ (the "Rent Commencement Date"), at the office of Landlord at 1184 East Avenue, Chico, CA 95926, or at any other place or places as Landlord may from time to time designate by written notice delivered to Tenant. Rent for partial calendar months occurring at the commencement and termination of the term of this lease shall be prorated accordingly.

(b) On commencement of the Extended Term(s), if any, pursuant to Section 1.02, the Rent set forth in Section 2.01(a) shall be subject to adjustment as follows: The Consumer Price Index for All Urban Consumers published by the Bureau of Labor Statistics, United States Department of Labor for all items ("Index") in effect on the Commencement Date shall be the Base Index. For

the Rent adjustment, the Index in effect immediately before Extended Term(s) Commencement date ("the Adjustment Index") shall be used for purposes of calculating the amount of adjustment, if any. If the Adjustment Index has increased over the Base Index, the minimum rent payable for the following year and until the next Rent Adjustment Date shall be increased by the same percentage as the Adjustment Index bears to the Base Index.

(c) In no event shall the minimum monthly rent be decreased below the amount specified under Section 2.01(a).

(d) If the Consumer Price Index, as now constituted, compiled, and published shall cease to be compiled and published during the term of this lease, or is calculated on a significantly different basis following the date of this lease, the most comprehensive official Index published that most closely approximates the rate of inflation shall be used for purposes of computing adjustments under this lease.

Storage Rent

Section 2.02. Tenant anticipates receipt of four (4) portable classrooms during the lease term. Tenant may store up to four (4) portable classrooms on Church Grounds, in such location as Landlord and Tenant shall agree. The storage rent, if any, shall be paid by Tenant to Landlord at the same location described in Section 2.01(a) of this lease for the payment of Rent and shall be paid monthly, not later than ten (10) days after the end of each calendar month.

Modification of Rent

Section 2.03. Tenant anticipates receipt of funds to be utilized for facilities improvements intended to increase energy efficiencies. All improvements, if any, shall be made with the prior approval of Landlord and on such terms and conditions as Landlord and Tenant shall agree, including, but not limited to, a reduction of rent equivalent to the value of the improvements.

Security Deposit

Section 2.04. Tenant has deposited with Landlord the sum of $2,400, receipt of which is hereby acknowledged by Landlord, as security for the full and faithful performance by Tenant of the terms, conditions, and covenants of this lease.

Section 2.05. If at any time during the term of this lease Tenant defaults in the payment of rent, or any portion of rent, under this lease, Landlord may appropriate and apply any portion of the security deposit reasonably necessary to remedy any such default in the payment of rent.

Section 2.06. If on termination of this tenancy Tenant fails to leave the premises in a clean condition (i.e., comparable to the condition of the premises at the time Landlord delivered possession to Tenant at the commencement of this lease, excepting ordinary wear and tear), then Landlord may appropriate and apply any portion of the security deposit reasonably necessary to put the premises in clean condition.

Section 2.07. Landlord agrees to hold the security deposit for Tenant, free from the claim of any creditor of Landlord except a trustee in bankruptcy.

Section 2.09. If Landlord transfers Landlord's interest under this lease in any manner, Landlord or Landlord's agent shall do one of the following acts, either of which will relieve Landlord of further liability with respect to the deposit:

(a) Transfer the portion of the security deposit remaining after any deductions authorized by this article or otherwise authorized by law, if any, to Landlord's successor in interest, and thereafter notify Tenant by personal delivery or certified mail of that transfer, and of the transferee's name and address. If the notice is personally delivered to Tenant, Tenant shall acknowledge receipt of the notice and sign Tenant's name on Landlord's copy of the notice. On receipt of the security deposit, or any portion of it, transferred to Landlord's successor in interest, the transferee shall have all of the rights and obligations of Landlord with respect to the security deposit.

(b) Return the portion of the security deposit remaining after any deductions authorized by this article or otherwise authorized by law, if any, to Tenant.

Section 2.10. Landlord shall return to Tenant the portion of the security deposit remaining after any deductions authorized by this article or otherwise authorized by law, if any, in the following manner. If a deduction has been made only for the nonpayment of rent, the remaining portion, if any, shall be returned not later than two weeks after the date Landlord receives possession of the premises. If a deduction has been made for any other reason authorized by this article or otherwise authorized by law, the remaining portion, if any, shall be returned not later than 30 days from the date Landlord receives possession of the premises. Tenant shall not be entitled to any interest on any portion of the security deposit.

Restoration of Security Applied by Landlord

Section 2.11. If, during the term of this lease, Landlord applies all or any portion of the security deposit for a purpose authorized by this article or otherwise authorized by law, Tenant agrees to restore the amount of the security so applied by Landlord with the next due payment of rent under this lease.

ARTICLE 3 USE OF PREMISES

Permitted Use

Section 3.01. During the term of this lease (including the Original Term and the Extended Term(s), if any), the Premises shall be used for the exclusive purpose of operating and conducting a school, for uses normally incident to that purpose, and for no other purpose. Tenant shall not use or permit the Premises to be used for any other purpose, without the prior written consent of Landlord.

Period of Use

Section 3.02. Tenant shall have exclusive use of the Premises Monday through Friday, 8:15am to 3:30pm. Tenant shall have exclusive use of the Classroom Space and Office Space at all times during the term of this Agreement.

Concurrent Use

Section 3.03. Notwithstanding Section 3.02, parking shall be utilized by both Landlord and Tenant consistent with Landlord's current use of the parking area for Church operations and Tenant's use as a school. Landlord may also utilize the Gym, Kitchen and Play Field during Tenant's period of use during such times and conditions and Landlord and Tenant shall agree understanding Tenant does not anticipate constant use of the Gym, Kitchen and Play Field during the use period defined in Section 3.02.

Section 3.04. Any additional use of the Premises or Church Grounds shall be on such terms and conditions as Landlord and Tenant shall agree. Additional uses may include:

i. A garden

ii. Expanded use of the Gym or Kitchen

iii. Use of the Congregation Hall

iv. Semi-permanent placement of portable classrooms for instructional purposes excluding storage as described in Section 2.02.

Any minor incremental use exceeding the stated hours in Section 3.02 shall not constitute "additional use" pursuant to this Section 3.03.

Insurance Hazards

Section 3.05. Tenant shall not commit or permit the commission of any acts on the Premises or use or permit the use of the Premises in any manner that will increase the existing rates for or cause the cancellation of any fire, liability, or other insurance policy insuring the Premises or the improvements on the Premises. Tenant shall, at its own cost and expense, comply with any and all requirements of Landlord's insurance carriers necessary for the continued maintenance at reasonable rates of fire and liability insurance policies on the Premises and the improvements on the Premises.

Waste or Nuisance

Section 3.06. Tenant shall not commit or permit the commission by others of any waste on the Premises. Tenant shall not maintain, commit, or permit the maintenance or commission of any nuisance as defined in Civil Code Section 3479 on the Premises. Tenant shall not use or permit the use of the Premises for any unlawful purpose.

Compliance With Laws

Section 3.07. (a) Tenant shall, at Tenant's own cost and expense, comply with all statutes, ordinances, regulations, and requirements of all governmental entities, both federal and state and county or municipal, relating to Tenant's specific use and occupancy of the Premises (and specifically excluding any such laws and requirements which would pertain to any lawful use and occupancy of the Premises in contrast to Tenant's specific use), whether those statutes, ordinances, regulations, and requirements are now in force or are subsequently enacted.

(b) Tenant's use of the Premises may necessitate the issuance of appropriate permits (the "Permits") by the City of Chico. Notwithstanding Section 3.05(a), Landlord, as owner of the Premises, shall acquire any and all requisite City of Chico permits (the "Permits") necessary for Tenant's use of the Premises. Landlord shall allocate the resources necessary for the acquisition of the Permits requisite for Tenant's use of the Premises. Any requisite fees and costs associated therein shall be borne by Landlord unless a separate agreement is reached between Landlord and Tenant.

Section 3.08. Notwithstanding any other provisions of this Lease Agreement, Landlord shall, at Landlord's own cost and expense, be solely responsible for satisfying any and all requirements, if any, pursuant to the Americans with Disabilities Act of 1990, and as amended from time to time (the "Act"). Tenant shall not be liable to Landlord, and Landlord hereby waives all claims against Tenant, for any and all claims, injury or damage in or about the Premises or Church Grounds, alleged or actual, in violation of the Act. Furthermore, Landlord shall hold Tenant harmless from and defend Tenant against any and all claims or liability arising from any alleged or actual violations the Act.

ARTICLE 4 TAXES AND UTILITIES

Utilities

Section 4.01. The Premises is not separately metered from the Church Grounds for utility services including gas, water, sewer, electricity, telephone service, garbage pickup and disposal and other public utilities (the "Utilities"). Landlord and Tenant agree to negotiate, in good faith, Tenant's pro-rata share of Utility expenses. Landlord and Tenant expect Tenant's pro-rata share of Utilities to be approximately Two Thousand Dollars ($2,000) per month. All Utility charges shall be paid by Tenant to Landlord on a monthly basis. Landlord shall provide Tenant such documents as reasonably requested by Tenant to determine Tenant's pro-rata share of Utility expenses.

Personal Property Taxes

Section 4.02. Tenant shall pay before they become delinquent all taxes, assessments, and other charges levied or imposed by any governmental entity (the "Personal Property Taxes") on the furniture, trade fixtures, appliances, and other personal property ("Personal Property") placed by Tenant in, on, or about the Premises including, without limiting the generality of the other terms used in this section, any shelves, counters, vaults, vault doors, wall safes, partitions, fixtures, machinery, plant equipment, office equipment, television or radio antennas, and communication equipment brought on the Premises by Tenant. Any Personal Property Taxes on Personal property not placed on the Premises by Tenant shall be borne by Landlord.

Real Property Taxes

Section 4.03. All real property taxes and assessments levied or assessed against the Premises by any governmental entity, including any special assessments imposed on or against the Premises for the construction or improvement of public works in, on, or about the Premises, shall be paid, before they become delinquent, by Landlord.

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ARTICLE 5 ALTERATIONS AND REPAIRS

Condition of Premises

Section 5.01. Except as provided in Exhibit D regarding Landlord improvements prior to Tenant's occupancy, Tenant accepts the Premises, as well as the Improvements located on the Premises, in their present condition and stipulates with Landlord that the Premises and Improvements are in good, clean, safe, and tenantable condition as of the date of this lease. Tenant further agrees with and represents to Landlord that the Premises have been inspected by Tenant, that it has received assurances acceptable to Tenant by means independent of Landlord or any agent of Landlord of the truth of all facts material to this lease, and that the Premises are being leased by Tenant as a result of its own inspection and investigation and not as a result of any representations made by Landlord or any agent of Landlord except those expressly set forth in this lease.

Maintenance by Landlord

Section 5.02. (a) Landlord shall, at its own cost and expense, maintain in good condition and repair the structural elements of the Building. For purposes of this section, "structural elements" shall mean the exterior roof, exterior walls (except show window glass), structural supports, and foundation of the Building. Landlord shall also maintain windows, heating, ventilation, and air conditioning systems, painting and maintenance of exterior walls, the interior and exterior portions of all doors, paved driveways and parking areas, and landscaping for the Premises. Landlord shall not be liable for any damages to Tenant or the property of Tenant resulting from Landlord's failure to make any repairs required by this section unless written notice of the need for those repairs has been given to Landlord by Tenant and Landlord has failed for a period of thirty (30) days after receipt of the notice, unless prevented by causes not the fault of the Landlord, to make the needed repairs. Notwithstanding anything in this Section to the contrary, Tenant shall promptly reimburse Landlord for the full cost of any repairs made pursuant to this Section required because of the negligence or other fault, other than normal and proper use, of Tenant or its employees or agents or subtenants, if any.

(b) Landlord and its agents shall have the right to enter the Premises at all reasonable times (and at any time during an emergency) for the purpose of inspecting them or to make any repairs required to be made by Landlord under this lease.

Maintenance by Tenant

Section 5.03. Except as otherwise expressly provided in Section 5.02 of this lease, Tenant shall at its own cost and expense keep and maintain all portions of the Premises and all Improvements located on the Premises in good order and repair and in as safe and clean a condition as they were when received by Tenant from Landlord, reasonable wear and tear excepted.

Alterations and Liens

Section 5.04. Tenant shall not make or permit any other person to make any alterations to the Premises or to any Improvements on the Premises without the prior written consent of Landlord. Landlord shall not unreasonably withhold this consent. Tenant shall keep the premises free and clear from any and all liens, claims, and demands for work performed, materials furnished, or operations conducted on the Premises at the instance or request of Tenant. Furthermore, any and all alterations, additions, improvements, and fixtures, except furniture and trade fixtures, made or placed in or on the Premises by Tenant or any other person shall on expiration or earlier termination of this lease, become the property of Landlord and remain on the Premises. Landlord shall have the option, however, on expiration or termination of this lease, of requiring Tenant, at Tenant's sole cost and expense, to remove any or all such alterations, additions, improvements, or fixtures from the Premises.

Inspection by Landlord

Section 5.05. Tenant shall permit Landlord or Landlord's agents, representatives, or employees to enter the Premises at all reasonable times for the purpose of inspecting the Premises to determine whether Tenant is complying with the terms of this lease, for the purpose of doing other lawful acts that may be necessary to protect Landlord's interest in the Premises, or for the purpose of performing Landlord's duties under this lease.

Surrender of Premises

Section 5.06. On expiration or earlier termination of this lease, Tenant shall promptly surrender and deliver the Premises to Landlord in as good condition as they are now at the date of this lease, excluding reasonable wear and tear, and repairs required to be made by Landlord under this lease.

ARTICLE 6 INDEMNITY AND INSURANCE

Indemnification

Section 6.01. Except as provided otherwise in Section 3.08:

(a) Landlord shall not be liable to Tenant, and Tenant hereby waives all claims against Landlord, for any injury or damage to any person or property in or about the Premises or any part of the Premises by or from any cause whatsoever, except injury or damage to Tenant resulting from the acts or omissions of Landlord or Landlord's authorized agents.

(b) Tenant shall hold Landlord harmless from and defend Landlord against any and all claims or liability for any injury or damage to any person or property whatsoever occurring in, on, or about the Premises when that injury or damage was caused in part or in whole by the act, neglect, fault of, or omission of any duty by Tenant, its agents, servants, employees, or invitees.

Public Liability and Property Damage Insurance

Section 6.02. For the mutual benefit of Landlord and Tenant, Tenant shall during the term of this lease cause to be issued and maintained public liability insurance in the sum of at least $500,000

for injury to or death of one person, and $1,000,000 for injury to or death of more than one person in any one accident, insuring the Tenant against liability for injury and/or death occurring in or on the Premises. Landlord shall be named as an additional insured and the policy shall contain cross-liability endorsements. The Tenant shall maintain all such insurance in full force and effect during the entire term of this lease and shall pay all premiums for the insurance. Evidence of insurance and of the payment of premiums shall be delivered to Landlord.

ARTICLE 7 SIGNS AND TRADE FIXTURES

Installation and Removal of Trade Fixtures

Section 7.01. Tenant shall have the right at any time and from time to time during the term of this lease, at Tenant's sole cost and expense, to install and affix in, to, or on the Premises any items, herein called "fixtures". Any and all fixtures that can be removed without structural damage to the Premises or any building or improvements on the Premises shall, subject to Section 7.02 of this lease, remain the property of the Tenant and may be removed by Tenant at any time before the expiration or earlier termination of this lease, provided Tenant repairs any damage caused by the removal.

Unremoved Fixtures

Section 7.02. Any fixtures described in this Article that are not removed from the Premises by Tenant within thirty (30) days after the expiration or earlier termination regardless of cause, of this lease shall be deemed abandoned by Tenant and shall automatically become the property of Landlord as owner of the real property to which they are affixed.

Signs

Section 7.03. Tenant may place signs in, on or about the Premises with Landlord's consent, such consent not to be unreasonably denied. Tenant shall be responsible to maintain any signs so situated.

ARTICLE 8 DESTRUCTION OF PREMISES

Landlord's Obligation to Repair

Section 8.01. Except as otherwise provided in Section 8.02, below, if at any time during the Original Term of this lease or any Extended Term(s)(s), the Building on the Premises is damaged or destroyed by any cause, Landlord shall promptly repair, rebuild, or restore the Building to substantially the same condition as the Building was delivered to Tenant at the commencement of this lease (i.e., exclusive of tenant fixtures and equipment) and shall be entitled for that purpose to any and all insurance proceeds. Landlord shall have the obligation to repair, rebuild, or restore described in this Section whether or not the insurance proceeds paid to Landlord are sufficient to cover the total cost of repair, restoration, or rebuilding. Landlord shall commence repair, restoration, or rebuilding, as appropriate, not later than sixty (60) days after occurrence of the event causing damage or destruction and shall cause construction to be completed no later than one hundred eighty (180) days after the occurrence of the event causing damage or destruction. Landlord's obligation to commence and complete construction within the time

periods described in this Section shall not be extended by the fact that Landlord may not yet have been paid the insurance proceeds. In the event Landlord does not commence or complete construction within the time periods described in this section, Tenant shall have the right to terminate this lease by giving Landlord written notice within ten (10) days after expiration of either time period.

Landlord's Right to Terminate Lease

Section 8.02. Notwithstanding Section 8.01, Landlord shall have the right to terminate this lease and shall have no obligation to repair, restore, or rebuild the Premises or the Building under any of the following circumstances:

(a) Damage or destruction from an insured casualty when the damage or destruction cannot reasonably be repaired, restored, or rebuilt within a period of one hundred eighty (180) days;

(b) Damage or destruction from an uninsured casualty when the cost of repair, restoration, or rebuilding exceeds a total of One Hundred Thousand ($100,000); or

(c) Damage or destruction from an insured or uninsured casualty occurring during the last year of the Original Term of this lease, if Tenant has not before occurrence of the casualty elected to extend the Original Term of the lease, or occurring at any time during the Extended Term(s)(s), if any, of this lease.

If Landlord elects to terminate this lease under any of the above circumstances, Landlord shall give written notice to Tenant not later than thirty (30) days after occurrence of the casualty.

Abatement of Rent

Section 8.03. If damage or destruction to the Premises renders Tenant's use impossible and Tenant in fact ceases to operate its use, the rent required under this lease shall abate during the period in which Landlord is required to perform repairs or restoration, or to rebuild. Tenant shall also be excused from the payment of taxes and insurance attributable to that repair, restoration, or rebuilding period. In the event Tenant is able to continue partial use, Tenant shall continue to pay a percentage or pro-rata share of Rent equivalent to its partial use, plus Storage Rent, if any.

ARTICLE 9 CONDEMNATION

Total Condemnation

Section 9.01. If at any time during the term of this lease, title and possession of all of the Premises is taken under the power of eminent domain by any public or quasi-public agency or entity, this lease shall terminate as of 12:01 A.M. of the date actual physical possession of the Premises is taken by the agency or entity exercising the power of eminent domain, and both Landlord and Tenant shall thereafter be released from all obligations under this lease, except those described in Section 9.04.

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Termination Option for Partial Condemnation

Section 9.02. If at any time during the term of this lease, title and possession of only a portion of the Premises is taken under the power of eminent domain by any public or quasi-public agency or entity, Tenant may, at Tenant's option, terminate this lease if such taking prevents Tenant from its continued use of the Premises as reasonably determined by Tenant. If Tenant elects to exercise the option granted under this section, Tenant shall give Landlord at least 30 (30) days prior written notice within thirty (30) days after Tenant receives notice of the taking that designates the precise area of the Premises to be taken. This lease shall terminate as of the date specified for termination in Tenant's notice, or on the date actual physical possession of the Premises is taken by the public or quasi-public agency or entity, whichever date is earlier.

Partial Condemnation Without Termination

Section 9.03. If Tenant fails to exercise the option described in Section 9.02 of this lease or if the portion of the Premises taken under the power of eminent domain is insufficient to give rise to the option described in Section 9.02 of this lease:

(a) This lease shall terminate as to the portion of the Premises taken by eminent domain as of 12:01 A.M. of the day actual physical possession of that portion of the Premises is taken by the agency or entity exercising the power of eminent domain (the "date of taking");

(b) The Rent specified in Section 2.01 of this lease, but not the Percentage Rent specified in Section 2.02 of this lease, shall, after the date of taking, be reduced by an amount that bears the same ratio to the Rent specified in Section 2.01 of this lease as the square footage ground area of the portion of the Premises taken under the power of eminent domain bears to the total square footage ground area of the Premises as of the date of this lease; and

(c) Landlord, at Landlord's own cost and expense, shall remodel and reconstruct the Building remaining on the portion of the Premises not taken by eminent domain into a single efficient architectural unit as soon after the date of taking, or before, as can be reasonably done; provided, however, that neither the Minimum nor Percentage Rent specified in this lease shall be abated or reduced, except as provided in subsection (b) of this section, during remodeling and reconstruction.

Condemnation Award

Section 9.04. If at any time during the term of this lease, title and possession of all or any portion of the Premises is taken under the power of eminent domain by any public or quasi-public agency or entity, the compensation or damages for the taking shall be awarded to and be the sole property of Landlord. Tenant hereby waives any and all rights to share in any damages or award.

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ARTICLE 10 DEFAULT, ASSIGNMENT, AND TERMINATION

Restriction Against Subletting or Assignment

Section 10.01. Tenant shall not encumber, assign, sublet, or otherwise transfer this lease, any right or interest in this lease, or any right or interest in the Premises or any of the Improvements that may now or hereafter be constructed or installed on the Premises without first obtaining the express written consent of Landlord. Tenant shall not sublet the Premises or any part of the Premises or allow any other person, other than Tenant's agents, servants, and employees, to occupy the Premises or any part of the Premises without the prior written consent of Landlord. A consent by Landlord to one assignment, one subletting, or one occupation of the Premises by another person shall not be deemed to be a consent to any subsequent assignment, subletting, or occupation of the Premises by another person. Any encumbrance, assignment, transfer, or subletting without the prior written consent of Landlord, whether voluntary or involuntary, by operation of law or otherwise, is void and shall, at the option of Landlord, terminate this lease. The consent of Landlord to any assignment of Tenant's interest in this lease or the subletting by Tenant of the Premises or parts of the Premises shall not be unreasonably withheld.

Default Defined

Section 10.02. The occurrence of any of the following shall constitute a material default and breach of this lease by Tenant:

(a) Any failure by Tenant to pay the rent or to make any other payment required to be made by Tenant under this lease when that failure continues for ten (10) days after written notice of the failure is given by Landlord to Tenant.

