SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
746 Moss Avenue, Chico, California
Date/Time: **Wednesday, June 17, 2015 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser, Russell Shapiro

1.2 Commendations Outgoing directors will receive commendations

1.3 Welcome New Directors Incoming directors will be welcomed

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from March 26, 2015, April 16, 2015 and May 21, 2015

2.2 Finance Team Contracts Consider approval of contracts for Business Manager and School Accountant for 2015-2016

2.3 Montessori Mentor Data Consider acceptance of preliminary data collected on the efficacy of retaining services of a Montessori mentor

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 2015-2016 Proposed Budget

The Board will consider approving a proposed budget for the 2015-2016 school year.

ACTION REQUESTED: Approve budget.

5.3 2015-2016 LCAP (Local Control Accountability Plan)

The Board will be asked to adopt the updated LCAP for the 2015-2016 school year.

ACTION REQUESTED: Adopt plan.

5.4 Salary Schedule Movement-Proposed Revision

The Board will be asked to revise the current salary schedule movement policy.

ACTION REQUESTED: Approve revision.

5.5 Meeting Schedule for the Board of Directors 2015-2016

The Board will be asked to set a meeting schedule for the 2015-2016 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 a meeting schedule.

5.6 Appointment of Board Members for 2015-2016

The Board will be asked to take action on appointing Directors for the 2015-2016 school year.

ACTION REQUESTED: Discuss and approve next steps for appointing Directors for the 2015-2016 school year.

5.7 Facilities Committee Update

A member of the Facilities Committee will update the Board on developments towards obtaining a future facility.

ACTION REQUESTED: Discuss progress and advise committee members on next steps.

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 the unaudited actuals for the 2014-2015 budget year.

7.2 Directors will be assigned to committees of the Board.

7.3 The Board will be asked to approve changes for the 2015-2016 edition of the Employee Handbook.

7.4 The Board will appoint officers for the 2015-2016 school year.

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

RESOLUTION 061715a
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 returned to serve an additional year on the Board during the 2014-2015 school year; and*

WHEREAS, *Russell has brought to the Board a sense of continuity and a knowledge of the school's history from the very beginning with his own unique perspective as a founder; 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 17th day of June, 2015.*

Michelle Yezbick, Director
Sherwood Montessori

Chris Fosen, Chair of the Board
Sherwood Montessori

SHERWOOD MONTESSORI

RESOLUTION 06172015b
RESOLUTION OF COMMENDATION

WHEREAS, David Kuperman *was first appointed to serve on the Board of Directors of Sherwood Montessori in June, 2012, and continued his service for a period of 3 years; and during his third year of service held the office of Treasurer of the Board; and*

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

WHEREAS, *David has discharged his Board duties as Treasurer with a high level of competence, attentiveness and care; and*

WHEREAS*, David brought to Sherwood Montessori a tireless work ethic, professionalism, and a giving spirit; and*

WHEREAS, *David 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 David Kuperman 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 David Kuperman 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 17th day of June, 2015.*

Michelle Yezbick, Director
Sherwood Montessori

Chris Fosen, Chair of the Board
Sherwood Montessori

Sherwood Board meeting 3/26/15

Kuperman absent. All other Directors present.

Items removed from consent calendar except for 2.5 school calendar approved.

#Instructional staff report. Peter comments on need for instructional staff report to be submitted to the Board. More useful for parent community? Russell expresses that the reports are a public record and will be part of the long term record. And the reports provide good updates that can help a board member make decisions. Marlo comments on process for building reports.

#smpo report- smpo will work on distributing class newsletter to the parents. Smpo leadership has been filled by Marcie Pope and Romie with Jeanette Conry as secretary.

#school directors report- Michelle provides the written School Directors report. Peter expresses interest in attending the tour of River Montessori. Michelle reports on the standardized testing prep and music instruction. Kara is now providing music instruction on Thursday.

#Treasurers Report- Business Manager Casey provides a financial report. Cash flow is looking positive for the end of the year.

Items moved from consent-

Mark requested previous months minutes in item discussing management committee to reflect that policies and procedures are not adequate.

#organizational chart- Russell asks if the Teachers aids report to the teachers or the school director. Director responds that the aids are supervised by the teachers. Organization chart approved.

#prop 39 response-Peter asks questions about Sherwood's prop 39 counter offer including property on Henshaw and Guynn. Discussion about methods to influence future Prop 39 offers.

#civic life resolution- pulled by Mark Reiser. Looks for some background of organization and effort. Director offers context and information about how Sherwood is already implementing the civic

engagement program. Russell and Peter offer suggested changes to resolution. Direction given to Michelle to bring item back.

#hiring a financial auditor. Discussion about competitive bids. Peter makes motion to approve contract with K COe and Matsom previously known as Matsom and Isom with Dawn Buchanan as the auditor of record.

#discussion about board retreat. 9:-3 time. Location yet to be determined.

#board seats coming up Kuperman and Shapiro terms are coming up. Discussion about policies to fill board seats. Election committee made up of Mark Reiser, Fosen, Marci Pope and Steph Norlie.

#second interim financial report. Received by the board. Wilson motions to approve difalco seconds. All approved.

#Special education options- Director gives report on options for special Ed.

Meeting of April 16th 2015

Consent agenda approved.

Instructional staff report received by the board.

Smpo report was received by the board.

3.3 School Directors Report was received by the Board.

3.4 Treasurers report Pat Casey delivered the report and noted that things seem to be on track with the projections we began with at the beginning of the year. Discussion about the use of restricted funds and fundraising efforts.

5.2 Special Education options. Director gave a report on a meeting with Butte County Office of Ed. The Board gave direction to the school director to initiate the process for the school to become a LEA to provide special Ed in house. Wilson made motion and Cowell seconded. Motion approved.

5.3 Discussion about the Sherwood response to the CUSD Prop 39 offer. Board makes motion to reject CUSD Prop 39 offer. DiFalco makes motion and Reiser seconds.

Difalco reports on a meeting that had with a real estate agent regarding a facility search. The next agenda item will include a Facility Committee report. sb 740 incentive.

Closed session School Director report-

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, May 21, 2015 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser, Russell Shapiro

Absent: Joe Wilson
Late by like just two minutes: Russell Shapiro

2. CONSENT AGENDA

2.1 Field Trip Approval

The Board will receive information regarding a proposed field trip

ACTION REQUESTED: Approve trip

Motion to approve by Director Shapiro, Director Kuperman seconds.
Motion passes 6-0

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report

3.2 Sherwood Montessori Parents Organization Report

The SMPO President reported:
At the meeting, SMPO Elections were held:
New President: Romie Stefferson
New Vice-President: Jeanette Conery
New Treasurer: Russell Shapiro
Also, Candidates for Sherwood Board spoke, and Sherwoodstock business was discussed.

3.3 School Director Report

The Board heard discussion about SB277 legislation which could require 100% of our students be vaccinated to attend school. 12% of Sherwood students are not current on their vaccinations. The bill is not law yet and has a long way to go.

3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Special Education Options for Charters in Butte County

The School Director will present information about options in special education services for the school.

ACTION REQUESTED: Discuss options and advise School Director on next steps.

5.3 Board Retreat Outcomes

Work completed thus far at the April 11th Board Retreat has been summarized in a report.

ACTION REQUESTED: Set plans for completing the work begun at the Board Retreat.

This will be considered at the next Board meeting on June 18th.

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 revised Local Control Accountability Plan

7.2 The Board will be asked to approve a budget for the 2015-2016 school year

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.)

SHERWOOD MONTESSORI

AGREEMENT FOR ACCOUNTANCY SERVICES

This AGREEMENT is made this day of July 1, 2015 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, 2015 and will continue in effect until June 30, 2016 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 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 $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 1, 2014 at Chico, California.

_____ _____

Chris Fosen Date

Chair of the Board of Directors, Sherwood Montessori

_____ _____

Laura Mason Date

Accountant

SHERWOOD MONTESSORI

AGREEMENT FOR BUSINESS MANAGEMENT SERVICES-DRAFT

This AGREEMENT is made this day of July 1, 2015 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 July 1, 2015 and will continue in effect until June 30, 2016 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 2015-2016 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 July 1, 2015 in Chico, California.

_____ _____

Chris Fosen Date

Chair of the Board of Directors, Sherwood Montessori

_____ _____

Patrick Casey Date

Chief Business Officer, Independent Contractor

Montessori Mentor Feedback

Please answer these questions openly to best inform that decisions we make for the school, and please let Michelle know if you would like to talk more in person.

Thank you!

1. Please describe how the work of Tracy Claflin, our Montessori Mentor on staff, impacted your classroom, directly or indirectly**. I cannot say enough positive things about the impact Tracy has had on me as a staff member and on my class as a whole. After spending an entire summer working with parents to create the language arts material provided through the Montessori certificate training I completed last year (NAMC) I was ready to test the lessons on their efficiency. It was evident to me early on that the scope and sequence of systematic independent practice was missing from what was provided in the program. Lacking experience to verify my observation and understanding I began to work with Tracy. I shared with her what was provided through my training and she demonstrated clearly what has been the traditional materials used in classrooms at Sherwood. I trusted Tracy, I could be open and honest with her, she inspires that authenticity, I'm not sure many people have that talent. She was able to see what was missing from the program and fill in seamlessly. We would often reflect, try new strategies, and readjust. Eventually, I had enough experience and information to discuss my challenges with my language arts program with my grade level team. Tracy, Eric, and Carin concurred some common material was missing and encourage me to speak to Michelle about it. Because of the multiple solutions we have tried to use to solve the issue, considering developing skills as well as expert skills, Michelle, I, and other staff members will work to augment my current language arts materials. The only other missing piece which we can still explore is to try to find a Montessori school using NAMC materials to understand how their curriculum is accessed by students and teachers alike and how systematic independent practice is provided in the classroom. Think about how mentoring saved Michelle time, our team time, because I had a source of good information and expertise where I could share my need for support and we could work together in the classroom to try to solve questions and concerns.**

Please describe how the work of Tracy Claflin, our Montessori Mentor on staff, impacted you as a teacher, directly or indirectly.

Tracy is a source of constant encouragement to me. She allows me to share my concerns and she has possible solutions based on her many years of practice. She has taken time to noticed positive aspect of my teaching exactly when I needed to be reminded of the skills I have worked hard to develop. She is best at demonstrating and explaining the traditional materials used in a Montessori classrooms. Unfortunately, the online certificate program I went through (NAMC) has distilled traditional practice into a new version. For me, it is all I've known minus my observations in Carin's classroom during January 2013 until May 2013. For Tracy it is very different, she hasn't experienced this new format and it is unfamiliar to her. I will admit I was resistant to let go of what I worked so hard to learn during my Montessori certification course, and I felt as if Tracy was asking me to adopt what she has known to work well. It felt initially, as if I was asked to study again, right after I had

finished. What I eventually realized was happening is that I was in process. I still am, I have grown from having little information (2013-2014), to having all the information required (2014-2015), and I'm ready to improve my practice using best materials and personal deliveries. It would be a perfect world to be mentored by a coach who had gone through the same certification process I had completed, but I believe I will be a stronger Montessorian because I have been given access to tried and true practices as well as a new and inventive approach.

2. Considering the resources used, do you feel that having this position was valuable to the school? Please explain. **I'm not sure of the resources used. Is Tracy paid as a teaching assistant, half day, 5 days a week? I would hope that a person planning lessons as she often did, following up with those she mentored, and providing needed elements in our classroom would be paid at a higher rate than a classroom assistant. I will say that Tracy is such a valued member of staff and able to do so many things well our work together was less consistent than I would like. We would often schedule time to do certain lessons, or follow up with our students in a certain way and Tracy would be used as a substitute teacher or help our school, keeping her from mentoring appointments. When your planned time is interrupted enough you stop planning something special to work on with your mentor. Then when your mentor does show up you are not prepared the same way to take advantage of that important time to watch, learn, and practice. So I would say we definitely need a support person like Tracy to help where needed but a mentor position should be taken very seriously and should not be seen as the person to substitute when you need one.**
3. Is there anything else you would like the Board or administration of Sherwood Montessori to know about the Montessori Mentor position? **Mentoring is the key to a consistent program. Eric, Carin, Tracy and I should be working together. Could Tracy and I work on something and then get Eric or Carin in on the discussion by allowing Tracy to guide in their classrooms so that they can watch me and guide me to improve my practice? That did not happen this year but could happen in the future. I need Tracy. I need her to help me order and prepare the language art materials missing in my classroom to provide systematic independent practice next school year.**

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: June 12, 2015 the meeting of June 17, 2015

Kindergarten -Teresa Shippen

With the final two days of school left, the Kindergarten class has been busy finishing projects and "re-setting" the room for next year. This job involves bringing out work that we had out earlier in the year, and putting away work that is geared for the end of the year. They are reminiscing and noticing how much they have grown throughout this school year. I am always so amazed at their progress!

Last Friday the kindergarten participated in "Move-Up Day". The K., and T.K. students were welcomed into a lower elementary classroom for a morning of work and exploration. I was able to observe in all three classrooms and was quite impressed! My students were greeted by the teachers and students with such joy and warmth. They were truly welcomed and treasured during their visits. They were paired up with the older students and allowed to explore the different works that will be available to them in the years to come. Some even shared snack time and included the students in their very first circle time with these future school mates. The K. students really rose to this occasion. I could see they are clearly ready for this next step in their academic career. It was a good day for all in my room, and I would like to thank the 1-3 teachers for making this happen. It was a beautiful thing.

1st/2nd/3rd -Marlo Knox

There is never enough time. I would like to spend more time on this report but I will simply have to be satisfied with what I can produce with the time I have. Remember this is to provide a historic record for our school so that others can read this document and feel like they know what was going on in one classroom in this time in history.

Things the board and others might like to know:

- Reflections on birthdays in my class. I've noticed about 17 students celebrated birthdays this year in my class. Of the 17, 9 students chose to celebrate by inviting everyone in their classroom. I think that is a sign of community, that a large amount of children would like everyone in their classroom to celebrate with them. Interesting.
- Literary share was a success and a revelation all at the same time. I need an improved system of getting writing home so parents know what students are working on and a way to collect work so that students can select what they would like to share during literary share. We had a

large gathering of siblings, guests, parents, and grandparents in our classroom to listen to our students read their own writing. It was a pleasure.

•Volunteer Tea was a great opportunity. I sent out well over 20 invitations but did not see a huge turn out from my classroom. I'm wondering why invited volunteers did not attend. I will admit I was distracted as well and could not attend the event myself until I reflected briefly on literary share. I arrived at least a ½ hour after the event began, maybe some volunteers attended but I did not see them.

•We continue to walk, and do it well. We walked to Laxson Auditorium (one way nearly two miles), Butte County Library (two ways just over two miles), and to Hooker Oak Park (one way approximately 1.5 miles). Observing how my students walk is reflective of how they approach their work in class. Some students walk alone, silently, some students must walk with a partner and talk or sing the whole way, other students must focus constantly on what others are doing during the walk, other students spend their whole time walking telling others what to do, other walk looking backwards more often than looking forwards, some must do something else while they walk it is impossible for them to just walk, some compete as they walk, there is a million ways to even walk and I see it in my students every time we go on an adventure.

•We had a wonderful time hosting kindergarten students in our classroom and we sent our third graders into upper elementary classrooms. Move Up Day was a huge success.

•I received a lot of needed support when parents stepped up to organized a Father's Day craft and End of the Year Celebration. When parents participate in this way I am freed to focus on instruction which is satisfying and what I have professionally prepared for.

•Finally, I want to mention that the families I served have been especially generous with their financial resources funding field trip tickets, craft costs, special food for the lower elementary dance party and snacks during third grade testing, and giving above what I requested to help others who may not be able to donate to our classroom. I feel grateful to work with the families I work with.

•Finally we communicated with our pen pals via the internet, we celebrated students who will not be part of our classroom next year, we said farewell to Karli.

I want the board to know I have had a very satisfying year. I am very happy at our school. I feel blessed to be able to return next school year.

1st/2nd/3rd-Carin Anderson

Carin and Ari's class had a very full last month. We completed our year-long Timeline of Life projects, presented more Africa country reports, studied Gardner's Theory of Multiple Intelligences (timed to attempt some sort of philosophical balance for testing week), and learned (and sang) about vertebrates. In the last full week we had our International Day - an international celebration of food from around the world. We talked about Maria Montessori's belief that intercultural knowledge, understanding, and respect are important foundations to a world without war. We also had our yearly "Science Day," full of experiments.

This year's rhythm of Heidi Blanchard teaching a half day a week was, in my opinion, very successful. Heidi was such a dedicated and skilled teacher, and the children got a full Montessori botany course during her time with them. I was so impressed and thankful for her

work!

Ari, our classroom aide, will be moving on next year to a teaching credential program in Sonoma. Ari has been a wonderful guide to the children. He is caring, sincere, and intuitive, and it has been such a treat to work with him. We will miss him very much.

I have so appreciated working at Sherwood this year (well, and every year). I am grateful to be surrounded by such kind, committed colleagues, and by a director who is so very supportive of teachers. I look forward to diving deeper into Montessori next year, and to learning from my next collection of little teachers.

1st/2nd/3rd –Eric Parish

The end of the year is here and there is much to reflect on there is much to think on for next year. We had a really fun ending with the 2nd annual lower elementary dance party. This year all three lower elementary classes participated. Our classroom was the dance venue. A big thanks goes out to Carin, Ari and parents that helped turn her room into the food and chill room. A huge thanks goes out to Kristina my assistant teacher. She has been the driving force behind the dance party and I am deeply grateful for her care, commitment, and fun personality. Without her I'm not sure if I would have stepped out of my comfort zone and put on a dance party.

I really believe that this shows how we may each have roles within our communities. When we mindfully and respectfully do our best to contribute to our community environments wonderful things may happen.

4th/5th/6th-Kellee Perez

*End of the year party at Lindsey's parents' house was a huge success! Big thanks to all involved in planning.
*I will submit my final assignments for my Montessori credential in the next 7 days, can I please have credit for my 48 units and be moved horizontally on the pay scale?
*I had a fabulous year at Sherwood!! I really feel like part of a special family. Thank you all so much for inviting me to be a part of Sherwood.

4th/5th/6th-Lindsey Serrao & Brandon Winters

7th/8th-Celeste Shults

We are wrapping up our year in middle school in many wonderful ways. We had our heart seed farm potluck where we celebrated our successful partnership in Shewoodstock. We harvested, prepped and rolled 370 spring rolls to sell at Sherwoodstock. When all of the tickets were counted we sold approximately 165 spring rolls. We donated the remaining spring rolls back to heart seed farms. It was an amazing first experience for us to work through the entire process from initial idea and concept to the application of running a booth. We were not sure how to make it happen originally because a large percentage of our effort monetarily was going toward achieving our year long goal of attending a 5 day science camp. This is where the idea came about to partner with heart seed farms. It is a partnership we plan to continue next school year.

We will have celebrated our five, 8th grade graduates with a beautiful ceremony at Sherwood on our last day of school on June 10. Their enthusiasm for their future is wonderful! As much as change can be difficult at times it with great enjoyment for me to see our dynamic incoming 8th grade class, whom are both willing and able to step up to the leadership roles at our school. Not far behind and as equally enthusiastic are the currently enrolled incoming 6th and 7th graders.

I am now looking to the future and the 2015-2016 school year. I am excited to have the middle school grow in both number of students and grades. My plans for the future of our Erdkinder program is continuing to work on our partnerships with Chico Creek Nature Center, Chico State's AIME (American Institute of Mechatronic Engineers) Program, and Heartseed farms. I am looking to make future connections in our community through working with Girls on the Run's Heart and Sole program, the Hands on Science lab and the Anthropology Museum at Chico State. We are also looking forward to attending the Shakespearean Festival at the end of the next school year.

I want to take this opportunity to thank the Sherwood Community for all of their help and support of our middle school program. I felt the outpouring of support at every fundraiser we organized and with every new adventure our middle school set out on.

Have a wonderful summer and I look forward to the future of Sherwood Montessori School.

SBIT-Jessica Ordaz
We ended the year well! The SBIT meetings were held and plans were made for next year as some students transition to new classrooms. We are anticipating more students entering the SBIT process and a similar level of need as this year. The beginning of next year will tell us who needs what and how we will successfully support them again.

A Letter from a Sherwood Mom to her Son:

There was a time when you were seven years old and you started school for the first time. You were very connected with me and you had a hard time staying at school even though you wanted to be in school. You would cry and not want to go in the classroom and you would cry and want to come home. I knew this was a crossroads for me as a mother because my mother had never been there for me when I had separation anxiety like you had. My mother had basically emotionally and physically abandoned me at nursery school and school, summer camp and college. Whenever I would go to school or nursery school I would be so upset and sad and feel like I was going to die if my mother did not come and get me or if she left me. But she never did come and get me, and she always left me. I just had to deal with whatever feelings I had all alone as a very young child which were pain, sadness, grief, fear and abandonment. I recognized it when I saw the behavior and you that you were feeling that way that I had felt when I was about your age and younger. That you just couldn't be separated from me and that I could not leave you or you would not survive. You would run and climb out of the fence of the schoolyard and run home you would refuse to go to school. You said you did not feel safe inside.
There was a wonderful person who worked intervention at the school and she worked with you

and me and your teacher to come up with a plan to help you feel comfortable and safe at school. It was called the steps for success. It started off with you going to school from 830 in the morning until 1030 in the morning. You were able and willing to do this because you knew that at 1030 i would be back. We never forced you to stay or go if your anxiety was too high. After you were feeling safe about staying for that amount of time, we increased the time by one hour. if you started feeling uncomfortable, we would go back to the last step. In this way, you were proving to yourself that you could do it, and i was proving to you that i was there for you and that i would not abandon you. That together, with support from the school, we would be able to navigate this.
Sure Enough, it took a few months, but you went from extreme anxiety at school, wanting to run, dragging on me at the class room door, to Being able now to give me a hug and jump out of the car, and run to the classroom and stay all day every day.
I am so proud of the hard work you did to overcome your fears, and i am so proud of me for not abandoning you, for Being there for you when you needed me, for you Being able to express and feel your feelings and have me be responsive like you matter and are important.
What a wonderful outcome for both of us, and i have been able to break that cycle of abandonment. So even though I'll suffer from Being abandoned, now you won't. And i have helped to heal my abandonment issues by not abandoning you, by knowing it can be different, and making sense of what i went through and how it has affected me, by Being there for you as i wish my mother had been for me.

Math Intervention-Kelli Kurth

Literacy/Spanish-Danielle Mennucci

After Care-Sara Kennedy

Garden-Kitchen Program-Chef Richie Hirshen

Dear Directors,
Today was the last day of school. The last day of Sherwood's...and my...fifth year here. It was emotional, but I'll try to stick to the facts. This is the longest tenure I've ever had at any full(ish) time job. I feel blessed. Tomorrow I'll go in for 8-ish hours and deep clean, do some interior decorating and creatively freeze/store the fridge's and pantry's leftovers...getting ready first for Richie Camp's (see attachments) snacks and, of course, year six's curriculum...including a third cookbook. We have the recipes. I'm offering your secretary copies of the first two cookbooks, first collection of S.N.A.C.K. newsletters and this year's final (middle school's) newsletter, for your archives. If any of these are doubles, I'll take them back please. I'll get to a second set of bound newsletters this coming year as well.
I have amazing activities planned for this summer's Richie Camp, which will be my fourth, including Peter and the Wolf by a kazoo band and a daily farmers' market, florist, bake sale and art gallery on the front lawn...and a new and improved water slide.
The past month we continued our philanthropic work by hosting Rose Scott Open Structure

School, our neighbor/sister school, as we did each month this school year, with grow-cook-eat-drink-play-sing activities for 9-14 students with various developmentally challenged kids per visit. An autistic kid made a smoothie from start to finish, for example. In May, like usual, we also sang three songs...including Raffi's All I Really Need and Brett Dennen's We Are the Mosaic in a friendship circle.

*See our December 2011 kindergarten performance slide show on youtube, broadcast on KZFR that Christmas Eve, of the song, We are the Mosaic:

https://youtu.be/3JJ8sjH9E4w

This month the middle school and I published a S.N.A.C.K. (Super Nutritious Activities Collaborations for Kids) newsletter. This latest edition contains some of the recipes and art we'll publish in our next cookbook. If...just sayin'...the board can find me a pro bono graphics wizard. If not, I'll handle it/find a parent. I could also...please...use a grant writer.

Also this month, the garden has flourished. Our newly repaired and expanded drip system is working well and (for the first time really) the pomegranate tree that we planted from a seed is flowering (and is almost 6 feet tall). There are 9, some jumbo, artichokes, many tomatoes, the rose bush has flowers re-starting, and we have nasturtiums, calendulas, blackberries kale, chard, the 3 sisters (native people's companion planting paradigm...corn, beans and squash), beets and much more growing healthily. And...this month...I shot a kids' cooking and percussion class video that may turn into something big for us.

This has been an amazing year...presenting the cookbook at Slow Food's Terra Madre conscious food conference in Torino, Italy; shooting a garden-kitchen video and having it shown at a kids' food and nutrition conference in Spoleto, Italy (Expo Umbria); invitations for future trips to Spoleto and Uganda gleaned from those experiences; lecture to a nutrition class and presentation at This Way to Sustainability X, both on the CSU Chico (my alma mater) campus; and of course the daily joy shared by our students, who learn to live a creative, domestic, sustainable life.

As this fifth school year ends, I am as motivated and inspired as a teacher as I have ever been and I am grateful for my own joy and higher purpose.

Thank you for helping to facilitate all of this.

Attachments: Richie Camp Flyer and Camp Information

Chef Richie Hirshen
Facebook: Richard Hirshen
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Sherwood Montessori: (530) 345-6600. Fax: 345-6620
746 Moss Ave. Chico, CA 95926
www.sherwoodmontessori.org
My home address: 4 Elverta Cir. Chico, CA 95973
chefrichie@msn.com

Richie Camp 2015 at Sherwood Montessori…INFO SHEET

Tue-Wed-Thu ONLY
Tuesday June 30 – Thursday July 30 (5 weeks)
8:30-12:00 and 12:00 to 3:30 each day (3 ½ hours & 3 ½ hours)
$4 per hour per kid (a.m. is $14 and p.m. is $14…and full day is $28)
Snack provided each session…**If your kid is an all day-er, *please bring lunch***
Bring clothes you don't care about (paint slide, mud, etc.)
Bring swim suit, creek shoes, goggles if desired and a towel daily

Dear parents,

You are invited to send me your/ANYBODY'S kids! This will be my fourth summer doing this camp and new exciting things are planned…including classical music appreciation, a farmers' market and paint slide/new & improved water slide. We have soccer, chalk art, a million books, chess, legos and lots more. WE HAVE AIR CONDITIONED ROOMS.
*This program is sanctioned and insured by Sherwood Montessori.
*You may pay by the day or week, in advance or at the end of each week. Cash or check only.

***The expectation is that you'll call/text me by the night before you want your kids to come, or earlier. If you need to just show up, a call first will help. If you just show up, I'll do my best to accommodate you, but without notice I may not be able to take your kid/s.**

As in the past, I have an assistant planned for every session that has more than 7 or 8 kids (7 or 8 kids = me alone; more than 8 = 1 assistant; more than 16 = 2 assistants). I also have regularly scheduled volunteers on board including a very helpful 17 year-old C.I.T. for the second year, a Sherwood parent volunteer and an adult guitar teacher.

Please let me know if adjusting anything is the difference between your kid/s coming or not, and I will flex. Like…if you need to come for more…or less…than the planned 3 ½ hour sessions, I'll work with you (if you need to come BEFORE 8:30 or stay LATER than 3:30, I'll work with you. JUST COMMUNICATE.
*Middle of the session pick-ups/drop-offs may require you coming to the park.
*I run this camp as much for parents as for the kids or me having a job…so please use me! I am at your service. Take a load off! Treat yourself well! Help me help you!

RICHIE CAMP

JUNE 30-JULY 30, 2015

TUESDAY-WEDNESDAY-THURSDAY ONLY

(5 3-day Weeks)

8:30-NOON (A.M. SESSION) & NOON-3:30 (P.M. SESSION)

AT SHERWOOD MONTESSORI



KIDS AGES 5-15…FROM ANY SCHOOL!!!

$4 per hour, per kid…
$14 per 3½ hour session…
$28 all 7 hours in a day…
*****Pay by hour, session, day or week**

SPONSORED BY/INSURED THROUGH SHERWOOD MONTESSORI

GAMES, SOCCER, WATER SLIDE, ARTS & CRAFTS, PARK WALKS-CREEK SWIMS, GROW-COOK-EAT…AIR CONDITIONED ROOMS…LADY ASSISTANTS…

Super convenient for parents…just communicate with Richie

RICHIE HIRSHEN
Sherwood Montessori
746 Moss Ave.
Chico, CA 95926
chefrichie@msn.com

Cell: (530) 828-8890

School: (530) 345-6600

Agenda Item 3.2

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Marci Pope, SMPO President

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

Date: June 12, 2015 for the meeting of June 17, 2015

A report from the SMPO is not available at this time. If a report is made available before the meeting, hard copies will be available and 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: June 12, 2015 for the meeting of June 17, 2015

ADMINISTRATIVE ITEMS:

- Tanya Parish was hired to be our new upper elementary teacher for next year.
- Kirsten Southam was hired as a substitute teacher and worked in the middle school class the last three days of school.
- We will be hiring teachers' aides and a student support aide in early August.
- My recent tasks have included finishing the test administrations and preparing the materials for return and completing end of the year required reports.

FISCAL ITEMS:

- Fiscal items will be well covered in the new budget item and regular monthly board reports.

GENERAL ITEMS:

- A Volunteer Tea was held to thank our volunteers for the work they have done for us this year.
- I attended a Butte County Leaders in Education briefing hosted by the county office of education at which the items on the agenda included an orientation to the new assessment results reports and the soon to be adopted New Generation Science Standards.
- Our students enjoyed many wonderful celebrations as we reached the end of the year that were carefully and lovingly prepared by their teachers and parents working collaboratively.

SAFETY ITEMS:

- As the last days' temperatures increased, staff watched for signs of heat illness on the playground and parents were reminded in school announcements to put ice packs in lunches to keep perishables from spoiling.

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 12, 2015 for the meeting of June 17, 2015

June Treasurer's Report

The May Financial Board Report is attached to this memo.

Attachment: May Financial Board Report

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2014-15

	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	2nd Interim Projected	Variance
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	5.60%	0.28%	0.00%	78.88%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	16.80%	8.40%	8.40%	8.40%	0.00%	100.00%		
CASH IN																
8011 Local Control Funding	-	29,405	29,405	52,929	52,929	52,929	52,929	52,929	33,183	33,183	33,183	33,183	33,188	489,375	498,466	(9,091)
8012 Education Protection Act	-	-	-	45,260	-	-	45,259	-	-	29,347	-	-	28,942	148,808	159,282	(10,474)
8096 In Lieu Taxes	-	18,079	36,158	24,105	24,105	24,105	24,105	24,105	28,594	14,301	14,301	14,301	14,292	260,551	260,551	-
8550 Mandates Block Grant	-	-	-	-		9,603	2,231	-	-	-	-	-	3,133	14,967	14,967	-
8560 State Lottery	-	-	-	-	5,364	-	-	9,755	-	-	6,832	-	186	22,137	22,137	-
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-		25,726	4,411	-	-	30,137	12,492	17,645
8590 All Other State Revenue	-	237	-	-	42	-	-	-	-	3,853	-	-	(3,853)	279	279	-
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	1,558	1,508	62	2,522	1,304	3,544	491	2,673	1,951	2,392	2,413	2,061	195	22,675	22,675	-
8699 Fundraising / Donations	225	588	985	9,459	105	2,530	1,690	4,091	1,337	6,861	9,163	682	(0)	37,716	37,716	-
8710 Other Local Revenue	105	100	-	-	-	-	-	1,197	40	-	-	-	5,092	6,534	6,534	-
Total Current Year Revenues	1,888	49,917	66,610	134,275	83,849	92,711	126,705	94,750	65,105	115,663	70,303	50,227	81,175	1,033,179	1,035,099	(1,920)
9200 Accounts Receivable	60,151	114,333	2,909	50,095	-	-	-		(4,952)	(4,952)	(4,952)	(4,952)	-	207,680	207,680	-
9600 Line of Credit Borrowing	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash In	62,039	164,250	69,519	184,370	83,849	92,711	126,705	94,750	60,153	110,711	65,351	45,275	81,175	1,240,859	1,242,779	(1,920)
Total Cash In Y-T-D	62,039	226,289	295,808	480,178	564,027	656,738	783,443	878,193	938,346	1,049,057	1,114,408	1,159,683	1,240,859			

	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	-	33,742	31,916	33,873	32,588	31,706	31,331	32,365	32,432	30,688	31,831	33,374	11,265	367,110	367,110	-
2000 Classified Salaries	6,404	8,234	23,201	22,963	23,952	20,699	16,206	25,103	19,948	23,159	28,158	20,669	(11,342)	227,354	227,354	-
3000 Employee Benefits	4,792	10,112	13,742	12,260	12,381	12,401	13,750	15,215	12,776	19,867	13,374	12,914	(11,526)	142,058	142,058	-
Total Salaries & Benefits	11,196	52,088	68,859	69,096	68,921	64,806	61,287	72,683	65,156	73,714	73,363	66,957	(11,603)	736,522	736,522	-
Supplies																
4100 Texts and Core Curricula	-		885	-	(1,278)	-	155	-	-	-	223	-	6,645	6,630	6,630	-
4200 Reference Materials	539	422	664	343	254	286		248	19	110	-	-	(433)	2,452	2,452	-
4300 Materials and Supplies	1,334	1,765	1,439	2,610	101	1,024	1,614	1,913	1,702	1,317	1,253	-	3,841	19,913	19,913	-
4400 NonCap Equipment	-	-	148	-	(42)	-	-	-	-	-	-	-	190	295	295	-
Total Supplies	1,873	2,187	3,136	2,953	(965)	1,310	1,769	2,161	1,721	1,427	1,476	-	10,243	29,290	29,290	-
Services / Other Op Exp																
5200 Travel and Conferences		35	-	456	906	186	50	218	-	219	1,036	-	1,669	4,775	4,775	-
5300 Dues and Memberships	-	-	-	845		-	30	-	-	-	-	-	230	1,105	1,105	-
5400 Property/Liability Insurance	5,239	1,190	1,189	1,189	1,189	1,189	1,189	1,189	1,189	1,189	-	-	2,377	18,318	18,318	-
5500 Operations / Housekeeping	1,910	2,336	2,782	2,214	1,839	1,708	1,849	2,227	1,629	1,813	1,723	2,078	831	24,939	24,939	-
5600 Rentals, Leases, and Repairs	8,929	8,408	8,712	8,839	310	16,625	8,389	596	16,423	1,071	8,209	8,502	7,011	102,024	102,024	-
5800 Prof. & Consulting Services	4,303	2,146	3,558	4,994	7,637	8,021	4,920	7,304	2,190	(18,651)	12,360	4,635	12,205	55,622	55,622	-
5900 Communications	390	2,770	375	88	670	359	387	379	360	412	312	577	(158)	6,921	6,921	-
Total Services	20,771	16,885	16,616	18,625	12,551	28,088	16,814	11,913	21,791	(13,947)	23,640	15,792	24,165	213,704	213,704	-
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-		30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	123,588	-
7438 Long-Term Debt Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Outgo	-	-	-	-	30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	123,588	-
Total Current Year Expenses	**33,840**	**71,160**	**88,611**	**90,674**	**111,404**	**94,204**	**110,767**	**86,757**	**88,668**	**92,091**	**98,479**	**82,749**	**53,701**	**1,103,104**	**1,103,104**	**-**
9500 Accounts Payable	31,641	(5,147)	(4,403)	(3,110)	3,065	(17,008)	19,773	(9,185)	4,066	15,817	-	-	-	35,510	35,510	-
9600 Line of Credit Payments	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash Out	**65,481**	**66,013**	**84,208**	**87,564**	**114,469**	**77,196**	**130,540**	**77,573**	**92,734**	**107,908**	**98,479**	**82,749**	**53,701**	**1,138,614**	**1,138,614**	**-**
Total Cash Out Y-T-D	65,481	131,494	215,702	303,266	417,735	494,931	625,471	703,043	795,777	903,685	1,002,164	1,084,913	1,138,614			
Percent of Budget	5.75%	11.55%	18.94%	26.63%	36.69%	43.47%	54.93%	61.75%	69.89%	79.37%	88.02%	95.28%	100.00%			

Projected Cash Balance Statement

Beginning Cash Balance	106,208	102,766	201,003	186,315	283,121	252,501	268,016	264,181	281,358	248,777	251,580	218,452	180,979	106,208	106,208	-
Net Change	(3,442)	98,237	(14,689)	96,806	(30,620)	15,515	(3,835)	17,178	(32,581)	2,803	(33,128)	(37,473)	27,474	102,245	104,165	(1,920)
Ending Cash Balance	**102,766**	**201,003**	**186,315**	**283,121**	**252,501**	**268,016**	**264,181**	**281,358**	**248,777**	**251,580**	**218,452**	**180,979**	**208,453**	**208,453**	**210,373**	**(1,920)**

Sherwood Montessori - Multi-Year Budget Projections — MARCH 2015

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	169	147	161	174
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8011 Local Control Funding	-	538,324	489,372	673,394	709,509
8012 Education Protection Act	148,607	150,012	159,282	182,002	150,304
8015 General Purpose Entitlement	303,342	-	-	-	-
8096 In Lieu Taxes	240,809	270,379	260,551	260,552	310,957
8550 Mandates Block Grant	1,590	1,880	14,967	2,141	2,130
8560 State Lottery	22,096	26,533	22,137	25,277	27,318
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	-	-	83,214	-
8590 Common Core Implementation Funds	-	27,733	-	-	-
8590 Clean Energy 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	-	5,153	-	-
TOTAL REVENUES	865,990	1,137,910	1,024,345	1,299,463	1,273,101
Expenditures					
1000 Certificated Salaries	271,025	337,131	367,110	391,482	383,089
2000 Classified Salaries	196,307	216,050	227,354	280,109	229,476
3000 Employee Benefits	86,208	125,529	142,058	165,922	180,167
4100 Texts and Core Curricula	3,311	6,500	6,630	6,763	6,898
4200 Reference Materials	1,557	2,000	2,452	2,000	2,000
4300 Materials and Supplies	15,219	32,000	19,913	33,263	33,913
4400 NonCap Equipment	490	24,100	-	-	-
4700 Food (Nutrition)	(1,711)	-	295	-	-
5200 Travel and Conferences	6,327	12,722	4,775	5,253	4,775
5300 Dues and Memberships	1,098	1,245	1,105	1,342	1,270
5400 Property/Liability Insurance	12,784	16,936	18,318	26,827	29,265
5500 Operations / Housekeeping	17,734	25,914	24,939	29,657	27,500
5600 Rentals, Leases, and Repairs	104,720	151,067	102,024	127,915	119,586
5800 Prof. & Consulting Services	58,977	58,611	55,622	65,819	55,576
5900 Communications	4,354	5,242	6,921	5,766	5,242
7141 Special Ed Encroachment	73,301	84,152	123,588	132,000	120,000
7438 Long-Term Debt Interest	1,236	1,000			1,000
TOTAL EXPENDITURES	852,936	1,100,198	1,103,104	1,274,117	1,199,758
Excess/(Deficiency)	13,054	37,712	(78,759)	25,346	73,342
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	37,712	(78,759)	25,346	73,342
Beginning Fund Balance	130,164	143,218	260,449	181,690	207,036
Excess / (Deficiency)	13,054	117,231	**(78,759)**	**25,346**	73,342
Ending Fund Balance	143,218	260,449	181,690	207,036	280,378
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	**260,449**	**181,690**	**207,036**	280,378

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
May 2015

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Fundraising			
Deposit	05/05/2015	Yearbook	15
Deposit	05/05/2015	Skillathon	345
Deposit	05/05/2015	Sherwoodstock	100
Deposit	05/05/2015	Farmers' Market	9
Deposit	05/11/2015	Maria M's	39
Deposit	05/15/2015	Sherwoodstock	560
Deposit	05/15/2015	Farmers' Market	25
Deposit	05/20/2015	Sherwoodstock	120
Deposit	05/20/2015	Skillathon	20
Deposit	05/26/2015	Skillathon	45
Deposit	05/26/2015	Maria M's	40
Deposit	05/26/2015	Yearbooks	45
Deposit	05/26/2015	Donation	60
Deposit	05/26/2015	Sherwoodstock	780
Deposit	05/26/2015	Deposit	984
Deposit	05/28/2015	Sherwoodstock	5,873
Total 8699-Fundraising			9,060
8699-Fundraising and Donations - Other			
Deposit	05/05/2015	Sherwood donation	100
Total 8699-Fundraising and Donations - Other			100
Total 8699-Fundraising and Donations			9,160
Total 8600-8799 Other Local Revenue			9,160
Total 8000-Revenues			9,160
TOTAL			**9,160**

Sherwood Montessori
Profit & Loss YTD Comparison
May 2015

	May 15	Jul '14 - May 15
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	33,183	423,004
8012-Education Protection Act		119,866
8096-In Lieu of Property Taxes	14,301	231,958
Total 8010-8099 Revenue Limit Sources	47,484	774,828
8300-8599 Other State Revenue		
8550 - Mandate Block Grant		11,834
8560-State Lottery Revenue		
Restricted Lottery		3,657
Unrestricted Lottery	6,832	18,295
Total 8560-State Lottery Revenue	6,832	21,952
8587 - Special Education (CUSD)	4,411	30,137
Total 8300-8599 Other State Revenue	11,243	68,053
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	2,213	19,119
8673-Camp fees	200	1,250
8673-Parent Fees - Other		15
Total 8673-Parent Fees	2,413	20,384
8673-Rebates	3	10
8699-Fundraising and Donations		
8699-Field Trip Donations		4,146
8699-Fundraising	9,060	32,822
8699-Fundraising and Donations - Other	100	100
Total 8699-Fundraising and Donations	9,160	37,069
8699-Other Local Income		1,433
Total 8600-8799 Other Local Revenue	11,575	58,895
Total 8000-Revenues	70,302	901,777
Total Income	70,302	901,777
Gross Profit	70,302	901,777
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
BTSA Support Stipends		1,500
Common Core Stipend		2,933
Lead Teacher Salaries	29,571	306,239
Resource Teacher Salaries	420	4,251
Substitute Salaries	1,840	7,549
Total 1100-Teacher Salaries	31,831	322,472
Total 1000 Certificated Salaries	31,831	322,472
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	14,836	96,033
RSP Aide		36
Total 2100-Instructional Aides	14,836	96,069
2200-Support Salaries		
After School Salaries	3,896	27,108
Facilities Development		1,996
Total 2200-Support Salaries	3,896	29,104
2300-Administration Salaries	5,833	64,167
2400-Clerical and Office Sal		
Administration Support	2,051	15,775
Clerical Salaries	1,542	12,913
Total 2400-Clerical and Office Sal	3,593	28,688
Total 2000 Classified Salaries	28,158	218,028

Sherwood Montessori
Profit & Loss YTD Comparison
May 2015

	May 15	Jul '14 - May 15
3000-Employee Benefits		
3101-STRS, Certificated	2,706	28,051
3202-PERS, Classfied	1,738	16,990
3302-OASDI	1,739	13,835
3311-Medicare	847	7,615
3401-Health Benefits	5,069	57,739
3501-Unemployment Ins	1,251	11,111
3601-Workers Comp		5,013
3901-Employee Training Tax	24	230
Total 3000-Employee Benefits	13,374	140,585
4000-Books and Supplies		
4100-Textbooks/Core Curricula	223	342
4200-Books/reference Materials		2,579
4300-Materials and Supplies		
After School Supplies	272	2,001
Custodial Supplies	195	2,176
Farmers' Market	54	1,053
Food (Instructional)	101	977
Instructional Supplies	197	6,276
Maintenance Supplies		132
Office Supplies	433	3,379
4300-Materials and Supplies - Other		39
Total 4300-Materials and Supplies	1,253	16,031
4400-Noncapitalized Eq (<5K)		
Furniture		-42
Total 4400-Noncapitalized Eq (<5K)		-42
4700-Food (Nutrition)		337
Total 4000-Books and Supplies	1,476	19,248
5000 Services/Other Op. Exp.		
5200-Travel and Conferences	1,036	3,105
5300-Dues and Membership		875
5400-Liability Insurance		15,944
5500-Operations / Housekeeping		
Electricity	646	8,102
Housekeeping Services	930	10,470
HVAC Service		296
Pest Control		325
Security System Services		603
Trash/Recycling		754
Water	146	1,348
Total 5500-Operations / Housekeeping	1,723	21,898
5600-Rental/Leases/Repairs		
Copier Lease	286	2,865
Facility Repairs	-677	2,496
Other Rentals	650	1,921
Property Rental - Moss Ave	7,950	79,288
Total 5600-Rental/Leases/Repairs	8,209	86,569
5800-Other Services		
Advertising		840
Attorney		123
Auditing and CPA Services		9,750
Bad Debt		86
Bank Fees		490
Bookkeeping Services	300	3,383
Business Manager Services		15,913
District Oversight	425	7,598
Duplication Services		329
Extracurricular Services	1,115	3,539
Field Trips and Assemblies	3,344	7,925
Fundraising Expenses	4,130	6,502
LiveScan and TB Test Services	52	918
Software Licensing		583
5800-Other Services - Other	2,994	6,613
Total 5800-Other Services	12,360	64,591
5900-Communications		
Internet Filtering (CIPA)		2,400

Sherwood Montessori
Profit & Loss YTD Comparison
May 2015

	May 15	Jul '14 - May 15
Internet Service Provider	100	1,099
Online List Management	10	109
Postage		455
Telephone, Cellular	83	1,015
Telephone, Landline	105	1,241
Television, Cable	14	154
Website, Hosting		127
Total 5900-Communications	312	6,601
Total 5000 Services/Other Op. Exp.	23,640	199,583
7000 Other Outgo		
7221-Special Education		92,691
Total 7000 Other Outgo		92,691
Total Expense	98,479	992,607
Net Ordinary Income	-28,177	-90,830
Net Income	**-28,177**	**-90,830**

Sherwood Montessori
Profit & Loss - Restricted Funds
July 2013 through January 2014

	Jul '13 - Jan 14
Ordinary Income/Expense	
Income	
8000-Revenues	
8300-8599 Other State Revenue	
8590-Categorical Funds	
Common Core Funds	27,733
Total 8590-Categorical Funds	27,733
Total 8300-8599 Other State Revenue	27,733
Total 8000-Revenues	27,733
Total Income	27,733
Gross Profit	27,733
Expense	
1000 Certificated Salaries	
1100-Teacher Salaries	
Resource Teacher Salaries	3,888
Total 1100-Teacher Salaries	3,888
Total 1000 Certificated Salaries	3,888
2000 Classified Salaries	
2100-Instructional Aides	
RSP Aide	346
Total 2100-Instructional Aides	346
Total 2000 Classified Salaries	346
3000-Employee Benefits	
3302-OASDI	21
3311-Medicare	61
3501-Unemployment Ins	131
3901-Employee Training Tax	4
Total 3000-Employee Benefits	218
4000-Books and Supplies	
4100-Textbooks/Core Curricula	5,937
4200-Books/reference Materials	120
4400-Noncapitalized Eq (<5K)	
Computers and Electronics	1,182
Total 4400-Noncapitalized Eq (<5K)	1,182
Total 4000-Books and Supplies	7,239
5000 Services/Other Op. Exp.	
5200-Travel and Conferences	2,100
Total 5000 Services/Other Op. Exp.	2,100
Total Expense	13,791
Net Ordinary Income	13,942
Net Income	**13,942**