(b) The abandonment or vacation of the Premises by Tenant (the absence of Tenant from or the failure by Tenant to conduct business on the Premises for a period in excess of fourteen (14) consecutive days shall constitute an abandonment or vacation for purposes of this lease).

(c) A failure by Tenant to observe and perform any other provision of this lease to be observed or performed by Tenant, when that failure continues for thirty (30) days after written notice of Tenant's failure is given by Landlord to Tenant; provided, however, that if the nature of that default is such that it cannot reasonably be cured within a 30-day period, Tenant shall not be deemed to be in default if Tenant commences that cure within the 30-day period and thereafter diligently prosecutes it to completion.

(d) The making by Tenant of any general assignment for the benefit of creditors; the filing by or against Tenant of a petition to have Tenant adjudged a bankrupt or of a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against Tenant, it is dismissed within 60 days); the appointment of a trustee or receiver to take possession of substantially all of Tenant's assets located at the Premises or of Tenant's interest in this lease, when possession is not restored to Tenant within 30 days; or the attachment, execution, or other judicial seizure of

substantially all of Tenant's assets located at the Premises or of Tenant's interest in this lease, when that seizure is not discharged within 30 days.

The notices provided for in subsections (a) through (c) of this Section 10.02 are not intended to replace, but rather are in addition to, any required statutory notices for unlawful detainer proceedings under Code of Civil Procedure Section 1161 et seq.

Termination of Lease and Recovery of Damages

Section 10.03. In the event of any default by Tenant under this lease, in addition to any other remedies available to Landlord at law or in equity, Landlord shall have the right to terminate this lease and all rights of Tenant hereunder by giving written notice of the termination. No act of Landlord shall be construed as terminating this lease except written notice given by Landlord to Tenant advising Tenant that Landlord elects to terminate the lease. In the event Landlord elects to terminate this lease, Landlord may recover from Tenant:

(a) The worth at the time of award of any unpaid rent that had been earned at the time of termination of the lease;

(b) The worth at the time of award of the amount by which the unpaid rent that would have been earned after termination of the lease until the time of award exceeds the amount of rental loss that Tenant proves could have been reasonably avoided;

(c) The worth at the time of award of the amount by which the unpaid rent for the balance of the term of this lease after the time of award exceeds the amount of rental loss that Tenant proves could be reasonably avoided; and

(d) Any other amount necessary to compensate Landlord for all detriment proximately caused by Tenant's failure to perform its obligations under this lease.

The term "rent" as used in this lease shall mean the Rent, the Storage Rent, and all other sums required to be paid by Tenant pursuant to the terms of this lease. As used in subsections (a) and (b), above, the "worth at the time of award" is computed by allowing interest at the rate of 10 percent per year. As used in subsection (c), the "worth at the time of award" is computed by discounting that amount at the discount rate of the Federal Reserve Bank of San Francisco at the time of award plus 1 percent.

Landlord's Right to Continue Lease in Effect After Breach

Section 10.04. (a) If Tenant breaches this lease and abandons the Premises before the natural expiration of the term of this lease, Landlord may continue this lease in effect by not terminating Tenant's right to possession of the Premises, in which event Landlord shall be entitled to enforce all its rights and remedies under this lease, including the right to recover the rent specified in this lease as it becomes due under this lease. For as long as Landlord does not terminate this lease, Tenant shall have the right to assign or sublease the Premises with the Landlord's prior written consent. Landlord shall not unreasonably withhold consent.

(b) No act of Landlord, including but not limited to Landlord's entry on the Premises, efforts to relet the Premises, or maintenance of the Premises, shall be construed as an election to

terminate this lease unless a written notice of that intention is given to Tenant or unless the termination of this lease is decreed by a court of competent jurisdiction.

Landlord's Right to Relet

Section 10.05. In the event Tenant breaches this lease, Landlord may enter on and relet the Premises or any part of the Premises to a third party or third parties for any term, at any rental, and on any other terms and conditions that Landlord in its sole discretion may deem advisable, and shall have the right to make alterations and repairs to the Premises. Tenant shall be liable for all of Landlord's costs in reletting, including but not limited to remodeling costs required for the reletting. In the event Landlord relets the premises, Tenant shall pay all rent due under and at the times specified in this lease, less any amount or amounts actually received by Landlord from the reletting.

Landlord's Right to Cure Tenant Defaults

Section 10.06. If, after receipt of the required notice as provided for in Section 10.02, Tenant breaches or fails to perform any of the covenants or provisions of this lease, Landlord may, but shall not be required to, cure Tenant's breach. Any sum expended by Landlord, with the then maximum legal rate of interest, shall be reimbursed by Tenant to Landlord with the next due rent payment under this lease.

Cumulative Remedies

Section 10.07. The remedies granted to Landlord in this Article shall not be exclusive but shall be cumulative and in addition to all remedies now or hereafter allowed by law or provided in this lease.

Waiver of Breach

Section 10.08. The waiver by Landlord of any breach by Tenant of any of the provisions of this lease shall not constitute a continuing waiver or a waiver of any subsequent breach by Tenant either of the same or another provision of this lease.

Termination by Tenant

Section 10.09. This Agreement is contingent upon the availability of County, State and Federal funds. If such funds are not available at any time during the lease term, Tenant may, upon prior written thirty (30) day notice of same, terminate this Agreement.

ARTICLE 11 MISCELLANEOUS

Force Majeure—Unavoidable Delays

Section 11.01. If the performance of any act required by this lease to be performed by either Landlord or Tenant is prevented or delayed by reason of an act of God, strike, lockout, labor troubles, inability to secure materials, restrictive governmental laws or regulations, or any other cause except financial inability that is not the fault of the party required to perform the act, the

time for performance of the act will be extended for a period equivalent to the period of delay, and performance of the act during the period of delay will be excused. However, nothing contained in this section shall excuse the prompt payment of rent by Tenant as required by this lease or the performance of any act rendered difficult solely because of the financial condition of the party required to perform the act.

Attorneys' Fees

Section 11.02. If any litigation is commenced between the parties to this lease concerning the Premises, this lease, or the rights and duties of either in relation to the Premises or to this lease, the party prevailing in that litigation shall be entitled to, in addition to any other relief that may be granted in the litigation, a reasonable sum as and for its attorneys' fees in that litigation that are determined by the court in that litigation or in a separate action brought for that purpose.

Notices

Section 11.03. Except as otherwise expressly provided by law, any and all notices or other communications required or permitted by this lease or by law to be served on or given to either party to this lease by the other party to this lease shall be in writing and shall be deemed duly served and given when personally delivered to the party to whom they are directed, or in lieu of personal service, when deposited in the United States mail, first-class postage prepaid, addressed to Tenant at 746 Moss Avenue, Chico, CA 95926 or to Landlord at 1184 East Avenue, Chico, CA 95926. Either party, Tenant or Landlord, may change its address for the purpose of this section by giving written notice of that change to the other party in the manner provided in this section.

Binding on Heirs and Successors

Section 11.04. This lease shall be binding on and shall inure to the benefit of the heirs, executors, administrators, successors, and assigns of Landlord and Tenant, but nothing in this section shall be construed as a consent by Landlord to any assignment of this lease or any interest therein by Tenant except as provided in Section 10.01 of this lease.

Partial Invalidity

Section 11.05. If any provision of this lease is held by a court of competent jurisdiction to be either invalid, void, or unenforceable, the remaining provisions of this lease shall remain in full force and effect unimpaired by the holding.

Sole and Only Agreement

Section 11.06. This instrument constitutes the sole and only full, final, and complete agreement between Landlord and Tenant respecting the Premises, the leasing of the Premises to Tenant, or the lease term created under this lease, and correctly sets forth the obligations of Landlord and Tenant to each other as of its date. Any agreements or representations respecting the Premises or their leasing by Landlord to Tenant not expressly set forth in this instrument are null and void. All prior negotiations between the parties are subsumed into this lease to the extent they have been agreed to, and if not agreed to by the parties such negotiations are not set forth in the

terms and conditions of this lease. This lease may not be extended, amended, modified, altered, or changed, except in a writing signed by Landlord and Tenant.

Time of Essence

Section 11.07. Time is expressly declared to be of the essence in this lease.
Executed the dates set forth below in Chico, CA.

Dated: _____

_____
Michelle Yezbick, Director
Sherwood Montessori School
Tenant

Dated: _____

_____

East Avenue Church
Landlord

Lease Agreement

Exhibit A

Premises

The Premises shall include the following:

1. Classroom Space: Approximately 3600 contiguous square feet comprised of three (3) classrooms and a large common area and as further defined in Exhibit B. The two bathrooms adjacent to the large common area are included in the Classroom Space.

2. Office Space: Approximately 400 square foot office situated in the front of the building and as further defined in Exhibit B.

3. Gym: The gymnasium.

4. Kitchen: The kitchen situated inside the Gym.

5. Play Field: The approximate 1.5 acre grass field situated behind the gymnasium.

6. Parking: Use of the Church Ground parking lot for student drop-off and pick-up, parking for school administration and staff during use hours estimated to be less than 6 parking spaces and other incidental use associated with non-instruction school activities and events.

Lease Agreement

Exhibit B

Illustration of Premises

Insert building map here identifying the classroom space and the front office.

Lease Agreement

Exhibit C

Church Grounds

Church Grounds shall mean the entire East Avenue Church property and all structures situated thereon at 1184 East Avenue, Chico, CA 95926, *insert parcel number – optional.*

Lease Agreement

Exhibit D

Landlord Improvements

Landlord, at Landlord's sole cost and expense, shall make the following improvements to the Premises prior to Tenant's occupancy:

1. Paint the Office Space and Classroom Space.

2. Provide two bathrooms adjacent to the Classroom Space where the current bathroom is situated.

3. New carpet installed in the Classroom Space.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Lease for the Moss Ave. site

Date: May 9, 2014 for the meeting of May 15, 2014

SUMMARY

Our lease at the Moss Ave. site will expire in July unless it is extended.

DISCUSSION

Our current agreement with Redeemer Lutheran Church will expire on July 1st unless the Board votes for a two-year extension, per the current lease's stipulations.

ACTION REQUESTED:

Extend lease at Moss Ave.

SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3, 746 Moss Avenue, Chico, California**
Date/Time: **Tuesday, May 27, 2014 – 5:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. CONSENT AGENDA

2.1 6th Grade Camping Field Trip

The Board will receive a report describing the proposed 6th grade field trip .

ACTION REQUESTED: Approve trip.

2.2 7th/8th Grade Ashland Field Trip

The Board will receive a report describing the proposed 7th/8th grade field trip.

ACTION REQUESTED: Approve trip.

2.3 Contact for Accountant

The School Director has written a draft of a contract for school accountant services.

ACTION REQUESTED: Approve contract.

2.4 Contract for Business Manager

The School Director has written a draft of a contract for business management services.

ACTION REQUESTED: Approve contract.

2.5 Contract for Financial Consultant

The School Director has written a draft of a contract for financial consultant services.

ACTION REQUESTED: Approve contract.

3. CLOSED SESSION

3.1 Personnel Issue

The Board will meet in closed session to discuss a personnel issue. Any actions will be reported in Open Session.

4. ADJOURNMENT (Est. 6:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Attachment
Agenda Item 2.1

PROPOSED AGENDA ITEM: Lindsey's 6th grade class Field trip to Lakeshore East Campground and The Redding Water Slides.

Prepared by: Lindsey Serrao

Background Information

I would like to take my 6th grade students to the Lakeshore East Campground (which is 20 minutes from Redding) for a three night camping Trip. The directions from Redding: From Redding, California, remain on I-5 north to the town of Lakehead (Approx. 20 minutes north of Redding). Take the Antlers Road/Lakeshore Drive exit. Go west under I-5 overpass, then left on Lakeshore drive approximately 2.5 miles to the campground entrance.) We plan to leave the afternoon (3:00 from school) of Tuesday, June 3rd and come back to campus by 3:00 on Friday, June 6th. We will go to the campground on Tuesday, set up camp, spend the day at the campground on Wednesday (4th). We will then go to the Redding Water Slides all day Thursday (5th) and then spend the morning again at the campground on Friday and then leave back to Chico at 1:00 in order to arrive at Sherwood by 3:00.

Parent volunteers will help with driving, chaperoning, organizing, and accompanying 2-3 students at the water slides and during the time at the campground. Siblings and friends are not participating in this end of the year trip, as it is a time to bond and celebrate before the last week of school.

Education Implications

Prior to our trip, students will be helping fundraise and organize the financial cost of the trip. Additionally, they will help in making phone calls, reservations, meal planning, camp set up, and any other important preparations prior to the trip. For some students, this will be their first time camping and it will give them an opportunity to see the great outdoors and how many beautiful, natural resources we have in northern California. This trip will allow our sixth graders bonding time and time to figure out how to work together, "live in one another's space." It is going to create many teachable moments for real life situations.

Fiscal Implications

We estimate the cost for each of the 9 students and 4-5 teachers/parent volunteers will be around $60.00 each. The Double campground will cost $159.00/14 = $11.35. The Redding Water Slides will be $19.95 each. Groceries will be about $25 each. Which is a total of $56.30. We have raised $220 from a car wash fundraiser and will continue fundraising with a bake Sale in front of Trader Joes on Sunday and Monday June 25th and 26th. We plan to raise as much money as we can to lesson the cost of the trip for our families.

Additional Information

Our students were extremely disappointed at the idea of not going to Environmental Camp when they had seen older students go in years past. This was a great compromise and fun way to end the year. Thanks for taking the time to review this and I hope you will agree that this is a great opportunity for students to experience what incredible resources we have right in our "back yard!"

Agenda Item 2.2

PROPOSED AGENDA ITEM: 7/8 Field Trip to Ashland

Prepared by: Heather Fisher and John Howlett

Background Information

The Middle School staff would like to take our 7/8 students to Ashland, Oregon for the third year for a two day overnight trip. They plan to leave in private vehicles the morning of Tuesday, June 3rd and return the late afternoon of Thursday, June 5th. While in Ashland, they will stay on the Southern Oregon University Campus and eat at the SOU cafeteria.

Educational Implications

While in Ashland the students will attend three plays: *Wrinkle in Time, Comedy of Errors*, and *Into the Woods*. They will attend a discussion with an actor about one of the plays and participate in two workshops. Prior to leaving for the trip, the students will complete a reading and interpretation of *Comedy of Errors* with Danielle Menucci.

Fiscal Implications

We estimate the cost of 26 students and 6 chaperones to be around $5,000.00 not including additional costs for teaching staff, additional charge for air conditioning at SOU and parking . Tickets to the festival will be 2060.00, lodging will be roughly 1400.00, food will be roughly 1200.00-1300.00 and additional workshops will be 260.00. We are charging a cost of 190.00 per student to cover costs. In addition, the Middle School is raising additional funds for scholarships with a Tamale Sale.

Additional Information

This will be the third year the middle school has taken its students to Ashland, Oregon for a trip to see plays at the Oregon Shakespeare Festival. OSF is among the oldest and largest professional theatres in the nation. We are fortunate to have this amazing cultural resource so close to our school. Each year the students have gone on this trip is has been the highlight of their year and has left a lasting impression.

SHERWOOD MONTESSORI

AGREEMENT FOR ACCOUNTANCY SERVICES-DRAFT

This AGREEMENT is made this day of July 1, 2014 between Laura Mason ("Accountant"), PO Box 1583, Paradise, CA 95967 and Sherwood Montessori ("Client"), a 501 c(3) Public Benefit Corporation located at 746 Moss Ave. Chico, CA 95926.

Term of Agreement

1. This Agreement will become effective July 1, 2014 and will continue in effect until June 30, 2015 unless terminated sooner as further provided herein.

Accountant's Services

2. During the term of this agreement, Accountant agrees to perform such general tax and accounting services for Client as Client may request or authorize Accountant to perform, under the terms and conditions set forth in this Agreement, including such matters as general bookkeeping services, preparation of accounts payable, and bookkeeping accounts receivable.

   In addition, Accountant, in Accountant's discretion, may perform additional accounting services, such as such as preparation of payroll including payroll taxes and STRS and PERS reporting for Client if Client so requests and Accountant agrees to do so. Any services that are not specifically described in this section are not to be included in the basic compensation rate specified in Paragraph 3 and will be billed separately to Client as stated below.

Accountant's Fees

3. Accountant's fee for the services specified in Paragraph 2, above, will be $300 per month. Any additional services performed by Accountant for Client and not specified in Paragraph 2, above, will be charged on an hourly rate basis at Accountant's standard hourly rate of $30 per hour. Amounts due for Accountant's fees, costs, and expenses will be billed to Client on a monthly basis and will be due and payable within 15 days thereafter.

Termination on Notice

4. Either party may terminate this agreement at any time by giving two weeks' written notice to the other party. In the event that this agreement is terminated, Client agrees to compensate Accountant at Accountant's regular hourly rate for any time expended but not billed as of the termination date, as well as any costs or expenses as specified above incurred but not billed as of that date.

Attorneys' Fees

5. If any party to this Agreement resorts to litigation or arbitration to enforce or interpret any provision of this Agreement, the prevailing party will be entitled to recover reasonable attorneys' fees in addition to any other relief to which that party may be entitled. This provision applies to the entire contract.

Client's Cooperation

6. Client agrees to cooperate fully and completely with Accountant and to provide Accountant with all the necessary data, information, records, and other materials requested by Accountant that are reasonably necessary to enable Accountant to render accounting services to Client under the terms of this Agreement.

Independent Contractor

7. In performing accounting services under this Agreement, Accountant at all times will be an independent contractor and not an employee of Client.

Entire Agreement

8. This Agreement contains the entire agreement between the parties relating to the rights granted and the obligations assumed. Any oral representations or modifications concerning this Agreement will be of no force or effect excepting a subsequent modification in writing, signed by the party to be charged.

Partial Invalidity

9. If any part of this contract is declared invalid for any reason, the remainder of the agreement shall be unaffected. The other parts of the agreement shall remain in effect as if the agreement had been executed without the invalid part. The parties declare that they intend and desire that the remaining parts of the agreement continue to be effective without any part or parts that have been declared invalid.

Governing Law

10. The validity of this Agreement and its terms or provisions, as well as the rights and duties of the parties, will be interpreted and construed pursuant to and in accordance with the laws of the State of California.

Amendments and Waivers

11. Any term or provision of this Agreement may be amended and the observance of any term of this Agreement may be waived (either generally or in a particular instance and either retroactively or prospectively) only by a writing signed by the party to be bound thereby. The waiver by a party of any breach of this Agreement will not be deemed to constitute a waiver of any other default or succeeding breach or default.

Notices

12. Any notices to be given under this Agreement by either party to the other may be effected either by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested. Mailed notices must be addressed to the addresses of the parties as they appear in the introductory paragraph of this agreement, but each party may change address by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of actual receipt; mailed notices will be deemed communicated as of five business days after mailing.

Authority

13. Client's representatives who are signing this agreement on behalf of Client warrant that they are fully authorized by Client to engage Accountant to perform accounting services for Client, and that all necessary approvals required under Client's governing instruments in order to engage Accountant to provide these services have been obtained, and all necessary procedures followed.

Executed on July 1, 2014 at Chico, California.

_____ _____

Steve Lucas Date

Chair of the Board of Directors, Sherwood Montessori

_____ _____

Laura Mason Date

Accountant

SHERWOOD MONTESSORI

AGREEMENT FOR FINANCIAL CONSULTANT SERVICES-DRAFT

This AGREEMENT is made this day of June 3, 2014 between Forest Ranch Charter School, having a principal place of business at 15815 Cedar Creek Road Forest Ranch, CA 95942, and Sherwood Montessori ("Client") a 501 c(3)Public Benefit Corporation located at 746 Moss Ave. Chico, CA 95926.

Term of Agreement

1. This Agreement will become effective June 4, 2014 and will continue in effect until June 30, 2015 unless terminated sooner as further provided herein.

Financial Consultant's Services

2. During the term of this agreement, Forest Ranch Charter School shall make available to Sherwood Montessori Lisa Speegle as Financial Consultant. As Financial Consultant, Lisa Speegle agrees to perform general financial advisory services, preparation of the First Interim Financial Report, Second Interim Financial Report and Unaudited Actuals.

   Financial Consultant agrees to perform the following specific accounting services for Client under the terms and conditions stated in this agreement. In addition, Financial Consultant, in Financial Consultant's discretion, may perform additional accounting services for Client if Client so requests and Financial Consultant agrees to do so. Any services that are not specifically described in this section are not be included in the basic compensation rate specified in Paragraph 3 and will be billed separately to Client as stated below.

Financial Consultant's Fees

3. Financial Consultant's fee for the services specified in Paragraph 2, above, will be $75 per hour, payable to Forest Ranch Charter School. Any additional services performed by Financial Consultant for Client and not specified in Paragraph 2, above, will be charged on an hourly rate basis at Financial Consultant's standard hourly rate of $75 per hour. Amounts due for Financial Consultant's fees, costs, and expenses will be billed to Client on a monthly basis and will be due and payable within 15 days thereafter. Maximum billable hours will be agreed upon by both parties before work is begun by Financial Consultant.

Termination on Notice

4. Either party may terminate this agreement at any time by giving two weeks' written notice to the other party. In the event that this agreement is terminated, Client agrees to compensate Financial Consultant at Financial Consultant's regular hourly rate for any time expended but not billed as of the termination date, as well as any costs or expenses as specified above incurred but not billed as of that date.

Arbitration

5. Any controversy between the parties to this Agreement involving the construction or application of any of its terms, covenants, or conditions will be submitted to arbitration, on the written request of one party served on the other. The arbitration will comply with and be governed by the provisions of the California Arbitration Act, California Code of Civil Procedure Sections 1280 through 1294.2.

Attorneys' Fees

6. If any party to this Agreement resorts to litigation or arbitration to enforce or interpret any provision of this Agreement, the prevailing party will be entitled to recover reasonable attorneys' fees in addition to any other relief to which that party may be entitled. This provision applies to the entire contract.

Client's Cooperation

7. Client agrees to cooperate fully and completely with Financial Consultant and to provide Financial Consultant with all the necessary data, information, records, and other materials requested by Financial Consultant that are reasonably necessary to enable Financial Consultant to render accounting services to Client under the terms of this Agreement.

Entire Agreement

8. This Agreement contains the entire agreement between the parties relating to the rights granted and the obligations assumed. Any oral representations or modifications concerning this Agreement will be of no force or effect excepting a subsequent modification in writing, signed by the party to be charged.

Partial Invalidity

9. If any part of this contract is declared invalid for any reason, the remainder of the agreement shall be unaffected. The other parts of the agreement shall remain in effect as if the agreement had been executed without the invalid part. The parties

declare that they intend and desire that the remaining parts of the agreement continue to be effective without any part or parts that have been declared invalid.