Sherwood Montessori
Board of Directors - Vendor Payments Report
May 2015

Type	Date	Num	Name	Memo	Account	Amount
Bill	05/01/2015		Redeemer Lutheran Church	May rent	Property Rental - Moss ...	7,950.00
Bill	05/01/2015		Redeemer Lutheran Church	Able Plumbing #79594	Facility Repairs	-347.00
Bill	05/01/2015		Redeemer Lutheran Church	Gold-Bond Plumbing #1651	Facility Repairs	-380.73
Bill	05/01/2015	332335	S & S WHOLESALE PROD...	Curriculum	Food (Instructional)	33.38
Bill	05/01/2015	32571	The Creative Apple	paint for endangered species ...	Instructional Supplies	183.98
Bill	05/01/2015	7523	Chico Screenprint	Shirts	Fundraising Expenses	542.88
Bill	05/01/2015	2391-O	CYO Camp and Retreat Ce...	Science Camp	Field Trips and Assembli...	3,344.00
Bill	05/01/2015		American Janitorial	May services	Housekeeping Services	930.00
Bill	05/03/2015	97450...	Verizon Wireless	4/4/15-5/3/15	Telephone, Cellular	82.93
Bill	05/04/2015		California Water Service Co...	4/3/15-5/1/15	Water	146.47
Bill	05/05/2015		Laura A. Mason	May Bookkeeping	Bookkeeping Services	300.00
Check	05/05/2015	DBT	Costco	supplies	Office Supplies	8.05
Check	05/05/2015	DBT	Costco	supplies	After School Supplies	10.74
Check	05/05/2015	DBT	Costco	supplies	Custodial Supplies	67.70
Check	05/05/2015	DBT	Costco	supplies	Instructional Supplies	13.48
Check	05/06/2015	4013	Rachal Hambrock	Livescan	LiveScan and TB Test S...	52.00
Check	05/06/2015	4014	Steven Duke	Toilet repair parts	Facility Repairs	50.79
Check	05/06/2015	4015	Kellee Perez	Dinner and mileage	5200-Travel and Confere...	221.74
Check	05/06/2015	4016	Heather Fisher	mileage	5200-Travel and Confere...	42.55
Check	05/06/2015	4017	Michelle Yezbick	River Montessori visit hotel ro...	5200-Travel and Confere...	207.18
Check	05/06/2015	4018	Aileonna Dragon	Gas for Science Camp	5200-Travel and Confere...	124.02
Check	05/06/2015	4019	Richard Hirshen	Wipes	Custodial Supplies	3.21
Check	05/06/2015	4019	Richard Hirshen	Milk	Farmers' Market	2.69
Check	05/06/2015	4020	Heidi Blanchard	Strawberries for Spring Faire	Food (Instructional)	32.00
Check	05/06/2015	4021	Sara Kennedy	Aftercare snacks	After School Supplies	7.83
Check	05/06/2015	4021	Sara Kennedy	Mileage	5200-Travel and Confere...	16.68
Check	05/06/2015	4022	Travis Ulch	Posters & Flyers Sherwoodst...	Fundraising Expenses	147.71
Check	05/06/2015	4023	Pete Difalco	Sherwoodstock paper tickets	Fundraising Expenses	25.05
Bill	05/07/2015	332607	S & S WHOLESALE PROD...	Farmers' Market	Farmers' Market	16.65
Bill	05/07/2015	00001...	SchoolWise Technologies	Tech Support	5800-Other Services	1,000.00
Bill	05/07/2015		Vimeo	Professional development	Extracurricular Services	200.00
Check	05/08/2015	DBT	Wufoo	5/8/15 to 6/8/15 #1274890	Online List Management	9.95
Check	05/08/2015	DBT	In Tech	Year book invoice 016180	Fundraising Expenses	826.25
Check	05/08/2015	DBT	Costco	supplies	After School Supplies	143.30
Bill	05/11/2015	CNIN6...	Advanced Document	5/4/15-6/3/15	Copier Lease	166.63
Bill	05/11/2015	04178...	Klean Kanteen	250 16oz klean kanteen	Fundraising Expenses	965.63
Check	05/11/2015	DBT	In Tech	Year book invoice 016180	Fundraising Expenses	826.25
Bill	05/12/2015		Comcast	service 5/17/15-6/16/15	Internet Service Provider	99.95
Bill	05/12/2015		Comcast	service 5/17/15-6/16/15	Telephone, Landline	102.80
Bill	05/12/2015		Comcast	service 5/17/15-6/16/15	Television, Cable	4.95
Bill	05/12/2015		Comcast	taxes	Telephone, Landline	2.01
Bill	05/12/2015		Comcast	other charges	Television, Cable	9.07
Bill	05/12/2015	CNIN6...	Advanced Document	April	Copier Lease	119.45
Bill	05/12/2015	3201	Achieve Charter School of ...	Document Tracking Services	5800-Other Services	250.00
Bill	05/12/2015	3	Kara Tupy.	Music Instruction	Extracurricular Services	120.00
Check	05/12/2015	DBT	CPM EDUCATIONAL PRO...	Ebook license Invoice 150176...	4100-Textbooks/Core C...	72.85
Bill	05/12/2015		Costco	supplies, paper, paper towels,...	Office Supplies	95.42
Bill	05/13/2015	332866	S & S WHOLESALE PROD...	Farmers' Market	Farmers' Market	24.62
Bill	05/14/2015		BCOE VAPA	Artful Teaching Registration	5800-Other Services	150.00
Check	05/18/2015	DBT	Costco	supplies	After School Supplies	18.98
Check	05/18/2015	DBT	Costco	supplies	Custodial Supplies	45.92

Sherwood Montessori
Board of Directors - Vendor Payments Report
May 2015

Type	Date	Num	Name	Memo	Account	Amount
Check	05/18/2015	DBT	Costco	supplies	Office Supplies	151.55
Bill	05/19/2015	333160	S & S WHOLESALE PROD...	Farmers' Market	Farmers' Market	10.42
Bill	05/20/2015	3	The Lumininjas	Flow artist demonstration	Fundraising Expenses	150.00
Bill	05/20/2015		Bogg Jazz Quartet	Bogg Quartet Performance	Fundraising Expenses	200.00
Bill	05/20/2015	333199	S & S WHOLESALE PROD...	Curriculum	Food (Instructional)	20.43
Check	05/20/2015	DBT	Malachied Inc.	2 day mgmt develpment semi...	Extracurricular Services	675.00
Check	05/21/2015	4031	Kelli Kurth	mileage, lunch & dinner for all	5200-Travel and Confere...	423.75
Check	05/21/2015	4032	Richie Hirshen	Food for Curriculum	Food (Instructional)	15.15
Check	05/22/2015	4051	Longfellow Self Storage	June to November 2015	Other Rentals	649.80
Bill	05/22/2015		PG & E	04/22/15-05/20/15	Electricity	646.27
Bill	05/22/2015	115	ED_INNOVATIONS	Long term planning workshop...	5800-Other Services	1,594.30
Check	05/22/2015	DBT	Johnny On The Spot Portab...	Inv# 30786 conf# 085243	Fundraising Expenses	244.50
Check	05/22/2015	DBT	All Star Rents	Banquet table	Fundraising Expenses	111.69
Bill	05/26/2015	4	Kara Tupy.	Music Instruction	Extracurricular Services	120.00
Check	05/26/2015	DBT	Cash & Carry	supplies	Custodial Supplies	33.08
Check	05/27/2015	DBT	Costco	supplies	After School Supplies	22.98
Check	05/27/2015	DBT	Costco	supplies	Custodial Supplies	44.70
Check	05/27/2015	DBT	Costco	supplies	Office Supplies	178.42
Check	05/27/2015	DBT	Costco	Common core	4100-Textbooks/Core C...	150.49
Bill	05/29/2015		Chico Velo Cycling Club	Bike valet	Fundraising Expenses	75.00
Check	05/29/2015	DBT	Costco	supplies	After School Supplies	68.05
Bill	05/29/2015		Sierra Nevada Gift Store	fundraising	Fundraising Expenses	15.00
TOTAL						**24,690.59**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Proposed Budget for the 2015-2016 School Year**

Date: June 12, 2015 for the meeting of June 17, 2014

SUMMARY

The Budget Committee met after two members attended the May Budget Revision briefing at the county office of education. A proposed budget was drafted following the Budget Committee Meeting.

DISCUSSION

The May Budget Revision briefing brought good news for funding in the next school year. Although schools will not be "paid back" the money that the state took from us during the economic crisis, we will receive increased funding next year.

Part of the increase in funding is a one-time $601/ADA (average daily attendance) payment that schools may use in any way needed. State advisors are urging schools to consider: the impending increase in pension contributions, the need to replenish or repair technology needed for the required online state testing, and the need to purchase Common Core aligned curriculum.

Spending in 2015-2016 as proposed in this budget will not be in excess of our funding. We have a budget that is sustainable, as well as some funding available to reserve.

The proposed budget attached here suggests we set aside $25,346 in restricted reserves for our School Development Fund. These funds will be earmarked for the development of a new facility that will comfortably house an enrollment that can financially support the school.

Assumptions for creating the proposed budget included:

- Teacher salaries increase by 2% per year
- Substitutes remain roughly 6% of teacher salaries
- Classified salaries increase by 1% per year
- Health Benefits increase by 5% (Half of 10% annual increase)

- Most other expenses increase by 10%
- Enrollment growth based on admitted students model
- ADA based on 94.5% rate
- Revenue limit funding increases by 1.02% per year
- One time Discretionery Funds of $601 per ADA (initially based on 2014-15 P2 ADA)

Changes in this budget compared to the 2014-2015 budget include:

- We are not operating with a deficit, revenues cover spending.
- Staffing costs increase due to the following changes: raises, the addition of an 29.5 hours/week instructional aide for the middle school classroom, the addition of a 12 hours/week aide for math intervention as our math intervention teacher will be working more with the middle school, and starting the year with a 20 hour/week paraprofessional aide on staff rather than asking the board to add one when critical.
- We will have P.E. taught by a classified staff member and will seek a credentialed art teacher at 40% FTE (full time equivalent).
- We will continue to have music instruction and plan to cover the costs with funds raised at the Winter Festival.

ACTION REQUESTED

Approve proposed budget for the 2015-2016 school year.

	2014-15 2ND INTERIM		53.08% GAP FUNDING MAY 2015 REVISE	One-Time Discretionary Funding	Estimated ADA
Revenue	2014-2015	2015-16	2015-16		152.95
8011 Local Control Funding	489,372	582,164	***673,394***		
8012 Education Protection Act	159,282	150,304	***182,002***		
8096 In Lieu Taxes	260,551	293,086	***260,552***		
			1,115,948	***FCMAT CALC***	
				PER/ADA	PR. YR. P2 ADA
8590 One Time Discretionary	-	-	83,214	**$ 601.00**	138.46
8550 Mandates Block Grant	14,967	1,945	2,141		
8560 State Lottery	22,137	25,748	25,277		
8587 Special Education Passthru	12,492	12,492	12,492		
8673 Parent Fees	22,675	22,675	22,675		
8699 Fundraising / Donations	37,716	37,716	37,716		
8710 Other Local Revenue	5,153	-	-		
TOTAL REVENUES	1,024,345	1,126,129	**1,299,463**		
				CHANGE +/- Over 2014-14	
Expenditures					
1000 Certificated Salaries	367,110	375,578	391,482	24,372	
2000 Classified Salaries	227,354	230,235	280,109	52,755	
3000 Employee Benefits	142,058	166,190	165,922	23,864	
4100 Texts and Core Curricula	6,630	6,763	6,763	133	
4200 Reference Materials	2,452	2,000	2,000	(452)	
4300 Materials and Supplies	19,913	33,263	33,263	13,350	
4400 NonCap Equipment	-	-	-	-	
4700 Food (Nutrition)	295	-	-	(295)	
5200 Travel and Conferences	4,775	4,775	5,253	478	10%
5300 Dues and Memberships	1,105	1,220	1,342	237	10%
5400 Property/Liability Insurance	18,318	24,388	26,827	8,509	10%
5500 Operations / Housekeeping	24,939	26,961	29,657	4,718	10%
5600 Rentals, Leases, and Repairs	102,024	116,286	127,915	25,891	10%
5800 Prof. & Consulting Services	55,622	59,836	65,819	10,197	10%
5900 Communications	6,921	5,242	5,766	(1,155)	10%
7141 Special Ed Encroachment	123,588	120,000	132,000	8,412	10%
7438 Long-Term Debt Interest		1,000			
TOTAL EXPENDITURES	1,103,104	1,167,735	1,274,117	171,013	
Excess/(Deficiency)	(78,759)	(41,606)	25,346	104,106	
Addition to General Reserve	-	-		-	
Addition to Restricted Reserve			25,346	25,346	
Excess/(Deficiency) after Reserves	(78,759)	(41,606)	-	78,759	

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **2015-2016 LCAP (Local Control and Accountability Plan)**

Date: June 12, 2015 for the meeting of June 17, 2015

SUMMARY
Each public school, public school district, county office of education, and charter school in California must adopt an updated LCAP by July 1, 2015.

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 plan.

Attachment: Proposed LCAP updated for 2015-2016

Introduction:

LEA: Sherwood Montessori **Contact (Name, Title, Email, Phone Number):** Michelle Yezbick, Director, michelle@sherwoodmontessori.org, (530) 345-6600 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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 18, 2015.

Accepted by Chico Unified School District on _____ by _____.

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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.

For each section of the template, LEAs shall comply with instructions and should 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. However, the narrative response and goals and actions should

demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Focus group recruitment: In the September 25, 2014 and the October 9, 2014 School Announcements (received by all parents, staff, and board members as well as interested community members), invitations to join the LCAP Focus Group were publicized. School Announcements are sent electronically and in hard copy format as well as posted at the school.	A group of five interested parents, including a current and former board member, agreed to meet and review the LCAP progress and determine which revisions to support.
Focus group meetings: Information regarding the scope of the work of the focus group throughout the year was sent to the five members. The 2014-2015	The focus group participants were given information regarding Common Core State Standards, 21st Century Skills, LCAP, LCFF, and developing effective

LCAP and one page summary were also sent to group members. October 29, 2014 was set for our first group meeting and an agenda was sent to members.	processes for collecting data which impacted the LCAP by giving clarity to an informed group of invested members. The group was able to work effectively together with purpose.
Stakeholder survey: The focus group reviewed questions for a stakeholder survey that were based on LCAP goals from the 2014-2015 adoption. The survey was available online and in paper from November 20, 2014-January 13, 2015. Parents, teachers, board members, community members and staff had access to the survey.	Stakeholder survey results were examined by the focus group. The group made suggestions for revisions for the LCAP based on stakeholder input.
Student interviews: A random number generator was used to identify 10% of students who would be interviewed by the school director to share what they liked about their school and what ideas they had to make it better. Responses were collected and shared with focus group members on April 29, 2015.	Student input given through the interviews generated a number of ideas that the focus group considered. The group made suggestions for revisions for the LCAP based on student input.
Annual Update:	**Annual Update:**
Focus group recruitment: In the September 25, 2014 and the October 9, 2014 School Announcements (received by all parents, staff, and board members as well as interested community members), invitations to join the LCAP focus group were publicized. School Announcements are sent electronically and in hard copy format as well as posted at the school.	Five focus group members emerged from the recruitment efforts. Members were all parents of currently enrolled students. One member was also a current board member and another was a former board member. Another member was also a the president of the school's parent organization.
On October 14, 2014, the LCAP focus group met via email and were given the 2014-2015 LCAP, a one-page summary, and an outline of the work we would do throughout the year with the year divided into four phases named for the work that would be done: July 2014-October 2014 reflect/evaluate progress/consult/collect needs data; November 2014-January 2015 adapt LCAP/identify goals, actions, services/align resources to budget/consult with stakeholders; February 2015-March 2015 inform stakeholders/respond to comments/adjust to reflect input; April 2015-June 2015 finalize following May revision of Governor's budget, hold public hearing.	The focus group reviewed and revised questions for a stakeholder survey that were based on LCAP goals from the 2014-2015 adoption so that data collected would directly measure the stakeholders perceptions of progress made on goals written.
At the October 29, 2014 meeting, five focus group members met with the school director and were given background information on the development of the 2014-2015 LCAP and the scope of the work of the focus group. The group determined what processes would be used to collect data and important ideas to consider when interpreting data. Next steps for developing and launching a new stakeholder survey were determined.	Focus group members recommended revising goal 1.4 from the 2014-2015 adoption to eliminate "set up a school library" since the current school facility does not have space to house one. The group suggested adding language that would change the goal to encourage use of the local public library that is located within walking distance of the school. These changes were made in the updated LCAP.
On November 6, 2014, November 13, 2014, and November 14, 2014 the focus group met via email to refine survey questions.	Focus group members identified improving parent involvement and volunteerism as a goal to continue and to emphasize. Work with the parent

	organization to improve these areas has begun.
Stakeholder survey: Focus group members worked together to develop a new survey via email. The survey was available online and in paper from November 20, 2014-January 13, 2015. Parents, teachers, board members, community members and staff had access to the survey and forty-five participants answered.	The focus group members recommended increasing spending on improving the current facility as allowed by the landlord and increase spending on P.E. and recess equipment.
Student interviews: A random number generator was used to identify 10% of students who would be interviewed by the school director to share what they liked about their school and what ideas they had to make it better. Responses were collected and shared with focus group members on April 29, 2015. Discussion included differences between generalizing results from a small sample and gleaning themes from qualitative data. Responses were collected and shared with focus group members on April 29, 2015. Discussion included differences between generalizing results from a small sample and gleaning themes from qualitative data. On May 1st, 2015 and May 4, 2015 the group met via email again to share conclusions based on data from student surveys.	Focus group members concluded that many of the student requests for school improvements were hindered by the current facility which is lacking adequate space both within the building and in terms of outdoor areas. Members recommended continuing efforts with the board to acquire a facility that meets the program's needs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service**:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes 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?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) 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?

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. 1.1: Provide highly qualified teachers for all students. 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS). 1.3: Provide a broad range of Montessori materials. 1.4: Provide a facility in good repair and improve PE/recess equipment. 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.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Students need caring, committed, collaborative, exemplary, responsive credentialed teachers who embrace the Montessori method. Students need academic skills to access curriculum & instruction. Metrics: Credentials – CALPADS annual Credential Report; CCSS Training Pro.Dev. Sign-In, Records of Montessori training, coaching and mentoring; Facilities Inspection Reports. Literacy-Benchmark reading and writing assessments, Math-Smarter Balanced Assessment in math.	
Goal Applies to:	Schools: All/whole school	
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Priority #1 Basic Services Maintain 100% highly qualified credentialed teachers. Maintain materials in good repair and replace/add to materials as needed. Maintain and improve school facility, encourage walking trips to nearby branch of public library, add to PE/recess equipment. Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents. Priority #2 Implementation of State Standards Move from stage 2 to stage 3 of CCSS implementation: align progress monitoring. Priority #3 Parent Involvement 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 down individual students' growth to show movement towards identified SBIT goals. Priority #4 Pupil Achievement Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents. Move from stage 2 to stage 3 of CCSS implementation: align progress monitoring. Priority #7 Course Access Maintain materials in good repair and replace/add to materials as needed. Move from stage 2 to stage 3 of CCSS implementation: align progress monitoring. Priority #8 Other Pupil Outcomes Provide a facility in good repair and improve PE/recess equipment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to monitor teacher credentials and assignments.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,200
Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.	All/whole school	X All OR: _ Low Income pupils _ English Learners	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $1,700 2000-2999: Classified Personnel Salaries General

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund/LCFF Supplemental Funds $300
Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $2,100
The director will work with the parents' organization and the landlord to ensure that the facility is in good repair.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $200 5000-5999: Services And Other Operating Expenditures General Fund/LCFF Supplemental Funds $1,300
Teachers who have adopted the practice of visiting the local branch of the library will be given opportunities at staff meetings and collaboration time to share their students' experiences using the library.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $500
PE and recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,500

		_ Other Subgroups: (Specify)	
Continue regular meetings with SBIT team: Coordinator, director, parents and intervention instructors to make continued improvement to the SBIT program and review student progress. Collect data to determine which students need access to the SBIT process. Track down individual students' growth to show movement towards identified SBIT goals.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $10,960

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Priority #1 Basic Services Maintain 100% highly qualified credentialed teachers. Maintain materials in good repair and replace/add to materials as needed. Maintain and improve school facility, encourage walking trips to nearby branch of public library, add to PE/recess equipment. 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 down individual students' growth to show movement towards identified SBIT goals. Priority #2 Implementation of State Standards Move from stage 3 to stage 4 of CCSS implementation: align teacher evaluation and support. Priority #3 Parent Involvement Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents. Priority #4 Pupil Achievement Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents. Move from stage 3 to stage 4 of CCSS implementation: align teacher evaluation and support. Priority #7 Course Access Maintain materials in good repair and replace/add to materials as needed. Move from stage 3 to stage 4 of CCSS implementation: align teacher evaluation and support. Priority #8 Other Pupil Outcomes Provide a facility in good repair and improve PE/recess equipment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to monitor teacher credentials and assignments.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,200

Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $1,700 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $300
Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.	All/ whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $2,100
The director will work with the parents' organization and the landlord to ensure that the facility is in good repair.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $300 5000-5999: Services And Other Operating Expenditures General Fund/LCFF Supplemental Funds $1,300
Teachers who have adopted the practice of visiting the local branch of the library will be given opportunities at staff meetings and collaboration time to share their students' experiences using the library.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $500
PE and recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.	All/whole school	X All OR:	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,500

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue regular meetings with SBIT team: Coordinator, director, parents and intervention instructors to make continued improvement to the SBIT program and review student progress. Collect data to determine which students need access to the SBIT process. Track down individual students' growth to show movement towards identified SBIT goals.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $10,960

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Maintain 100% highly qualified credentialed teachers Refine work at stage 4 of CCSS implementation. Maintain materials in good repair/add to materials as needed. Maintain and improve school facility, encourage use of local branch of library, add to PE/recess equipment. 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 down individual students' growth to show movement towards identified SBIT goals.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to monitor teacher credentials and assignments.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,200
Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.	All/whole	X All OR:	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $1,700

	school	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $300
Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $2,100
The director will work with the parents' organization and the landlord to ensure that the facility is in good repair.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $200 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,300
Teachers who have adopted the practice of visiting the local branch of the library will be given opportunities at staff meetings and collaboration time to share their students' experiences using the library.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $500
PE and recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue regular meetings with SBIT team: Coordinator, director, parents and intervention instructors to make continued improvement to the SBIT program and review student progress. Collect data to determine which students need access to the SBIT process. Track down individual students' growth to show movement towards identified SBIT goals.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $10,960

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Goal 2: Provide a positive school climate with authentic opportunities for parent involvement. 2.1: Ensure that parents understand the ways the school communicates with students' families. 2.2: Ensure that parents understand the nature of the Montessori method of education. 2.3: Improve parent involvement and volunteerism. 2.4: Increase attendance and graduation rates for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	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, teacher input surveys, suspension and expulsion data, attendance rates and chronic absenteeism rates, middle school dropout rates, graduation rates	
Goal Applies to:	Schools:	All/whole school
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Priority #3 Parent Involvement Parent survey results will reflect an increase in positive responses to questions about communication from school to home. Parent education sign-in sheets will reflect an increase in the number of parents accessing these opportunities. Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time. Priority #5 Pupil Engagement Continue conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions. Priority #6 School Climate Parent survey results will reflect an increase in positive responses to questions about communication from school to home. Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $6,000 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $140

		English proficient _ Other Subgroups: (Specify)	
The value of parent education opportunities will be communicated to the parent community.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $500
The school director will meet with the parent group leaders and office staff to continue to refine the parent volunteer opportunities communication & tracking system.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $4,000
The office staff, school director, and SBIT Coordinator will collaborate to hold conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,200

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Priority #3 Parent Involvement Parent survey results will reflect an increase in positive responses to questions about communication from school to home. Parent education sign-in sheets will reflect an increase in the number of parents accessing these opportunities. Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time. Priority #5 Pupil Engagement Continue conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions. Priority #6 School Climate Parent survey results will reflect an increase in positive responses to questions about communication from school to home. Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $6,000 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $140
The value of parent education opportunities will be communicated to the parent community.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $500
The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $4,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
The office staff, school director, and SBIT Coordinator will collaborate to hold conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,200

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Priority #3 Parent Involvement Parent survey results will reflect an increase in positive responses to questions about communication from school to home. Parent education sign-in sheets will reflect an increase in the number of parents accessing these opportunities. Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time. Priority #5 Pupil Engagement Continue conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions. Priority #6 School Climate Parent survey results will reflect an increase in positive responses to questions about communication from school to home. Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $6,000 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $140

The value of parent education opportunities will be communicated to the parent community.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $500
The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $4,000
The office staff, school director, and SBIT Coordinator will collaborate to hold conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions.	All/whole school	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,200

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:	Socioeconomically disadvantaged students will have access to free or reduced lunch.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Students need nourishment to access success in school.	
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	Low income pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Priority#4 Pupil Achievement Students who are well-nourished will be able to achieve academically more so than they would be able if they were hungry. Priority#5 Student Engagement Students who are well-nourished will be more engaged in all aspects of their school day. Priority #6 School Climate Students who are well-nourished will contribute to a positive school climate more so than they would be able if they were hungry.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For low income students: The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	Low income pupils	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental $1600

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Priority#4 Pupil Achievement Students who are well-nourished will be able to achieve academically more so than they would be able if they were hungry. Priority#5 Student Engagement Students who are well-nourished will be more engaged in all aspects of their school day. Priority #6 School Climate Students who are well-nourished will contribute to a positive school climate more so than they would be able if they were hungry.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For low income students: The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	Low income pupils	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental $1600

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Priority#4 Pupil Achievement Students who are well-nourished will be able to achieve academically more so than they would be able if they were hungry. Priority#5 Student Engagement Students who are well-nourished will be more engaged in all aspects of their school day. Priority #6 School Climate Students who are well-nourished will contribute to a positive school climate more so than they would be able if they were hungry.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For low income students: The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	Low income students	_ All OR: X Low Income pupils _ English Learners _ Foster Youth	2000-2999: Classified Personnel Salaries Supplemental $1600

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 11:	Socioeconomically disadvantaged students will have access to free child care after school and during school events.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Families feeling welcomed, connected, and able to support the educational success of their students and the success of the school as a whole.	
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	Low income pupils

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Priority #3 Parent Involvement With child care being provided, low income students' parents will have access to participate in school events. Priority #5 Student Engagement The child care program will assist low income students in completing homework/ practicing academic skills during quiet work time. The child care program will provide engaging activities to low income students. Priority #6 School Climate Parents of low income students will be more connected and able to support the educational success of their students by attending school events. Low income students with access to supportive after care will have positive outlooks about school following academic success and/or involvement in engaging activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Low income pupils	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,600

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Priority #3 Parent Involvement With child care being provided, low income students' parents will have access to participate in school events. Priority #5 Student Engagement The child care program will assist low income students in completing homework/ practicing academic skills during quiet work time. The child care program will provide engaging activities to low income students. Priority #6 School Climate Parents of low income students will be more connected and able to support the educational success of their students by attending school events. Low income students with access to supportive after care will have positive outlooks about school following academic success and/or involvement in engaging activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Low income pupils	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,600

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	Priority #3 Parent Involvement With child care being provided, low income students' parents will have access to participate in school events. Priority #5 Student Engagement The child care program will assist low income students in completing homework/ practicing academic skills during quiet work time. The child care program will provide engaging activities to low income students. Priority #6 School Climate Parents of low income students will be more connected and able to support the educational success of their students by attending school events. Low income students with access to supportive after care will have positive outlooks about school following academic success and/or involvement in engaging activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Low income pupils	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,600

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) 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?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All/whole school	
	Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	Maintain 100% highly qualified credentialed teachers.	
Actual Annual Measurable Outcomes:	Maintained 100% highly qualified credentialed teachers.	