Governing Law

10. The validity of this Agreement and its terms or provisions, as well as the rights and duties of the parties, will be interpreted and construed pursuant to and in accordance with the laws of the State of California.

Amendments and Waivers

11. Any term or provision of this Agreement may be amended and the observance of any term of this Agreement may be waived (either generally or in a particular instance and either retroactively or prospectively) only by a writing signed by the party to be bound thereby. The waiver by a party of any breach of this Agreement will not be deemed to constitute a waiver of any other default or succeeding breach or default.

Notices

12. Any notices to be given under this Agreement by either party to the other may be effected either by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested. Mailed notices must be addressed to the addresses of the parties as they appear in the introductory paragraph of this agreement, but each party may change address by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of actual receipt; mailed notices will be deemed communicated as of five business days after mailing.

Authority

13. Each party represents that they are fully authorized to execute this agreement and bind their representative agency.

Executed on July 10, 2013 in Chico, California.

Steve Lucas Date

Chair of the Board of Directors, Sherwood Montessori

Lisa Speegle Date

Chief Business Officer, Forest Ranch Charter School

SHERWOOD MONTESSORI

AGREEMENT FOR BUSINESS MANAGEMENT SERVICES-DRAFT

This AGREEMENT is made this day of June 1, 2014 between Patrick Casey, an Independent Contractor, and Sherwood Montessori ("Client") a 501 c(3)Public Benefit Corporation located at 746 Moss Ave. Chico, CA 95926

Term of Agreement

1. This Agreement will become effective June 1, 2014 and will continue in effect until June 30, 2015 unless terminated sooner as further provided herein.

Business Manager's Services

2. As Business Manager, Patrick Casey agrees to perform such general tax and accounting services for Client as Client may request or authorize Business Manager to perform, under the terms and conditions set forth in this Agreement, monthly reports for the Sherwood Montessori Board of Directors. These reports are to include: Changes Since Initial 2014-2015 Budget, Multi-Year Budget Projections, Budget v. Actual, Cash Flow Projections, Donations Report, and a Payment to Vendors Report.

   Business Manager agrees to perform the following specific accounting services for Client under the terms and conditions stated in this agreement. In addition, Business Manager, in Business Manager's discretion, may perform additional accounting services, such as preparation of payroll including payroll taxes and STRS and PERS reporting for Client if Client so requests and Business Manager agrees to do so. Any services that are not specifically described in this section are not be included in the basic compensation rate specified in Paragraph 3 and will be billed separately to Client as stated below.

Business Manager's Fees

3. Business Manager's fee for the services specified in Paragraph 2, above, will be $50 per hour, payable to Independent Contractor, Patrick Casey. Any additional services performed by Business Manager for Client and not specified in Paragraph 2, above, will be charged on an hourly rate basis at Business Manager's standard hourly rate of $50 per hour. Amounts due for Business Manager's fees, costs, and expenses will be billed to Client on a monthly basis and will be due and payable within 15 days thereafter.

Termination on Notice

4. Either party may terminate this agreement at any time by giving two weeks' written notice to the other party. In the event that this agreement is terminated, Client agrees to compensate Business Manager at Business Manager's regular hourly rate for any time expended but not billed as of the termination date, as well as any costs or expenses as specified above incurred but not billed as of that date.

Arbitration

5. Any controversy between the parties to this Agreement involving the construction or application of any of its terms, covenants, or conditions will be submitted to arbitration, on the written request of one party served on the other. The arbitration will comply with and be governed by the provisions of the California Arbitration Act, California Code of Civil Procedure Sections 1280 through 1294.2.

Attorneys' Fees

6. If any party to this Agreement resorts to litigation or arbitration to enforce or interpret any provision of this Agreement, the prevailing party will be entitled to recover reasonable attorneys' fees in addition to any other relief to which that party may be entitled. This provision applies to the entire contract.

Client's Cooperation

7. Client agrees to cooperate fully and completely with Business Manager and to provide Business Manager with all the necessary data, information, records, and other materials requested by Business Manager that are reasonably necessary to enable Business Manager to render accounting services to Client under the terms of this Agreement.

Entire Agreement

8. This Agreement contains the entire agreement between the parties relating to the rights granted and the obligations assumed. Any oral representations or modifications concerning this Agreement will be of no force or effect excepting a subsequent modification in writing, signed by the party to be charged.

Partial Invalidity

9. If any part of this contract is declared invalid for any reason, the remainder of the agreement shall be unaffected. The other parts of the agreement shall remain in effect as if the agreement had been executed without the invalid part. The parties

declare that they intend and desire that the remaining parts of the agreement continue to be effective without any part or parts that have been declared invalid.

Governing Law

10. The validity of this Agreement and its terms or provisions, as well as the rights and duties of the parties, will be interpreted and construed pursuant to and in accordance with the laws of the State of California.

Amendments and Waivers

11. Any term or provision of this Agreement may be amended and the observance of any term of this Agreement may be waived (either generally or in a particular instance and either retroactively or prospectively) only by a writing signed by the party to be bound thereby. The waiver by a party of any breach of this Agreement will not be deemed to constitute a waiver of any other default or succeeding breach or default.

Notices

12. Any notices to be given under this Agreement by either party to the other may be effected either by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested. Mailed notices must be addressed to the addresses of the parties as they appear in the introductory paragraph of this agreement, but each party may change address by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of actual receipt; mailed notices will be deemed communicated as of five business days after mailing.

Authority

13. Each party represents that they are fully authorized to execute this agreement and bind their representative agency.

Executed on June 1, 2014 in Chico, California.

Steve Lucas Date

Chair of the Board of Directors, Sherwood Montessori

Patrick Casey Date

Chief Business Officer, Independent Contractor

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, June 19, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

1.2 Welcome New Directors

The Board will welcome the new members of the Board of Directors.

2. CONSENT AGENDA

2.1 Approval of Minutes from Regular Meeting May 15, 2014 and Special Meeting May 27, 2014.

2.2 Teacher Contracts

The Board will receive drafts of teacher contracts for the 2014-2015 school year.
ACTION REQUESTED: Approve teacher contracts for 2014-2015.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report
3.2 Sherwood Montessori Parents Organization Report
3.3 School Director Report
3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Facilities Update

The Board will receive and update on the facilities options for 2014-2015.
ACTION REQUESTED: Discuss facilities options.

5.3 Middle School Program

The Board will be asked to make a decision regarding the future of the middle school program.
ACTION REQUESTED: Suspend the middle school program for the 2014-2015 school year.

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

5.4 LCAP

The Board will receive a draft of the school's Local Control Accountability Plan (LCAP).

ACTION REQUESTED: Approve Sherwood's LCAP.

5.5 Bylaw Amendment

The Board will be asked to amend a restrictive bylaw to allow a broader pool of applicants to be eligible to serve on the Board of Directors.

ACTION REQUESTED: Amend bylaw.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

7. FUTURE AGENDA ITEMS

7.1 The Board will approve an Employee Handbook for 2014-2015.

7.2 New officers will be appointed from the Board of Directors.

7.3 The Board will appoint new Directors to standing committees of the Board of Directors.

7.4 The Board will be presented with the Unaudited Actual Financial Report for approval.

7.5 The Board will present exiting Directors with Resolutions of Commendation

8. CLOSED SESSION

8.1 Public Employee Performance Evaluation

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

9. ADJOURNMENT (Est. 8:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

SHERWOOD MONTESSORI

MINUTES FOR BOARD OF DIRECTORS of

DRAFT May 15, 2014

1. CALL TO ORDER: at 6:11 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter Difalco; David Kuperman – Treasurer; Stephen Lucas – Chair; Corin Meester; Erwin Williams.
Board Absent: Robyn Faraone; Chris Fosen.

2. CONSENT AGENDA
2.1 Approval of Minutes from April 17, 2014.
2.2 2014-2015 School Calendar
2.3 Candidates for Sherwood Montessori Board of Directors
2.4 Local Control Accountability Program (LCAP)

Director Meester motioned to approve the Consent Agenda; *Director Kuperman* 2nd the motion.

AYES: 5 (Difalco, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 2 (Faraone, Fosen)

3. REPORTS AND COMMUNICATION
3.1 Instructional Staff Report- No comments.
3.2 SMPO Report- No report offered.
3.3 School Director Report- Discussion.
3.4 Treasurer Report- No report offered.

4. NOTICED PUBLIC HEARINGS- None

5. REGULAR BUSINESS
5.1 ITEMS REMOVED FROM CONSENT AGENDA- No items removed
Director Lucas described the election process. Question from a director applicat brings up that the applicants did not all adhere to the requested application process and SMPO's intent to have board applicants speak at the meeting is unfair to members who cannot attend that meeting.

5.2 Draft of School Budget for 2014-2015
Director Kuperman motioned to approve the Consent Agenda; *Director Kuperman* 2nd the motion.

AYES: 5 (Difalco, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 2 (Faraone, Fosen)

5.3 Lease for East Ave. Community Church (EACC)
A vote was postponed because the lease is not finalized at this time.

5.4 Lease for 746 Moss Ave. The board will make a decision about the the lease at Moss Ave.

Director Kuperman motioned to approve the Consent Agenda; *Director Meester* 2nd the motion.

AYES: 5 (Difalco, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 2 (Faraone, Fosen)

6. PUBLIC COMMENT ON ITEMS NOT ON AGENDA

Any person may address the Board during the "Public comment" item by stating their name for the record and reason for comment. The Board may no act on any matter unless duly agenized for a future meeting.
Public comments were heard (and some letters collected) from :
Roni Garrido; Narma Rueda; Leanne W.; Edward Philippi; Jennifer C.; Carmen Rodriguez; Barb Cross; David and Mamie Bronson; mother of 8th grader Leslie; Leslie Henson; Jeff Williams; Dominic and Tina Ortega; Joanna Paulson; Jenny M.; Scott Giannini; Patti P.; Danielle Cresswell.

7. Public Comment Ended: 8:10 PM.
Future Agenda Items:
7.1 The Board will approve an LCAP.
7.2 The Baord will renew the line of credit.
7.3 The Board will assign signatories for the bank account.
7.4 ADDED: The Board will announce the vacancy of a Board of Directors position to replace Director Meester who has resigned.

8. CLOSED SESSION
8.1 Public Employee Performance Evaluation
The Board will meet in closed session pursuant to Government Code Section 54957.
Any actions will be reported in Open Session.
Annual review of the School Director
Employment Contracts for Non-Renewal: Three positions.
Employment Contracts for Renewal: Six positions.
Action: Contracts will be offered to six employees, contracts to be approved at the next Board meeting. Two contracts for part-time staff will not be renewed. There is no other reporable action at this time.

ADJOUMENT (Est. 8:00 p.m.) Board of Directors Meeting adjourned at 9:35 p.m.

Approved: _____, 20____

_____
Peter DiFalco, Director at Large

SHERWOOD MONTESSORI

DRAFT

MINUTES FOR SPECIAL MEETING OF THE BOARD OF DIRECTORS on May 27, 2014

1. CALL TO ORDER: at 5:05 PM at 746 Moss Avenue by *Chair Lucas*.
Board Present: Peter DiFalco; Robyn Faraone – Secretary; Chris Fosen; Corin Meester; Stephen Lucas – Chair; Erwin Williams.
Absent: David Kupperman.
Others Present: Michelle Yezbick - School Director; John Howlett; Kelly Kurth.

2. CONSENT AGENDA

2.1 6TH Grade Camping Field Trip- The Board voted to approve the trip since the insurance coverage was confirmed.

Director Meester motioned to approve the 6th Grade camping trip; *Director Fosen* 2nd the motion.

AYES: 6 (Difalco, Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Kupperman)

2.2 7th/8th Grade Ashland Field Trip- The Board authorized the out of state field trip and that the Director can authorize how much of the trip to pay for.

Director Meester motioned to approved the Ashland trip and that School director shall determine how much of the trip the school should pay for; *Director Kuperman* 2nd the motion.

AYES: 6 (Difalco, Faraone, Fosen, Kuperman, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Kupperman)

2.3 Approve Contact for Accountant
2.4 Approve Contract for Business Manager
2.5 Approve Contract for Financial Consultant

Director Meester motioned to approve the contracts subject to review and amendments by our attorney; *Director Williams* 2nd the motion.

AYES: 6 (Difalco, Faraone, Fosen, Lucas, Meester, Williams)
NOES: 0
ABSENT: 1 (Kuperman)

3. CLOSED SESSION: Went into closed session at 5:43.
3.1 Personnel Issue- The Board met in closed session to discuss a personnel issue. Any actions will be reported in Open Session.

The Board upheld the decision of the school director not to renew the 7th/8th grade teacher's contract.

3. ADJOURNMENT: 6:53 PM. BOD adjourns until the BOD Meeting on September 19, 2013.

Approved: _____, 20____

_____
Robyn Faraone, Secretary

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: 2014-2015 Teacher Contracts

Date: June 13, 2014 for the meeting of June 19, 2013

SUMMARY

Drafts of teacher contracts are ready for Board approval.

DISCUSSION

The teachers' contracts have been reviewed by our attorney and suggested changes have been made. The attached nine contracts have been prepared with careful review of teachers' credentials, past work history and education units.

ACTION REQUESTED

Approve contracts.

Attachment: Drafts of nine teacher contracts

SHERWOOD MONTESSORI

FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

CARIN ANDERSON

This EMPLOYMENT AGREEMENT is entered into 1 July 2014, by and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **CARIN ANDERSON** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **CARIN ANDERSON** as a teacher at Sherwood Montessori under the following terms and conditions:

1. **RECITALS:**

   a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District.

   b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

   c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE to assist the Charter School's Administration in achieving the goals and meeting the requirements of the Charter School's charter.

2. **TERM:**

a. This AGREEMENT shall commence on July 1, 2014 and shall end on June 30, 2015.

b. This AGREEMENT may be terminated early, prior to the end of the term, pursuant to section 7, below.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

b. 1.0Full-time.

c. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Director may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

d. Work days: Five non-instructional days and all instructional Days (student and non-student) as listed on the annual school calendar. This includes Parent conference preparation, administrative meetings, IEP meetings, grade level meetings, and staff development workshops. The work day will begin one half-hour prior to the start of classes and will end one half-hour after the end

of classes. It is understood that some meetings (e.g., IEP) may extend beyond the work day. On Development Days, it is expected that the EMPLOYEE will participate in development as proscribed by the Director.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $41,987 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other full-time employees of the Charter School in the same classification, workday, and work year. Benefit leaves may change without notice during the contract term as determined by the Governing Board of the Charter School.

c. **Duty Free Lunch and Rest Periods**: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule).

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.

Credential	***Expires***
Multiple Subject Teaching Credential, Clear 101155622	09/01/2015

EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2014 through June 30, 2015. EMPLOYEE agrees to undertake Montessori or other training course(s) as reasonably identified by the Director or Director proxy during the summer vacation period of 2014. EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.

2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.

4. Applicant acknowledges that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.

5. Failure to pass CBEST or Charter School prescribed proficiency test: No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall be cause for automatic termination and the Charter School will no longer employ EMPLOYEE, consistent with Section 7.c. below.

c. **Extracurricular Assignments**: EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School Director. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's classroom instruction shall be evaluated and assessed primarily by the Charter School's Director. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **EARLY TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated prior to the end of the term set forth at section 2 by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be

disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.

c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Director, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Director. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.



10. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



11. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____

Charter School Approval:

Dated: _____ _____

(Signature)

Michelle Yezbick, Director
(Type Name and Title)

This Employment AGREEMENT is subject to approval by the Governing Board of Sherwood Montessori.



FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

MARLO KNOX

This EMPLOYMENT AGREEMENT is entered into 1 July 2014, by and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **MARLO KNOX** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **MARLO KNOX** as a teacher at Sherwood Montessori under the following terms and conditions:

1. **RECITALS:**

   a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District.

   b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

   c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE to assist the Charter School's Administration in achieving the goals and meeting the requirements of the Charter School's charter.

2. **TERM:**

a. This AGREEMENT shall commence on July 1, 2014 and shall end on June 30, 2015.

b. This AGREEMENT may be terminated early, prior to the end of the term, pursuant to section 7, below.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

b. 1.0 Full-time.

c. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Director may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

d. Work days: Five non-instructional days and all instructional Days (student and non-student) as listed on the annual school calendar. This includes Parent conference preparation, administrative meetings, IEP meetings, grade level meetings, and staff development workshops. The work day will begin one half-hour prior to the start of classes and will end one half-hour after the end

of classes. It is understood that some meetings (e.g., IEP) may extend beyond the work day. On Development Days, it is expected that the EMPLOYEE will participate in development as proscribed by the Director.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $46,136 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other full-time employees of the Charter School in the same classification, workday, and work year. Benefit leaves may change without notice during the contract term as determined by the Governing Board of the Charter School.

c. **Duty Free Lunch and Rest Periods**: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule).

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.

Credential	***Expires***
Multiple Subject Teaching Credential, Clear 130218513	12/01/2018

EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2014 through June 30, 2015. EMPLOYEE agrees to undertake Montessori or other training course(s) as reasonably identified by the Director or Director proxy during the summer vacation period of 2014. EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.

2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.

4. Applicant acknowledges that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each

credential may be treated by the Charter School, at its sole option, as grounds for dismissal.

5. Failure to pass CBEST or Charter School prescribed proficiency test: No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall be cause for automatic termination and the Charter School will no longer employ EMPLOYEE, consistent with Section 7.c. below.

c. **Extracurricular Assignments**: EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School Director. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's classroom instruction shall be evaluated and assessed primarily by the Charter School's Director. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **EARLY TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated prior to the end of the term set forth at section 2 by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the

Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.

c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Director, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Director. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.



10. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



11. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____

Charter School Approval:

Dated: _____ _____

(Signature)

Michelle Yezbick, Director
(Type Name and Title)

This Employment AGREEMENT is subject to approval by the Governing Board of Sherwood Montessori.



FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

KELLI KURTH

This EMPLOYMENT AGREEMENT is entered into 1 July 2014, by and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **KELLI KURTH** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **KELLI KURTH** as a teacher at Sherwood Montessori under the following terms and conditions:

1. **RECITALS:**

a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District.

b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE to assist the Charter School's Administration in achieving the goals and meeting the requirements of the Charter School's charter.

2. **TERM:**

a. This AGREEMENT shall commence on July 1, 2014 and shall end on June 30, 2015.

b. This AGREEMENT may be terminated early, prior to the end of the term, pursuant to section 7, below.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

b. 0.6Full-time.

c. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Director may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

d. Work days: 60% offive non-instructional days and all instructional Days (student and non-student) as listed on the annual school calendar. This includes Parent conference preparation, administrative meetings, IEP meetings, grade level meetings, and staff development workshops. The work day will begin one half-hour prior to the start of classes and will end one half-hour after the

end of classes. It is understood that some meetings (e.g., IEP) may extend beyond the work day. On Development Days, it is expected that the EMPLOYEE will participate in development as proscribed by the Director.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $22,139 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b. **Duty Free Lunch and Rest Periods**: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule).

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.

Credential	***Expires***
Multiple Subject Teaching Credential, Clear 140099506	07/01/2019

EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2014 through June 30, 2015. EMPLOYEE agrees to undertake Montessori or other training course(s) as reasonably identified by the Director or Director proxy during the summer vacation period of 2014. EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.

2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.

4. Applicant acknowledges that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.

5. Failure to pass CBEST or Charter School prescribed proficiency test: No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall be cause for automatic termination and the Charter School will no longer employ EMPLOYEE, consistent with Section 7.c. below.

c. **Extracurricular Assignments**: EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School Director. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's classroom instruction shall be evaluated and assessed primarily by the Charter School's Director. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **EARLY TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated prior to the end of the term set forth at section 2 by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be

disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.

c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Director, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Director. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.



10. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



11. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____

Charter School Approval:

Dated: _____ _____

(Signature)

Michelle Yezbick, Director
(Type Name and Title)

This Employment AGREEMENT is subject to approval by the Governing Board of Sherwood Montessori.

SHERWOOD MONTESSORI

FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

DANIELLE MENNUCCI

This EMPLOYMENT AGREEMENT is entered into 1 July 2014, by and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **DANIELLE MENNUCCI** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **DANIELLE MENNUCCI** as a teacher at Sherwood Montessori under the following terms and conditions:

1. **RECITALS:**

a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District.

b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE to assist the Charter School's Administration in achieving the goals and meeting the requirements of the Charter School's charter.

2. **TERM:**

a. This AGREEMENT shall commence on July 1, 2014 and shall end on June 30, 2015.

b. This AGREEMENT may be terminated early, prior to the end of the term, pursuant to section 7, below.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

b. 0.5 Full-time.

c. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Director may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

d. Work days: 50% of five non-instructional days and all instructional Days (student and non-student) as listed on the annual school calendar. This includes Parent conference preparation, administrative meetings, IEP meetings, grade level meetings, and staff development workshops. The work day will begin one half-hour prior to the start of classes and will end one half-hour after the

end of classes. It is understood that some meetings (e.g., IEP) may extend beyond the work day. On Development Days, it is expected that the EMPLOYEE will participate in development as proscribed by the Director.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $21,760 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b.

c. **Duty Free Lunch and Rest Periods**: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule).

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.

Credential	***Expires***
Standard Elementary Teaching Credential STC2408	Never (Life Term)

EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2014 through June 30, 2015. EMPLOYEE agrees to undertake Montessori or other training course(s) as reasonably identified by the Director or Director proxy during the summer vacation period of 2014. EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.

2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.

4. Applicant acknowledges that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.

5. Failure to pass CBEST or Charter School prescribed proficiency test: No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall be cause for automatic termination and the Charter School will no longer employ EMPLOYEE, consistent with Section 7.c. below.

c. **Extracurricular Assignments**: EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School Director. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's classroom instruction shall be evaluated and assessed primarily by the Charter School's Director. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **EARLY TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated prior to the end of the term set forth at section 2 by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be

disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.

c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Director, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Director. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



11. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____

Charter School Approval:

Dated: _____ _____

(Signature)

Michelle Yezbick, Director
(Type Name and Title)

This Employment AGREEMENT is subject to approval by the Governing Board of Sherwood Montessori.



FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

JESSICA ORDAZ

This EMPLOYMENT AGREEMENT is entered into 1 July 2014, by and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **JESSICA ORDAZ** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **JESSICA ORDAZ** as a teacher at Sherwood Montessori under the following terms and conditions:

1. **RECITALS:**

   a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District.

   b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

   c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE to assist the Charter School's Administration in achieving the goals and meeting the requirements of the Charter School's charter.

2. **TERM:**

a. This AGREEMENT shall commence on July 1, 2014 and shall end on June 30, 2015.

b. This AGREEMENT may be terminated early, prior to the end of the term, pursuant to section 7, below.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

b. 0.5 Full-time.

c. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Director may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

d. Work days: 50% of five non-instructional days and all instructional Days (student and non-student) as listed on the annual school calendar. This includes Parent conference preparation, administrative meetings, IEP meetings, grade level meetings, and staff development workshops. The work day will begin one half-hour prior to the start of classes and will end one half-hour after the

end of classes. It is understood that some meetings (e.g., IEP) may extend beyond the work day. On Development Days, it is expected that the EMPLOYEE will participate in development as proscribed by the Director.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $20,267 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b. **Duty Free Lunch and Rest Periods**: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule).

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.

Credential	***Expires***
Education Specialist Instruction Credential 090255098	09/01/2014

EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2014 through June 30, 2015. EMPLOYEE agrees to undertake Montessori or other training course(s) as reasonably identified by the Director or Director proxy during the summer vacation period of 2014. EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.

2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.

4. Applicant acknowledges that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.

5. Failure to pass CBEST or Charter School prescribed proficiency test: No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall be cause for automatic termination and the Charter School will no longer employ EMPLOYEE, consistent with Section 7.c. below.

c. **Extracurricular Assignments**: EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School Director. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's classroom instruction shall be evaluated and assessed primarily by the Charter School's Director. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **EARLY TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated prior to the end of the term set forth at section 2 by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be

disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.

c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Director, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Director. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.



10. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



11. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____

Charter School Approval:

Dated: _____ _____

(Signature)

Michelle Yezbick, Director
(Type Name and Title)

This Employment AGREEMENT is subject to approval by the Governing Board of Sherwood Montessori.

SHERWOOD MONTESSORI

FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

ERIC PARISH

This EMPLOYMENT AGREEMENT is entered into 1 July 2014, by and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **ERIC PARISH** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **ERIC PARISH** as a teacher at Sherwood Montessori under the following terms and conditions:

1. **RECITALS:**

a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District.

b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE to assist the Charter School's Administration in achieving the goals and meeting the requirements of the Charter School's charter.

2. **TERM:**

a. This AGREEMENT shall commence on July 1, 2014 and shall end on June 30, 2015.

b. This AGREEMENT may be terminated early, prior to the end of the term, pursuant to section 7, below.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

b. 1.0 Full-time.

c. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Director may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

d. Work days: Five non-instructional days and all instructional Days (student and non-student) as listed on the annual school calendar. This includes Parent conference preparation, administrative meetings, IEP meetings, grade level meetings, and staff development workshops. The work day will begin one half-hour prior to the start of classes and will end one half-hour after the end

of classes. It is understood that some meetings (e.g., IEP) may extend beyond the work day. On Development Days, it is expected that the EMPLOYEE will participate in development as proscribed by the Director.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $39,079 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other full-time employees of the Charter School in the same classification, workday, and work year. Benefit leaves may change without notice during the contract term as determined by the Governing Board of the Charter School.

c. **Duty Free Lunch and Rest Periods**: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule).

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.

Credential	***Expires***
Multiple Subject Teaching Credential, Clear 120548408	06/01/2017

EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2014 through June 30, 2015. EMPLOYEE agrees to undertake Montessori or other training course(s) as reasonably identified by the Director or Director proxy during the summer vacation period of 2014. EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.

2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.

4. Applicant acknowledges that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each

credential may be treated by the Charter School, at its sole option, as grounds for dismissal.

5. Failure to pass CBEST or Charter School prescribed proficiency test: No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall be cause for automatic termination and the Charter School will no longer employ EMPLOYEE, consistent with Section 7.c. below.

c. **Extracurricular Assignments**: EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School Director. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's classroom instruction shall be evaluated and assessed primarily by the Charter School's Director. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **EARLY TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated prior to the end of the term set forth at section 2 by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the

Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.

c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Director, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Director. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.



10. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



11. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____

Charter School Approval:

Dated: _____ _____

(Signature)

Michelle Yezbick, Director
(Type Name and Title)

This Employment AGREEMENT is subject to approval by the Governing Board of Sherwood Montessori.

SHERWOOD MONTESSORI

FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

KELLEE PEREZ

This EMPLOYMENT AGREEMENT is entered into 1 July 2014, by and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **KELLEE PEREZ** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **KELLEE PEREZ** as a teacher at Sherwood Montessori under the following terms and conditions:

1. **RECITALS:**

a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District.

b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE to assist the Charter School's Administration in achieving the goals and meeting the requirements of the Charter School's charter.

2. **TERM:**

a. This AGREEMENT shall commence on July 1, 2014 and shall end on June 30, 2015.

b. This AGREEMENT may be terminated early, prior to the end of the term, pursuant to section 7, below.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

b. 1.0Full-time.

c. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Director may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

d. Work days: Five non-instructional days and all instructional Days (student and non-student) as listed on the annual school calendar. This includes Parent conference preparation, administrative meetings, IEP meetings, grade level meetings, and staff development workshops. The work day will begin one half-hour prior to the start of classes and will end one half-hour after the end

of classes. It is understood that some meetings (e.g., IEP) may extend beyond the work day. On Development Days, it is expected that the EMPLOYEE will participate in development as proscribed by the Director.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $39,560 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other full-time employees of the Charter School in the same classification, workday, and work year. Benefit leaves may change without notice during the contract term as determined by the Governing Board of the Charter School.

c. **Duty Free Lunch and Rest Periods**: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule).

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.

Credential	***Expires***
Multiple Subject Teaching Credential, Clear 140085754	07/01/2019

EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2014 through June 30, 2015. EMPLOYEE agrees to undertake Montessori or other training course(s) as reasonably identified by the Director or Director proxy during the summer vacation period of 2014. EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.

2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.

4. Applicant acknowledges that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.

5. Failure to pass CBEST or Charter School prescribed proficiency test: No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall be cause for automatic termination and the Charter School will no longer employ EMPLOYEE, consistent with Section 7.c. below.

c. **Extracurricular Assignments**: EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School Director. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's classroom instruction shall be evaluated and assessed primarily by the Charter School's Director. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **EARLY TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated prior to the end of the term set forth at section 2 by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be

disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.

c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Director, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Director. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



11. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____

Charter School Approval:

Dated: _____ _____

(Signature)

Michelle Yezbick, Director
(Type Name and Title)

This Employment AGREEMENT is subject to approval by the Governing Board of Sherwood Montessori.

SHERWOOD MONTESSORI

FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

LINDSEY SERRAO

This EMPLOYMENT AGREEMENT is entered into 1 July 2014, by and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **LINDSEY SERRAO** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **LINDSEY SERRAO** as a teacher at Sherwood Montessori under the following terms and conditions:

1. **RECITALS:**

a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District.

b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE to assist the Charter School's Administration in achieving the goals and meeting the requirements of the Charter School's charter.

2. **TERM:**

a. This AGREEMENT shall commence on July 1, 2014 and shall end on June 30, 2015.

b. This AGREEMENT may be terminated early, prior to the end of the term, pursuant to section 7, below.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

b. 1.0 Full-time.

c. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Director may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

d. Work days: Five non-instructional days and all instructional Days (student and non-student) as listed on the annual school calendar. This includes Parent conference preparation, administrative meetings, IEP meetings, grade level meetings, and staff development workshops. The work day will begin one half-hour prior to the start of classes and will end one half-hour after the end

of classes. It is understood that some meetings (e.g., IEP) may extend beyond the work day. On Development Days, it is expected that the EMPLOYEE will participate in development as proscribed by the Director.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $36,898 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b. **Benefits:** The EMPLOYEE shall be entitled to all health and welfare benefits granted to other full-time employees of the Charter School in the same classification, workday, and work year. Benefit leaves may change without notice during the contract term as determined by the Governing Board of the Charter School.

c. **Duty Free Lunch and Rest Periods**: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule).

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.

Credential	***Expires***
Multiple Subject Teaching Credential, Preliminary 123199381	01/01/2016

EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2014 through June 30, 2015. EMPLOYEE agrees to undertake Montessori or other training course(s) as reasonably identified by the Director or Director proxy during the summer vacation period of 2014. EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.

2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.

4. Applicant acknowledges that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.

5. Failure to pass CBEST or Charter School prescribed proficiency test: No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall be cause for automatic termination and the Charter School will no longer employ EMPLOYEE, consistent with Section 7.c. below.

c. **Extracurricular Assignments**: EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School Director. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's classroom instruction shall be evaluated and assessed primarily by the Charter School's Director. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **EARLY TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated prior to the end of the term set forth at section 2 by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.

c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Director, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Director. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.



10. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



11. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____

Charter School Approval:

Dated: _____ _____

(Signature)

Michelle Yezbick, Director
(Type Name and Title)

This Employment AGREEMENT is subject to approval by the Governing Board of Sherwood Montessori.



FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

TERESA SHIPPEN

This EMPLOYMENT AGREEMENT is entered into 1 July 2014, by and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and **TERESA SHIPPEN** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **TERESA SHIPPEN** as a teacher at Sherwood Montessori under the following terms and conditions:

1. **RECITALS:**

a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District.

b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.

d. The Charter School desires to hire EMPLOYEE to assist the Charter School's Administration in achieving the goals and meeting the requirements of the Charter School's charter.

2. **TERM:**

a. This AGREEMENT shall commence on July 1, 2014 and shall end on June 30, 2015.

b. This AGREEMENT may be terminated early, prior to the end of the term, pursuant to section 7, below.

3. **EMPLOYMENT TERMS:**

a. Position: Teacher

b. 0.6 Full-time.

c. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT and the job specification. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Director may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.

d. Work days: 60% of five non-instructional days and all instructional Days (student and non-student) as listed on the annual school calendar. This includes Parent conference preparation, administrative meetings, IEP meetings, grade level meetings, and staff development workshops. The work day will begin one half-hour prior to the start of classes and will end one half-hour after the

end of classes. It is understood that some meetings (e.g., IEP) may extend beyond the work day. On Development Days, it is expected that the EMPLOYEE will participate in development as proscribed by the Director.

4. **COMPENSATION AND BENEFITS:**

a. **Salary:** Compensation shall be $27,373 per year less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.

b. **Duty Free Lunch and Rest Periods**: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule).

5. **CONDITIONS OF EMPLOYMENT:**

a. **General Laws:** This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.

b. **Credential:** EMPLOYEE represents that he/she possesses the following California Credentials, certificates or permits, duly registered with the California Commission on Teacher Credentialing.

Credential	***Expires***
Multiple Subject Teaching Credential, Clear 090207665	10/01/2014

EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California from the period July 1, 2014 through June 30, 2015. EMPLOYEE agrees to undertake Montessori or other training course(s) as reasonably identified by the Director or Director proxy during the summer vacation period of 2014. EMPLOYEE warrants and represents that he/she will, with respect to each credential recited above and any other credential subsequently obtained:

1. Immediately register each credential with all appropriate agencies, including the California Commission on Teacher Credentialing.

2. Take and pass all examinations or continuing education courses that are now, or may be required for renewal of each credential.

3. Refrain from any act, or omission, which is intended to or will result in suspension, revocation, or de-registration of any or all credentials.

4. Applicant acknowledges that his/her continuing employment with the Charter School is expressly subject to maintenance of each credential. Failure to maintain each credential may be treated by the Charter School, at its sole option, as grounds for dismissal.

5. Failure to pass CBEST or Charter School prescribed proficiency test: No employment under this AGREEMENT may continue beyond the date of notification that EMPLOYEE either (1) failed such a test or (2) failed to appear for the test. In the event of either failure, this AGREEMENT shall be cause for automatic termination and the Charter School will no longer employ EMPLOYEE, consistent with Section 7.c. below.

c. **Extracurricular Assignments**: EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Charter School Director. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. **EVALUATION:**

EMPLOYEE's classroom instruction shall be evaluated and assessed primarily by the Charter School's Director. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. **EARLY TERMINATION OF AGREEMENT/EMPLOYMENT:**

This AGREEMENT may be terminated prior to the end of the term set forth at section 2 by:

a. **Mutual AGREEMENT of the Parties:** This AGREEMENT may be terminated at any time by mutual consent for any reason of the Board and the EMPLOYEE upon written AGREEMENT.

b. **Termination For Cause:** The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be

disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.

c. **Death or Incapacitation of EMPLOYEE:** The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.

8. **OUTSIDE PROFESSIONAL ACTIVITIES:**

By prior approval of the Charter School's Director, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Director. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. **DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of California Penal Code section 11166, a "child care custodian" includes:

a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11166;

b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or

c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. **GENERAL PROVISIONS:**

a. **Governing Law:** This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

b. **Entire AGREEMENT:** This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.

c. **Modifications:** Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.

d. **Assignment:** The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.

e. **Severability:** If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



11. **ACCEPTANCE OF EMPLOYMENT:**

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.

2. I have read this AGREEMENT and accept employment with the Sherwood Montessori on the terms specified herein.

3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date: _____

Address: _____

Telephone: _____

Charter School Approval:

Dated: _____ _____

(Signature)

Michelle Yezbick, Director
(Type Name and Title)

This Employment AGREEMENT is subject to approval by the Governing Board of Sherwood Montessori.

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.1 Instructional Staff Report**

Date: June 13, 2014 for the meeting of June 19, 2014

The instructional staff is enjoying their summer break. They did a wonderful job giving our students meaningful end-of-the-school-year experiences.

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

Subject: **Agenda Item 3.2 Sherwood Montessori Parents Organization Report**

Date: June 13, 2014 for the meeting of June 19, 2014

SMPO is still transitioning as we have come to the close of our Fall '13/Spring '14 school-year at Sherwood Montessori. SMPO is currently working on updating its By-Laws to better facilitate the cooperation between the SMPO and the administration. As president I have chosen to work closely with Michelle and Heather to discuss and formulate the most efficient ways to improve SMPO's ability to support the education of the children at Sherwood by fostering relationships among Sherwood, the parents, teachers and community.

I have high expectations that SMPO will conduct it's business as a Volunteer Hub as indicated in the School Charter rather than a separate entity that works independently from the office and administration, thus creating a lack of functionality. SMPO has had a very shaky year and as a result school wide morale decreased. Now is definitely a time to restructure and create an environment where Sherwood families feel confidant to participate in their school's needs. I hope to achieve this, in part, by making clear goals and turn-key events accessible to everyone at Sherwood. I believe the members of SMPO will find it much more enjoyable to participate, as a result.

Cordially,

Sarah Lowe
SMPO President

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 School Director Report**

Date: June 13, 2014 for the meeting of June 19, 2014

ADMINISTRATIVE ITEMS:

- New Hires since the last Board meeting include:

Kellee Perez	$4^{th}/5^{th}/6^{th}$ Lead Teacher
Mike Graf	Substitute teacher

FISCAL ITEMS:

- Our second annual Sherwoodstock music festival was a great success and has thus far generated $4,828.69.
- Donations continue to come in for the Skill-a-thon. At this date, we have collected $2,991.37 from this fundraiser. Funds will be used towards the P.E. program.
- Field trip donations are the final category of revenues that may affect our bottom line in terms of fundraising this year. The amount of funds from this category will be known by the next Board meeting.

GENERAL ITEMS:

- I attended a meeting of the Butte County Charter School Executive Leadership Council and a California Charter Schools Association regional meeting.
- Carin Anderson earned her Early Childhood Montessori diploma and Kelli Kurth earned "Clear Credential" status by completing the Beginning Teachers Support and Assessment program (BTSA).
- All charter revision items that were approved by Sherwood's Board were also approved

by the Chico Unified School Board.

- Volunteer Tea was held in May and our volunteers were honored with a relaxing get-together.
- The teachers have given input into changes they would like to see in the report cards for the future in terms of alignment with Common Core and maintaining Montessori feedback typically reported.
- We had a visit from a team of teachers and the administrator from Tree of Life Montessori Charter School in Ukiah. They expressed gratitude for the opportunity to observe in our classrooms, including a lovely gift of flowers and Humboldt chocolate and jam.

LEGISLATIVE ITEMS:

- Please see the attachment "Capitol Update" from the CCSA.

Attachment: Capitol Update

CCSA California Charter Schools Association

Capitol Update

The top FIVE ways you can stay updated, get involved, and make your voice heard:

1. Read CCSA's Government Affairs *Capitol Update* weekly. Email governmentaffairs@calcharters.org to sign-up, and don't forget to forward the *Capitol Update* to your staff.
2. Bookmark CCSA's "At the Capitol" Webpage (www.calcharters.org/capitolupdate) where you can monitor the status of active legislation affecting charter schools.
3. Participate in all CCSA calls to action (link from the "At the Capitol" webpage).
4. Bookmark CCSA's "State Budget Update" Webpage (www.calcharters.or/budgetupdate) to learn more about the state budget and its impact on charter schools and to find a copy of the most up to date *Budget Brief.*
5. Keep your legislators informed and engaged. More information available on our "At the Capitol" webpage.

Legislative Update

Sponsored Legislation

AB 948 (Olsen): CCSA's sponsored legislation to expand the SB 740 facility grant program by lowering the threshold for eligibility. Rather than the current 70% FRL threshold for eligibility, this bill would drop the threshold to 60% as funds allow. CCSA is working with CSFA to further expand the scope of the bill by adding debt service and lowering the threshold to 55%. **Location:** Senate Appropriations Suspense File, this will stay on the suspense file until the August suspense hearing.

AB 2178 (Levine): CCSA's sponsored legislation to create a blended learning pilot program. The bill passed out of the Assembly Education committee on a 7-0 vote. **Location:** Assembly Appropriations Suspense File until a decision at the suspense hearing on 5/23.

SB 1317 (Huff): CCSA's sponsored legislation on conflict of interest passed out of Senate Education on an 9-0 vote. The bill has a long ways to go, but we find it very important to note that for the first time we have been able to advance out of a policy committee legislation explicitly stating that Government Code 1090 does not apply to separately incorporated charter schools. **Location:** Senate Appropriations Suspense File until a decision at the suspense hearing on 5/23.

Opposed Legislation

AB 1531 (Chau): CCSA opposed legislation requiring charter school authorizers to select a majority of the nonprofit board members of a charter school was tagged with a cost by the Assembly Appropriations Committee between $750,000 to $2.3 million to the state. **Location:** Assembly Appropriations Suspense File until a decision at the suspense hearing on 5/23.

SB 1067 (Beall): CCSA opposed legislation on school facilities that would allow a charter school to request that CDE review and advise on a new school site, and require two separate entrances to any site. The bill was amended and is now less harmful to charter schools, but we are working with the author on amendments to address our remaining concerns with the bill. **Location:** Senate Appropriations Suspense File until a decision at the suspense hearing on 5/23.

SB 1263 (Pavley): CCSA opposed legislation that removes the exception allowing charter schools to locate outside of their authorizing district under specific circumstances. CCSA is continuing to engage with the author and the sponsors on a reasonable outcome to what we believe is primarily a local concern. However, we will continue to oppose this bill if it moves forward in its current form. **Location:** Senate Floor (awaiting vote).

Budget Update

May Revision Offers Modest Increases to 2014-15 Funding Plan for Education

On May 13, 2014, Governor Brown released the May Revision to his budget proposal for the 2014-15 fiscal year. The May Revision updates the budget proposal based on updated economic information from when the budget was proposed in January. Overall, the May Revision to the Governor's budget contains an increase of $2.4 billion in all state revenues, and a net increase of $242 million in Proposition 98 funding over the January proposal for 2014-15. There are few significant changes proposed for education, and the January proposal remains largely in place. However, the Legislative Analyst's Office has projected higher Proposition 98 revenues for schools. If the legislature adopts their higher estimates, schools could see more money or new programs next year. The legislature will be working hard over the next few weeks to enact a final 2014-15 state budget by June 15.

The May Revision retains most of the January proposals, contains the following highlights for the 2014-15 budget:

- Maintains proposal for $4.5 billion to continue the phase-in of the Local Control Funding Formula (LCFF), which is expected to eliminate 28 percent of the gap toward full implementation of the LCFF.
- Maintains proposal for $5.5 billion in deferral relief for K-12 schools, which would completely eliminate the remaining payment deferrals.
- Maintains $92 million in continued funding for the Charter School Facility Grant Program.
- Decreases funding from $316 million to $307 million to K-12 schools for eligible energy efficiency projects funded by Proposition 39 of 2012.
- Maintains $46.5 million for implementation of the new state testing and accountability system.
- Provides $26.7 million in new one-time funds for high-need local education agencies to access the K-12 High Speed Network.
- Provides some modifications to the proposal to offer "course-based" independent study and blending learning intended to streamline and expand these instructional models. .
- Proposes a long-term plan to shore up the State Teachers Retirement System with increased contributions from the State, local education agencies and teachers.
- Proposes a one-year moratorium on new charter schools that would serve adult populations under existing exemptions in the Education Code.

Go to our Budget webpage to read CCSA's full *2014-15 May Revision Budget Brief* for details on any of these items. We will update you when the final budget is adopted before July 1.

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2014 Anti-Charter School Ballot Initiatives Fail

As of this month, the two anti-charter ballot initiatives pending signature collection have **failed a key deadline to qualify for the 2014 ballot.** These initiatives would have placed new requirements for charter schools on conflict of interest and on administrator and teacher credentials.

Earlier in the year there was an agreement reached on the teacher firing bill AB 215 (Buchanan) that resulted in all education related initiative proponents agreeing to no longer collect signatures. As of today, we can now confirm that this agreement has held firm and as a result there will be no anti-charter initiatives on the November ballot.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: June 13, 2014 for the meeting of June 19, 2014

A Treasurer's Report is not available at this time. Attached, please find the most current financial report to review.