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Continue to monitor teacher credentials and assignments.	General Fund $2,000	Monitored teacher credentials and assignments.	General Fund $750
Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service: All/whole school _ All		_ All OR: _ Low Income pupils _ English Learners	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal was accomplished, so there will be no changes in actions or services. A decrease in expenditures is planned based on the actual spending for 2014-2015 and as office staff is capable of replicating services and actions in a more efficient manner for the 2015-2016 school year.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All/whole school	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Provide professional development on CCSS and the Montessori method.	Actual Annual Measurable Outcomes:	Spent two full development days coordinating CCSS and the Montessori method.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Teachers will work in grade-level teams and School Director to assess progress on implementing CCSS.	General Fund $3,000	Teachers worked collaboratively with one another and school director to assess progress on implementing CCSS.	General Fund $2,933
Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service: All/whole school		_ All OR:	

_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Because this is a long-term goal, we consider this work not yet "done" and the goal not yet "met", although substantial progress was made and annual benchmarks were met. The next benchmarks to meet include examining the intersection between Montessori methods and the Common Core Standards with more refinement, moving from the larger philosophical ideas to the methodological applications such as lesson and assessment alignment. Expenditures were decreased based on actual spending in 2014-2015 and a planned shift from accomplishing this work during development days outside the contracted year to accomplishing this work during collaboration time built into the contracted year.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal 1.3: Provide a broad range of Montessori materials.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All/whole school
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Maintain materials in good repair and replace/add to materials as needed.	Actual Annual Measurable Outcomes:	Montessori materials were purchased for classrooms that needed them.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Teachers will work with school director to assess completeness of materials considering demands of CCSS.	4000-4999: Books And Supplies General Fund $2,100	Teachers worked with the school director and a Montessori mentor to determine completeness of materials considering demands of CCSS.	4000-4999: Books And Supplies General Fund $3,000
Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be	Expenditures will remain at $2,100 as this year's spending did not reach that amount for Montessori materials in particular, but exceeded that amount in academic materials in general. Some teachers were hesitant to order materials so soon after

made as a result of reviewing past progress and/or changes to goals?	being trained in the Montessori method and wanted to be certain about which materials would be best to invest in. By the end of this school year, teachers had more clarity about what Montessori materials would be needed and more will be purchased for the 2015-2016 school year.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Goal 1.4: Provide a facility in good repair, set up a school library, and improve PE/recess equipment.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All/whole school
	Applicable Pupil Subgroups:	All students Economically disadvantaged students

Expected Annual Measurable Outcomes:	Maintain and improve school facility, set up a school library, add to PE/recess equipment.	Actual Annual Measurable Outcomes:	Facility has been maintained, but little has been done to improve the facility. The LCAP Focus Group decided that due to space constraints, it makes more sense to encourage more teachers to use the local branch of the public library as it is within walking distance. PE and recess equipment was purchased and expenditures exceeded planned amounts.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to conduct site inspections and identify any areas of deficiency; set up a school library; add to PE/recess equipment.	2000-2999: Classified Personnel Salaries General Fund $ 500	Conducted site inspections and identified areas of deficiency; failing to find a solution in our facility to set up a school library, began encouraging use of local branch of the public library; added to PE/recess equipment.	2000-2999: Classified Personnel Salaries General Fund $500 4000-4999: Books And Supplies General Fund $1,300
Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Scope of Service: All/whole school _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	An additional $1,000 was added to this goal's spending plan as actual spending exceeded the $500 earmarked for the 2014-15 school year. Teachers who regularly use the library will be given opportunities to share with other faculty the impact it has made on their students. Suggestions from students for ideas to improve the facility will be implemented as allowed by the landlord.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 _ 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All/whole school	
	Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents. Collect data to determine which students need access to the SBIT process.	
Actual Annual Measurable Outcomes:	Retained qualified SBIT Coordinator who worked collaboratively with director, teachers, and parents. Collected data to determine which students need accesst othe SBIT process.	

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
SBIT Coordinator will work with teachers, parents, and School Director to ensure that all students needing intervention are identified and served.	General Fund $10,134	The SBIT Coordinator reported that 39 students would continue receiving intervention services based on end of year assessments. More students may also join intervention groups at a number to be determined based on fall assessment data. A final number of students who were exited from the SBIT process either because they qualified for IEPs (individual education plans for special education services) or because they made progress that brought them to grade level is not available at this time, but will be ready for fall planning.	General Fund/LCFF Supplemental Funds $20,267

Scope of Service	All/whole school		Scope of Service	All/whole school	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The SBIT program has been very successful this year, and will continue in terms of actions, services, and expenditures. A slight increase in funding this goal to cover a salary increase is reflected in the spending plan.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All/whole school	
	Applicable Pupil Subgroups: All students	

Expected Annual Measurable Outcomes:	Parent survey results will reflect an increase in positive responses to questions about communication from school to home.	Actual Annual Measurable Outcomes:	While the majority of parents who participated in the survey reported feeling satisfied or very satisfied with the school's approach to parent volunteerism and parent involvement, narrative responses from parents indicate that there is more room to improve in terms of communication from school to home.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences.	General Fund $3,000	Office staff frequently sent updated contact lists to school administration and parents' group leaders. Teachers were able to determine which parents preferred communication via email and which preferred announcements on paper.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,000 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $140
Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Scope of Service: All/whole school _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal to improve communication will continue and a committee of the board of directors will work with the school director to accomplish the goal. Increased expenditures have been assigned to cover costs of the director's time as this was been identified as a top priority of the Board of Directors at the April board retreat.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Goal 2.2: Ensure that parents understand the nature of the Montessori method of education.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All/whole school Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	Parent education sign-in sheets will reflect an increase in the number of parents accessing these opportunities.	Actual Annual Measurable Outcomes: More parents were in attendance at the parent education night held in January than in previous years, and the same number of parents attended the parent education night held in late September. However, the overall enrollment declined from 2013-14 to 2014-15, so there was an increase in attendance when proportionality is considered.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Office staff will ensure that all parents are aware of parent education opportunities through established communication systems.	2000-2999: Classified Personnel Salaries General Fund $3,000	Office staff updated contact information monthly or more frequently to ensure that all parents received information about parent education opportunities.	2000-2999: Classified Personnel Salaries General Fund $2,000
Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service: All/whole school		_ All OR:	

_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been revised to be an action/service under the more overarching goal: Provide a positive school climate with authentic opportunities for parent involvement. Expenditures for this action/service are bundled in the $6,000 assigned to the overarching goal.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Goal 2.3: Improve parent involvement and volunteerism.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All/whole school	
	Applicable Pupil Subgroups:	All students Socio-economically Disadvantaged students
Expected Annual Measurable Outcomes:	Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.	
Actual Annual Measurable Outcomes:	A streamlined system for tracking parent volunteer hours was chosen in consult with the parent organization. Parents' hours were tracked and reported back to parents at the end of the year, prompting several parents to inquire about opportunities they could take advantage of over the summer and into the next school year. School personnel and parent organization leaders communicated opportunities to the parents.	

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Office staff will coordinate with Sherwood Montessori Parent Organization (SMPO) to track volunteer hours and notify parents of volunteer opportunities.	General Fund $4,000	Office staff and school director coordinated with parent organization leaders to refine the system for tracking parent volunteer hours as well as communicate volunteer opportunities.	2000-2999: Classified Personnel Salaries General Fund $4,000
Scope of Service: All/whole school _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

For low income students: Office staff will coordinate with Sherwood Montessori Parent Organization (SMPO) to track volunteer hours and notify parents of volunteer opportunities.	General Fund/LCFF Supplemental Funds $4,000		
Scope of Service: All/whole school _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school community made significant efforts in this area with director, office staff, and parent organization leaders collaborating on a system that works for our school. Additionally, the goal of improved communication identified by the Board of Directors during their April retreat was identified as a top priority. Expenditures for these efforts will remain robust, although a decrease is expected as the groundwork for this continued work has been laid.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:	Goal 2.4: Increase attendance and graduation rates for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All/whole school	
	Applicable Pupil Subgroups: All/whole school	
Expected Annual Measurable Outcomes:	Implement conferences with parents of chronically absent students.	Actual Annual Measurable Outcomes: Conferences were held for the parents of chronically absent students.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Office staff will closely monitor attendance and implement School Attendance Review Board (SARB) procedures when absenteeism is a problem.	General Fund $2,000	Office staff closely monitored attendance and interventions implemented were successful; no SARB procedures were needed.	General Fund $1,500
Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All/whole school X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Teachers will refer students eligible for suspension to the SBIT Coordinator.			

Scope of Service: All/whole school _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income students: Teachers will refer students eligible for suspension to the SBIT Coordinator.			
Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal of increased attendance rates for chronically absent students was reached. The use of Independent Studies for families that needed to travel during school days or have their student/s out of the classroom for other reasons contributed to this, and the information to access these was shared in the conferences as planned. Next year's services will also include counseling families of students who have chronically excused absences (10% of school days missed due to illness or other excusable absence). Expenditures will be slightly decreased.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:	Socioeconomically disadvantaged students will have access to free or reduced lunch.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	Low income pupils

Expected Annual Measurable Outcomes:	Socioeconomically disadvantaged students will have access to free or reduced lunch.	Actual Annual Measurable Outcomes:	Socioeconomically disadvantaged students have had access to free or reduced lunch.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
For low income students: The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	Supplemental $ 2,000	The school will provided free or reduced lunch and free after school snack to families that qualified due to low income.	Supplemental $2,000
Scope of Service: Low income pupils _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Low income pupils _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be	The school director and administrative assistant met with lunch provider representatives to discuss ways to promote the lunch program as it is currently being underutilized by paying customers, which ultimately threatens the sustainability of providing

made as a result of reviewing past progress and/or changes to goals?	free lunches to low-income students. Strategies to improve participation include parent education via taste tests and school announcements promoting the nutrition offered through the school lunch program. Expenditures will remain stable for the 2015-2016 school year.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 11 from prior year LCAP:	Socioeconomically disadvantaged students will have access to free child care after school and during school events.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All/whole school
	Applicable Pupil Subgroups:	Low income pupils

Expected Annual Measurable Outcomes:	Socioeconomically disadvantaged students will have access to free child care after school and during school events.	Actual Annual Measurable Outcomes:	Socioeconomically disadvantaged students had access to free child care after school and during school events.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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.	Supplemental $ 3,000	For low income students: Socioeconomically disadvantaged students had access to free child care after school and during school events.	Supplemental $5,247
Scope of Service: Low income pupils _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Low income pupils _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be	Free after care was provided to students who qualified for free or reduced lunch. The cost to the school was greater than expected. Planned spending for next year will be increased from the plan for 2014-2015, but increases will not cover

made as a result of reviewing past progress and/or changes to goals?	expenditures based on 2014-2015 accounts. To cover the gap in budgeted and actual anticipated expenses for 2015-2016 (based on actual expenditures for 2014-2015), the after care coordinator and school director will coordinate program needs and expenditures to lower costs/increase revenues.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$30,528

For the 2015-16 school year, Sherwood Montessori projects an enrollment of 164 students, 37 of which will be low income, foster youth or English learners, resulting in an unduplicated pupil percentage of 24.89%. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplemental and Concentration Grant funding for 2015-16 to be $14,430. Additional Supplement and Concentration Grant spending for the 2015-16 school year is projected to exceed the increased funding. Anticipated total spending is $30,560. A description of this spending is as follows:
$10,960 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.
$12,000 for salaries of office staff to accomplish the tasks described in goals 1, 2, 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.
$1,500 includes a portion of School Director's time to conduct site inspections and funds 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.
$2,000 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.
Sherwood's proportionality percentage of 2.81% results in a 2015-16 school year estimated Supplemental and Concentration Grant funding amount of $14,430. Planned use of the funding is described above in Section C.

B. In the box below, 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).

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). 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.

2.81	%

For 2014-2015, Sherwood’s proportionality percentage of 1.62% resulted in a 2014-15 school year estimated Supplemental and Concentration Grant funding amount of $17,367. Planned use of the funding exceeded this amount; details are available in the Annual Update section of this document.
For 2015-2016, Sherwood's proportionality percentage of 2.81% will result in the 2015-16 school year estimated Supplemental and Concentration Grant funding amount of $14,430. Planned use of these funds will also likely exceed the revenues provided.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Funding Sources	38,734.00	46,637.00	36,800.00	36,900.00	36,800.00	110,500.00
General Fund	29,734.00	15,983.00	0.00	0.00	0.00	0.00
General Fund/LCFF Supplemental Funds	4,000.00	23,407.00	35,200.00	35,300.00	35,200.00	105,700.00
Supplemental	5,000.00	7,247.00	1,600.00	1,600.00	1,600.00	4,800.00

Total Expenditures by Object Type						
Object Type	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	5,600.00	13,940.00	36,800.00	36,900.00	36,800.00	110,500.00
1000-1999: Certificated Personnel Salaries	0.00	140.00	13,300.00	13,300.00	13,600.00	40,200.00
2000-2999: Classified Personnel Salaries	3,500.00	9,500.00	18,600.00	18,700.00	18,300.00	55,600.00
4000-4999: Books And Supplies	2,100.00	4,300.00	3,600.00	3,600.00	4,900.00	12,100.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	1,300.00	1,300.00	0.00	2,600.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	All Funding Sources	5,600.00	13,940.00	36,800.00	36,900.00	36,800.00	110,500.00
1000-1999: Certificated Personnel Salaries	General Fund/LCFF Supplemental Funds	0.00	140.00	13,300.00	13,300.00	13,600.00	40,200.00
2000-2999: Classified Personnel Salaries	General Fund	3,500.00	6,500.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	General Fund/LCFF Supplemental Funds	0.00	3,000.00	17,000.00	17,100.00	16,700.00	50,800.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	1,600.00	1,600.00	1,600.00	4,800.00
4000-4999: Books And Supplies	General Fund	2,100.00	4,300.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	General Fund/LCFF Supplemental Funds	0.00	0.00	3,600.00	3,600.00	4,900.00	12,100.00
5000-5999: Services And Other Operating Expenditures	General Fund/LCFF Supplemental Funds	0.00	0.00	1,300.00	1,300.00	0.00	2,600.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4: Proposed Revision to Salary Schedule Movement Policy**

Date: June 12, 2015 for the meeting of June 17, 2015

SUMMARY

The Board will be asked to revise the current salary schedule movement policy.

DISCUSSION

Currently, the policy regarding movement to increase salary on the salary schedule reads:

> Column placement shall be based upon semester units verified by official transcripts. Pay scale shall not be 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.

The proposed change would read:

> Column placement shall be based upon semester units verified by official transcripts. Pay scale shall not be 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 notify the school director of an intention to submit credits for movement by May 1st to have units count toward next year's salary.
> When teachers are able to provide official transcripts of units counted toward a salary increase, the contracted salary shall be amended by memorandum from the time the transcripts are received until the remainder of the contract term.

The change is being requested because the May 1st deadline is not possible for teachers to meet with official transcripts for courses taken during the spring semester or through a Montessori training program. Teachers are then required to wait an entire academic year for a raise they have earned but cannot yet verify with transcripts. Fiscal impacts would be minimal.

ACTION REQUESTED

Revise the current salary schedule movement policy.

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5: Meeting Schedule for the Board of Directors 2015-2016**

Date: June 12, 2015 for the meeting of June 17, 2015

SUMMARY

The Board will be asked to set a meeting schedule for the 2015-2016 school year.

DISCUSSION

In Article 4 if current Board Bylaws, states in Section 4:

SECTION 4. NOTICE OF MEETINGS

> The Board of Directors shall meet in a public space at least monthly. The dates for the regular meetings shall be announced by the Secretary and posted no later than June 30 of each year. All meetings shall be open to the public. Written notice of general meetings shall be mailed or e-mailed to all members in advance. Written notice of Committee Meetings shall be mailed or e-mailed to committee members in advance.

A proposed meeting schedule for the year with monthly tasks is attached, however exact dates and times have not been assigned. Tasks and meeting times and dates can be changed by a 2/3 vote of directors.

ACTION REQUESTED

Approve a meeting schedule.

Attachment: Proposed Annual Meeting Schedule

Board of Directors Meetings 2015-2016

July Board Meeting	Recess
August Board Meeting	Unaudited actuals approved Committee assignments Report of Standardized Test Results Employee Handbook changes Policies for new year Election of new officers
September Board Meeting	Committee work
October Board Meeting	Prop 39 Request Growth Model Annual Financial Audit
November Board Meeting	Special Meeting: First Interim Budget, Next Year's Calendar Committee work
December Board Meeting	Recess
January Board Meeting	Planning Retreat
February Board Meeting	SARC Report Second Interim Budget Prop 39
March Board Meeting	Committee work
April Board Meeting	Annual Meeting Approve BOD candidates Closed Session: Review of Director
May Board Meeting	Committee work --- Closed Session: Review of Director
June Board Meeting	Next Year's Budget Renew Line of Credit Orientation materials to new directors Resolutions for outgoing directors Resolution to change signatories on bank account Set meeting dates/times for year Adopt LCAP Contracts for Finance Team Closed Session: Evaluation/Contract for Director

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6: Appointment of Board Members for 2014-2015**

Date: June 12, 2015 for the meeting of June 17, 2015

SUMMARY

The Board will be asked to consider next steps for appointing Directors in empty seats for the 2015-2016 school year.

DISCUSSION

On June 19, 2014, the Board Bylaws in Article 3 were revised to state:

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.

This revision loosened restrictions making it possible for in-laws of Lead Teachers to serve as Directors on the Board. However, a recent hire has caused re-elected board member Kristy Cowell to become ineligible due to being the mother of Lead Teacher Tanya Parish.

The Board may wish to request futher revision of this bylaw to allow Ms. Cowell to serve, or it may wish to utilize the option to appoint another member of the community to the seat. Changing the bylaw would require approval through the Board of Education of Chico Unified School District, our charter authorizer.

Additionally, if any other current member of the Sherwood Board of Directors has formally and decisively resigned via written correspondence as outlined in the bylaws, his seat should also be filled by approval of a majority of the board as described in Section 10, Article 4 of the bylaws, below:

SECTION 10. VACANCIES

> Vacancies on the Board of Directors shall exist from (1) the death; resignation or removal of any

Director, and (2) whenever the number of authorized Directors is increased.

The Board of Directors may declare vacant the office of a Director, who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a two-thirds majority of the Directors then in office.

Any Director may resign effective upon giving written notice to the Chair of the Board, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would then be left without a duly elected Director in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the board may be filled by approval of the board, or, if the number of Directors then in office is less than a quorum, by (1) the unanimous written consent of the Directors then in office or (2) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws.

A person elected to fill a vacancy as provided by this Section, shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

ACTION REQUESTED

Discuss and approve next steps for appointing board members to vacant seats.

Agenda Item 5.7

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.7: Facilities Committee Update**

Date: June 12, 2015 for the meeting of June 17, 2015

SUMMARY

Sherwood is working on a long-term plan to obtain more adequate facilities for our program.

DISCUSSION

Currently, our facility is not an adequate size to support an economically stable program. The Facilities Committee, and ad hoc committee of the Board of Directors, has been working on this project and would like to share updates.

ACTION REQUESTED

Discuss progress and advise committee members on next steps.

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 15, 2015 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser, Russell Shapiro

2. CONSENT AGENDA

2.1 Approval of Minutes from Board Retreat August 14, 2014 and September 18, 2014
2.2 Annual Financial Audit

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 Model
5.3 New Staff Support

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 copy of the School Accountability Report Card.
7.2 The Board will be asked to approve the Second Interim Financial Report

8. ADJOURNMENT (Est. 7:30 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

Meeting August 14, 2014
Called to order 6:10pm by Treasurer Kuperman

1. CALL TO ORDER

1.1 Roll Call:
Present: Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson
Absent: Mark Reiser
Late: Kristy Cowell

2. CONSENT AGENDA
DiFalco requested that the Teacher Contract be pulled from the Consent Agenda.

2.1 Approval of Minutes from Special Meeting June 30, 2014.

Fosen motioned to Approve minutes, Wilson seconded
Passed 4-0.

The Board will receive a draft of a teacher contract for the 2014-2015 school year.

ACTION REQUESTED: Approve teacher contract for 2014-2015.

3. REPORTS AND COMMUNICATION

3.1 Instructional Staff Report

Because of the summer schedule, no instructional staff report.

3.2 Sherwood Montessori Parents Organization Report

SMPO Report was given by Sarah Lowe: they changed their bylaws to reflect a non-fundraising oriented structure, have new officers in relevant positions to help them become an active volunteer hub.
30 Families attended the clean-up event on Saturday August 9.
There was discussion regarding new colors and mascot needed for the school in the opinion of the SMPO members, before supplies are re-ordered.
Board has requested to just have a few proposals to select from.
SMPO agrees to work with parents who have skills in this area to develop proposals for the next board meeting.

3.3 School Director Report
Michelle reflected on a very good vacation, and her good feelings about the teacher's meeting and SMPO meeting she attended.

3.4 Treasurer Report

New Business Manager Pat Casey.

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

Teacher Contract for Celeste Shult
Wilson motioned to approve, Fosen seconded.
Passes: 5-0

5.2 Election of New Officers

Each year, the Board of Directors vote for new officers: Chair, Vice-Chair, Treasurer, and Secretary.

Chair: Chris Fosen
Vice-Chair: Peter DiFalco
Treasurer: David Kuperman
Secretary: Joe Wilson

ACTION REQUESTED: Approval by the Board of newly elected officers.

5.3 Board Committee Assignments

The Chair will appoint Board members to committees.

ACTION REQUESTED: Assign Board members.

Election Committee (is this part of Management now?)– Kristy,
Facilities Committee - Peter, Joe, Chris
Finance Committee - David, Peter
Fundraising Committee – Kristy, Joe, Peter
Management/Elections/Curriculum Committee – Joe, David, Chris

5.4 Employee Handbook

The Board will receive a draft of the school's Employee Handbook for the 2014-2015 school year.

Kuperman motions that we approve the revised Handbook, Wilson seconds.
Passes 5-0

5.5 Job Share Proposal

The Board will be asked to consider a job share proposal that would allow Lindsey Serrao and Brandon Winters an 80/20 job share (4 days/1 day).