Attachment: June 2014 Financial Board Report

Changes Since Second Interim Budget				
Revenues	was	is	variance	
Revenue Limit Sources	958,856	958,715	(141)	comment 3
Federal Sources	-	-	-	
State Sources	68,131	118,804	50,673	comment 1, 4
Local Sources	60,391	60,391	(0)	
Net Change to Revenue	1,087,378	1,137,910	50,532	
Expenditures				
Certificated Staff	337,131	337,131	(0)	
Classified Staff	216,050	216,050	-	
Employee Benefits	125,529	126,243	714	
Books and Supplies	64,600	64,600	-	
Services and Operations	219,022	270,737	51,715	comment 2, 4
Capital Outlay	-	-	-	
Other Outgo	85,152	85,152	-	
Net Change to Expenses	1,047,483	1,099,912	52,429	
CY Budget	**39,895**	**37,998**	**(1,897)**	**increase (decrease) in budget**

Comments:

1 - $507 increase in lottery revenue due to update lottery funding rates
2 - $1,550 increase in district oversight expense due to changes in funding formula
3 - $21 increase in LCFF revenues based on P-2 estimates
4 - $50,166 increase in revenues and expenses due to Clean Energy Act funds received

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	169	176	188	192
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8011 Local Control Funding	-	538,324	597,818	723,735	825,007
8012 Education Protection Act	148,607	150,012	156,525	167,197	170,764
8015 General Purpose Entitlement	303,342	-	-	-	-
8096 In Lieu Taxes	240,809	270,379	282,117	301,352	307,764
8550 Mandates Block Grant	1,590	1,880	2,236	2,328	2,487
8560 State Lottery	22,096	26,533	27,632	29,516	30,144
8587 Special Education Passthru Funds	6,246	12,492	12,492	12,492	12,492
8590 Categorical Block Grant	80,919	-	-	-	-
8590 All Other State Revenue	931	-	-	-	-
8590 Common Core Implementation Funds	-	27,733	-	-	-
8590 Clean Enery Act Funds	-	50,166	-	-	-
8660 Interest From Banks	-	-	-	-	-
8673 Parent Fees	22,675	22,675	22,675	22,675	22,675
8699 Fundraising / Donations	37,716	37,716	37,716	37,716	37,716
8710 Other Local Revenue	1,060	-	-	-	-
TOTAL REVENUES	865,990	1,137,910	1,139,211	1,297,012	1,409,049
Expenditures					
1000 Certificated Salaries	271,025	337,131	366,260	407,837	415,994
2000 Classified Salaries	196,307	216,050	230,371	230,157	231,759
3000 Employee Benefits	86,208	126,243	152,160	172,318	186,075
4100 Texts and Core Curricula	3,311	6,500	6,630	6,763	6,898
4200 Reference Materials	1,557	2,000	2,000	2,000	2,000
4300 Materials and Supplies	15,219	32,000	32,625	33,263	33,913
4400 NonCap Equipment	490	24,100	-	-	-
4700 Food (Nutrition)	(1,711)	-	-	-	-
5200 Travel and Conferences	6,327	12,722	4,775	4,775	4,775
5300 Dues and Memberships	1,098	1,245	1,280	1,340	1,360
5400 Property/Liability Insurance	12,784	16,936	20,323	24,388	29,265
5500 Operations / Housekeeping	17,734	25,914	26,432	26,961	27,500
5600 Rentals, Leases, and Repairs	104,720	151,067	159,793	159,883	159,974
5800 Prof. & Consulting Services	58,977	57,611	52,664	54,503	55,903
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	84,152	111,580	116,424	124,362
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,099,912	1,173,135	1,246,852	1,286,020
Excess/(Deficiency)	13,054	37,998	(33,924)	50,159	123,029
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	37,998	(33,924)	50,159	123,029
Beginning Fund Balance	130,164	143,218	181,216	147,292	197,451
Excess / (Deficiency)	13,054	37,998	(33,924)	50,159	123,029
Ending Fund Balance	143,218	181,216	147,292	197,451	320,480
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	181,216	147,292	197,451	320,480

Budget v. Actual - Revenues

	2013-14 Budget	July	August	Sept	Oct	Nov	Actuals Dec	Jan	Feb	March	April	May	Total Actual	Remaining in Budget	Remaining in Budget
Revenue															
8011 Local Control Funding	538,324	-	44,896	-	40,407	40,407	80,814	-	40,407	57,956	57,956	33,493	396,336	141,988	26%
8012 Education Protection Act	150,012	-	-	-	31,126	-	31,126	-	-	-	51,827	-	114,079	35,933	24%
8096 In Lieu Taxes	270,379	-	13,838	28,353	18,751	18,751	18,751	18,751	18,751	45,763	22,889	22,889	227,487	42,892	16%
8550 Mandates Block Grant	1,880	-	-	-	-	-	1,880	-	-	-	-	-	1,880	-	0%
8560 State Lottery	26,533	-	-	-	-	-	-	-	8,734	-	-	6,016	14,749	11,784	44%
8587 Special Education Passthru Funds	12,492	-	-	-	-	-	-	-	-	-	-	-	-	12,492	100%
8590 All Other State Revenue	-	239	69	-	-	-	-	-	-	-	34	-	342	(342)	0%
8590 Common Core Implementation Funds	27,733	-	-	-	13,800	-	13,933	-	-	-	-	-	27,733	-	0%
8590 Clean Enery Act Funds	50,166	-	-	-	-	-	-	-	-	-	50,166		50,166	-	0%
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%
8673 Parent Fees	22,675	-	1,888	40	736	3,814	2,103	5,758	2,998	2,023	2,667	3,854	25,881	(3,206)	-14%
8699 Fundraising / Donations	37,716	-	239	1,356	4,876	2,787	2,817	753	1,658	2,727	5,395	5,151	27,759	9,957	26%
8710 Other Local Revenue	-	-	139	-	180	15	-	-	-	25	-	-	359	(359)	0%
Total Revenue	1,137,910	239	61,069	29,750	#####	65,774	151,424	25,262	72,548	108,494	190,934	71,403	886,772	251,137	22%

Budget v. Actual - Expenses

	2013-14 Budget	July	August	Sept	Oct	Nov	Actuals Dec	Jan	Feb	March	April	May	Total Actual	Remaining in Budget	Remaining in Budget
Expenses															
1000 Certificated Salaries	337,131	-	28,380	28,563	29,290	31,627	30,649	29,037	30,602	29,400	29,585	30,203	297,337	39,794	12%
2000 Classified Salaries	216,050	6,206	7,292	23,098	21,964	22,887	19,050	14,961	23,540	18,949	22,552	25,052	205,548	10,502	5%
3000 Employee Benefits	126,243	5,208	7,744	10,724	9,364	13,235	11,345	10,783	11,959	11,410	11,380	9,911	113,063	13,180	10%
4100 Texts and Core Curricula	6,500	287	2,254	3,396	-	-	-	-	-	188	-	-	6,125	375	6%
4200 Reference Materials	2,000	-	325	-	142	124	115	167	92	69	(16)	17	1,035	965	48%
4300 Materials and Supplies	32,000	286	4,302	3,781	1,762	746	10,507	1,221	1,528	681	1,996	1,032	27,841	4,159	13%
4400 NonCap Equipment	24,100	935	3,046	-	502	-	1,182	-	-	403	279	12,008	18,355	5,745	24%
5200 Travel and Conferences	12,722	3,024	50	626	3,185	162	2,298	43	19	611	338	73	10,429	2,292	18%
5300 Dues and Memberships	1,245	-	-	-	210	1,010	-	-	-	-	-	114	1,334	(89)	-7%
5400 Property/Liability Insurance	16,936	3,243	1,084	1,084	1,084	1,084	1,084	1,084	1,084	1,084	1,084	-	12,999	3,937	23%
5500 Operations / Housekeeping	25,914	1,101	1,350	2,093	1,829	1,396	1,478	1,472	2,237	1,590	1,805	1,838	18,189	7,725	30%
5600 Rentals, Leases, and Repairs	100,901	7,877	7,915	8,112	8,882	9,976	822	8,526	17,167	8,171	8,330	8,153	93,929	6,972	7%
5800 Prof. & Consulting Services	57,611	1,275	2,389	1,841	3,352	8,490	5,211	2,296	3,792	3,679	6,487	10,851	49,663	7,948	14%
5900 Communications	5,242	284	436	346	606	373	320	351	375	355	365	401	4,212	1,030	20%
		-	-	-	-	-	-	-	-	-	-	-	-	-	0%
7141 Special Ed Encroachment	84,152	-	-	-	-	-	-	-	-	-	-	-	-	84,152	100%
7438 Long-Term Debt Interest	1,000	(128)	-	-	-	-	-	-	-	-	-	-	(128)	1,128	113%
Total Expenditures	1,049,746	29,596	66,567	83,664	82,172	91,108	84,061	69,939	92,397	76,589	84,186	99,652	859,931	189,816	18%
Net Income (Loss)	88,164	(29,357)	(5,498)	(53,914)	27,704	(25,334)	67,363	(44,677)	(19,849)	31,904	106,748	(28,249)	26,842		

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 1 INCOME

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	ACTUAL February	ACTUAL March	ACTUAL April	ACTUAL May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH IN																
8011 Local Control Funding	-	44,896	-	40,407	40,407	80,814	-	40,407	57,956	57,956	33,493	816	141,172	538,324	538,324	-
8012 Education Protection Act	-	-	-	31,126	-	31,126	-	-	-	51,827	-	-	35,933	150,012	150,012	-
8096 In Lieu Taxes	-	13,838	28,353	18,751	18,751	18,751	18,751	18,751	45,763	22,889	22,889	11,292	31,599	270,379	270,379	-
8550 Mandates Block Grant	-	-	-	-	-	1,880	-	-	-	-	-	-	-	1,880	1,880	-
8560 State Lottery	-	-	-	-	-	-	-	8,734	-	-	6,016	-	13,267	28,016	26,533	1,483
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-	-	-	-	-	12,492	12,492	12,492	-
8590 All Other State Revenue	239	69	-	-	-	-	-	-	-	34	-	-	-	342	-	342
8590 Common Core Implementation Funds	-	-	-	13,800	-	13,933	-	-	-	-	-	-	-	27,733	27,733	-
8590 Clean Enery Act Funds	-	-	-	-	-	-	-	-	-	50,166	-	-	-	50,166	50,166	-
-													-			
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	-	1,888	40	736	3,814	2,103	5,758	2,998	2,023	2,667	3,854	2,267	-	28,148	22,675	5,474
8699 Fundraising / Donations	-	239	1,356	4,876	2,787	2,817	753	1,658	2,727	5,395	5,151	3,772	-	31,531	37,716	(6,185)
8710 Other Local Revenue	-	139	-	180	15	-	-	-	25	-	-	-	-	359	-	359
Total Current Year Revenues	239	61,069	29,750	109,876	65,774	151,424	25,262	72,548	108,494	190,934	71,403	18,147	234,463	1,139,383	1,137,910	1,473
9200 Accounts Receivable	223,596	59,949	6,246	-	18,023	-	-	-	-	(35)	-	-	-	307,779	307,779	-
9600 Line of Credit Borrowing	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash In	223,835	121,018	35,996	109,876	83,797	151,424	25,262	72,548	108,494	190,899	71,403	18,147	234,463	1,447,162	1,445,689	1,473
Total Cash In Y-T-D	223,835	344,853	380,849	490,725	574,522	725,946	751,208	823,756	932,250	1,123,149	1,194,552	1,212,699	1,447,162			

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2013-14 - PAGE 2 OUTGO

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	ACTUAL February	ACTUAL March	ACTUAL April	ACTUAL May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	28,380	28,563	29,290	31,627	30,649	29,037	30,602	29,400	29,585	30,203	30,648	-	327,985	337,131	9,146
2000 Classified Salaries	6,206	7,292	23,098	21,964	22,887	19,050	14,961	23,540	18,949	22,552	25,052	10,802	-	216,350	216,050	(300)
3000 Employee Benefits	5,208	7,744	10,724	9,364	13,235	11,345	10,783	11,959	11,410	11,380	9,911	10,520	-	123,583	126,243	2,660
Total Salaries & Benefits	11,414	43,416	62,385	60,619	67,748	61,043	54,780	66,102	59,758	63,517	65,165	51,971	-	667,918	679,423	11,505
Supplies																
4100 Texts and Core Curricula	287	2,254	3,396	-	-	-	-	-	188	-	-	-	-	6,125	6,500	375
4200 Reference Materials	-	325	-	142	124	115	167	92	69	(16)	17	333	-	1,368	2,000	632
4300 Materials and Supplies	286	4,302	3,781	1,762	746	10,507	1,221	1,528	681	1,996	1,032	2,667	-	30,507	32,000	1,493
4400 NonCap Equipment	935	3,046	-	502	-	1,182	-	-	403	279	12,008	-	-	18,355	24,100	5,745
Total Supplies	1,507	9,927	7,177	2,406	869	11,804	1,387	1,620	1,341	2,260	13,057	3,000	-	56,356	64,600	8,244
Services / Other Op Exp																
5200 Travel and Conferences	3,024	50	626	3,185	162	2,298	43	19	611	338	73	1,060	-	11,489	12,722	1,232
5300 Dues and Memberships	-	-	-	210	1,010	-	-	-	-	-	114	-	-	1,334	1,245	(89)
5400 Property/Liability Insurance	3,243	1,084	1,084	1,084	1,084	1,084	1,084	1,084	1,084	1,084	-	-	-	12,999	16,936	3,937
5500 Operations / Housekeeping	1,101	1,350	2,093	1,829	1,396	1,478	1,472	2,237	1,590	1,805	1,838	2,160	-	20,348	25,914	5,566
5600 Rentals, Leases, and Repairs	7,877	7,915	8,112	8,882	9,976	822	8,526	17,167	8,171	8,330	8,153	12,589	-	106,518	151,067	44,549
5800 Prof. & Consulting Services	1,275	2,389	1,841	3,352	8,490	5,211	2,296	3,792	3,679	6,487	10,851	4,801	-	54,464	57,611	3,147
5900 Communications	284	436	346	606	373	320	351	375	355	365	401	437	-	4,649	5,242	593
Total Services	16,803	13,224	14,102	19,147	22,490	11,214	13,771	24,676	15,490	18,409	21,430	21,046	-	211,802	270,737	58,935
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	84,152	84,152	84,152	-
7438 Long-Term Debt Interest	(128)	-	-	-	-	-	-	-	-	-	-	-	-	(128)	1,000	1,128
Total Other Outgo	(128)	-	-	-	-	-	-	-	-	-	-	-	84,152	84,024	85,152	1,128
Total Current Year Expenses	**29,596**	**66,567**	**83,664**	**82,172**	**91,108**	**84,061**	**69,939**	**92,397**	**76,589**	**84,186**	**99,652**	**76,017**	**84,152**	**1,020,100**	**1,099,912**	**79,812**
9500 Accounts Payable	40,909	(11,290)	(8,105)	76,544	(959)	10,560	(7,890)	(13,401)	(6,447)	(5,051)	38,546	-	-	113,416	113,416	-
9600 Line of Credit Payments	55,000	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash Out	**125,505**	**55,276**	**75,559**	**158,716**	**90,149**	**94,621**	**62,048**	**78,996**	**70,143**	**79,135**	**138,198**	**76,017**	**84,152**	**1,133,516**	**1,213,328**	**79,812**
Total Cash Out Y-T-D	125,505	180,782	256,341	415,057	505,206	599,827	661,875	740,871	811,014	890,149	1,028,347	1,104,364	1,188,516			
Percent of Budget	10.34%	14.90%	21.13%	34.21%	41.64%	49.44%	54.55%	61.06%	66.84%	73.36%	84.75%	91.02%	97.96%			

Projected Cash Balance Statement

Beginning Cash Balance	26,691	125,021	190,762	151,199	102,359	96,007	152,810	116,024	109,576	147,927	259,691	192,896	135,026	26,691	26,691	-
Net Change	98,330	65,741	(39,563)	(48,841)	(6,352)	56,803	(36,787)	(6,448)	38,351	111,764	(66,795)	(57,870)	150,311	313,646	232,361	81,285
Ending Cash Balance	**125,021**	**190,762**	**151,199**	**102,359**	**96,007**	**152,810**	**116,024**	**109,576**	**147,927**	**259,691**	**192,896**	**135,026**	**285,337**	**340,337**	**259,051**	**81,285**

Sherwood Montessori
Profit & Loss YTD Comparison
May 2014

	May 14	Jul '13 - May 14
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	34,073.00	398,924.00
8012-Education Protection Act	0.00	114,079.00
8015-Gen. Purpose Entitlement	0.00	0.00
8019-Prior Year Adjustments	-580.00	-2,588.00
8096-In Lieu of Property Taxes	22,889.00	227,487.42
Total 8010-8099 Revenue Limit Sources	56,382.00	737,902.42
8300-8599 Other State Revenue		
8550 - Mandate Block Grant	0.00	1,880.00
8560-State Lottery Revenue		
Restricted Lottery	0.00	690.87
Unrestricted Lottery	6,015.63	14,058.39
Total 8560-State Lottery Revenue	6,015.63	14,749.26
8590-Categorical Funds		
All Other State Revenue	0.00	342.40
Clean Energy Act Funds	0.00	50,166.00
Common Core Funds	0.00	27,733.00
Total 8590-Categorical Funds	0.00	78,241.40
Total 8300-8599 Other State Revenue	6,015.63	94,870.66
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	3,853.88	25,300.89
8673-Food fees	0.00	80.00
Total 8673-Parent Fees	3,853.88	25,380.89
8673-Rebates	0.00	663.97
8699-Fundraising and Donations		
8699-Field Trip Donations	1,918.00	4,378.82
8699-Fundraising	3,233.29	23,380.45
Total 8699-Fundraising and Donations	5,151.29	27,759.27
8699-Other Local Income	0.00	195.17
Total 8600-8799 Other Local Revenue	9,005.17	53,999.30
Total 8000-Revenues	71,402.80	886,772.38
Total Income	71,402.80	886,772.38
Gross Profit	71,402.80	886,772.38
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
Lead Teacher Salaries	26,366.80	275,805.38
Resource Teacher Salaries	768.00	7,488.00
Substitute Salaries	3,067.91	14,043.45
Total 1100-Teacher Salaries	30,202.71	297,336.83
Total 1000 Certificated Salaries	30,202.71	297,336.83
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	12,803.06	100,228.49
RSP Aide	1,280.00	2,829.70
Total 2100-Instructional Aides	14,083.06	103,058.19
2200-Support Salaries		
After School Salaries	1,869.34	13,848.15
Facilities Development	27.81	1,443.72

Sherwood Montessori
Profit & Loss YTD Comparison
May 2014

	May 14	Jul '13 - May 14
Total 2200-Support Salaries	1,897.15	15,291.87
2300-Administration Salaries	5,833.33	64,166.63
2400-Clerical and Office Sal		
Administration Support	1,918.00	15,982.75
Clerical Salaries	1,320.00	7,048.33
Total 2400-Clerical and Office Sal	3,238.00	23,031.08
Total 2000 Classified Salaries	25,051.54	205,547.77
3000-Employee Benefits		
3101-STRS, Certificated	2,366.31	23,470.46
3202-PERS, Classfied	1,276.94	11,867.72
3302-OASDI	1,564.16	12,692.92
3311-Medicare	781.87	7,104.77
3401-Health Benefits	3,117.85	39,661.57
3501-Unemployment Ins	780.50	7,248.70
3601-Workers Comp	0.00	10,900.93
3901-Employee Training Tax	22.97	115.80
Total 3000-Employee Benefits	9,910.60	113,062.87
4000-Books and Supplies		
4100-Textbooks/Core Curricula	0.00	6,124.93
4200-Books/reference Materials	17.49	1,035.08
4300-Materials and Supplies		
After School Supplies	0.00	75.66
Custodial Supplies	209.31	1,852.98
Farmers' Market	73.20	1,184.67
Food - Meetings	0.00	46.04
Food (Instructional)	112.16	1,054.30
Instructional Supplies	227.98	16,122.52
Maintenance Supplies	0.00	102.25
Office Supplies	409.01	7,402.35
Total 4300-Materials and Supplies	1,031.66	27,840.77
4400-Noncapitalized Eq (<5K)		
Computers and Electronics	12,007.79	13,625.08
Furniture	0.00	4,729.82
Total 4400-Noncapitalized Eq (<5K)	12,007.79	18,354.90
Total 4000-Books and Supplies	13,056.94	53,355.68
5000 Services/Other Op. Exp.		
5200-Travel and Conferences	73.30	10,429.32
5300-Dues and Membership	114.00	1,334.00
5400-Liability Insurance	0.00	12,999.22
5500-Operations / Housekeeping		
Electricity	727.87	6,935.61
Housekeeping Services	930.00	7,437.00
HVAC Service	0.00	285.36
Pest Control	0.00	325.98
Security System Services	0.00	515.06
Trash/Recycling	76.40	857.75
Water	103.35	1,832.20
Total 5500-Operations / Housekeeping	1,837.62	18,188.96
5600-Rental/Leases/Repairs		
Copier Lease	324.91	4,454.92
Facility Repairs	90.00	1,720.04
Other Rentals	0.00	2,858.88
Property Rental - Moss Ave	7,738.21	84,895.10
Total 5600-Rental/Leases/Repairs	8,153.12	93,928.94
5800-Other Services		
Advertising	0.00	640.00
Attorney	481.00	533.00

Sherwood Montessori
Profit & Loss YTD Comparison
May 2014

	May 14	Jul '13 - May 14
Auditing and CPA Services	0.00	9,400.00
Bank Fees	0.00	20.00
Bookkeeping Services	125.00	3,312.50
Business Manager Services	800.00	9,450.00
District Oversight	564.00	6,668.42
Duplication Services	965.42	1,317.97
Extracurricular Services	600.00	645.00
Field Trips and Assemblies	3,786.00	8,978.00
Fundraising Expenses	1,701.28	3,888.53
Grant Writing Services	0.00	1,500.00
LiveScan and TB Test Services	48.00	747.00
Software Licensing	780.00	1,562.63
Student Information Services	1,000.00	1,000.00
Total 5800-Other Services	10,850.70	49,663.05
5900-Communications		
Internet Service Provider	99.95	1,099.45
Online List Management	9.95	109.45
Postage	54.95	615.86
Telephone, Cellular	93.88	1,082.45
Telephone, Landline	101.48	1,106.92
Television, Cable	10.94	108.21
Website, Hosting	29.97	89.91
Total 5900-Communications	401.12	4,212.25
Total 5000 Services/Other Op. Exp.	21,429.86	190,755.74
7000 Other Outgo		
7438-NCNB LOC Interest	0.00	-128.33
Total 7000 Other Outgo	0.00	-128.33
Total Expense	99,651.65	859,930.56
Net Ordinary Income	-28,248.85	26,841.82
Other Income/Expense		
Other Income		
8919 - Interfund Transfer In	0.00	0.00
Total Other Income	0.00	0.00
Net Other Income	0.00	0.00
Net Income	**-28,248.85**	**26,841.82**