ACTION REQUESTED: Accept job share proposal.

Kuperman motions to accept the Job share proposal, Fosen seconds,
Passes 5-0.

5.6 After Care Restructure

The Board will be asked to consider a restructuring of the current child care model at Sherwood to allow for improvements to the program.

ACTION REQUESTED: Approve the proposed changes.

Board requests that an Ad-hoc committee of the Management Committee meet to help form a comprehensive restructure plan to involve adding a supervisor/coordinator position to enhance the program, instead of the current proposal.

5.7 Physical Education Proposal

The Board will be asked to consider creating a 20% P.E. teaching position to support the school-side P.E. program at Sherwood.

ACTION REQUESTED: Approve 20% P.E. teaching position.

Kuperman motions to approve, DiFalco seconds.
Passes 5-0.

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 presented with the Unaudited Actual Financial Report for approval.

7.2 The Board will present exiting Directors with Resolutions of Commendation

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

Meeting adjourned at: 8:15pm

Meeting Minutes of the Sherwood Montessori Board of Directors

Regular Board Meeting of September 18th 2014

Meeting called to order by Chair Fosen. Directors Kuperman, Wilson, Reiser, Cowell, Fosen present. Director DiFalco absent.

1. Recognition of Service by Former Sherwood Board Directors. Chair Fosen complimented the dedicated service of previous Directors on behalf of the Board.

2. Consent agenda approved unanimously

3. Board received the instructional staff report with limited discussion.

4. Sarah Lowe, President of SMPO delivered the SMPO report. It has been a positive start to the school year. The mascot discussion continues with an email requesting parent and student feedback being sent out. Sarah will bring back 3 options for the Board to consider in October.

5. School Director's Report- Michelle has recently met with CUSD re special needs program. There are currently 15% of enrolled students with an IEP. Michelle led the discussion about school based intervention treatment (SBIT). Other item of discussion was the space reallocation accomplished over the summer.

6. Chair Fosen asks to add an agenda item to appoint founding Director Russell Shapiro to fill the open seat on the board. Agenda item added, after brief discussion motion made by Kuperman and seconded by Fosen to appoint Russell Shapiro to the vacant seat. Motion carries unanimously.

6. Discussion regarding a Board retreat and the desired outcomes. School Director Yezbick was asked to research facilitators that might lead the retreat. The Board decided that it would be appropriate to schedule a session to orient the new members before a strategic planning retreat is scheduled. School Director Yezbick will coordinate schedules/

7. Discussion and action to adopt the new T- K policy formally adding the program to Sherwood. Kuperman makes motion to approve, seconded by Fosen, unanimously approved.

8. Due to the Board turnover this last summer it is necessary to change signatories on the bank account. Chair Fosen requests not to be a signatory. Wilson is added as a signatory.

9. Aftercare restructure- School Director Yezbick presents a revised job description for the position of aftercare coordinator. Board discussion follows. Kuperman makes motion to amend job description with minor changes, Cowell seconds the motion and it is unanimously approved.

Meeting is adjourned until next regularly scheduled meeting on October 16th 2014.

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Annual Financial Audit

Date: January 9, 2015 for the meeting of January 15, 2015

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 2013-2014 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: January 9, 2015 for the meeting of January 15, 2015

Kindergarten -Teresa Shippen

The Kindergarten class is so lucky to receive Music Instruction from Kara Tupy (mom of Isa Tupy-1st grade). Kara is fulfilling her volunteer hours by teaching Music in our classroom every other Monday. The kids absolutely love her positive, playful style. They have worked on basic concepts such as rhythm and tempo. She has introduced many new songs to our room. They were proud to showcase these skills at the Winter Festival! The students wanted to relive that victory by singing those songs over and over for a few days! It is wonderful to have someone share their knowledge and joy with us!

The months of November, December and January were relatively smooth in the Kindergarten room. Much of this is due to the constant presence of Jessica Ordaz, our resource specialist. We again find ourselves with children whose needs cannot be met in a regular classroom setting. These kids exhibit behaviors that are in great need of additional support, and she has been able to provide that to all of us. Once again, we will be asking Chico Unified Special Ed. to help provide this needed support for these students. With Jessica's careful documentation, watchful eye, and added support, we have had smoother days and are able to keep our focus on every student's social, emotional and academic progress. We will approach CUSD with our concerns and desire to help these students be successful in our room. Given that we have provided support and carefully documented these behaviors, we are hoping they will be receptive to our students' needs.

1st/2nd/3rd -Marlo Knox

It is a pleasure to take time to update our Board of Directors about our classroom since our last report in October 2014. It feels like a life time since attempting to "sum up" our work or create a "snap shot" of what goes on in our classroom. The bottom line is there is a sense of life, community, engagement, and spirit that makes all of us feel positive about being together and progressing. Besides reading, writing, language, math, science, history, geography, physical education, cooking, Spanish, writing with Danielle, intervention groups for math, intervention groups for reading, speech services, empathy training using Second Step, and advanced practical life activities, we also have engaged in the following:

- planned, collected, and created recycled art
- committed to walking trips to the Butte County Library (4 times)
- attended the Fall Festival
- participated in parent/teacher conferences
- designed our own parent education opportunities by listening and sharing a lecture on C.C. by Brene Brown called *The Gifts of Imperfect Parenting*
- introduced daily journal rather than a daily or weekly work plan
- creating art for our school fund raiser
- enjoyed Literary Character Day and documented the event with pictures
- finished another Great Lesson
- walked to the Chico Nature Center to meet the animals
- wrote and sent a thank you note
- supported the Feast of Gratitude
- sent off our first pen pal letters to Minnesota
- planned and preparing a performance for the Winter Festival, a play entitled, *The Gigantic Rutabaga*
- planned and created a winter craft and practiced giving a gift
- participated in Hour of Code
- received responses from our pen pals
- applied what we had learned in movement by going bowling

Things are good. I feel as if parents, fellow staff, Michelle, and I are working together to do the best we can for our students.

1st/2nd/3rd-Carin Anderson

It's great to be back with the children, and we have settled in after break quite well. We have started the Timeline of Life, which is an exciting and long-term project that will take us another few months to complete. The final product will be a handmade timeline, made by each child, highlighting life forms that existed in the evolutionary story from the Paleozoic Era to the present. Heidi continues her wonderful study of botany with the children; they are exploring leaves in detail, singing botany songs, and doing experiments. Music with Kara is another great learning experience that is ongoing. In Second Step we have begun the unit on Anger Management, with the help of Puppy and Snail, and we continue to focus daily on building our classroom community to be a place of caring and helpfulness. I love the laboratory of the classroom; there are always opportunities to problem-solve together, and help each other choose compassionate responses to challenges. I learn much about this from the children; witnessing their open-heartedness is one of the great gifts of teaching.

1st/2nd/3rd –Eric Parish

Over the course of this year I have become more aware of how the Montessori classroom is non-linear. The environment itself is prepared so there is a comfortable flow of movement. Tables

are place so children may work in quiet independent spaces or in collaborative groups where dialogue may take place. Specific floor spaces are made available for children to work with the larger Montessori materials. Children have the freedom of choice of works and lessons are presented when minimal interference will happen on the child's flow. I have found that it takes years of practice to develop and create the non-linear environment and to learn and practice in the non-linear environment. I have been a student and teacher in both the linear traditional and the non-linear classroom environment and I have observed that success depends on the individual. Not all may be successful in either one environment. However, what I love about the non-linear Montessori environment is an individual with self-direction and independence may be developed. With time, patience and a desire to learn.

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 started exploring unit 3 where our focus is about attitude. We will first explore perspective taking. The class will practice looking at faces and connecting what they see to emotion words like sad, angry, happy and excited. We will talk about walking in another's shoes and how we can mindfully consider other' perspectives. This will be followed by a lesson about choosing optimism. In this exploration we discuss optimistic and pessimistic thinking. We learn that we can choose and practice optimistic thinking to help us solve problems. Finally we explore appreciating happy experiences. We will practice relaxing our Amygdala, which will allow the PFC to receive and process all the input and stored memory from the Hippocampus. We will learn that we may control our thoughts and feelings even if we can't control what happens around us.

4th/5th/6th-Kellee Perez

*Students began a WebQuest about the Sun today, for Science (see attachment).
*Looking forward to the field trip to Sacramento IMAX and State Capitol this Thursday, January 8!
*5th grade is finishing up Topic 4: Division Meanings and Facts this week; 5th grade next week (Long Division Test).
*6th Graders are fast finishing their Language Folders and are moving on to the Level III Montessori Language Curriculum. According to Tracy this has never happened before!! WOOT!
*We have a new student, Zac, who is settling in well and has already become an irreplaceable part of our crew.
*Scholastic Book Orders are still a great success. We've been able to provide some needed books to the Jr. High by just using free book points, we are all building our classroom libraries.
*I am super stoked to be at Sherwood!! I love the people and the kids!! It's a great place to be!!

Thanks!!

4th/5th/6th-Lindsey Serrao & Brandon Winters

Hello Board Members! Happy New Year...
Here's an update as to what we have been busy doing in our 4,5,6 classroom...
History: The kids were busy working hard in groups researching a specific explorer for a large class timeline. We are now moving on to the new settlers of North America.
Geography: Maps, maps and more maps. The kids were working away at finding lakes, rivers, cities, and more on maps. They just finished a project that through personal discovery they got to see the differences of life for creatures in the top of the food chain ocean verse the bottom of the food chain (in the ocean).
Math: Red group is figuring out group dynamics and the power of collaboration. While the Yellow and Green groups are learning the importance of knowing their math facts as they tackle multi-digit multiplication, Orange group is discovering this very same thing with long division. Mental math strategies are extremely important in this inning of the ball game if they don't already have their math facts memorized.
Off Campus-Mondays: Kids can be kids! I love these walks because I feel as the children are learning they are outside where they have the freedom to be more of a kid. They can be louder outside, more space to get the wiggles out. They create with Earthbound skills, they run with P.E., they do art with nature! FUN FUN FUN! Come join us sometime :)
Writing: We have just completed an opinion essay and are making the gentle transition to argumentative essays (the same idea except they will learn with argumentative essays they will have to get good at backing there points of view with solid facts which they will research).
Science: They have been learning (with Kellee) how to classify animals.
P.E: They are just starting up a new unit on baseball/softball (which they seem VERY excited about).

7th/8th-Celeste Shults

News from Middle School

Last month we went on an incredible 4 hour field trip to Upper Park with Kellee's 4,5, 6 class, Kurt Geiger from Kids and Creeks, and Nani Teves from Butte Environmental Council. We were able to plant acorns, go on a bird watching walk, and hike to find Oak trees and learn about Native Americans. It rained on us the entire time, however this did not dampen our spirits! Pun intended!



We are gearing up for all of the fun festivities that Sherwood Montessori has to offer this month. We are excited to be partnering with Nani Teves from Butte Environmental Council to build, paint, and install two rain barrels on either side of Chef Richie's garden shed. The middle school students have been busy putting together a short lesson to teach Teresa's kindergartners about water conservation because we have invited them to help us paint the barrels. They are excited to be working with the littlest Montessorians! This work should be completed on Tuesday, December 16, so come by and check out what our gifted artists create.
Middle School will be bringing back our puppet shows for the Winter Festival next Tuesday, December 16 at Lakeside Pavilion from 6-8 PM. I checked out the venue today and I am looking

forward to watching my students shine on a stage that I have danced on for many special occasions (Wedding receptions, proms, school dances and reunions). It should be a night full of laughter and sweet voices. Their creativity and good humor will absolutely knock your socks off! Last, but certainly not least, I am very happy to report that our middle school numbers have increased by two 7th grade girls (yes, girls to my two boys' chagrin) named Madelyn Elliott and Destiny Drake. They are fitting right in with this amazing group of kids I am fortunate enough to teach. My almost 4 month old Jack Russell/Shi Tzu named Linus is quite the fixture around campus. He is becoming more familiar with ALL of the students/fans on campus. After spending the Thanksgiving break playing with my 6 year old border collie he has begun herding kids in the afternoons. It is pretty entertaining for all involved. This is again one of the many reasons why I am so thankful to have this opportunity to work with this amazing staff and group of parents every day. I hope you all have the Happiest of Holidays and New Year!

Math Intervention-Kelli Kurth

The more I work with our kids who need some extra math help, the more I learn about teaching math. Math is an interesting subject. There are right and wrong answers, with multiple ways of getting there, but not a lot of grey area in determining the correct answer. You're right or you're wrong. When learning math, some people find it very easy to determine the right answer and the different paths to get there. Then, there are the rest of us. The people who math didn't (or doesn't) come so easily to. If you're not one of the people who looks at the world in number form and gets math easily, you're made aware of this at a very young age in the classroom as your peers excel and you fall behind. This feeling of not being "smart" in math is very real for many adults and many of our students as well. We call it "math anxiety" but a lot of students just refer to it as "I'm stupid." And no matter how many times I hear students say it, it hurts me deeply for them every time. I've been there, I know the feeling, and it hurts. It hurts so much it inhibits learning from taking place for the student experiencing it.

Over the last few months, our students have taught me many things about math anxiety; it destroys confidence, it causes panic on tests, it creates shame in the classroom, it causes students to act out in groups to hide the fact that he or she doesn't know the answer, it causes frustration at home or in the classroom because they are struggling to complete his or her work and most importantly it makes them hate math and resistant to learning it. It leaves the student feeling unable to do math which in turns makes them dislike and fear math even more.

So, what to do about this for our students? In group with me, we relax, we work together and we talk about all of these scary things. In a way, we face the students' fears. We talk about math being frustrating and sometimes confusing. We talk about how we feel before math tests and what we can do about that. We talk about why math is important and why they'll need this skills later in life. We talk about their feelings and we validate that math can be a struggle. The more we talk about it, the more the students are determined to prove to themselves that they can change. It's eye opening for them to hear adults and their peers say they have faced the same struggles. It's eye opening for me to see the change in students when they have relaxed. I'll say this, they are teaching me, just as I am teaching them. We're leaning together about math

anxiety and we're learning about how to help ourselves while helping others.

During a group yesterday I was faced with a student who kept shouting wrong answers on purpose during a math fact game. I tried redirecting his attention to the students playing correctly, I tried switching places with him and giving him a leadership role, I acknowledged the students who were playing correctly but this student never snapped out of the class clown role he was in that day. I asked him to chat with me for a moment after group and I said to the student "Where's my focused, math buddy I normally see in group?" "What's going on today?" And the student replied (with a lowered head) "I feel stupid today, I didn't know the right answers so I tried to be funny to hide it." First, I have to say I was very proud of this student for realizing and owning his behavior so quickly, he took full responsibility. Second, it was the perfect opportunity to talk about how math can make us feel and what we could practice so he felt more comfortable next time. After talking for a little bit, the student went back to class smiling again, head up. I am constantly reminded of how real math anxiety is and why it is so important to continue talking about and working through the fear of math. I continue to feel so lucky to learn from our students while teaching them too.

SBIT-Jessica Ordaz

In November, I had anticipated that, as the students with more intense needs found more suitable placements, I would be able to provide group social skills instruction. In reality, since we had more openings for new students, some of those spots were filled with other children with intense needs. My role has shifted back to providing one-on-one support for those students and supporting the teachers in providing a learning environment with strategies that allow for all students to be successful. Meanwhile, we have started the SBIT process for these students to help all members of the team, including the parents, get the support that is needed for the child, and potentially refer for special education testing. I now anticipate that this type of support will continually be changing as we respond to the needs of the students at Sherwood.

Literacy/Spanish-Danielle Mennucci

Back from the holidays, we wasted no time getting back into the classes. Monday was writing and we finished our final drafts of an essay about a dog we would choose for a family experience. It was a topic that captured the interest of students and they were at no loss for words on paper. We are also entering the CN&R next contest and will either write poems or Fiction with exactly 59 words. We should be hearing from the Butte County Fictional Writing Contest sometime this month. Meanwhile, I will be asking students to get information from the internet about an endangered species and write a persuasive and informative article.

Literature is continuing and now we can speed up and prepare to move into new books. In the meantime, we are deep into discussion with *Fahrenheit 451*. Ray Bradbury received much acclaim for this book and we are getting into theme work on the subject of censorship and how technology can be hurtful to our intellects and sense of individuality. Since this book is written

for high school students, we sent out permission letters to parents. Another group is reading *Mrs. Frisby and the Rats of NIMH* and today we talked about the way scientists experiment with control groupings. Next, I see students who are reading *Phantom Tollbooth*. Today, we just went over the table of contents and made guesses about the story based on the chapter titles. What would a land called Dictionopolis or a Land of Reason and Rhyme be like? Moving on, I have a group working on *Hatchet* and we talk about survival in a predicament. *Bridge to Teribithea* is well recognized in literature for children and today we talked about character mood and we went over the use of simile. The middle school is reading the sequel to *The Giver* and they had a lively discussion on personal qualities they would like to have enhanced in order to live a more fulfilled life. One student wants to start a charity and move to Africa and help the children there.

Spanish is always a fun time. We wrote in sentences and talked about making nouns plural and using adjectives correctly. We are off to a good start and will continue with the learning and sharing!

Garden-Kitchen Program-Chef Richie Hirshen

I'm hitting the ground running after the holiday break. Last night I attended the CCNV (Cultivating Community North Valley) inaugural community-school garden-small farmer meeting at the Grange Hall. This will be an every first Monday of the month meeting-potluck. On Monday 2/2 there will also be a kimchee lesson. All are invited. See attached photo. Laurie Niles and Colleen Wofchuck facilitated. About 20 earthy community/action-oriented people attended. CCNV in collaboration with GRUB and CSU Chico has a grant to help community and school gardens including us. I got 8 new fancy trowels, there's a pledge to build a new no-cost redwood raised bed and get us skilled volunteer help for the calendar year. We'll be getting a large delivery/donation of seeds for our spring crops plantings and a yard of GRUB's compost soon. We already have about 50 gallons of beautiful compost of our own being held in the potting shed. Upgrading our composting system is a top priority also because I've found that the kids love to dig. A new community outreach target is the Jesus Center. Jim Mathys, who I met last night, is putting in a community garden there. I propose a field trip or series of field trips to help them.

Additional outreach: our sister school Rose Scott Open Structure Program (Berkeley Way off Palmetto) has been a regular monthly-ish visitor/beneficiary. We provide/fund their garden-kitchen-play-sing visits monthly, their 1-12 kids (14 kids, several adults), some autistic, with our 4-8 kids helping/mentoring. The first day of Channukah in December, I held a Channukah event that included a religion/First Testament - Second Testament lecture, candle lighting prayer in Hebrew with translation, telling of the Channukah Miracle of Light story, 6 and other pointed stars sketching project and latkes with apple sauce tasting. There was also a Q & A. Then I came to school and did a version of that class with our kids all week...every class...handmade russet, garnet yam, onion, garlic and school garden rosemary latkes...some...gluten free.

This week we invented V9: yam, kale, ginger, carrot, celery, orange, tangerine, lemon, grapefruit juice. 50 kids made and drank it. This included a lesson on the six parts of a citrus fruit.

The compost pile is a work in progress. A new Food Corps volunteer has come on board and Slow Food Chico-Butte County is also progressing, with Sherwood as its hub.

Michelle and I will present at This Way to Sustainability X on March 27. Please come!

After Care-Sara Kennedy

I am pleased to report to our Board of Directors, since our last report at the end of November 2014, that the Aftercare Program has continued to grow and expand. The snack program continues to be a hit with students and parents. We are within the budget established initially, and are adding new and healthy foods to our menu. Students are giving good input and signing up to prepare and serve the snacks each day.

We have tightened up on a schedule for both indoor and outdoor activities. We have a scheduled time 3 days per week for homework and silent reading, and the students are now asking for that time and enjoying it. Some students are seeing it as time wisely spent, as it frees their evenings up at home. Outside activities have expanded also and we have had older students teaching the younger ones to play games on the blacktop. They are naturals at that, coming from a Montessori environment, and it is a real treat to watch it in the AC program as well.

Before the winter break it came to our attention that we were in need of a way for parents to contact us after the school is closed and no one is in the office. We have activated a prepaid phone and are up and running with it as of this week. We are working to get the new phone number out to parents via the school announcement, and each day at sign out.

We continue to receive positive feedback overall, and it has renewed the staffs energy to keep working toward a rewarding AC program for everyone.

Attachments: Webquest, Grange meeting photo

Name: _____ Date: _____ Period: _____

The Sun Webquest

Go to the following url: **http://nineplanets.org/sol.html**

1. What type of star is our Sun?

2. How much of the mass of the solar system is contained in the Sun?

3. What did the Greeks call the Sun? What about the Romans?

4. What elements make up the Sun, and in what percentage?

5. Each second about _____ tons of hydrogen are converted to about _____ tons of helium.

6. What is the name of the surface of the Sun?

7. What is the narrow region on the Earth from which a total eclipse is visible?

8. What is the solar wind?

9. How has the Sun's output changed over the history of the solar system?

10. How much of its fuel has the Sun used up?

Go to the following url: **http://burro.astr.cwru.edu/stu/sun_main.html**

1. How many Jupiters and how many Earths would fit inside the Sun?

2. What was the temperature required to start fusion?

3. When was the light that reaches Earth generated?

4. If it only takes 8 minutes for that light to reach the Earth, what took up most of the time?

5. What happens to the brightness of the Sun when the number of sunspots is high?

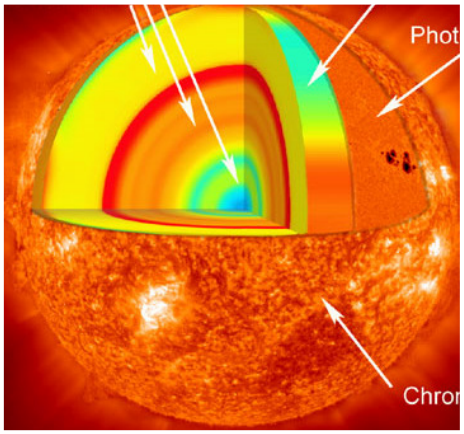
6. Along with the eleven-year sunspot cycle, there appear to be huge lows where sunspot activity is extremely minimal. How often does this occur and how long does it last?

7. What is a prominence?

8. What will the Sun be when it runs out of heat?

Go to the following url: http://www.nasa.gov/mission_pages/hinode/solar_020.html

1. Label the layers of the Sun.



Go to the following url: **http://tinyurl.com/SolarFusion**
Alternate url: http://fusedweb.llnl.gov/cpep/chart_pages/5.plasmas/sunlayers.html

1. How dense is the Sun's core?

2. Why isn't the core solid?

3. What does the fusion in the core produce?

4. How does the first law of thermodynamics affect the solar output?

5. What envelopes are found outside the core?

6. Why does heat energy build up outside of the radiative zone?

7. What are granules?

8. What causes slight changes in the wavelengths emitted by the Sun?

9. What is the zone from which the sunlight we see is emitted?

10. What tells us about the nature of this zone?

11. What is the red circle sometimes seen around the Sun during eclipses?

12. What is the outermost layer of the Sun?

13. When is this layer visible?

14. Define the following:

    a. Solar Flares

    b. Prominences

    c. Solar wind

    d. Heliopause



Agenda Item 3.2

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

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

Date: November 14, 2015 for the meeting of November 20, 2015

SMPO has seen some great outcomes with parent volunteers and events taking place this school year. Since our last report there have been two big events. The Feast of Gratitude was a wonderful event with fantastic food and live dancing performance near the end. There were many smiling faces that day. The community feedback was lovely and the parent volunteers did a great job pulling this event together.
The next big event was the Winter Festival. We had many people pull together to create a nice atmosphere for our children. Although, there were some challenges with the seating and the sound that need to be addressed for next year's performances, the people that gave me feedback were overall happy with this event. We have noticed, as in most cases, some parents are willing to step up the day of an event and add extra support if needed. We are focusing on trying to establish a more structured system so that we know the support will be there the day of these events, however, we are also grateful to everyone who pitches in to help out our children's school.

More recently, SMPO has gained the last Room Parent needed to all the teachers for this school year. We have, however, lost our Vice President and Secretary due to school transfers. Attempts have been made fill these positions. In order for SMPO to be at its best for the school all three Executive Board Members role need to be filled. I will do my part, in the meantime, to keep operations moving forward.

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: January 9, 2015 for the meeting of January 15, 2015

ADMINISTRATIVE ITEMS:

- We had two school tours in November for interested families and will have three more this month before the lottery draw.
- The enrollment application for the 2015-2016 school year was posted on the website in December. We have had thirty-one applications filled so far for next year, and we anticipate having twenty-one open seats to be filled from those.
- The teachers had training on implementing Montessori education with children who have Autism Spectrum Disorder through an American Montessori Society webinar in November and with Jennifer Garcia, Program Specialist with Butte County Office of Education (BCOE) in December.
- The Local Control Accountability Plan (LCAP) survey went out and was completed by forty-five members of the Sherwood community. Next steps in this process include adapting our current LCAP to reflect the feedback given in the survey and inviting our stakeholders to give input on the newly revised LCAP.
- I attended a Charter School Executive Leaders Council meeting in early December hosted by BCOE. Topics included leadership, the LCAP, and assessment. This is also a great networking opportunity, and I look forward to the next meeting in February.

FISCAL ITEMS:

- Our enrollment increased overall by three students starting back after the winter break. We currently have 146 students enrolled.
- The Winter Festival was not only a wonderful community event, but a successful fundraiser. We raised $1,377 for the school through admission donations and the bake sale.
- The Fundraising Committee met before the winter break and made the decision to seek a professional event planner to manage the Sherwoodstock fundraiser. It was the goal of the committee to hire the event planner before the end of January.

GENERAL ITEMS:

- Thirteen students were served by CSU, Chico Marriage and Family Therapy counseling interns this past semester. Counseling sessions were held in my office three mornings each week during the semester in individual and group settings. It is wonderful to be able to provide this service to kids and families through this program and we look forward to offering more students this service in the upcoming semester.
- I have been running reading intervention groups for twelve students since November as part of our Professional Learning Community (PLC) model. It is very rewarding to do this work and offer the teachers authentic support in this way.
- We launched our new report cards based on the Common Core State Standards. The process took longer than anticipated, but we have made the jump and can now spend time refining them.
- We have had visits from the BCOE Superintendent, Tim Taylor, and from BCOE Administrators Alison Watson and Kim Guzetti. Our visitors were genuinely impressed with the authentic implementation of the Montessori model and it was a pleasure to show off our school.

LEGISLATIVE ITEMS:

- We have posted the new Division of Labor Standards Enforcement Paid Sick Leave poster in compliance with the Healthy Workplaces/Healthy Families Act of 2014. For the 2015-2016 school year, we will have revised timesheets to help track paid sick leave earned by employees.

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 9, 2015 for the meeting of January 15, 2015

September Treasurer's Report

The attached reports are updated from November and December financial statements.

Attachment: December Financial Board Report

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 9, 2015 for the meeting of January 15, 2015

September Treasurer's Report

The attached reports are updated from November and December financial statements.

Attachment: December Financial Board Report

Sherwood Montessori
Balance Sheet
As of December 31, 2014

		Dec 31, 14
ASSETS		
Current Assets		
Checking/Savings		
9100-Assets		
9120-NCNB Checking	259,762	
Total 9100-Assets		259,762
Total Checking/Savings		259,762
Other Current Assets		
9290 - Due from Grantor Govts.		
ILT Funds Due	837	
LCFF Funds Due	-25,701	
Lottery Due	7,346	
Total 9290 - Due from Grantor Govts.		-17,518
9340-Security Deposit		4,043
Total Other Current Assets		-13,476
Total Current Assets		246,287
TOTAL ASSETS		**246,287**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
9500-Accounts Payable		4,660
Total Accounts Payable		4,660
Other Current Liabilities		
9500-Liabilities		
9511-Payroll Liabilities		
Deferred Payroll	11,656	
Federal Withholding	-49	
Health and Welfare	4,912	
Medicare	-38	
OASDI-Social Security	422	
PERS EE / ER	13,699	
State Disability	-13	
State Employment Training Tax	-1	
State Unemplyment Tax	-44	
State Withholding	-8	
STRS EE / ER	11,616	
Total 9511-Payroll Liabilities	42,152	
9530 - Oversight Due to CUSD	-246	
Total 9500-Liabilities		41,906
Total Other Current Liabilities		41,906
Total Current Liabilities		46,566
Total Liabilities		46,566
Equity		
9793 - Audit Adjustments		101,516
Opening Balance Equity		-101
Unrestricted Net Assets		158,933
Net Income		-60,628
Total Equity		199,721
TOTAL LIABILITIES & EQUITY		**246,287**

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2014-15

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	5.60%	0.28%	0.00%	78.88%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	16.80%	8.40%	8.40%	8.40%	0.00%	100.00%		
CASH IN																
8011 Local Control Funding	-	29,405	29,405	52,929	52,929	52,929	52,400	52,400	39,823	39,823	24,779	1,239	14,418	442,479	442,479	-
8012 Education Protection Act	-	-	-	45,260	-	-	37,576	-	-	37,576	-	-	29,892	150,304	150,304	-
8096 In Lieu Taxes	-	18,079	36,158	24,105	24,105	24,105	24,105	24,105	24,105	24,105	24,105	4,905	-	251,982	251,982	-
8550 Mandates Block Grant	-	-	-	-	5,364	9,603	-	-	-	-	-	-	-	14,967	2,223	12,744
8560 State Lottery	-	-	-	-	-	-	-	5,534	-	-	5,534	-	11,069	22,137	22,137	-
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-	-	-	-	-	12,492	12,492	12,492	-
8590 All Other State Revenue	-	237	-	-	42	-	-	-	-	-	-	-	(50,166)	(49,887)	-	(49,887)
-													-			
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	1,558	1,508	62	2,522	1,304	3,544	2,061	2,061	2,061	2,061	2,061	2,061	-	22,866	22,675	191
8699 Fundraising / Donations	225	588	985	9,441	105	2,528	3,429	3,429	3,429	3,429	3,429	3,429	-	34,444	37,716	(3,272)
8710 Other Local Revenue	105	100	-		-	-	-	-	-	-	-	-	-	205	-	205
Total Current Year Revenues	1,888	49,917	66,610	134,257	83,849	92,709	119,571	87,529	69,418	106,994	59,908	11,634	17,704	901,990	942,008	(40,018)
9200 Accounts Receivable	60,151	114,333	2,909	50,095	-	-	-	-	-	-	-	-	-	227,488	227,488	-
9600 Line of Credit Borrowing	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash In	62,039	164,250	69,519	184,352	83,849	92,709	119,571	87,529	69,418	106,994	59,908	11,634	17,704	1,129,478	1,169,496	(40,018)
Total Cash In Y-T-D	62,039	226,289	295,808	480,160	564,009	656,718	776,289	863,818	933,237	1,040,231	1,100,139	1,111,773	1,129,478			

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL 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	-	33,742	31,916	33,873	32,588	31,706	33,563	33,563	33,563	33,563	33,563	33,563	-	365,201	369,190	3,989
2000 Classified Salaries	6,404	8,234	23,201	22,963	23,952	20,699	20,798	20,798	20,798	20,798	20,798	20,798	-	230,244	228,783	(1,461)
3000 Employee Benefits	4,792	10,112	13,742	12,260	12,381	12,401	12,595	12,595	12,595	12,595	12,595	12,595	-	141,258	138,545	(2,713)
Total Salaries & Benefits	11,196	52,088	68,859	69,096	68,921	64,806	66,956	66,956	66,956	66,956	66,956	66,956	-	736,703	736,519	(185)
Supplies																
4100 Texts and Core Curricula	-		885	-	(1,278)	-	-	-	-	-	2,210	-	-	1,817	6,630	4,813
4200 Reference Materials	539	422	664	343	254	286	200	200	200	200	200	-	-	3,508	2,000	(1,508)
4300 Materials and Supplies	1,334	1,765	1,439	2,610	101	1,024	3,263	3,263	3,263	3,263	3,263	-	-	24,586	32,625	8,040
4400 NonCap Equipment	-	-	-	-	(42)	-	-	-	-	-	-	-	-	(42)	-	42
Total Supplies	1,873	2,187	2,988	2,953	(965)	1,310	3,463	3,463	3,463	3,463	5,673	-	-	29,869	41,255	11,387
Services / Other Op Exp																
5200 Travel and Conferences		35	-	456	906	186	-	-	-	-	-	-	-	1,583	4,775	3,192
5300 Dues and Memberships	-	-	-	845		-	-	-	-	-	-	-	-	845	1,105	260
5400 Property/Liability Insurance	5,239	1,190	1,189	1,189	1,189	1,189	1,676	1,676	1,676	1,676	-	-	-	17,889	20,323	2,434
5500 Operations / Housekeeping	1,910	2,336	2,782	2,214	1,839	1,708	2,203	2,203	2,203	2,203	2,203	2,203	-	26,005	26,432	427
5600 Rentals, Leases, and Repairs	8,929	8,408	8,712	8,839	310	16,714	8,916	8,916	8,916	8,916	8,916	8,916	-	105,408	106,992	1,584
5800 Prof. & Consulting Services	4,303	2,146	3,558	4,994	7,661	8,393	4,312	4,312	4,312	4,312	4,312	4,312	-	56,928	51,747	(5,182)
5900 Communications	390	2,770	375	88	670	458	437	437	437	437	437	437	-	7,372	5,242	(2,130)
Total Services	20,771	16,885	16,616	18,625	12,575	28,648	17,544	17,544	17,544	17,544	15,868	15,868	-	216,031	216,616	586
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-		30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	125,588	2,000
7438 Long-Term Debt Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000	1,000
Total Other Outgo	-	-	-	-	30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	126,588	3,000
Total Current Year Expenses	**33,840**	**71,160**	**88,463**	**90,674**	**111,428**	**94,764**	**118,860**	**87,963**	**87,963**	**118,860**	**88,496**	**82,824**	**30,897**	**1,106,191**	**1,120,978**	**14,787**
9500 Accounts Payable	31,641	(5,147)	(4,403)	(3,110)	3,065	(9,187)	-	-	-	-	-	-	-	12,859	12,859	-
9600 Line of Credit Payments	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash Out	**65,481**	**66,013**	**84,060**	**87,564**	**114,493**	**85,577**	**118,860**	**87,963**	**87,963**	**118,860**	**88,496**	**82,824**	**30,897**	**1,119,050**	**1,133,837**	**14,787**
Total Cash Out Y-T-D	65,481	131,494	215,554	303,118	417,611	503,188	622,048	710,010	797,973	916,832	1,005,329	1,088,153	1,119,050			
Percent of Budget	5.78%	11.60%	19.01%	26.73%	36.83%	44.38%	54.86%	62.62%	70.38%	80.86%	88.67%	95.97%	98.70%			

Projected Cash Balance Statement

Beginning Cash Balance	106,208	102,766	201,003	186,462	283,250	252,606	259,738	260,450	260,016	241,472	229,607	201,018	129,829	106,208	106,208	-
Net Change	(3,442)	98,237	(14,541)	96,788	(30,644)	7,132	712	(433)	(18,544)	(11,865)	(28,588)	(71,190)	(13,193)	10,428	35,659	(25,231)
Ending Cash Balance	**102,766**	**201,003**	**186,462**	**283,250**	**252,606**	**259,738**	**260,450**	**260,016**	**241,472**	**229,607**	**201,018**	**129,829**	**116,636**	**116,636**	**141,867**	**(25,231)**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
December 2014

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	12/03/2014	Marlo - fieldtrip	100
Total 8699-Field Trip Donations			100
8699-Fundraising			
Deposit	12/03/2014	Farmers Market	22
Deposit	12/03/2014	Read a thon	190
Deposit	12/03/2014	Yearbook	15
Deposit	12/03/2014	Maria M's	40
Deposit	12/03/2014	Sherwoodstock	32
Deposit	12/03/2014	Feast of Gratitude	322
Deposit	12/19/2014	Cookbooks	50
Deposit	12/19/2014	Sherwoodstock	48
Deposit	12/19/2014	Maria M's	106
Deposit	12/19/2014	Donation	10
Deposit	12/19/2014	Yearbook	15
Deposit	12/19/2014	Readathon	140
Deposit	12/19/2014	Winterfestival	15
Deposit	12/19/2014	Farmers Market	44
Deposit	12/19/2014	Bake Sale	340
Deposit	12/19/2014	Front Door	1,040
Total 8699-Fundraising			2,428
Total 8699-Fundraising and Donations			2,528
Total 8600-8799 Other Local Revenue			2,528
Total 8000-Revenues			2,528
TOTAL			**2,528**

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	168	141	164	174
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8011 Local Control Funding	-	538,365	442,479	582,186	709,521
8012 Education Protection Act	148,607	150,012	150,304	150,304	150,304
8015 General Purpose Entitlement	303,342	-	-	-	-
8096 In Lieu Taxes	240,809	270,379	251,982	293,086	310,957
8550 Mandates Block Grant	1,590	1,880	2,223	1,865	2,170
8560 State Lottery	22,096	26,376	22,137	25,748	27,318
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	1,137,794	942,008	1,126,072	1,273,153
Expenditures					
1000 Certificated Salaries	271,025	337,131	369,190	375,578	383,089
2000 Classified Salaries	196,307	216,050	228,783	230,235	229,476
3000 Employee Benefits	86,208	125,529	138,545	166,190	180,167
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	1,240	1,105	1,220	1,270
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	106,992	116,286	119,586
5800 Prof. & Consulting Services	58,977	58,612	51,747	53,836	55,576
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	84,152	125,588	120,000	120,000
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,100,194	1,120,978	1,167,736	1,199,759
Excess/(Deficiency)	13,054	37,600	(178,970)	(41,664)	73,394
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	37,600	(178,970)	(41,664)	73,394
Beginning Fund Balance	130,164	143,218	260,449	81,479	39,815
Excess / (Deficiency)	13,054	117,231	**(178,970)**	**(41,664)**	73,394
Ending Fund Balance	143,218	260,449	81,479	39,815	113,209
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	**260,449**	**81,479**	**39,815**	113,209

Sherwood Montessori
Profit & Loss - Restricted Funds
July 2013 through January 2014

	Jul '13 - Jan 14
Ordinary Income/Expense	
Income	
8000-Revenues	
8300-8599 Other State Revenue	
8590-Categorical Funds	
Common Core Funds	27,733
Total 8590-Categorical Funds	27,733
Total 8300-8599 Other State Revenue	27,733
Total 8000-Revenues	27,733
Total Income	27,733
Gross Profit	27,733
Expense	
1000 Certificated Salaries	
1100-Teacher Salaries	
Resource Teacher Salaries	3,888
Total 1100-Teacher Salaries	3,888
Total 1000 Certificated Salaries	3,888
2000 Classified Salaries	
2100-Instructional Aides	
RSP Aide	346
Total 2100-Instructional Aides	346
Total 2000 Classified Salaries	346
3000-Employee Benefits	
3302-OASDI	21
3311-Medicare	61
3501-Unemployment Ins	131
3901-Employee Training Tax	4
Total 3000-Employee Benefits	218
4000-Books and Supplies	
4100-Textbooks/Core Curricula	5,937
4200-Books/reference Materials	120
4400-Noncapitalized Eq (<5K)	

Sherwood Montessori
Profit & Loss - Restricted Funds
July 2013 through January 2014

	Jul '13 - Jan 14
Computers and Electronics	1,182
Total 4400-Noncapitalized Eq (<5K)	1,182
Total 4000-Books and Supplies	7,239
5000 Services/Other Op. Exp.	
5200-Travel and Conferences	2,100
Total 5000 Services/Other Op. Exp.	2,100
Total Expense	13,791
Net Ordinary Income	13,942
Net Income	**13,942**

Sherwood Montessori
Profit & Loss YTD Comparison
December 2014

	Dec 14	Jul - Dec 14
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	52,929	217,597
8012-Education Protection Act		45,260
8096-In Lieu of Property Taxes	24,105	126,552
Total 8010-8099 Revenue Limit Sources	77,034	389,409
8300-8599 Other State Revenue		
8550 - Mandate Block Grant	9,603	9,603
8560-State Lottery Revenue		
Restricted Lottery		2,782
Unrestricted Lottery		2,583
Total 8560-State Lottery Revenue		5,364
8590-Categorical Funds		
All Other State Revenue		278
Total 8590-Categorical Funds		278
Total 8300-8599 Other State Revenue	9,603	15,246
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	3,044	9,465
8673-Camp fees	500	984
8673-Parent Fees - Other		15
Total 8673-Parent Fees	3,544	10,464
8673-Rebates		5
8699-Fundraising and Donations		
8699-Field Trip Donations	100	1,366
8699-Fundraising	2,428	12,563
Total 8699-Fundraising and Donations	2,528	13,929
8699-Other Local Income		195
Total 8600-8799 Other Local Revenue	6,072	24,594
Total 8000-Revenues	92,709	429,249
Total Income	92,709	429,249
Gross Profit	92,709	429,249
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
BTSA Support Stipends		1,500
Lead Teacher Salaries	30,809	154,046
Resource Teacher Salaries	384	2,430
Substitute Salaries	512	2,915
Teacher Bonus		2,933
Total 1100-Teacher Salaries	31,706	163,825
Total 1000 Certificated Salaries	31,706	163,825
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	9,489	43,638
RSP Aide		36
Total 2100-Instructional Aides	9,489	43,674
2200-Support Salaries		
After School Salaries	2,676	11,477
Facilities Development	87	705
Total 2200-Support Salaries	2,763	12,182
2300-Administration Salaries	5,833	35,000
2400-Clerical and Office Sal		
Administration Support	1,351	7,907
Clerical Salaries	1,263	6,691

Sherwood Montessori
Profit & Loss YTD Comparison
December 2014

	Dec 14	Jul - Dec 14
Total 2400-Clerical and Office Sal	2,614	14,598
Total 2000 Classified Salaries	20,699	105,453
3000-Employee Benefits		
3101-STRS, Certificated	2,768	14,302
3202-PERS, Classfied	1,603	9,032
3302-OASDI	1,314	6,979
3311-Medicare	735	3,797
3401-Health Benefits	5,189	26,408
3501-Unemployment Ins	226	2,285
3601-Workers Comp	557	2,785
3901-Employee Training Tax	7	61
Total 3000-Employee Benefits	12,401	65,649
4000-Books and Supplies		
4100-Textbooks/Core Curricula		-36
4200-Books/reference Materials	286	2,202
4300-Materials and Supplies		
After School Supplies	257	520
Custodial Supplies	77	984
Farmers' Market		58
Food (Instructional)	425	1,020
Instructional Supplies	130	3,449
Maintenance Supplies		132
Office Supplies	134	1,869
4300-Materials and Supplies - Other		39
Total 4300-Materials and Supplies	1,024	8,071
4400-Noncapitalized Eq (<5K)		
Furniture		-42
Total 4400-Noncapitalized Eq (<5K)		-42
4700-Food (Nutrition)		337
Total 4000-Books and Supplies	1,310	10,532
5000 Services/Other Op. Exp.		
5200-Travel and Conferences	186	1,582
5300-Dues and Membership		845
5400-Liability Insurance	1,189	11,186
5500-Operations / Housekeeping		
Electricity	608	4,910
Housekeeping Services	930	5,880
Pest Control		130
Security System Services	30	351
Trash/Recycling	76	458
Water	63	928
Total 5500-Operations / Housekeeping	1,708	12,657
5600-Rental/Leases/Repairs		
Copier Lease	90	1,295
Facility Repairs	75	1,828
Other Rentals	650	1,271
Property Rental - Moss Ave	15,900	47,488
Total 5600-Rental/Leases/Repairs	16,714	51,882
5800-Other Services		
Advertising		150
Attorney		123
Auditing and CPA Services	5,100	8,100
Bad Debt		86
Bank Fees		360
Bookkeeping Services	300	1,883
Business Manager Services	1,750	8,538
District Oversight	770	3,894
Duplication Services		329
Extracurricular Services		2,034
Field Trips and Assemblies	372	3,458
Fundraising Expenses	76	74
LiveScan and TB Test Services	25	379
5800-Other Services - Other		1,211

Sherwood Montessori
Profit & Loss YTD Comparison
December 2014

	Dec 14	Jul - Dec 14
Total 5800-Other Services	8,393	30,618
5900-Communications		
Internet Filtering (CIPA)		2,400
Internet Service Provider	100	600
Online List Management	10	60
Postage		223
Telephone, Cellular	134	607
Telephone, Landline	203	717
Television, Cable	11	85
Website, Hosting		60
Total 5900-Communications	458	4,751
Total 5000 Services/Other Op. Exp.	28,648	113,522
7000 Other Outgo		
7221-Special Education		30,897
Total 7000 Other Outgo		30,897
Total Expense	94,763	489,877
Net Ordinary Income	-2,054	-60,628
Net Income	**-2,054**	**-60,628**

Sherwood Montessori
Board of Directors - Vendor Payments Report
December 2014

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	12/01/2014		Redeemer Lutheran Church	December rent	Property Rental - Moss Ave	Government Funds:General - Govt	7,950.00
Bill	12/01/2014	15046	CharterSAFE	December Premium 2014-2015	5400-Liability Insurance	Government Funds:General - Govt	1,189.42
Bill	12/01/2014	15046	CharterSAFE	December Workers' Comp 2014-2015	3601-Workers Comp	Government Funds:General - Govt	557.00
Bill	12/01/2014		Longfellow Self Storage	12/14 - 5/15 C-06/03 rent	Other Rentals	Government Funds:General - Govt	649.80
Bill	12/01/2014		American Janitorial	December services	Housekeeping Services	Government Funds:General - Govt	930.00
Check	12/02/2014	DBT	Costco	supplies	Custodial Supplies	Government Funds:General - Govt	77.38
Check	12/02/2014	DBT	Costco	supplies	Food (Instructional)	Non Government:Classroom Specific Donatio...	11.81
Check	12/02/2014	DBT	Costco	supplies	Food (Instructional)	Non Government:After School Program	88.53
Check	12/02/2014	DBT	Costco	supplies	Office Supplies	Government Funds:General - Govt	30.09
Bill	12/02/2014	326105	S & S WHOLESALE PROD...	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Cla...	53.38
Bill	12/02/2014	201415-7	Pat Casey	Business Manager services	Business Manager Services	Government Funds:General - Govt	1,750.00
Bill	12/02/2014	1737475785	Office Depot	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Cla...	8.60
Bill	12/02/2014	1737475785	Office Depot	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Cla...	51.71
Bill	12/03/2014		California Water Service Co...	10/31/14-12/2/14 service	Water	Government Funds:General - Govt	63.41
Bill	12/03/2014	88287	McClelland Air Conditioning	Changed filters	Facility Repairs	Government Funds:General - Govt	75.00
Bill	12/03/2014	9736569560	Verizon Wireless	11/4/14-12/3/14	Telephone, Cellular	Government Funds:General - Govt	93.85
Bill	12/04/2014	326211	S & S WHOLESALE PROD...	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Cla...	40.35
Bill	12/04/2014	PO#4221 & ...	Butte County SELPA	Registration for Autism Spectrum Disorder f...	5200-Travel and Conferences	Government Funds:Restricted Funds:Commo...	125.00
Check	12/08/2014	DBT	Wufoo	12/8/14 to 1/8/14 #1104835	Online List Management	Government Funds:General - Govt	9.95
Bill	12/09/2014		Richard Hirshen	supplies	Food (Instructional)	Government Funds:Lottery - Unrestricted:Cla...	127.27
Bill	12/09/2014	1739508259	Office Depot	supplies	Office Supplies	Government Funds:General - Govt	27.18
Bill	12/09/2014	1739508259	Office Depot	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Cla...	4.24
Bill	12/09/2014	222357	Eagle Security Systems	site visit 12/20/14 inspection/replace control ...	Security System Services	Government Funds:General - Govt	30.00
Check	12/09/2014	DBT	Costco	supplies	Office Supplies	Government Funds:General - Govt	39.74
Check	12/09/2014	DBT	Amazon.com	supplies	After School Supplies	Non Government:After School Program	92.19
Check	12/09/2014	DBT	Amazon.com	20 Gallon trash can	After School Supplies	Non Government:After School Program	21.74
Check	12/10/2014	3801	Adriane Westerdahl.	Return excess deduction for Dental - Sept-N...	Opening Balance Equity	Government Funds:General - Govt	100.53
Check	12/10/2014	3802	Carin Anderson	class pet supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Cla...	19.64
Check	12/10/2014	3802	Carin Anderson	books	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted	76.67
Check	12/10/2014	3803	Jessica Ordaz	Feast of gratitude supplies	Fundraising Expenses	Non Government:Fundraisers	75.79
Bill	12/10/2014		Redeemer Lutheran Church	January Rent	Property Rental - Moss Ave	Government Funds:General - Govt	7,950.00
Bill	12/10/2014		Laura A. Mason	bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	300.00
Bill	12/10/2014	Previous Bal...	The Creative Apple	Previous Balance	Instructional Supplies	Government Funds:General - Govt	10.72
Bill	12/10/2014	Previous Bal...	The Creative Apple	General - no receipt	Instructional Supplies	Government Funds:General - Govt	8.59
Bill	12/10/2014	326467	S & S WHOLESALE PROD...	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Cla...	22.38
Bill	12/11/2014	326501	S & S WHOLESALE PROD...	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Cla...	25.33
Check	12/11/2014	DBT	Amazon.com	stick-on spot clock	After School Supplies	Non Government:After School Program	9.54
Bill	12/12/2014	8123 12/12/14	Comcast	service 12/17/14-1/16/14	Internet Service Provider	Government Funds:General - Govt	99.95
Bill	12/12/2014	8123 12/12/14	Comcast	service 12/17/14-1/16/14	Telephone, Landline	Government Funds:General - Govt	102.80
Bill	12/12/2014	8123 12/12/14	Comcast	service 12/17/14-1/16/14	Television, Cable	Government Funds:General - Govt	4.95
Bill	12/12/2014	8123 12/12/14	Comcast	taxes	Telephone, Landline	Government Funds:General - Govt	1.92
Bill	12/12/2014	8123 12/12/14	Comcast	other charges	Television, Cable	Government Funds:General - Govt	6.18
Check	12/12/2014	DBT	Michaels	supplies	After School Supplies	Non Government:After School Program	104.89
Check	12/12/2014	DBT	Amazon.com	Tracfone LG 306G w/ 600minutes	Telephone, Cellular	Non Government:After School Program	39.98
Check	12/12/2014	DBT	Amazon.com	20 Gallon trash can lid	After School Supplies	Non Government:After School Program	13.33
Bill	12/15/2014	1741268054	Office Depot	supplies	Office Supplies	Government Funds:General - Govt	36.58
Bill	12/16/2014	326703	S & S WHOLESALE PROD...	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Cla...	30.98
Bill	12/16/2014	326703	S & S WHOLESALE PROD...	supplies	After School Supplies	Non Government:After School Program	15.75
Bill	12/16/2014		CYO Camp and Retreat Cen...	registration fee	Field Trips and Assemblies	Non Government:Classroom Specific Donatio...	372.00
Check	12/17/2014	DBT	eBay	Encyclopedia set	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Cla...	189.00
Check	12/18/2014	3820	Charlotte Sten	TB test	LiveScan and TB Test Services	Government Funds:General - Govt	25.00
Check	12/18/2014	3821	Heather Fisher	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	60.59
Check	12/18/2014	3822	Kellee Perez	Drama Script	Instructional Supplies	Government Funds:Lottery - Unrestricted:Cla...	26.95
Check	12/18/2014	3823	Danielle Mennucci	Roll My Thunder Hear My Cry	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Cla...	20.00
Bill	12/19/2014	326839	S & S WHOLESALE PROD...	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricted:Cla...	25.39
Bill	12/21/2014		PG & E	11/20/14-12/18/14	Electricity	Government Funds:General - Govt	608.41
Bill	12/22/2014	CNIN650447	Advanced Document	November clicks used	Copier Lease	Government Funds:General - Govt	89.52
Bill	12/23/2014		Recology	December services	Trash/Recycling	Government Funds:General - Govt	75.83
Bill	12/26/2014	249563	Matson and Isom	Final billing- audit of 6/30/14 financial state...	Auditing and CPA Services	Government Funds:General - Govt	5,100.00
Bill	12/29/2014	4953	The Telephone Man	move 1 phone jack	Telephone, Landline	Government Funds:General - Govt	98.49
TOTAL							**29,845.32**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2-Growth Model**