Sherwood Montessori
Balance Sheet
As of May 31, 2014

	May 31, 14
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	
9120-NCNB Checking	192,895.42
Total 9100-Assets	192,895.42
Total Checking/Savings	192,895.42
Accounts Receivable	
9200-Accounts Receivable	86.25
Total Accounts Receivable	86.25
Other Current Assets	
9290 - Due from Grantor Govts.	
GPE Funding Due	-6,397.00
In Lieu of EIA Due	1.00
Lottery Due	1,109.36
Prior Year Corrections Due	8.00
Supplemental Categorical Due	-66.00
Total 9290 - Due from Grantor Govts.	-5,344.64
9340-Security Deposit	4,042.50
Total Other Current Assets	-1,302.14
Total Current Assets	191,679.53
TOTAL ASSETS	**191,679.53**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	5,644.26
Total Accounts Payable	5,644.26
Other Current Liabilities	
9500-Liabilities	
9511-Payroll Liabilities	
AFLAC	16.10
Deferred Payroll	20,112.89
Federal Withholding	2,094.50
Health and Welfare	4,950.86
Medicare	1,526.08
OASDI-Social Security	3,019.32
PERS EE / ER	11,331.35
State Disability	526.25
State Employment Training Tax	21.68
State Unemplyment Tax	736.35
State Withholding	455.86
STRS EE / ER	11,423.97
Total 9511-Payroll Liabilities	56,215.21
9530 - Oversight Due to CUSD	-117.99
9590 - Other Accts Payable	-40,122.00
Total 9500-Liabilities	15,975.22
Total Other Current Liabilities	15,975.22
Total Current Liabilities	21,619.48
Total Liabilities	21,619.48
Equity	
9793 - Audit Adjustments	101,516.33
Unrestricted Net Assets	41,701.90

Sherwood Montessori
Balance Sheet
As of May 31, 2014

	May 31, 14
Net Income	26,841.82
Total Equity	170,060.05
TOTAL LIABILITIES & EQUITY	**191,679.53**

Sherwood Montessori
Board of Directors - Vendor Payments Report
May 2014

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	05/01/2014		American Janitorial	May services	Housekeeping Services	Government Funds:General - Govt	930.00
Bill	05/01/2014		Southern Oregon University	Shakespeare Studies Program, 6/3/14 &6/5/14	Field Trips and Assemblies	Non Government:Ashland	260.00
Bill	05/01/2014	19105	Wizard Graphics	275 Cookbooks	Duplication Services	Non Government:Cookbooks	880.22
Check	05/01/2014	DBT	1 & 1 Internet Inc.	Web and email hosting 4/29/14 to 7/29/14	Website, Hosting	Government Funds:General - Govt	29.97
Check	05/02/2014	DBT	Cash & Carry	Tamale fundraiser	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	51.68
Bill	05/02/2014	32238	The Creative Apple	glue	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	22.52
Bill	05/02/2014	32238	The Creative Apple	glue	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	22.52
Bill	05/02/2014	32239	The Creative Apple	paint	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	9.68
Bill	05/02/2014	32239	The Creative Apple	glue	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	8.59
Bill	05/02/2014	32239	The Creative Apple	glue	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	8.59
Bill	05/02/2014	32248	The Creative Apple	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	38.68
Bill	05/03/2014	9724629162	Verizon Wireless	4/4/14-5/3/14 service	Telephone, Cellular	Government Funds:General - Govt	93.88
Check	05/05/2014	3462	Stefanie Barrett	Livescan	LiveScan and TB Test Services	Government Funds:General - Govt	48.00
Check	05/05/2014	3463	Gildardo Mendoza	Tamale fundraiser	Fundraising Expenses	Non Government:Classroom Specific Donations:78	126.56
Bill	05/05/2014		California Water Service Compa...	4/5/14 - 5/2/14 service	Water	Government Funds:General - Govt	103.35
Check	05/05/2014	DBT	Harbor Freight Tools	unknown - missing receipt	Instructional Supplies	Government Funds:Lottery - Unrestricted	64.49
Bill	05/06/2014	1680232335	Office Depot	Office supplies	Office Supplies	Government Funds:General - Govt	37.61
Bill	05/06/2014	11877	Law Office of Gregory P. Einhorn	Professional Services 4/22/14, 4/23/14, 4/24/14	Attorney	Government Funds:General - Govt	481.00
Bill	05/06/2014	00001507	SchoolWise Technologies	TechSupportV5	Student Information Services	Government Funds:General - Govt	1,000.00
Check	05/06/2014	DBT	Cash & Carry	supplies	Custodial Supplies	Government Funds:General - Govt	35.68
Check	05/06/2014	DBT	Costco	Office supplies	Office Supplies	Government Funds:General - Govt	30.09
Check	05/06/2014	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	78.01
Check	05/06/2014	DBT	Costco	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	13.43
Check	05/06/2014	DBT	Office Depot	office supplies	Office Supplies	Government Funds:General - Govt	37.61
Bill	05/07/2014	19142	Wizard Graphics	2 Cookbook posters	Duplication Services	Non Government:Cookbooks	11.93
Bill	05/07/2014	317385	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	31.45
Bill	05/07/2014		Charlotte Sten	Family Handbook translation	Extracurricular Services	Government Funds:General - Govt	600.00
Bill	05/08/2014	0090404	Klean Kanteen	180 16oz klean kanteen	Fundraising Expenses	Non Government:Sherwoodstock	727.25
Check	05/08/2014	DBT	Walmart	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	28.29
Check	05/08/2014	DBT	Wufoo	5/8/14 to 6/8/14 Invoice #872637	Online List Management	Government Funds:General - Govt	9.95
Check	05/11/2014	DBT	California Regional Theater	CRT Tarzan Performance	Field Trips and Assemblies	Government Funds:Lottery - Unrestricted	440.00
Bill	05/12/2014	13552	Promevo	26 HP Chromebook computers	Computers and Electronics	Government Funds:Restricted Funds:Common Cor...	8,684.00
Bill	05/12/2014	13552	Promevo	26 Chrome Management licences	Software Licensing	Government Funds:Restricted Funds:Common Cor...	780.00
Bill	05/12/2014	13552	Promevo	one charging cart for chromebook computers	Computers and Electronics	Government Funds:Restricted Funds:Common Cor...	2,299.99
Bill	05/12/2014	13552	Promevo	freight and tax on chromebooks and cart	Computers and Electronics	Government Funds:Restricted Funds:Common Cor...	1,023.80
Bill	05/12/2014		Comcast	service 5/17/14-6/16/14	Internet Service Provider	Government Funds:General - Govt	99.95
Bill	05/12/2014		Comcast	service 5/17/14-6/16/14	Telephone, Landline	Government Funds:General - Govt	99.80
Bill	05/12/2014		Comcast	service 5/17/14-6/16/14	Television, Cable	Government Funds:General - Govt	4.95
Bill	05/12/2014		Comcast	taxes	Telephone, Landline	Government Funds:General - Govt	1.68
Bill	05/12/2014		Comcast	other charges	Television, Cable	Government Funds:General - Govt	5.99
Check	05/12/2014	DBT	Costco	Office supplies	Office Supplies	Government Funds:General - Govt	124.12
Check	05/12/2014	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	52.64
Bill	05/13/2014	CNIN644289	Advanced Document	Copier rental 5/4/14-6/3/14	Copier Lease	Government Funds:General - Govt	166.63
Bill	05/15/2014	317738	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	20.24
Bill	05/15/2014	317738	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	20.24
Bill	05/16/2014	CNIN644535	Advanced Document	April copier maintenance contract	Copier Lease	Government Funds:General - Govt	158.28
Check	05/16/2014	DBT	Walmart	paper	Instructional Supplies	Government Funds:Lottery - Unrestricted	8.82
Bill	05/20/2014	317954	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	3.75
Bill	05/20/2014	3087	Forest Ranch Charter School	Accounting services	Business Manager Services	Government Funds:General - Govt	800.00
Bill	05/21/2014		Redeemer Lutheran Church	June rent	Property Rental - Moss Ave	Government Funds:General - Govt	7,738.21
Bill	05/21/2014	KP792	NCTM	5 e-Memberships	5300-Dues and Membership	Government Funds:General - Govt	114.00
Bill	05/21/2014		Laura A. Mason	Bookkeeping Services	Bookkeeping Services	Government Funds:General - Govt	125.00
Check	05/21/2014	3476	Carmen Rodriguez	Food Max	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	14.97
Check	05/21/2014	3477	Knox Marlo	Supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	5.36
Check	05/21/2014	3477	Knox Marlo	Binding, lamination	Duplication Services	Government Funds:Lottery - Unrestricted:Classroo...	73.27
Check	05/21/2014	3478	Heather Fisher	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	36.51
Check	05/21/2014	3479	Richard Hirshen	Postage	Postage	Government Funds:General - Govt	6.20
Check	05/21/2014	3479	Richard Hirshen	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	34.55
Check	05/21/2014	3479	Richard Hirshen	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	2.24
Bill	05/22/2014	1684228027	Office Depot	Supplies	Office Supplies	Government Funds:General - Govt	131.12
Bill	05/22/2014		PG & E	4/22/14-5/20/14 service	Electricity	Government Funds:General - Govt	727.87
Check	05/22/2014	DBT	Amazon.com	behind the mask book	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Classroo...	17.49
Check	05/23/2014	DBT	Square Inc	credit card set up for Sherwoodstock	8699-Fundraising	Non Government:Sherwoodstock	0.49
Bill	05/24/2014		CUSD	Special Ed bill	9590 - Other Accts Payable	Government Funds:Restricted Funds:Special Ed/In...	42,076.00
Bill	05/26/2014	11635418	Chico Performances	PO#4218	Field Trips and Assemblies	Government Funds:Lottery - Unrestricted	2,910.00

Sherwood Montessori

Board of Directors - Vendor Payments Report

May 2014

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	05/27/2014	318219	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	8.35
Bill	05/27/2014	318219	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	8.35
Bill	05/28/2014	84206	McClelland Air Conditioning	A/C	Facility Repairs	Government Funds:General - Govt	90.00
Bill	05/28/2014		Recology	May services	Trash/Recycling	Government Funds:General - Govt	76.40
Bill	05/29/2014	1685749827	Office Depot	Supplies	Office Supplies	Government Funds:General - Govt	18.37
Bill	05/29/2014	7191	Chico Screenprint	Shirts	Fundraising Expenses	Non Government:Sherwoodstock	447.47
Check	05/29/2014	DBT	Costco	Office supplies	Office Supplies	Government Funds:General - Govt	30.09
Check	05/29/2014	DBT	Costco	Supplies	Custodial Supplies	Government Funds:General - Govt	42.98
Check	05/29/2014	DBT	Costco	Stamps	Postage	Government Funds:General - Govt	48.75
Bill	05/30/2014	318337	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Classroo...	13.17
Bill	05/30/2014	318337	S & S WHOLESALE PRODUCE	Farmers' Market	Farmers' Market	Non Government:Farmers' Market	13.16
Check	05/30/2014	DBT	Oregon Shakespeare Festival	shakespeare field trip	Field Trips and Assemblies	Non Government:Ashland	176.00
Bill	05/31/2014	400.00	Sofa King	Sofa King - Sherwoodstock	Fundraising Expenses	Non Government:Sherwoodstock	400.00
TOTAL							**76,002.28**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
May 2014

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	05/01/2014	Ashland	190.00
Deposit	05/08/2014	Fieldtrip	48.00
Deposit	05/08/2014	Fieldtrip	43.00
Deposit	05/08/2014	Fieldtrip	108.00
Deposit	05/08/2014	Fieldtrip	54.00
Deposit	05/08/2014	Fieldtrip	46.00
Deposit	05/12/2014	Fieldtrip	119.00
Deposit	05/12/2014	Fieldtrip	97.00
Deposit	05/12/2014	Fieldtrip	117.00
Deposit	05/12/2014	Fieldtrip	5.00
Deposit	05/12/2014	Fieldtrip	125.00
Deposit	05/12/2014	Ashland	870.00
Deposit	05/22/2014	Meghan/Kristina fieldtrip	75.00
Deposit	05/22/2014	Marlo fieldtrip	15.00
Deposit	05/22/2014	Lindsey fieldtrip	6.00
Total 8699-Field Trip Donations			1,918.00
8699-Fundraising			
Deposit	05/01/2014	Farmers' Market	6.30
Deposit	05/01/2014	Maria M's	40.00
Deposit	05/01/2014	Cookbook	31.50
Deposit	05/01/2014	Skillathon	567.00
Deposit	05/01/2014	Kristina/Meghan fundraiser	55.00
Deposit	05/08/2014	Skillathon	120.00
Deposit	05/08/2014	Fundraiser	42.80
Deposit	05/12/2014	Maria M's	80.00
Deposit	05/12/2014	Farmers' market	10.00
Deposit	05/12/2014	Skillathon	50.00
Deposit	05/12/2014	Fieldtrip	114.00
Deposit	05/12/2014	Cookbooks	10.00
Deposit	05/12/2014	Reimbursement	30.00
Deposit	05/22/2014	Meghan/Kristina fundraiser	238.36
Deposit	05/22/2014	Maria M's	15.00
Deposit	05/22/2014	Reimbursement from Healther	2.99
Deposit	05/22/2014	Anonymous Donation	5.00
Deposit	05/22/2014	Ashland	330.00
Deposit	05/22/2014	Skillathon	200.00
Deposit	05/23/2014	Square Inc funds	0.49
Check	05/23/2014	credit card set up for Sherwoodstock	-0.49
Deposit	05/28/2014	tamale fundraiser	807.00
Deposit	05/29/2014	eScrip donations	14.72
Deposit	05/30/2014	Maria M's	30.00
Deposit	05/30/2014	Sherwoodstock	433.62
Total 8699-Fundraising			3,233.29
Total 8699-Fundraising and Donations			5,151.29
Total 8600-8799 Other Local Revenue			5,151.29
Total 8000-Revenues			5,151.29

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
May 2014

Type	Date	Memo	Amount
TOTAL			**5,151.29**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Facilities Update**

Date: June 13, 2014 for the meeting of June 19, 2014

SUMMARY

The School Director will present the current facilities options on the table for 2014-2015.

DISCUSSION

The ad hoc Facilities Committee of the Board of Directors and the School Director have worked tirelessly for over two years attempting to find a suitable facility and/or location to accommodate the growth of the school. This issue is a common one for charter schools across the country; Sherwood recently participated in a nationwide research project aimed at informing policy makers about the scope of the problem.

Currently, three options are available to pursue:

1. The whole school remains at 746 Moss Ave after extending our lease.
2. The whole school moves to an 8 acre site on Entler Ave. in August.
3. The whole school moves to an 8 acres site on Entler Ave. in December after extending the lease at Moss Ave. through December.

Advantages to the Entler site include:

- Location in area eligible for SB 740 funds which would generate over $100,000 per year for the school for as long as it was located on Entler.
- Proximity to riparian ecosystems and agricultural projects.
- No shared space.
- Access to five portable classrooms and one portable restroom from CUSD at the cost of $1 each.
- Current owner is open to build-to-suit arrangement with long-term lease.

Advantages to the Moss Ave. site are:

- It is a known situation.
- Current location is favorable for many current students in terms of proximity.

ACTION REQUESTED:

Discuss facilities options.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Middle School Program

Date: June 13, 2014 for the meeting of June 19, 2014

SUMMARY

The middle school program's enrollment has declined and a decision must be made whether or not to suspend 7th and 8th grades for the 2014-2015 school year.

DISCUSSION

The enrollment in middle school has dropped to eight students. This number is not high enough to continue the middle school program without a troubling financial burden on the rest of the school's program. We also do not have a certain solution to the facilities issue that was a major contributor to the decline in middle school enrollment. Recruitment of a teacher of the caliber that Sherwood seeks to retain has not been successful. Finally, running a thriving middle school program also requires a significant amount of administrative support. Considering the growth stage Sherwood is in currently, this may not be the best use of administrative resources at this time.

ACTION REQUESTED:

Suspend the middle school program for the 2014-2015 school year.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Local Control Accountability Plan (LCAP)

Date: June 13, 2014 for the meeting of June 19, 2013

SUMMARY

Each public school, public school district, county office of education, and charter school in California must adopt an LCAP by July 1, 2014.

DISCUSSION

Each district and charter school in the state of California is required to develop an LCAP and have it approved by local boards by July 1st. The LCAP is designed to improve services to significant pupil populations and the entire pupil population. The LCAP is meant to describe how additional revenues from the Local Control Funding Formula (LCFF) will be used by the school to accomplish these improved services. Input from all stakeholders is used in the creation of the LCAP.

ACTION REQUESTED

Approve LCAP.

Attachments: Information regarding LCAPs and charter schools from School Services California (SSC), Draft of Sherwood's LCAP

Charter Schools and the LCAP 3-5

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- Like school districts, each charter school with a petition must prepare an LCAP
  - The charter school cannot be included in the chartering authority's LCAP
  - The charter school or its operator must prepare a separate LCAP for each charter school that has a separate charter petition
- Charter schools must adopt an LCAP by July 1, 2014, and update it annually thereafter
- Charter schools that file an initial charter petition or renewal after July 1, 2013, need to incorporate a description of the annual goals and actions, in the applicable eight state priority areas, into their petition

LCAP Requirements 3-6

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LCAP Requirements	School Districts and COEs		Charter Schools	
Eight State Priorities	All eight state priorities COE's – two additional state priorities		Only include those priorities that apply for the grade levels served or the nature of the program operated	
Consultation	• Teachers • Principals • Administrators • Parents • Pupils	• Other School Personnel • Local Bargaining Units	• Teachers • Principals • Administrators • Parents	• Pupils • Other School Personnel
Review and Comment	• Parent Advisory Committee • English Learner Parent Advisory Committee • Superintendent must respond in writing to comments received		No review and comment requirements	
LCAP Template	Use template as provided with each section filled in		May adjust Section 2 to align with the term of the charter budget	

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LCAP Requirements

3-7

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LCAP Requirements	School Districts and COEs	Charter Schools
Use of Supplemental and Concentration Grants	Use of funds on districtwide basis if unduplicated count exceeds 55% or schoolwide if unduplicated count exceeds 40% with justification	No minimum threshold to use charterwide, must simply provide justification
Adoption	During a public meeting held after, but not on the same day as, the public hearing	No public meeting required, but encouraged
Posting Requirements	• Any LCAP approved by the governing board of a school district must be posted on the district's website • Any LCAP approved by the county board of education and all LCAPs submitted by school districts must be posted by the county superintendent	• No posting of LCAP by charter schools or their chartering authorities required, but encouraged • County superintendents not required to post charter school LCAPs, but encouraged
Approval	• District LCAP must be approved by the county superintendent • County office LCAP must be approved by the SPI	Must be submitted to chartering authority and county superintendent, but not approved by either party

Frequently Asked Expenditure Questions

3-8

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- Must all LCFF funds (base, supplemental, and concentration grants) be identified in the LCAP or are we only required to document the use of supplemental and concentration grant funds?
- How do we demonstrate proportionality in the LCAP?

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§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Sherwood Montessori **Contact (Name, Title, Email, Phone Number): Michelle Yezbick, Director, michelle@sherwoodmontessori.org, (530) 345-6600**
LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

***Basic**: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only)**: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only)**: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

***Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

***Other pupil outcomes**: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

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C. Engagement:

***Parent involvement**: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

***Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

***School climate**: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

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4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Stakeholders' survey: From April 25, 2014 to May 9, 2014 survey results were collected from parents, teachers, teachers' aides, and community members.	A broad range of suggestions for improved services to all students and to the significant sub-population of socioeconomically disadvantaged students were collected from the survey.
Focus group meeting: From April 25, 2014 to May 9, 2014 an announcement inviting parents, teachers, teachers' aides, and community members to join a focus group to develop the LCAP was distributed electronically, on paper for families who don't use email, and posted at the school. A focus group of two parents and a community member was formed and a meeting was held on May 29, 2014.	The focus group participants identified emergent themes from the data collected by the survey. From these themes, goals and actions to take to achieve these goals were determined.
Student input interviews: During the week of June 4th, students who were chosen through a random number generator to give the Director feedback regarding how the school could be improved.	Randomly chosen students and some self-selected students gave input for the LCAP by identifying ways that school could be improved to help students learn and to have more fun at school. Many ideas generated from the student interviews dovetailed with the themes identified at the focus group meeting.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer

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pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Students need caring, committed, collaborative, exemplary, responsive credentialed teachers who embrace the Montessori method. **Metrics:** Credentials – CALPADS annual Credential Report; CCSS Training Pro.Dev. Sign-In, Records of Montessori training,	**Goal 1: Provide high quality, authentic Montessori instruction with curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair.**							
	Goal 1.1: Provide highly qualified teachers for all students.	All students Economically disadvantaged students	All/whole school		Maintain 100% highly qualified credentialed teachers	Maintain 100% highly qualified credentialed teachers	Maintain 100% highly qualified credentialed teachers	**Priority #1** Basic Services
	Goal 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	All students Economically disadvantaged students	All/whole school		Provide professional development on CCSS and the Montessori method.	Move from stage 2 to stage 3 of CCSS implement-ation: align progress monitoring	Move from stage 3 to stage 4 of CCSS implementation: align teacher evaluation and support.	**Priority #2** Implementation of CCSS
	Goal 1.3: Provide a broad range of Montessori materials.	All students Economically disadvantaged students	All/whole school		Maintain materials in good repair and replace/add to materials as needed.	Maintain materials in good repair and replace/add to materials as needed.	Maintain materials in good repair and replace/add to materials as needed.	**Priority #1** Basic Services

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
coaching and mentoring; Facilities Inspection Reports. **Need:** Academic skills to access curriculum & instruction **Metrics:** Literacy-Benchmark reading and writing assessments. Math - Smarter Balanced Assessment in Math	Goal 1.4: Provide a facility in good repair, set up a school library, and improve PE/recess equipment.	All students Economically disadvantaged students	All/whole school		Maintain and improve school facility, set up a school library, add to PE/recess equipment.	Maintain and improve school facility, set up a school library, add to PE/recess equipment.	Maintain and improve school facility, set up a school library, add to PE/recess equipment.	**Priority #1** Basic Services
	Goal 1.5: Refine Student Based Intervention Team (SBIT) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	All students Socio-economically Disadvantaged students	All/whole school		Retain qualified SBIT Coordinator to work collaboratively with Director, teachers, and parents. Collect data to determine which students need access to the SBIT process.	Retain qualified SBIT Coordinator to work collaboratively with Director, teachers, and parents. Collect data to determine which students need access to the SBIT process. Track individual students' growth to show	Retain qualified SBIT Coordinator to work collaboratively with Director, teachers, and parents. Collect data to determine which students need access to the SBIT process. Track individual students' growth to show movement towards identified SBIT goals.	**Priority #2** Implementation of CCSS **Priority #4** Pupil Achievement **Priority #7** Course Access **Priority #8** Other Student Outcomes

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Families feeling welcomed, connected and able to support the educational success of their students and the success of the school as a whole. **Metrics:** Parent input survey results, volunteer tracking data, parent education sign-in sheets,						movement towards identified SBIT goals.		
	Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.							
	Goal 2.1: Ensure that parents understand the ways the school communicates with students' families.	All students Socio-economically Disadvantaged students	All/whole school		Parent survey results will reflect an increase in positive responses to questions about communication from school to home.	Parent survey results will reflect an increase in positive responses to questions about communication from school to home.	Parent survey results will reflect an increase in positive responses to questions about communication from school to home.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate
	Goal 2.2: Ensure that parents understand the nature of the Montessori method of education.	All students Socio-economically Disadvantaged students	All/whole school		Parent education sign-in sheets will reflect an increase in the number of parents	Parent education sign-in sheets will reflect an increase in the number of parents	Parent education sign-in sheets will reflect an increase in the number of parents accessing these	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6**

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
teacher input surveys, suspension and expulsion data, attendance rates and chronic absenteeism rates, middle school dropout rates, graduation rates					accessing these opportunities.	accessing these opportunities.	opportunities.	School Climate
	Goal 2.3: Improve parent involvement and volunteerism.	All students Socio-economically Disadvantaged students	All/whole school		Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.	Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.	Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate
	Goal 2.4: Increase attendance and graduation rates for all students and all subgroups and decrease chronic absenteeism and suspension rates.	All students Socio-economically Disadvantaged students	All/whole school		Implement conferences with parents of chronically absent students.	Continue conferences with parents of chronically absent students and implement SBIT process for same students.	Continue conferences with parents of chronically absent students, continue to implement SBIT process for same students, and implement SBIT process for any	**Priority #5** Student Engagement **Priority #6** School Climate **Priority #4** Pupil Achievement **Priority #8** Other Student Outcomes

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
							students with suspensions.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

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Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
	Goal 1: Provide high quality, authentic Montessori instruction with curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair.						

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1.1: Provide highly qualified teachers for all students.	**Priority #1** Basic Services	Continue to monitor teacher credentials and assignments.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	**Priority #2** Implementation of CCSS	Teachers will work in grade-level teams and School Director to assess progress on implementing CCSS.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.3: Provide a broad range of Montessori materials.	**Priority #1** Basic Services	Teachers will work with School Director to assess completeness of materials considering demands of CCSS.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.4: Provide a facility in good repair, set up a school	**Priority #1** Basic Services	Continue to conduct site inspections and identify any areas of deficiency.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
library, and improve PE/recess equipment.							
Goal 1.5: Refine Student Based Intervention Team (SBIT) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	**Priority #2** Implementation of CCSS **Priority #4** Pupil Achievement **Priority #7** Course Access **Priority #8** Other Student Outcomes	SBIT Coordinator will work with teachers, parents, and School Director to ensure that all students needing intervention are identified and served.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
	Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.						

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 2.1: Ensure that parents understand the ways the school communicates with students' families.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate	Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2.2: Ensure that parents understand the nature of the Montessori method of education.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate	Office staff will ensure that all parents are aware of parent education opportunities through established communication systems.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2.3: Improve parent involvement	**Priority #3** Parent Involvement	Office staff will coordinate with Sherwood Montessori Parent	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
and volunteerism.	**Priority #5** Student Engagement **Priority #6** School Climate	Organization (SMPO) to track volunteer hours and notify parents of volunteer opportunities.					
Goal 2.4: Increase attendance and graduation rates for all students and all subgroups and decrease chronic absenteeism and suspension rates.	**Priority #5** Student Engagement **Priority #6** School Climate **Priority #4** Pupil Achievement **Priority #8** Other Student Outcomes	Office staff will closely monitor attendance and implement School Attendance Review Board (SARB) procedures when absenteeism is a problem. Teachers will refer students eligible for suspension to the SBIT Coordinator.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils

redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1: Provide high quality, authentic Montessori instruction with curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair.							
Goal 1.1: Provide highly qualified teachers for all students.	**Priority #1** Basic Service	*For low income pupils:* Continue to monitor teacher credentials and assignments.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	**Priority #2** Implementation of CCSS	*For low income pupils:* Teachers will work in grade-level teams and School Director to assess progress on implementing CCSS.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.3: Provide a broad range of Montessori materials.	**Priority #1** Basic Services	*For low income pupils:* Teachers will work with School Director to assess completeness of materials considering demands of CCSS.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.4: Provide a facility in good repair, set up a	**Priority #1** Basic Services	*For low income pupils:* Continue to conduct site inspections and identify	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
school library, and improve PE/recess equipment.		any areas of deficiency.					
Goal 1.5: Refine Student Based Intervention Team (SBIT) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	**Priority #2** Implementation of CCSS **Priority #4** Pupil Achievement **Priority #7** Course Access **Priority #8** Other Student Outcomes	*For low income pupils:* SBIT Coordinator will work with teachers, parents, and School Director to ensure that all students needing intervention are identified and served.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.							
Goal 2.1: Ensure that parents understand the ways the school communicates	**Priority #3** Parent Involvement **Priority #5**	*For low income pupils:* Office staff will review enrollment to ensure that each family has updated contact information.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
with students' families.	Student Engagement **Priority #6** School Climate	Teachers will assess parents' understanding of communication procedures at conferences.					
Goal 2.2: Ensure that parents understand the nature of the Montessori method of education.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate	*For low income pupils:* Office staff will ensure that all parents are aware of parent education opportunities through established communication systems.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2.3: Improve parent involvement and volunteerism.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate	*For low income pupils:* Office staff will coordinate with Sherwood Montessori Parent Organization (SMPO) to track volunteer hours and notify parents of volunteer opportunities.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2.4: Increase attendance and	**Priority #5** Student	*For low income pupils:* Office staff will closely	All/whole school		Cost: $xxx	Cost: $xxx	Cost: $xxx

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
graduation rates for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Engagement **Priority #6** School Climate **Priority #4** Pupil Achievement **Priority #8** Other Student Outcomes	monitor attendance and implement School Attendance Review Board (SARB) procedures when absenteeism is a problem. Teachers will refer students eligible for suspension to the SBIT Coordinator.			Source:$xxx	Source:$xxx	Source:$xxx
Goal 3: Socioeconomically disadvantaged students will have access to free or reduced lunch.	**Priority #4** Pupil Achievement **Priority #5** Student Engagement **Priority #6** School Climate	*For low income students:* The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 4: Socioeconomically disadvantaged students will have access to free child care after school and during	**Priority #3** Parent Involvement **Priority #5** Student Engagement	*For low income students:* The school will provide free child care after school and during school events for families that qualify for free or reduced lunch due to low income.	All/whole school		Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
school events.	**Priority #6** School Climate						
		For English learners: N/A					
		For foster youth: N/A					
		For redesignated fluent English proficient pupils:N/A					

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Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

TBD with input from Lisa Speegle.

C. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

TBD

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Bylaw Amendment

Date: June 13, 2014 for the meeting of June 19, 2013

SUMMARY

The current bylaws are too restrictive regarding who is elibible to serve on the Board of Directors.

DISCUSSION

Currently, the bylaw regarding eligibility to serve on the Board of Directors reads:

SECTION 7. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, Not more than thirty three percent (33%) of the persons serving on the board may be interested persons. No board member shall be an interested person of the Director of the School or Lead Teacher. For purposes of this Section, "interested persons," means either:

1. Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, staff member, independent contractor, or otherwise or;

2. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

The following language reflects the change desired:

SECTION 7. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, Not more than thirty three percent (33%) of the persons serving on the board may be interested persons. No board member shall be an interested person of the Director of the School or Lead Teacher. For purposes of this Section, "interested persons," means either:

1. Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, staff member, independent contractor, or otherwise or;

2. Any immediate family member of such person, including: children, spouse or domestic partner, and mother or father of any such person.

ACTION REQUESTED

Amend bylaw.

SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3, 746 Moss Avenue, Chico, California**

Date/Time: **Monday, June 30, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Robyn Faraone, David Kuperman, Stephen Lucas, Corin Meester, Peter DiFalco, Chris Fosen, and Erwin Williams

2. REGULAR BUSINESS

2.1 Education Protection Act (EPA)

The Board will be asked to approve spending of EPA funds.

ACTION REQUESTED: Approve EPA spending plan.

2.2 Adoption of Local Control Accountability Plan (LCAP)

The Board will receive a draft of the school's Local Control Accountability Plan (LCAP).

ACTION REQUESTED: Adopt Sherwood's LCAP.

2.3 Draft of School Budget for 2014-2015

The School Director will provide the Board of Directors with a recommendation from the Budget Committee for a budget for the 2014-2015 school year.

ACTION REQUESTED: Approve budget.

2.4 Middle School Program

The Board will be asked to make a decision regarding the future of the middle school program.

ACTION REQUESTED: Suspend the middle school program for the 2014-2015 school year.

3. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

4. FUTURE AGENDA ITEMS

4.1 The Board will approve an Employee Handbook for 2014-2015.

4.2 New officers will be appointed from the Board of Directors.

4.3 The Board will appoint new Directors to standing committees of the Board of Directors.

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

4.4 The Board will be presented with the Unaudited Actual Financial Report for approval.

4.5 The Board will present exiting Directors with Resolutions of Commendation

5. CLOSED SESSION

5.1 Public Employee Performance Evaluation

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

6. ADJOURNMENT (Est. 8:00 p.m.)

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Agenda Item 2.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.1 – Education Protection Account Spending Resolution**

Date: June 27, 2014 for the meeting of June 30, 2014

SUMMARY

Sherwood must pass a Board resolution to determine the use of EPA funds.

DISCUSSION

The funds received from the Education Protection Act must be spent with a Board approved resolution such as the one proposed here.

ACTION REQUESTED

Pass resolution.

Attachments: Resolution Regarding the Education Protection Account

Agenda Item 2.1
Attachment

SHERWOOD MONTESSORI

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Business Manager shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Sherwood Montessori;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Sherwood Montessori has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 30, 2014.

_____

Board Chair, Steve Lucas

2013-14 Education Protection Account
Program by Resource Report
Expenditures by Function – Detail

Sherwood Montessori
Education Protection Acccount Spending Plan
Expenditures through: June 30, 2014
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	150,012
Deferred Revenue	9650	
TOTAL AVAILABLE		150,012
EXPENDITURES AND OTHER FINANCING USES	Function	Amount
(Objects 1000-7999)		
Instruction	1000-1999	150,012
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media, and Technology	2420	
Other Instructional Resources	2490-2495	
School Administration	2700	
Pupil Services		
Guidance and Counseling Services	3110	
Psychological Services	3120	
Attendance and Social Work Services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Administration	7000-7999	
Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		150,012
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

2014-15 Education Protection Account
Program by Resource Report
Expenditures by Function – Detail

Sherwood Montessori
Education Protection Acccount Spending Plan
Planned expenditures through: June 30, 2015
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	156,525
Deferred Revenue	9650	
TOTAL AVAILABLE		156,525
EXPENDITURES AND OTHER FINANCING USES	Function	Amount
(Objects 1000-7999)		
Instruction	1000-1999	156,525
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media, and Technology	2420	
Other Instructional Resources	2490-2495	
School Administration	2700	
Pupil Services		
Guidance and Counseling Services	3110	
Psychological Services	3120	
Attendance and Social Work Services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Administration	7000-7999	
Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		156,525
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		-

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Local Control Accountability Plan (LCAP)

Date: June 27, 2014 for the meeting of June 30, 2013

SUMMARY

Each public school, public school district, county office of education, and charter school in California must adopt an LCAP by July 1, 2014.

DISCUSSION

Each district and charter school in the state of California is required to develop an LCAP and have it adopted by local boards by July 1st. The LCAP is designed to improve services to significant pupil populations and the entire pupil population. The LCAP is meant to describe how additional revenues from the Local Control Funding Formula (LCFF) will be used by the school to accomplish these improved services. Input from all stakeholders is used in the creation of the LCAP.

ACTION REQUESTED

Adopt LCAP.

Attachment: Draft of Sherwood's LCAP

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Agenda Item 2.2 Attachment

SHERWOOD MONTESSORI

Introduction:

Sherwood Montessori was started when a group of parents saw the need for a Montessori approach to education in the Chico community. Russell Shapiro, the first Board Chair wrote the school's Charter Petition and it was approved by the Chico Unified School District Board of Education on December 2, 2009. Planning for the school's opening began immediately and Sherwood opened its doors to close to 100 students on August 25, 2010. Twenty months later, on March 7, 2012, our Charter was successfully renewed for the next five years.

Sherwood Montessori offers Chico families a unique, high quality, alternative education free of tuition. We use an authentic Montessori approach to education which has proven effective for children on six continents for the past 100 years. Our curriculum meets and exceeds the California State Standards as we prepare all of our students for success in the twenty-first century.

Our Mission Statement reads:

The mission of Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers. The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on educating the whole child intellectually, physically, and psychologically. The methodology used will develop a firm foundation for the students, and will emphasize ethics, initiative, persistence, and self-confidence.

This mission will be accomplished by a concerted community-based effort between the school, the parents, and the individual child.

Core Values:

To successfully implement and sustain this mission, the school will be founded on the following core values:

- To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects
- To maintain a diverse total school population through inclusive mixed-aged, mentor based

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classrooms that welcome all students

• To place emphasis on collaboration, problem-solving, and self-directed goal-setting for each Montessori student according to developmental readiness

• To nurture a commitment toward sustainability and environmental awareness locally and

globally, both in Chico and in the greater world

• To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy

• To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy

• To nurture high parental involvement and collaboration in all areas of education and Governance

Adopted by the Sherwood Montessori's Board of Directors at an open, public meeting on June 30, 2014.

Accepted by Chico Unified School District on _____ by _____.

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LEA: Sherwood Montessori **Contact (Name, Title, Email, Phone Number): Michelle Yezbick, Director, michelle@sherwoodmontessori.org, (530) 345-6600**
LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

***Basic**: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only)**: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only)**: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

***Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

***Other pupil outcomes**: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

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C. Engagement:

Parent involvement*: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement*: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate*: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

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4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Stakeholders' survey: From April 25, 2014 to May 9, 2014 survey results were collected from parents, teachers, teachers' aides, and community members.	A broad range of suggestions for improved services to all students and to the significant sub-population of socioeconomically disadvantaged students were collected from the survey.
Focus group meeting: From April 25, 2014 to May 9, 2014 an announcement inviting parents, teachers, teachers' aides, and community members to join a focus group to develop the LCAP was distributed electronically, on paper for families who don't use email, and posted at the school. A focus group of two parents and a community member was formed and a meeting was held on May 29, 2014.	The focus group participants identified emergent themes from the data collected by the survey. From these themes, goals and actions to take to achieve these goals were determined.
Student input interviews: During the week of June 4th, students who were chosen through a random number generator to give the Director feedback regarding how the school could be improved.	Randomly chosen students and some self-selected students gave input for the LCAP by identifying ways that school could be improved to help students learn and to have more fun at school. Many ideas generated from the student interviews dovetailed with the themes identified at the focus group meeting.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer

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pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Students need caring, committed, collaborative, exemplary, responsive credentialed teachers who embrace the Montessori method. **Metrics:** Credentials – CALPADS annual Credential Report; CCSS Training Pro.Dev. Sign-In, Records of Montessori training,	**Goal 1: Provide high quality, authentic Montessori instruction with curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair.**							
	Goal 1.1: Provide highly qualified teachers for all students.	All students Economically disadvantaged students	All/whole school		Maintain 100% highly qualified credentialed teachers	Maintain 100% highly qualified credentialed teachers	Maintain 100% highly qualified credentialed teachers	**Priority #1** Basic Services
	Goal 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	All students Economically disadvantaged students	All/whole school		Provide professional development on CCSS and the Montessori method.	Move from stage 2 to stage 3 of CCSS implement-ation: align progress monitoring	Move from stage 3 to stage 4 of CCSS implementation: align teacher evaluation and support.	**Priority #2** Implementation of CCSS
	Goal 1.3: Provide a broad range of Montessori materials.	All students Economically disadvantaged students	All/whole school		Maintain materials in good repair and replace/add to materials as needed.	Maintain materials in good repair and replace/add to materials as needed.	Maintain materials in good repair and replace/add to materials as needed.	**Priority #1** Basic Services

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
coaching and mentoring; Facilities Inspection Reports. **Need:** Academic skills to access curriculum & instruction **Metrics:** Literacy-Benchmark reading and writing assessments. Math - Smarter Balanced Assessment in Math	Goal 1.4: Provide a facility in good repair, set up a school library, and improve PE/recess equipment.	All students Economically disadvantaged students	All/whole school		Maintain and improve school facility, set up a school library, add to PE/recess equipment.	Maintain and improve school facility, set up a school library, add to PE/recess equipment.	Maintain and improve school facility, set up a school library, add to PE/recess equipment.	**Priority #1** Basic Services
	Goal 1.5: Refine Student Based Intervention Team (SBIT) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	All students Socio-economically Disadvantaged students	All/whole school		Retain qualified SBIT Coordinator to work collaboratively with Director, teachers, and parents. Collect data to determine which students need access to the SBIT process.	Retain qualified SBIT Coordinator to work collaboratively with Director, teachers, and parents. Collect data to determine which students need access to the SBIT process. Track individual students' growth to show	Retain qualified SBIT Coordinator to work collaboratively with Director, teachers, and parents. Collect data to determine which students need access to the SBIT process. Track individual students' growth to show movement towards identified SBIT goals.	**Priority #2** Implementation of CCSS **Priority #4** Pupil Achievement **Priority #7** Course Access **Priority #8** Other Student Outcomes

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Families feeling welcomed, connected and able to support the educational success of their students and the success of the school as a whole. **Metrics:** Parent input survey results, volunteer tracking data, parent education sign-in sheets,						movement towards identified SBIT goals.		
	Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.							
	Goal 2.1: Ensure that parents understand the ways the school communicates with students' families.	All students Socio-economically Disadvantaged students	All/whole school		Parent survey results will reflect an increase in positive responses to questions about communication from school to home.	Parent survey results will reflect an increase in positive responses to questions about communication from school to home.	Parent survey results will reflect an increase in positive responses to questions about communication from school to home.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate
	Goal 2.2: Ensure that parents understand the nature of the Montessori method of education.	All students Socio-economically Disadvantaged students	All/whole school		Parent education sign-in sheets will reflect an increase in the number of parents	Parent education sign-in sheets will reflect an increase in the number of parents	Parent education sign-in sheets will reflect an increase in the number of parents accessing these	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6**

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
teacher input surveys, suspension and expulsion data, attendance rates and chronic absenteeism rates, middle school dropout rates, graduation rates					accessing these opportunities.	accessing these opportunities.	opportunities.	School Climate
	Goal 2.3: Improve parent involvement and volunteerism.	All students Socio-economically Disadvantaged students	All/whole school		Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.	Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.	Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate
	Goal 2.4: Increase attendance and graduation rates for all students and all subgroups and decrease chronic absenteeism and suspension rates.	All students Socio-economically Disadvantaged students	All/whole school		Implement conferences with parents of chronically absent students.	Continue conferences with parents of chronically absent students and implement SBIT process for same students.	Continue conferences with parents of chronically absent students, continue to implement SBIT process for same students, and implement SBIT process for any	**Priority #5** Student Engagement **Priority #6** School Climate **Priority #4** Pupil Achievement **Priority #8** Other Student Outcomes

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
							students with suspensions.	

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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
	Goal 1: Provide high quality, authentic Montessori instruction with curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair.						

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1.1: Provide highly qualified teachers for all students.	**Priority #1** Basic Services	Continue to monitor teacher credentials and assignments.	All/whole school		Cost: $2,000 Source: General Fund	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	**Priority #2** Implementation of CCSS	Teachers will work in grade-level teams and School Director to assess progress on implementing CCSS.	All/whole school		Cost: $3,000 Source: General Fund	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.3: Provide a broad range of Montessori materials.	**Priority #1** Basic Services	Teachers will work with School Director to assess completeness of materials considering demands of CCSS.	All/whole school		Cost: $2,100 Source: General Fund	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.4: Provide a facility in good repair, set up a school	**Priority #1** Basic Services	Continue to conduct site inspections and identify any areas of deficiency.	All/whole school		Cost: $ 500 Source: General Fund	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
library, and improve PE/recess equipment.							
Goal 1.5: Refine Student Based Intervention Team (SBIT) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	**Priority #2** Implementation of CCSS **Priority #4** Pupil Achievement **Priority #7** Course Access **Priority #8** Other Student Outcomes	SBIT Coordinator will work with teachers, parents, and School Director to ensure that all students needing intervention are identified and served.	All/whole school		Cost: $10,134 Source: General Fund	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
	Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.						