Date: January 8, 2015 for the meeting of January 15, 2015

SUMMARY

The teachers would like an opportunity to give input regarding the adopted growth model.

DISCUSSION

At the November meeting of the Board of Directors, a growth model was adopted that would work with the school remaining at its current facility. The teachers had some questions and concerns that were shared in dialogue with the School Director at a staff meeting. An outcome of the dialogue was the teachers expressing a wish to address the Board regarding the adopted growth model.

ACTION REQUESTED:

Receive input from teachers regarding the adopted growth model.

Attachment: Adopted Growth Model

Model C

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms	2016-2017	total per level	#classrooms
TK	0	0		4			5			6		
K	23	23	1	18	22	1	18	23	1	17	23	1
lower el 1	25	69	3	16	60	3	19	64	3	18	55	2
2	23			27			18			19		
3	21			17			27			18		
upper el 4	20	50	2	24	51	2	18	42	2	27	69	3
5	11			19			24			18		
6	19			8			19			24		
middle 7	11	26	1	4	8	1	8	35	2	19	27	2
school 8	15			4			8			8		
Total	168		7	141		7	164		8	174		8

grades	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms	2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
TK	7			8			9			10		
K	16	23	1	15	23	1	14	23	1	13	23	1
lower el 1	19	56	2	18	54	2	18	54	2	18	54	2
2	18			18			18			18		
3	19			18			18			18		
upper el 4	18	63	3	19	64	3	18	55	2	18	55	2
5	27			18			19			18		
6	18			27			18			19		
middle 7	24	43	2	18	42	2	27	45	2	18	45	2
school 8	19			24			18			27		
Total	185		8	183		8	177		7	177		7

grades	2021-2022	total per level	#classrooms	2022-2023	total per level	#classrooms	2023-2024	total per level	#classrooms	2024-2025	total per level	#classrooms
TK	11			11			11			11		
K	12	23	1	12	23	1	12	23	1	12	23	1
lower el 1	18	54	2	18	54	2	18	54	2	18	54	2
2	18			18			18			18		
3	18			18			18			18		
upper el 4	18	54	2	18	54	2	18	54	2	18	54	2
5	18			18			18			18		
6	18			18			18			18		
middle 7	19	37	2	18	37	2	18	36	2	18	36	2
school 8	18			19			18			18		
Total	168		7	168		7	167		7	167		7

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3- New Staff Support**

Date: January 9, 2015 for the meeting of January 15, 2015

SUMMARY

We had three new teachers join our faculty this year. This outline describes some of the ways those teachers are being supported to integrate at Sherwood.

DISCUSSION

Before Hiring

- Hiring is done by committee consisting of representatives from several stakeholder groups: parents, teachers, and Board members have traditionally served on this committee and work with the School Director every step of the hiring process.
- Advertisements for open positions are carefully worded to draw teachers who would be a good fit for our school
- Advertisements are posted in sites frequented by traditional and Montessori trained teachers
- Committee selects candidates to interview by consensus

During Hiring

- Candidates are required to do a demonstration lesson so hiring committee members can observe interaction with students
- Fitness with existing school culture is an important element when making final choices

After Hiring

- New hires are introduced to other staff members and made aware of support available to them from current Sherwood staff
- New hires are made aware of the availability of our Montessori mentor on staff who is available to answer questions, demonstrate lessons, and take on an area of the curriculum as needed

- The School Director has frank, open dialogue with new teachers about the culture of our schools, including its particular challenges and what we hold as essential to how we do our work together
- In the beginning of the year orientation/back to school meeting, meeting norms are shared and staff participate in team building excercises
- New hires that need to complete the BTSA program are accomodated
- An extensive oberservation and evaluation system has been created and continues to be revised in response to professional development done by the School Director on this important topic

ACTION REQUESTED

Receive outline, discuss, and offer feedback.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Board Retreat**

Date: January 12, 2015 for the meeting of January 15, 2014

SUMMARY

The Board has expressed interest in holding a retreat for the purposes of creating a strategic plan.

DISCUSSION

At previous meetings, it was determined that the Board would hold a retreat to create a strategic plan. The School Director was asked to secure a facilitator for this work. A professional consultant with experience working with school boards on strategic plans was contacted, and more information is needed before the retreat can be scheduled.

The School Director will bring clarifying questions to the Board to discuss and answer in order to plan a successful retreat.

ACTION REQUESTED

Discuss the upcoming retreat and give guidance to the School Director.

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 21, 2015 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser, Russell Shapiro

2. CONSENT AGENDA

2.1 Field Trip Approval
The Board will receive information regarding a proposed field trip
ACTION REQUESTED: Approve trip

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 Special Education Options for Charters in Butte County
The School Director will present information about options in special education services for the school.
ACTION REQUESTED: Discuss options and advise School Director on next steps.
5.3 Board Retreat Outcomes
Work completed thus far at the April 11th Board Retreat has been summarized in a report.
ACTION REQUESTED: Set plans for completing the work begun at the Board Retreat.

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 revised Local Control Accountability Plan

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.

7.2 The Board will be asked to approve a budget for the 2015-2016 school year

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.

PROPOSED AGENDA ITEM: Lindsey's 6th grade class Field trip to Santa Cruz California

Prepared by: Lindsey Serrao

Background Information

I would like to take my 6th grade students to Santa Cruz, California. We plan to leave the Morning (8:30 from school) of Tuesday, June 2nd and come back to campus by 3:00 on Thursday, June 4th. We will go to the hotel on Tuesday, set up, and then spend the day at the beach. The next day (June 3rd) we will be going to the boardwalk. We will spend some time at the beach again on Thursday June 4th and then pack up and head home campground back to Chico at 10:30 in order to arrive at Sherwood by 3:00.

Parent volunteers will help with driving, chaperoning, organizing. 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, hotel set up, and any other important preparations prior to the trip. For some students, this will be their first time to Santa Cruz and it will give them an opportunity to see another beautiful city 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 3 students 1-2 parent volunteers and 1 teacher will be around $120.00 each. The food/hotel/gas/boardwalk will be close to $600 total. We plan to raise as much money as we can to lesson the cost of the trip for our families. The students have already raised money during bake sales after school here at Sherwood. We have a bake Sale planned to raise even more money to help with the cost of the trip.

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 Ihope you will agree that this is a great opportunity for students to experience what incredible cities we have in beautiful Northern California!

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: May 15, 2015 for the meeting of May 21, 2015

Most teachers will have their reports available in hard copy at the meeting.

4th/5th/6th-Kellee Perez

*Testing is over, we had no major problems. We had almost full attendance for testing!!
*6th Grade camp was an amazing experience for all. There is a slideshow available for viewing. Please email me and I will send you the slideshow if you would like to see it.
*Students are working on country report posters and presentations. We are looking forward to what each student will share from their chosen country. So far we have had some delicious foreign foods shared with the group.
*Those students that attended the Procession of the Species report that it was fun and a huge success!
*We are looking forward to see in Peter Pan Jr. on June 1 @ Laxson.
*We are excited to have been invited to the end of year party at Lindsey's parents' on June 9th! Should be a fun day!!

7th/8th-Celeste Shults

This past month has helped me to experience some firsts in my teaching career! My classroom of 6 students on August 20, 2014 has blossomed to a robust 12! We as a classroom and as the Sherwood Montessori community accomplished our goal of raising the money to send 10 middle school students to science camp. I think of how it began with just a simple thought of; "I want my middle school students to have an experience that they can take with them forever'. I did a couple of late night internet searches of camps that cater to the 7th and 8th grade student. To be honest it was difficult to find anything that was not a summer camp. Most environmental camps cater to the 5th-6th grade age group. I found Caritas Creek in beautiful Occidental, California. The camp is nestled in the midst of majestic redwoods. When we arrived we were immediately greeted by our Naturalist Shawn who was our guide for the five days that were at Caritas. He created an environment that allowed every single one of my students to get exactly what they needed from their camp experience. We learned how to shoot an arrow from a bow, paddle a canoe in the lake, played Gaga ball(dodge ball in a mud pit), went on some of the most majestic hikes I have ever seen, went on both day and night solo hikes, spent the day at the beach, learned how to start a fire using flint and steel, sang campfire songs, studied the stars, learned some wonderful games (Where's my piggy, Redwood family circle, Predator & Prey), and experienced Serendipity. There were several clubs kids could join; Hardcore (eat an entire apple minus the sticker, seeds and stem), Banana Slug (kiss a

banana slug), Zero Waste (have zero waste for your table at 3 meals in a row), and Scrub (fall on accident). I am proud to say one of our tables had zero waste for the entire time they were at camp. There was a lot of laughing and some crying along the way on our journey to discovering exactly who we want to be. Every kid that attended had their own unique experience and in their journals they spoke quite candidly about what the week meant to them. It was officially a success when some of my students that were the most concerned at the beginning of the week about being homesick did not want to leave camp! When my last student was picked up from Sherwood on Friday I sat back and really basked in the joy of this precious gift that was given to me.The Sherwood Montessori Community came out in force to support my classroom's efforts to earn their way to science camp. Their support came in the form of participating in our Chico Bag fundraiser, T-Bar takeover, and bake sales. I would like to extend my most sincerest 'Thank you'.



The day after we returned from science camp was the Endangered Species Fair. I am sorry to say that many of my students were unable to attend. Either to other family commitments, sleep deprivation, or a dance performance that almost kept her from attending science camp (Thea). We did have a couple who did bring their beautiful masks down to 1 mile to participate in the parade of species (Serenity and Gio). It was really quite awe inspiring to see all of the hard work that went into making their individual masks or puppets. Our experience making masks with Jessica was amazing. This was my first experience and I am looking forward to participating in it again next year. It was a wonderful program!





I have written this in previous board reports, however I will write it again, because it is still true. When I am out in the community and am asked; "Oh, you are a teacher? Where do you teach?' I say everytime; 'The best school in Chico! Sherwood Montessori School. It is place where **every** child is allowed to dream their biggest dreams. This happens because there is a belief by **every** member of our community that **every** child can achieve their dreams!'

The Sherwood Montessori Community has helped me to accomplish my ultimate dream this school year which was to create an environment that would allow my 6, 7, 8, 9, 10, 11, and now 12 students to discover who they truly want to be! Thank you!

This is not my last board report for the year, so I guess I should let you know what is coming up on our agenda in middle school. We are in the midst of putting the final touches on our Sherwoodstock booth where we will be selling spring rolls and playing '4 Greens Guessing Game' on Saturday, May 23 from 4-8. We are partnering with Heartseed Farms to acquire most of the supplies for the game and spring rolls through working on the farm for 2 hours every other Thursday. My students are busily creating Ancient Civilization Research Reports and Powerpoints to present to each other in the coming weeks. We will be participating in state testing the last week in May. Then we have 5 students that we will sadly being saying 'good-bye' to when they promote on Wednesday, June 10 and move onto High School.



Thank you again for all of your continued support of my middle school program. I look forward to every new day with excitement!

After Care-Sara Kennedy

We have begun the last full month of Aftercare for the school year, with staff planning for next year, as well as finishing this month, and school year, with spring crafts and increasing outside time with the nice weather. One of the program aides is showing an interest in learning and directing healthy and non-competitive physical education activities. As we all get more comfortable with the current schedule of activities, we are finding the need for more organized physical activities to be added to the outside activity time. We are looking deeper into that for the remainder of this year and especially into next year. We are also talking about looking to outside resources, such as parent volunteers, and our college community, for more AC activities and support.

While we do not currently have a schedule that allows for all AC staff to attend the weekly staff meetings, and brain storming sessions, we feel the need to make that a part of our schedule for next year. Those on staff who have been able to attend our scheduled meetings, have shared the desire to have all AC staff available to meet and share ideas.

Currently, half of the AC staff are either working in classrooms (and only with AC when students require our eyes and attention) or have other jobs outside of Sherwood and are not available during the meeting times. We are looking to have all staff available to meet, as a part of the position. We feel it is important for consistency in the program.

We have also been busy building a solid substitute list for the AC program, and now have that available. We have recently lost another staff member this month (she was offered full time work elsewhere). With our more solid substitute list, we are confident that we will have that shift-and students-covered for the remaining days of school.

So we are ending this year with some good lessons, and more clear ideas for next years AC program. While we continue to provide consistent care, healthy foods and activities we are also excited about next year, and having the time now for specific program needs. As we now have job descriptions, a staff handbook. (specific to Aftercare) a solid staff and a firm substitute list, we are feeling excited about the program continuing to grow, and unfold.

We are grateful for the staff, the board, and the parents of Sherwood Montessori, for the opportunity and assistance around the Aftercare Program this year. And we look forward to another year of growing and improving with a staff committed to working together toward that goal.

Agenda Item 3.2

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Marci Pope, SMPO President

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

Date: May 15, 2015 for the meeting of May 21, 2015

Due to the change in the date of the board meeting, a report is not available at this time. If a report is written before the 21st, a hard copy 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: May 15, 2015 for the meeting of May 21, 2015

ADMINISTRATIVE ITEMS:

- New hires since April 16th include Rachal Hambrock, aide for the kindergarten class, and Gary Lai and Kirby Archer, substitute classified employees.
- The Hiring Committee has been reviewing applicant materials for the open upper elementary teaching position and have begun scheduling interviews and demonstration lessons with top candidates.
- I am collecting intent to return forms from classified staff and have all the certificated staff responses regarding employment next year.

FISCAL ITEMS:

- We are receiving over $5,000 in refunds from our taxes.
- On Monday, May 18th Pat Casey, Business Manager, and I will attend the Budget Perspectives workshop help at BCOE. The early reports are that the governor has put more money into education with the new budget.
- Sherwood's Budget Committee will be meeting on Friday, May 29 to work on the 2015-2016 school budget.

GENERAL ITEMS:

- Standardized testing has begun. At the time of this meeting, all but the middle school and make up tests will have been administered.
- On May 5 we had our annual site visit from our authorizer, Chico Unified. The visit was focused on the LCAP and Sherwood is doing well from our authorizer's perspective.
- On May 7, Heather and I met with the administrators of CUSD's lunch program to discuss strategies to make the program more profitable for CUSD. While they are not going to pull the lunch program, they would like to see it make some money.
- Our response to the final offer for Prop 39 (we declined) was delivered to CUSD's administration.

- On May 6 the faculty viewed a webinar from the American Montessori Society's collection titled "Healthy Classrooms" which focused on student wellness in terms of emotional and social support.
- On May 7 I conducted a school tour for about a dozen interested parents.

SAFETY ITEMS:

- Charter Safe, our insurance provider, has requested that we have a standing item on our board agendas addressing safety. When we had our safety inspection on April 16th, the representative from Charter Safe stated that we are keeping a safe campus.

LEGISLATIVE ITEMS:

- SB277, the bill that would require vaccinations for enrollment in California public schools, passed the California Senate and is headed for the Assembly. About 88% of Sherwood students are vaccinated. If the bill becomes law, about 12% of our students would not be allowed to attend unless their parents choose to get them vaccinated.

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 22, 2015 for the meeting of May 29, 2015

September Treasurer's Report

The April Financial Board Report is attached to this memo.

Attachment: April Financial Board Report

Sherwood Montessori
Balance Sheet
As of April 30, 2015

	Apr 30, 15
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	
9120-NCNB Checking	251,580
Total 9100-Assets	251,580
Total Checking/Savings	251,580
Accounts Receivable	
9200-Accounts Receivable	25,726
Total Accounts Receivable	25,726
Other Current Assets	
9290 - Due from Grantor Govts.	
ILT Funds Due	837
LCFF Funds Due	-20,749
Lottery Due	7,346
Total 9290 - Due from Grantor Govts.	-12,566
9340-Security Deposit	4,043
Total Other Current Assets	-8,524
Total Current Assets	268,782
TOTAL ASSETS	**268,782**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	-5,046
Total Accounts Payable	-5,046
Other Current Liabilities	
9500-Liabilities	
9511-Payroll Liabilities	
Deferred Payroll	20,703
Federal Withholding	-49
Health and Welfare	4,774
Medicare	-38
OASDI-Social Security	375
PERS EE / ER	16,100
State Disability	-13
State Employment Training Tax	-1
State Unemplyment Tax	-44
State Withholding	-8
STRS EE / ER	16,479
9511-Payroll Liabilities - Other	-2,800
Total 9511-Payroll Liabilities	55,480
9530 - Oversight Due to CUSD	-246
Total 9500-Liabilities	55,234
Total Other Current Liabilities	55,234
Total Current Liabilities	50,188
Total Liabilities	50,188
Equity	
9793 - Audit Adjustments	101,516
Unrestricted Net Assets	158,933
Net Income	-41,855
Total Equity	218,594
TOTAL LIABILITIES & EQUITY	**268,782**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
April 2015

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	04/10/2015	Science Camp	400
Deposit	04/27/2015	Science Camp	1,429
Total 8699-Field Trip Donations			1,829
8699-Fundraising			
Deposit	04/09/2015	Deposit	8
Deposit	04/10/2015	Maria M's	340
Deposit	04/10/2015	Yearbook	90
Deposit	04/10/2015	Farmers' Market	22
Deposit	04/10/2015	Donation to class	30
Deposit	04/10/2015	Skillathon	200
Deposit	04/10/2015	Skillathon	1,707
Deposit	04/24/2015	Yearbook	717
Deposit	04/27/2015	Sherwoodstock	750
Deposit	04/29/2015	Farmers' Market	134
Deposit	04/29/2015	Cal Skate	107
Deposit	04/29/2015	Clothing Swap	363
Deposit	04/29/2015	Skillathon	140
Deposit	04/29/2015	Maria M's	40
Deposit	04/29/2015	Spring Faire	60
Deposit	04/29/2015	Box Tops	104
Deposit	04/29/2015	Yearbook	15
Deposit	04/29/2015	Sherwoodstock	250
Check	04/29/2015	miscellaneous Debit	-45
Deposit	04/30/2015	Deposit	1
Total 8699-Fundraising			5,033
Total 8699-Fundraising and Donations			6,861
Total 8600-8799 Other Local Revenue			6,861
Total 8000-Revenues			6,861
TOTAL			**6,861**

Sherwood Montessori
Profit & Loss - Restricted Funds
July 2013 through January 2014

	Jul '13 - Jan 14
Ordinary Income/Expense	
Income	
8000-Revenues	
8300-8599 Other State Revenue	
8590-Categorical Funds	
Common Core Funds	27,733
Total 8590-Categorical Funds	27,733
Total 8300-8599 Other State Revenue	27,733
Total 8000-Revenues	27,733
Total Income	27,733
Gross Profit	27,733
Expense	
1000 Certificated Salaries	
1100-Teacher Salaries	
Resource Teacher Salaries	3,888
Total 1100-Teacher Salaries	3,888
Total 1000 Certificated Salaries	3,888
2000 Classified Salaries	
2100-Instructional Aides	
RSP Aide	346
Total 2100-Instructional Aides	346
Total 2000 Classified Salaries	346
3000-Employee Benefits	
3302-OASDI	21
3311-Medicare	61
3501-Unemployment Ins	131
3901-Employee Training Tax	4
Total 3000-Employee Benefits	218
4000-Books and Supplies	
4100-Textbooks/Core Curricula	5,937
4200-Books/reference Materials	120
4400-Noncapitalized Eq (<5K)	
Computers and Electronics	1,182
Total 4400-Noncapitalized Eq (<5K)	1,182
Total 4000-Books and Supplies	7,239
5000 Services/Other Op. Exp.	
5200-Travel and Conferences	2,100
Total 5000 Services/Other Op. Exp.	2,100
Total Expense	13,791
Net Ordinary Income	13,942
Net Income	**13,942**

Sherwood Montessori
Profit & Loss YTD Comparison
April 2015

	Apr 15	Jul '14 - Apr 15
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	33,183	389,821
8012-Education Protection Act	29,347	119,866
8019-Prior Year Adjustments		-4,952
8096-In Lieu of Property Taxes	14,301	217,657
Total 8010-8099 Revenue Limit Sources	76,831	722,392
8300-8599 Other State Revenue		
8550 - Mandate Block Grant		11,834
8560-State Lottery Revenue		
Restricted Lottery		3,657
Unrestricted Lottery		11,463
Total 8560-State Lottery Revenue		15,120
8587 - Special Education (CUSD)	25,726	25,726
8590-Categorical Funds		
All Other State Revenue	3,853	4,131
Total 8590-Categorical Funds	3,853	4,131
Total 8300-8599 Other State Revenue	29,578	56,810
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	2,336	16,907
8673-Camp fees	56	1,050
8673-Parent Fees - Other		15
Total 8673-Parent Fees	2,392	17,972
8673-Rebates		7
8699-Fundraising and Donations		
8699-Field Trip Donations	1,829	4,146
8699-Fundraising	5,033	23,763
Total 8699-Fundraising and Donations	6,861	27,909
8699-Other Local Income		1,433
Total 8600-8799 Other Local Revenue	9,253	47,320
Total 8000-Revenues	115,663	826,522
Total Income	115,663	826,522
Gross Profit	115,663	826,522
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
BTSA Support Stipends		1,500
Common Core Stipend		2,933
Lead Teacher Salaries	29,457	276,668
Resource Teacher Salaries	492	3,831
Substitute Salaries	738	5,709
Total 1100-Teacher Salaries	30,688	290,641
Total 1000 Certificated Salaries	30,688	290,641
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	9,761	81,197
RSP Aide		36
Total 2100-Instructional Aides	9,761	81,233
2200-Support Salaries		
After School Salaries	3,221	23,213
Facilities Development	1,292	1,996
Total 2200-Support Salaries	4,512	25,209
2300-Administration Salaries	5,833	58,333
2400-Clerical and Office Sal		
Administration Support	1,649	13,724
Clerical Salaries	1,404	11,371