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 2.1: Ensure that parents understand the ways the school communicates with students' families.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate	Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences.	All/whole school		Cost: $3,000 Source: General Fund	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2.2: Ensure that parents understand the nature of the Montessori method of education.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate	Office staff will ensure that all parents are aware of parent education opportunities through established communication systems.	All/whole school		Cost: $3,000 Source: General Fund	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2.3: Improve parent involvement	**Priority #3** Parent Involvement	Office staff will coordinate with Sherwood Montessori Parent	All/whole school		Cost: $4,000 Source: General Fund	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
and volunteerism.	**Priority #5** Student Engagement **Priority #6** School Climate	Organization (SMPO) to track volunteer hours and notify parents of volunteer opportunities.					
Goal 2.4: Increase attendance and graduation rates for all students and all subgroups and decrease chronic absenteeism and suspension rates.	**Priority #5** Student Engagement **Priority #6** School Climate **Priority #4** Pupil Achievement **Priority #8** Other Student Outcomes	Office staff will closely monitor attendance and implement School Attendance Review Board (SARB) procedures when absenteeism is a problem. Teachers will refer students eligible for suspension to the SBIT Coordinator.	All/whole school		Cost: $2,000 Source: General Fund	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils

redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1: Provide high quality, authentic Montessori instruction with curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair.							
Goal 1.1: Provide highly qualified teachers for all students.	**Priority #1** Basic Service	*For low income pupils:* Continue to monitor teacher credentials and assignments.	All/whole school		Cost: $2,000 Source: General Fund/LCFF Supplemental Funds	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	**Priority #2** Implementation of CCSS	*For low income pupils:* Teachers will work in grade-level teams and School Director to assess progress on implementing CCSS.	All/whole school		Cost: $3,000 Source: General Fund/LCFF Supplemental Funds	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.3: Provide a broad range of Montessori materials.	**Priority #1** Basic Services	*For low income pupils:* Teachers will work with School Director to assess completeness of materials considering demands of CCSS.	All/whole school		Cost: $2,100 Source: General Fund/LCFF Supplemental Funds	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 1.4: Provide a facility in good	**Priority #1** Basic Services	*For low income pupils:* Continue to conduct site	All/whole school		Cost: $500	Cost: $xxx	Cost: $xxx

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
repair, set up a school library, and improve PE/recess equipment.		inspections and identify any areas of deficiency.			Source: General Fund/LCFF Supplemental Funds	Source:$xxx	Source:$xxx
Goal 1.5: Refine Student Based Intervention Team (SBIT) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	**Priority #2** Implementation of CCSS **Priority #4** Pupil Achievement **Priority #7** Course Access **Priority #8** Other Student Outcomes	*For low income pupils:* SBIT Coordinator will work with teachers, parents, and School Director to ensure that all students needing intervention are identified and served.	All/whole school		Cost: $10,134 Source: General Fund/LCFF Supplemental Funds	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.							
Goal 2.1: Ensure that parents understand the ways the school	**Priority #3** Parent Involvement	*For low income pupils:* Office staff will review enrollment to ensure that each family has updated	All/whole school		Cost: $3,000 Source:General Fund/LCFF	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
communicates with students' families.	**Priority #5** Student Engagement **Priority #6** School Climate	contact information. Teachers will assess parents' understanding of communication procedures at conferences.			Supplemental Funds		
Goal 2.2: Ensure that parents understand the nature of the Montessori method of education.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate	*For low income pupils:* Office staff will ensure that all parents are aware of parent education opportunities through established communication systems.	All/whole school		Cost: $3,000 Source: General Fund/LCFF Supplemental Funds	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2.3: Improve parent involvement and volunteerism.	**Priority #3** Parent Involvement **Priority #5** Student Engagement **Priority #6** School Climate	*For low income pupils:* Office staff will coordinate with Sherwood Montessori Parent Organization (SMPO) to track volunteer hours and notify parents of volunteer opportunities.	All/whole school		Cost: $4,000 Source: General Fund/LCFF Supplemental Funds	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 2.4: Increase	**Priority #5**	*For low income pupils:*	All/whole		Cost: $ 2,000	Cost: $xxx	Cost: $xxx

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
attendance and graduation rates for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Student Engagement **Priority #6** School Climate **Priority #4** Pupil Achievement **Priority #8** Other Student Outcomes	Office staff will closely monitor attendance and implement School Attendance Review Board (SARB) procedures when absenteeism is a problem. Teachers will refer students eligible for suspension to the SBIT Coordinator.	school		Source: General Fund/LCFF Supplemental Funds	Source:$xxx	Source:$xxx
Goal 3: Socioeconomically disadvantaged students will have access to free or reduced lunch.	**Priority #4** Pupil Achievement **Priority #5** Student Engagement **Priority #6** School Climate	*For low income students:* The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	All/whole school		Cost: $ 2,000 Source: LCFF Supplemental Funds	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx
Goal 4: Socioeconomically disadvantaged students will have access to free child care after	**Priority #3** Parent Involvement **Priority #5** Student Engagement	*For low income students:* The school will provide free child care after school and during school events for families that qualify for free or reduced	All/whole school		Cost: $ 3,000 Source: LCFF Supplemental Funds	Cost: $xxx Source:$xxx	Cost: $xxx Source:$xxx

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
school and during school events.	**Priority #6** School Climate	lunch due to low income.					
		For English learners: N/A					
		For foster youth: N/A					
		For redesignated fluent English proficient pupils:N/A					

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C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

For the 2014-15 school year, Sherwood Montessori projects an enrollment of 176 students, 44 of which will be low income, foster youth or English learners, resulting in an unduplicated pupil percentage of 24.85%. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplemental and Concentration Grant funding for 2014-15 to be $17,367. Additional Supplement and Concentration Grant spending for the 2014-15 school year is projected to exceed the increased funding. Anticipated total spending is $34,734. A description of this spending is as follows:
$10,134 in salaries to an intervention coordinator. Intervention coordinator efforts will results in a reduction of the achievement gap between all students and students of low income, foster youth, students with disabilities, and English learners.
$17,000 for salaries of office staff to accomplish the tasks described in goals 1.1, 2.1, 2.2, 2.3, 2.4, 3 and 4 and whose efforts will results in a reduction of the achievement gap between all students and students of low income, foster youth, students with disabilities, and English learners. Work on goals 3 and 4, which provide free or reduced lunch or free after care, are specifically to benefit low income students.
$2,000 in after care staff salaries to cover cost of providing free after care for low income students.
$500 of School Director's time to conduct site inspections to maintain a facility in good repair which will result in a reduction of the achievement gap between all students and students of low income, foster youth, students with disabilities, and English learners.
$3,000 for CCSS-aligned trainings for faculty.
$2,100 in Montessori materials that address Common Core State Standards.
100% of the additional Supplement and Concentration Grant spending will support our goals of increasing overall student achievement in core academic areas and creating a positive, safe learning environment for all students.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR

15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Sherwood's proportionality percentage of 1.62% results in a 2014-15 school year estimated Supplemental and Concentration Grant funding amount of $17,367. Planned use of the funding is described above in Section C.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Proposed Budget for the 2014-2015 school year

Date: June 27, 2014 for the meeting of June 30, 2014

SUMMARY

The Budget Committee met on Wednesday, May 8, to draft a budget for the 2014-2015 school year.

DISCUSSION

Assumptions for creating the proposed budget included:

- 2% salary increase for all teachers
- Increase in rent for leasing East Avenue Community Church site
- 5% increase in benefits
- Increase in Office Aide hours and addition of benefits
- Substitute staff set at 4% of teachers' salaries
- Average daily attendance (ADA) based on 94.5%
- Most other expenses increase by 2%
- Enrollment based on growth model

Next year will there will be a deficit in the budget as we stretch to cover two sites, however, our ending fund balance and line of credit keep our reserves at an acceptable threshold.

ACTION REQUESTED:

Adopt proposed budget.

Attachment: Sherwood Initial Budget 2014-2015

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: Sherwood Montessori

CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Fiscal Year: 2014/15

To the entity that approved the charter school:

(___) 2014/15 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: _____ Title: _____

To the County Superintendent of Schools:

(___) 2014/15 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Jaclyn Kruger Title: Director of Fiscal Services

To the Superintendent of Public Instruction:

(___) 2014/15 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Jaclyn Kruger	Michelle Yezbick
Name	Name
Director, Fiscal Services	Director
Title	Title
530-891-3000	530-345-6600
Telephone	Telephone
jkruger@chicousd.org	michelle@sherwoodmontessori.org
E-mail address	E-mail address

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Sherwood Montessori

CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Budgeting Period: 2014/15

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. Revenue Limit Sources					
Local Control Funding Formula	8011	538,324.00	597,818.00	0.00	597,818.00
Education Protection Act Funds	8012	150,012.00	156,525.00	0.00	156,525.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092	0.00	0.00		0.00
Other Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00
Total, Revenue Limit Sources		688,336.00	754,343.00	0.00	754,343.00
2. Federal Revenues					
No Child Left Behind	8290	0.00		0.00	0.00
Special Education - Federal	8181, 8182	0.00		0.00	0.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00		0.00	0.00
Total, Federal Revenues		0.00	0.00	0.00	0.00
3. Other State Revenues					
Charter Schools Categorical Block Grant	8480 (8590 (Flex)	0.00	0.00		0.00
Special Education - State	StateRevSE	12,492.00		12,492.00	12,492.00
All Other State Revenues	StateRevAO	56,146.00	24,412.00	55,622.00	80,034.00
Total, Other State Revenues		68,638.00	24,412.00	68,114.00	92,526.00
4. Other Local Revenues					
Charter Schools Funding in Lieu of Property Taxes	8096	270,379.00	282,117.00		282,117.00
All Other Local Revenues	LocalRevAO	60,391.00	60,391.00		60,391.00
Total, Local Revenues		330,770.00	342,508.00	0.00	342,508.00
5. TOTAL REVENUES		1,087,744.00	1,121,263.00	68,114.00	1,189,377.00
B. EXPENDITURES					
1. Certificated Salaries					
Teachers' Salaries	1100	337,130.81	360,060.00	6,200.00	366,260.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	0.00	0.00	0.00	0.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		337,130.81	360,060.00	6,200.00	366,260.00
2. Non-certificated Salaries					
Instructional Aides' Salaries	2100	107,619.84	104,157.36	4,104.00	108,261.36
Non-certificated Support Salaries	2200	14,670.00	14,670.00	0.00	14,670.00
Non-certificated Supervisors' and Administrators' Sal.	2300	70,000.00	70,000.00	0.00	70,000.00
Clerical and Office Salaries	2400	23,760.00	37,440.00	0.00	37,440.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		216,049.84	226,267.36	4,104.00	230,371.36

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Sherwood Montessori

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	27,813.29	34,794.65	0.00	34,794.65
PERS	3201-3202	16,848.06	18,423.60	480.17	18,903.77
OASDI / Medicare / Alternative	3301-3302	21,416.21	22,628.42	305.75	22,934.17
Health and Welfare Benefits	3401-3402	43,068.00	57,648.00	0.00	57,648.00
Unemployment Insurance	3501-3502	7,140.00	6,902.00	238.00	7,140.00
Workers' Compensation Insurance	3601-3602	9,957.25	10,739.36	0.00	10,739.36
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
Total, Employee Benefits		126,242.81	151,136.03	1,023.92	152,159.95
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	6,500.00	0.00	6,630.00	6,630.00
Books and Other Reference Materials	4200	2,000.00	2,000.00	0.00	2,000.00
Materials and Supplies	4300	32,000.00	32,625.00	0.00	32,625.00
Noncapitalized Equipment	4400	24,100.00	0.00	0.00	0.00
Food	4700	0.00	0.00	0.00	0.00
Total, Books and Supplies		64,600.00	34,625.00	6,630.00	41,255.00
5. Services and Other Operating Expenditures					
Travel and Conferences	5200	12,722.00	4,775.00	0.00	4,775.00
Dues and Memberships	5300	1,245.00	1,280.00	0.00	1,280.00
Insurance	5400	16,936.00	20,323.00	0.00	20,323.00
Operations and Housekeeping Services	5500	25,914.00	26,432.00	0.00	26,432.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	100,901.00	159,793.00	50,166.00	209,959.00
Professional/Consulting Services and Operating Expend.	5800	57,611.00	52,664.00	0.00	52,664.00
Communications	5900	5,242.00	5,242.00	0.00	5,242.00
Total, Services and Other Operating Expenditures		220,571.00	270,509.00	50,166.00	320,675.00
6. Capital Outlay					
Sites and Improvements of Sites	6100	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	*6900*	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	84,152.00	111,580.00	0.00	111,580.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00
Debt Service:					
Interest	7438	1,000.00	1,000.00	0.00	1,000.00
Principal	7439	0.00	0.00	0.00	0.00
Transfers of Indirect / Direct Support Costs	7300-7399	0.00	0.00	0.00	0.00
Total, Other Outgo		85,152.00	112,580.00	0.00	112,580.00
8. TOTAL EXPENDITURES		1,049,746.46	1,155,177.39	68,123.92	1,223,301.31
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		37,997.54	(33,914.39)	(9.92)	(33,924.31)

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Sherwood Montessori

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	(9.92)	9.92	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(9.92)	9.92	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		37,997.54	(33,924.31)	0.00	(33,924.31)
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	143,218.00	181,215.54	0.00	181,215.54
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		143,218.00	181,215.54	0.00	181,215.54
2. Ending Fund Balance, June 30 (E + F.1.c.)		181,215.54	147,291.23	0.00	147,291.23

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Sherwood Montessori

CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Fiscal Year: 2014/15

This charter school uses the following basis of accounting:

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2014/15 Unrestricted	FY 2014/15 Restricted	FY 2014/15 Total	Totals for 2015/16	Totals for 2016/17
ADA Assumptions				166.32	177.66	181.44
Unduplicated Pupils				44.00	47.00	48.00
A. REVENUES						
1. Revenue Limit Sources						
Local Control Funding Formula	8011	597,818.00	0.00	597,818.00	723,735.00	825,007.00
Education Protection Act Funds	8012	156,525.00	0.00	156,525.00	167,197.00	170,764.00
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00	0.00	0.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00
Other Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, Revenue Limit Sources		754,343.00	0.00	754,343.00	890,932.00	995,771.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	0.00	0.00	0.00	0.00
3. Other State Revenues						
Charter Schools Categorical Block Grant	8480 (8590 Flex)	0.00	0.00	0.00	0.00	0.00
Special Education - State	StateRevSE	0.00	12,492.00	12,492.00	12,492.00	12,492.00
All Other State Revenues	StateRevAO	24,412.00	55,622.00	80,034.00	31,844.00	32,631.00
Total, Other State Revenues		24,412.00	68,114.00	92,526.00	44,336.00	45,123.00
4. Other Local Revenues						
Charter Schools Funding in Lieu of Property Taxes	8096	282,117.00	0.00	282,117.00	301,352.00	307,764.00
All Other Local Revenues	LocalRevAO	60,391.00	0.00	60,391.00	60,391.00	60,391.00
Total, Local Revenues		342,508.00	0.00	342,508.00	361,743.00	368,155.00
5. TOTAL REVENUES		1,121,263.00	68,114.00	1,189,377.00	1,297,011.00	1,409,049.00
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	360,060.00	6,200.00	366,260.00	407,837.00	415,994.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	0.00	0.00	0.00	0.00	0.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		360,060.00	6,200.00	366,260.00	407,837.00	415,994.00
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	104,157.36	4,104.00	108,261.36	109,343.97	110,437.41
Non-certificated Support Salaries	2200	14,670.00	0.00	14,670.00	12,998.70	13,128.69
Non-certificated Supervisors' and Administrators' Sal.	2300	70,000.00	0.00	70,000.00	70,000.00	70,000.00
Clerical and Office Salaries	2400	37,440.00	0.00	37,440.00	37,814.40	38,192.54
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		226,267.36	4,104.00	230,371.36	230,157.07	231,758.64

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Sherwood Montessori

Description	Object Code	FY 2014/15 Unrestricted	FY 2014/15 Restricted	FY 2014/15 Total	Totals for 2015/16	Totals for 2016/17
3. Employee Benefits						
STRS	3101-3102	34,794.65	0.00	34,794.65	45,269.92	52,831.21
PERS	3201-3202	18,423.60	480.17	18,903.77	24,372.96	27,126.27
OASDI / Medicare / Alternative	3301-3302	22,628.42	305.75	22,934.17	23,520.65	23,761.45
Health and Welfare Benefits	3401-3402	57,648.00	0.00	57,648.00	60,530.40	63,556.92
Unemployment Insurance	3501-3502	6,902.00	238.00	7,140.00	7,140.00	7,140.00
Workers' Compensation Insurance	3601-3602	10,739.36	0.00	10,739.36	11,483.89	11,659.54
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		151,136.03	1,023.92	152,159.95	172,317.82	186,075.39
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	6,630.00	6,630.00	6,763.00	6,898.00
Books and Other Reference Materials	4200	2,000.00	0.00	2,000.00	2,000.00	2,000.00
Materials and Supplies	4300	32,625.00	0.00	32,625.00	33,263.00	33,913.00
Noncapitalized Equipment	4400	0.00	0.00	0.00	0.00	0.00
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		34,625.00	6,630.00	41,255.00	42,026.00	42,811.00
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	4,775.00	0.00	4,775.00	4,775.00	4,775.00
Dues and Memberships	5300	1,280.00	0.00	1,280.00	1,340.00	1,360.00
Insurance	5400	20,323.00	0.00	20,323.00	24,388.00	29,265.00
Operations and Housekeeping Services	5500	26,432.00	0.00	26,432.00	26,961.00	27,500.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	159,793.00	50,166.00	209,959.00	159,883.00	159,974.00
Professional/Consulting Services and Operating Expend.	5800	52,664.00	0.00	52,664.00	54,503.00	55,903.00
Communications	5900	5,242.00	0.00	5,242.00	5,242.00	5,242.00
Total, Services and Other Operating Expenditures		270,509.00	50,166.00	320,675.00	277,092.00	284,019.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Sites and Improvements of Sites	6100	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	*6900*	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	111,580.00	0.00	111,580.00	116,424.00	124,362.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	1,000.00	0.00	1,000.00	1,000.00	1,000.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect / Direct Support Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		112,580.00	0.00	112,580.00	117,424.00	125,362.00
8. TOTAL EXPENDITURES		1,155,177.39	68,123.92	1,223,301.31	1,246,853.89	1,286,020.03
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(33,914.39)	(9.92)	(33,924.31)	50,157.11	123,028.97

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Sherwood Montessori

Description	Object Code	FY 2014/15 Unrestricted	FY 2014/15 Restricted	FY 2014/15 Total	Totals for 2015/16	Totals for 2016/17
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(9.92)	9.92	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(9.92)	9.92	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(33,924.31)	0.00	(33,924.31)	50,157.11	123,028.97
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	181,215.54	0.00	181,215.54	147,291.23	197,448.34
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		181,215.54	0.00	181,215.54	147,291.23	197,448.34
2. Ending Fund Balance, June 30 (E + F.1.c.)		147,291.23	0.00	147,291.23	197,448.34	320,477.31

Agenda Item 2.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Middle School Program

Date: June 27, 2014 for the meeting of June 30, 2014

SUMMARY

The middle school program's enrollment has declined and a decision must be made whether or not to suspend 7th and 8th grades for the 2014-2015 school year.

DISCUSSION

The enrollment in middle school has dropped to eight students. This number is not high enough to continue the middle school program without a troubling financial burden on the rest of the school's program. We also do not have a certain solution to the facilities issue that was a major contributor to the decline in middle school enrollment. Recruitment of a teacher of the caliber that Sherwood seeks to retain has not been successful. Finally, running a thriving middle school program also requires a significant amount of administrative support. Considering the growth stage Sherwood is in currently, this may not be the best use of administrative resources at this time.

Attached are budget scenarios if the middle school were to have an enrollment of 6, 8, 10, 15 and if the middle school was suspended for the 2014-2015 school year. All five of the different projections show deficit spending in the next year, but the projection that has no middle school and reflects cost savings in teacher and teacher aide salaries shows significantly less deficit spending and a healthy reserve remaining. The cost of using our line of credit to cover the deficit spending is an unknown amount because we can only estimate cash flow, however it is easy to conclude that the loan we would need if we suspended our middle school program would cost us much less than a loan for our worst case scenario by about $75,000.

There is no projection that shows the middle school enrollment number for two reasons:

1. Even with advertising and recruitment records, it is not likely that we will recruit twelve more middle school students.

2. We do not have an adequate facility to house a class size over 15. A class of 15 could be housed in the room that was used last year for math and science instruction for middle school.

Finally, there has been limited response to recruitment efforts for a teacher. A new ad was posted and three teachers applied, none who have had previous classroom experience beyond student teaching. A significant amount of administrative time to support the program would be required to ensure quality consistent with the caliber we have established at Sherwood, while other issues will still remain on the workload of the School Director, including planning a school-wide move to a new facility. Dividing the already strained resources on our school could prove to be disastrous for the school as a whole.

ACTION REQUESTED:

Suspend the middle school program for the 2014-2015 school year.

Five Middle School Enrollment Scenarios

Agenda Item 2.4
Attachment

Sherwood Montessori

Fiscal Year 2014-2015

Enrollment		152	154	156	161	146
Middle School Enrollment		**6**	**8**	**10**	**15**	**0**
ADA %		94.50%	94.50%	94.50%	94.50%	94.50%
Revenue						
	8011 Local Control Funding	513,034	520,485	527,936	546,564	490,682
	8012 Education Protection Act	148,094	148,094	148,094	148,094	148,094
	8015 General Purpose Entitlement	0	0	0	0	0
	8096 In Lieu Taxes	243,646	246,852	250,058	258,073	234,029
	8550 Mandates Block Grant	2,011	2,037	2,063	2,130	2,236
	8560 State Lottery	23,864	24,178	24,492	25,277	22,922
	8587 Special Education Passthru Fu	12,492	12,492	12,492	12,492	12,492
	8590 Categorical Block Grant					
	8590 All Other State Revenue	0	0	0	0	0
	8660 Interest From Banks	0	0	0	0	0
	8673 Parent Fees	22,675	22,675	22,675	22,675	22,675
	8699 Fundraising / Donations	37,716	37,716	37,716	37,716	37,716
	8710 Other Local Revenue	0	0	0	0	0
	TOTAL REVENUES	**1,003,532**	**1,014,529**	**1,025,526**	**1,053,021**	**970,846**
Expenditures						
	1000 Certificated Salaries	339,676	339,676	339,676	339,676	262,776
	2000 Classified Salaries	224,226	224,226	224,226	224,226	211,311
	3000 Employee Benefits	165,442	165,442	165,442	165,442	151,738
	4100 Texts and Core Curricula	6,630	6,630	6,630	6,630	6,630
	4200 Reference Materials	2,000	2,000	2,000	2,000	2,000
	4300 Materials and Supplies	32,625	32,625	32,625	32,625	32,625
	4400 NonCap Equipment	0	0	0	0	0
	4700 Food (Nutrition)	0	0	0	0	0
	5200 Travel and Conferences	4,775	4,775	4,775	4,775	4,775
	5300 Dues and Memberships	1,170	1,170	1,170	1,170	1,130
	5400 Property/Liability Insurance	20,323	20,323	20,323	20,323	20,323
	5500 Operations / Housekeeping	26,432	26,432	26,432	26,432	26,432
	5600 Rentals, Leases, and Repairs	101,188	101,188	101,188	101,188	101,188
	5800 Prof. & Consulting Services	51,453	51,453	51,453	51,453	51,453
	5900 Communications	5,242	5,242	5,242	5,242	5,242
	7141 Special Ed Encroachment	106,400	107,800	109,200	112,700	102,200
	7438 Long-Term Debt Interest	1,000	1,000	1,000	1,000	1,000
	TOTAL EXPENDITURES	**1,088,582**	**1,089,982**	**1,091,382**	**1,094,882**	**980,823**
Excess / (Deficiency)		**(85,050)**	**(75,453)**	**(65,856)**	**(41,861)**	**(9,977)**
	Addition to General Reserve	0	0	0	0	0
Excess / (Deficiency) after Reserves		**(85,050)**	**(75,453)**	**(65,856)**	**(41,861)**	**(9,977)**
Beginning Fund Balance		147,894	147,894	147,894	147,894	147,894
	Excess / (Deficiency)	(85,050)	(75,453)	(65,856)	(41,861)	(9,977)
Ending Fund Balance		62,844	72,441	82,038	106,033	137,917
	Cumulative Reserve Balance	0	0	0	0	0
Ending Fund Balance (less reserves)		62,844	72,441	82,038	106,033	137,917