Sherwood Montessori
Profit & Loss YTD Comparison
April 2015

	Apr 15	Jul '14 - Apr 15
Total 2400-Clerical and Office Sal	3,053	25,095
Total 2000 Classified Salaries	23,159	189,869
3000-Employee Benefits		
3101-STRS, Certificated	2,651	25,345
3202-PERS, Classfied	1,591	15,252
3302-OASDI	1,416	12,096
3311-Medicare	758	6,768
3401-Health Benefits	11,714	52,670
3501-Unemployment Ins	1,157	9,860
3601-Workers Comp	557	5,013
3901-Employee Training Tax	22	206
Total 3000-Employee Benefits	19,867	127,211
4000-Books and Supplies		
4100-Textbooks/Core Curricula		119
4200-Books/reference Materials	110	2,579
4300-Materials and Supplies		
After School Supplies	158	1,729
Custodial Supplies	347	1,982
Farmers' Market	166	998
Food (Instructional)		876
Instructional Supplies	351	6,079
Maintenance Supplies		132
Office Supplies	296	2,945
4300-Materials and Supplies - Other		39
Total 4300-Materials and Supplies	1,317	14,779
4400-Noncapitalized Eq (<5K)		
Furniture		-42
Total 4400-Noncapitalized Eq (<5K)		-42
4700-Food (Nutrition)		337
Total 4000-Books and Supplies	1,427	17,772
5000 Services/Other Op. Exp.		
5200-Travel and Conferences	219	2,069
5300-Dues and Membership		875
5400-Liability Insurance	1,189	15,944
5500-Operations / Housekeeping		
Electricity	533	7,456
Housekeeping Services	930	9,540
HVAC Service		296
Pest Control	65	325
Security System Services	126	603
Trash/Recycling	73	754
Water	86	1,202
Total 5500-Operations / Housekeeping	1,813	20,175
5600-Rental/Leases/Repairs		
Copier Lease	304	2,579
Facility Repairs	767	3,173
Other Rentals		1,271
Property Rental - Moss Ave		71,338
Total 5600-Rental/Leases/Repairs	1,071	78,361
5800-Other Services		
Advertising		840
Attorney		123
Auditing and CPA Services		9,750
Bad Debt		86
Bank Fees	5	465
Bookkeeping Services	300	3,083
Business Manager Services	3,050	15,913
District Oversight	-25,008	-18,553
Duplication Services		329
Extracurricular Services	390	2,424
Field Trips and Assemblies	587	4,581
Fundraising Expenses	323	2,372
LiveScan and TB Test Services	161	866
Software Licensing		583
5800-Other Services - Other	1,540	3,619

Sherwood Montessori
Profit & Loss YTD Comparison
April 2015

	Apr 15	Jul '14 - Apr 15
Total 5800-Other Services	-18,651	26,480
5900-Communications		
Internet Filtering (CIPA)		2,400
Internet Service Provider	100	1,000
Online List Management	10	100
Postage	49	455
Telephone, Cellular	98	932
Telephone, Landline	105	1,136
Television, Cable	14	140
Website, Hosting	37	127
Total 5900-Communications	412	6,290
Total 5000 Services/Other Op. Exp.	-13,947	150,193
7000 Other Outgo		
7221-Special Education	30,897	92,691
Total 7000 Other Outgo	30,897	92,691
Total Expense	92,091	868,378
Net Ordinary Income	23,572	-41,855
Net Income	**23,572**	**-41,855**

Sherwood Montessori
Board of Directors - Vendor Payments Report
April 2015

Type	Date	Num	Name	Memo	Account	Amount
Bill	04/01/2015	15889	CharterSAFE	April Premium 2014-2015	5400-Liability Insurance	1,189.42
Bill	04/01/2015	15889	CharterSAFE	April Workers' Comp 2014-2015	3601-Workers Comp	557.00
Bill	04/01/2015	201415-11	Pat Casey	March services	Business Manager Servic...	1,700.00
Bill	04/01/2015	331094	S & S WHOLESALE PRO...	Farmers' Market	Farmers' Market	12.28
Bill	04/01/2015	226131	Eagle Security Systems	4/1/15-6/30/15 service	Security System Services	125.64
Bill	04/01/2015		American Janitorial	April services	Housekeeping Services	930.00
Check	04/02/2015	DBT	Able Home Services	Deducted from May rent	Facility Repairs	347.00
Bill	04/03/2015		California Water Service C...	3/4/15-4/2/15	Water	85.94
Bill	04/03/2015	9743369541	Verizon Wireless	3/4/15-4/3/15	Telephone, Cellular	97.93
Check	04/04/2015	DBT	Home Depot	Paint for playground	Facility Repairs	39.42
Check	04/07/2015	DBT	Amazon.com	Books	4200-Books/reference M...	7.18
Check	04/07/2015	DBT	Amazon.com	Books	4200-Books/reference M...	7.18
Check	04/07/2015	DBT	Amazon.com	Books	4200-Books/reference M...	10.42
Check	04/07/2015	DBT	Amazon.com	Books	4200-Books/reference M...	7.72
Bill	04/07/2015		Laura A. Mason	April bookkeeping	Bookkeeping Services	300.00
Check	04/07/2015	DBT	Gold-Bond Plumbing	Deducted from May rent	Facility Repairs	380.73
Check	04/08/2015	3971	Michelle Yezbick	Mileage	5200-Travel and Confere...	187.80
Check	04/08/2015	3971	Michelle Yezbick	Fundraising supples	Fundraising Expenses	223.33
Check	04/08/2015	3972	Sara Kennedy	Aftercare snacks	After School Supplies	12.47
Check	04/08/2015	3972	Sara Kennedy	Aftercare snacks	After School Supplies	9.67
Check	04/08/2015	3973	Knox Marlo	mileage	5200-Travel and Confere...	25.27
Check	04/08/2015	3974	Alicia Freeman	Live scan & TB test	LiveScan and TB Test Se...	94.00
Check	04/08/2015	DBT	Wufoo	4/8/15 to 5/8/15 #1240744	Online List Management	9.95
Bill	04/08/2015	CNIN653611	Advanced Document	4/4/15-5/3/15	Copier Lease	166.63
Bill	04/08/2015	CNIN653612	Advanced Document	3/1/15-3/31/15	Copier Lease	137.24
Bill	04/08/2015	1	Kara Tupy.	Music Instruction	Extracurricular Services	190.00
Bill	04/10/2015	331436	S & S WHOLESALE PRO...	Farmers' Market	Farmers' Market	34.30
Bill	04/12/2015		Comcast	service 4/17/15-5/16/15	Internet Service Provider	99.95
Bill	04/12/2015		Comcast	service 4/17/15-5/16/15	Telephone, Landline	102.80
Bill	04/12/2015		Comcast	service 4/17/15-5/16/15	Television, Cable	4.95
Bill	04/12/2015		Comcast	taxes	Telephone, Landline	2.01
Bill	04/12/2015		Comcast	other charges	Television, Cable	9.07
Bill	04/13/2015	15-227	Sutter County Schools	Program fee for Credential Cand...	5800-Other Services	1,500.00
Bill	04/14/2015	331616	S & S WHOLESALE PRO...	Farmers' Market	Farmers' Market	25.74
Check	04/14/2015	DBT	Costco	snacks	After School Supplies	112.54
Check	04/14/2015	DBT	Costco	supplies	Office Supplies	123.92
Bill	04/16/2015	6134	KZFR	4/18/15-5/23/15	Fundraising Expenses	100.00
Bill	04/16/2015	331708	S & S WHOLESALE PRO...	Farmers' Market	Farmers' Market	22.64
Bill	04/17/2015	17138967	Clark Pest Control	4/17/15 pest service	Pest Control	65.00
Check	04/21/2015	DBT	Michaels	paint	Instructional Supplies	18.18
Check	04/21/2015	DBT	Costco	supplies	Office Supplies	34.38
Check	04/21/2015	DBT	Costco	supplies	Custodial Supplies	65.63
Check	04/21/2015	DBT	Costco	stamps	Postage	48.75
Check	04/22/2015	3982	Richard Hirshen	Mileage	5200-Travel and Confere...	5.75
Check	04/22/2015	3982	Richard Hirshen	Oranges	Farmers' Market	10.00

Sherwood Montessori
Board of Directors - Vendor Payments Report
April 2015

Type	Date	Num	Name	Memo	Account	Amount
Check	04/22/2015	3983	Heather Fisher	Awakening Greatness in Children	Field Trips and Assemblies	387.00
Check	04/22/2015	3984	Teresa Shippen	Close Reading Prof. Dev.	5800-Other Services	40.00
Check	04/22/2015	3984	Teresa Shippen	Paint etc for Endang Spec	Instructional Supplies	76.58
Check	04/22/2015	3985	Celeste Shults	12 copies of A Mango Shaped ...	4200-Books/reference M...	77.40
Check	04/22/2015	3986	Heather Zipper	Livescan	LiveScan and TB Test Se...	67.00
Check	04/22/2015	3985	Celeste Shults	Lego Mindstorms 4 @ $60	Instructional Supplies	240.00
Bill	04/22/2015		CYO Camp and Retreat Ce...	Science Camp Clothing Invoice	Field Trips and Assemblies	200.00
Bill	04/22/2015	331962	S & S WHOLESALE PRO...	Farmers' Market	Farmers' Market	14.09
Bill	04/22/2015		Recology	April services	Trash/Recycling	72.79
Bill	04/23/2015		PG & E	03/23/15-04/21/15	Electricity	533.39
Check	04/24/2015	4000	Premier Access Dental	May bill	3401-Health Benefits	573.43
Check	04/24/2015	4001	Blue Shield of California	May bill	3401-Health Benefits	6,071.40
Bill	04/28/2015	2	Kara Tupy.	Music Instruction	Extracurricular Services	190.00
Bill	04/29/2015		CUSD	Special Ed Encroachment 3rd Q...	7221-Special Education	30,897.00
Bill	04/29/2015	1783790109	Office Depot	supplies	Instructional Supplies	15.89
Check	04/29/2015	DBT	Cathy's Sew & Vac	new vacuum	Custodial Supplies	206.43
Check	04/29/2015	DBT	Costco	supplies	Office Supplies	137.58
Check	04/29/2015	DBT	Costco	supplies	After School Supplies	22.98
Check	04/29/2015	DBT	Costco	supplies	Custodial Supplies	74.78
Check	04/29/2015	DBT	Costco	supplies	Farmers' Market	46.72
Check	04/29/2015	DBT	Northern California Nationa...	miscellaneous Debit	Bank Fees	5.00
Check	04/29/2015	DBT	Northern California Nationa...	miscellaneous Debit	8699-Fundraising	45.00
Check	04/29/2015	DBT	Unknown		Extracurricular Services	9.99
Bill	04/30/2015	201415-12	Pat Casey	March services	Business Manager Servic...	1,350.00
Check	04/30/2015	DBT	1 & 1 Internet Inc.	Web and email hosting 4/29/15 t...	Website, Hosting	36.96
TOTAL						**50,631.24**

Agenda Item 5.2

,

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Special Education Models for Charter Schools in Butte County**

Date: May 15, 2015 for the meeting of May 21, 2015

SUMMARY

The School Director will present information about options in special education services for the school.

DISCUSSION

On April 8th, the school director, SBIT coordinator, and math intervention teacher had a conference call with Rusty Gordon, current SELPA Director for BCOE. On April 29th, the school director attended a Charter School Executive Leaders meeting in which information about charter schools who are independent LEAs with the Butte County SELPA are funded and the possibility of a CHELPA being formed was shared. This information will be shared with the Board.

ACTION REQUESTED

Discuss options and advise School Director on next steps.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 Board Retreat Outcomes**

Date: May 15, 2015 for the meeting of May 21, 2015

SUMMARY

While the work of the Board Retreat held on April 11, 2015 is not yet complete, a report is attached here that sums up the work completed so far.

DISCUSSION

On April 11, Dr. David Patterson facilitated a retreat in which the school's strengths, weaknesses, opportunities and threats were identified. From these, objectives were generated. The board members voted on the most critical objectives from the list. Next steps include analyzing the impact the objectives will have and the amount of effort they will take to accomplish. Finally, identifying who will be working toward reaching each objective and a time line for the work needs to be completed.

ACTION REQUESTED

Set plans for completing the work begun at the Board Retreat.

Attachment: Board Retreat Notes from April 11, 2015

SHERWOOD MONTESSORI

Retreat of the Board of Directors
April 11, 2015
DRAFT
Facilitator: Dave Patterson, PhD, Ed Innovations
Present: Board Members David Kuperman, Chris Fosen, Peter DiFalco, Mark Reiser, Kristy Cowell, Russell Shapiro, Joe Wilson and School Director Michelle Yezbick

Mission Statement

Strengths

- Montessori gives strength to mission
- Sherwood the only Montessori school around
- Core and committed group of parents
- Teachers are committed and have good relationships with parents
- Strong educational program
- Caring environment
- Allow individual students to reach individual goals

Opportunities

- Teachers- interns from college
- Connections with other organizations similar to us/our mission
- Chico State

Weaknesses

- Not understood by public
- Children come at any time- hard to adjust (missed opportunities)
- Assumption school is a service
- Communicate brand effectively
- Lack of perceived ownership by parents
- Lack of clarity between roles of stake holders

Threats

- Pool of teachers
- Expectation that school is a service
- Facilities
- Test requirements
- Authorizer- Chico Unified
- Small town politics
- Public perception
- Changing fund model

Fiscal

Strengths

- Strong business management talent
- Clean audits
- Good fiscal management
- Reserves (10%)
- Growth plan to stabilize enrollment
- Line of credit at local bank- good relationships
- BCOE- short term loans and such

Weaknesses

- Declining enrollment- some years
- No people on board/connection to philanthropists or major donors
- Declining resources: new kids come with high needs and need money for resources
- Lack of working capital
- Fundraising not a major contributor- 3-4%
- School size too small

Opportunities

- Change in funding model may help
- Charter schools are still "hot" for investors

Threats

- PERS/STRS
- Healthcare

Educational Program

Strengths

- Sherwood Montessori is ready for Common Core, but also much more; does better
- Our teachers value autonomy and the culture of Sherwood
- Montessori philosophy used in aftercare
- Quality of English Learners program- students are seen as strong
- Students demonstrate critical thinking skills
- Very robust intervention program
- Sherwood graduates are seen as strong students

Weaknesses

- Not all teachers are Montessori trained
- Sherwood not funding Montessori training
- Facilities limitations impact program
- "Holes" in student education when they enter high school e.g.: science
- Inadequate supply of technology
- Formative assessments in project-based form

Opportunities

- CUSD is generally supportive of Sherwood
- Seeking out grants that build a Montessori program (i.e. science)
- Deliver our own special education services
- CSU, Chico- utilize opportunity

Threats

- Lack of qualified pool of Montessori teachers
- Authorizer special education services- weak
- Common Core defined in a way incompatible with non-traditional approach

Objective	Duration	Who is Responsible?	Impact H/M/L
1. Develop communication strategy (branding, encouraging participation, etc.).		Subcommittee of the Board	High Value, Medium Effort
2. Create-within the larger plan, a plan for an interim facility.			
3. Clearly identify roles and responsibilities of the Board vs School Director, and communication.			
*4. Explore what to make Board work more effective, e.g., sub-committee work every other meeting/month use of employees, external special advisors.			
*4. Create our own special education program.			
*4. Identify sources of capital.			
*4. Create a plan to get our permanent facility-then execute.			

*four-way tie for fourth place

SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, May 7, 2015 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser, Russell Shapiro

2. CONSENT AGENDA

None

3. REPORTS AND COMMUNICATION

3.1 River Montessori Observation
3.2 Special Education Models for Charter Schools in Butte County
3.3 Board Retreat Outcomes

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

None

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 revised Local Control Accountability Plan
7.2 The Board will be asked to approve an Exclusive Representation Agreement

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.

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.1 River Montessori Observation**

Date: May 1, 2015 for the meeting of May 7, 2015

On April 20, 2015, our two upper elementary teachers, our middle school teacher, our math intervention teacher, and our school director spent the morning in River Montessori's upper elementary classrooms. We came away with many ideas and overall we were deeply impressed with what we saw.

I have prepared a slideshow of photos I would like to share with the Board that illustrate some of the takeaways from that experience.

Agenda Item 3.2

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.2 Special Education Models for Charter Schools in Butte County**

Date: May 1, 2015 for the meeting of May 7, 2015

On April 8th, the school director, SBIT coordinator, and math intervention teacher had a conference call with Rusty Gordon, current SELPA Director for BCOE. On April 29th, the school director attended a Charter School Executive Leaders meeting in which information about charter schools who are independent LEAs with the Butte County SELPA are funded and the possibility of a CHELPA being formed was shared. This information will be shared with the board.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 Board Retreat Outcomes**

Date: May 1, 2015 for the meeting of May 10, 2015

While the work of the Board Retreat held on April 11, 2015 is not yet complete, a report is attached here that sums up the work completed so far.

Attachment: Board Retreat Notes from April 11, 2015

SHERWOOD MONTESSORI

Retreat of the Board of Directors
April 11, 2015
DRAFT
Facilitator: Dave Patterson, PhD, Ed Innovations
Present: Board Members David Kuperman, Chris Fosen, Peter DiFalco, Mark Reiser, Kristy Cowell, Russell Shapiro, Joe Wilson and School Director Michelle Yezbick

Mission Statement

Strengths

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- Allow individual students to reach individual goals

Opportunities

- Teachers- interns from college
- Connections with other organizations similar to us/our mission
- Chico State

Weaknesses

- Not understood by public
- Children come at any time- hard to adjust (missed opportunities)
- Assumption school is a service
- Communicate brand effectively
- Lack of perceived ownership by parents
- Lack of clarity between roles of stake holders

Threats

- Pool of teachers
- Expectation that school is a service
- Facilities
- Test requirements
- Authorizer- Chico Unified
- Small town politics
- Public perception
- Changing fund model

Fiscal

Strengths

- Strong business management talent
- Clean audits
- Good fiscal management
- Reserves (10%)
- Growth plan to stabilize enrollment
- Line of credit at local bank- good relationships
- BCOE- short term loans and such

Weaknesses

- Declining enrollment- some years
- No people on board/connection to philanthropists or major donors
- Declining resources: new kids come with high needs and need money for resources
- Lack of working capital
- Fundraising not a major contributor- 3-4%
- School size too small

Opportunities

- Change in funding model may help
- Charter schools are still "hot" for investors

Threats

- PERS/STRS
- Healthcare

Educational Program

Strengths

- Sherwood Montessori is ready for Common Core, but also much more; does better
- Our teachers value autonomy and the culture of Sherwood
- Montessori philosophy used in aftercare
- Quality of English Learners program- students are seen as strong
- Students demonstrate critical thinking skills
- Very robust intervention program
- Sherwood graduates are seen as strong students

Weaknesses

- Not all teachers are Montessori trained
- Sherwood not funding Montessori training
- Facilities limitations impact program
- "Holes" in student education when they enter high school e.g.: science
- Inadequate supply of technology
- Formative assessments in project-based form

Opportunities

- CUSD is generally supportive of Sherwood
- Seeking out grants that build a Montessori program (i.e. science)
- Deliver our own special education services
- CSU, Chico- utilize opportunity

Threats

- Lack of qualified pool of Montessori teachers
- Authorizer special education services- weak
- Common Core defined in a way incompatible with non-traditional approach

Objective	Duration	Who is Responsible?	Impact H/M/L
1. Develop communication strategy (branding, encouraging participation, etc.).		Subcommittee of the Board	High Value, Medium Effort
2. Create-within the larger plan, a plan for an interim facility.			
3. Clearly identify roles and responsibilities of the Board vs School Director, and communication.			
*4. Explore what to make Board work more effective, e.g., sub-committee work every other meeting/month use of employees, external special advisors.			
*4. Create our own special education program.			
*4. Identify sources of capital.			
*4. Create a plan to get our permanent facility-then execute.			

*four-way tie for fourth place

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 16, 2015 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser, Russell Shapiro

2. CONSENT AGENDA

2.1 Civic Life Resolution

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 Special Education Options
The School Director will present information about options in special education services for the school.
ACTION REQUESTED: Discuss options and advise School Director on next steps.
5.3 Prop 39 Response
The School Director will share the input given by counsel regarding Prop 39.
ACTION REQUESTED: Discuss options and advise School Director regarding content of response to CUSD's final offer under Prop 39.

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 revised Local Control Accountability Plan

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.

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.

Agenda Item 2.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.1: Civic Life Resolution**

Date: April 10, 2015 for the meeting of April 16, 2015

SUMMARY

Sherwood Montessori has the opportunity to join a revitalization movement around civic involvement.

DISCUSSION

In response to a dearth of fostering civic engagement in schools, a resolution has been drafted by the California Task Force on K-12 Civic Learning. The same group offers a blueprint for action, and our community offers many opportunities for authentic implementation. The resolution attached here contains requested revisions that were suggested at the March Board of Directors meetin.

ACTION REQUESTED

Adopt resolution.

Attachment: Civic Life Resolution

SHERWOOD MONTESSORI

Resolution No. 4162015

College, Career and Civic Life

WHEREAS: It is the goal of Sherwood Montessori to prepare *all* of our students to become competent, responsible citizens who are life-long learners and skillful problem solvers.

WHEREAS: Schools are a critical place for students to learn the civic knowledge, skills and values needed to effectively participate in our democracy, and research demonstrates that six core activities – known as the Six Proven Practices in Civic Learning- and currently part of our Montessori approach to education-directly improve the quality and effectiveness of civic learning in schools. These practices are: classroom instruction in government, history, law and democracy; discussion of current events; service-learning; extra-curricular or co-curricular activities; student voice in school governance; and simulations of democratic processes;

WHEREAS: The success of our nation and state depends on educated, informed and engaged citizens and residents, and California currently ranks 38th of 50 states in civic engagement;

WHEREAS: The education system has a central role in equitably cultivating the qualities that will enable diverse participation in our democracy. The Local Control Funding Formula (LCFF) recognizes the necessity of investing in the reduction and ultimate removal of inequitable outcomes. Revitalizing civic learning opportunities in an equitable manner can contribute to meeting these goals.

WHEREAS: We have much to gain by revitalizing civic learning. In addition to the chief benefits of a vibrant and informed civic life and democracy, high quality civic learning also helps teach children the skills they need for the 21st century workplace, such as critical thinking, collaboration, creativity, initiative, and innovation. In addition, it can improve school climate, lower a school's dropout rate and promote academic achievement, as included in Common Core State Standards.

WHEREAS: There has never been a better – or more crucial time – to revitalize civic learning in in our schools; as we implement sweeping changes it is critical that we not leave civic learning behind.

WHEREAS: Resources are available to assist schools and teachers with revitalizing civic learning.

THEREFORE BE IT RESOLVED: That the Board of Sherwood Montessori requests that the School Director continue to support and encourage the civic literacy of all our students by integrating the Six Proven Practices into instructional practice and school life; and ensure that adequate time and resources are dedicated to this goal.

FURTHER BE IT RESOLVED: That the Board of Sherwood Montessori lead by example on what good participatory citizenship looks like by actively reaching out to our constituents, including students; carefully considering the needs and wishes of parents and students; thoroughly deliberating issues that come before us, working collaboratively, and appropriately delegating and supporting the School Director in carrying out the vision of the school so that the students' interests are best served.

Adopted by the Sherwood Montessori Board of Directors

_____ _____

Chris Fosen, Chair of the Board Date

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: April 10, 2015 for the meeting of April 16, 2015

Kindergarten -Teresa Shippen

With spring's official arrival comes some new and exciting lessons in the Kindergarten classroom. We have been given some silk worms to care for! We have been busy watching our new silk worms devour many leaves from our Mulberry tree. These little creatures have doubled in size already and continue to have quite healthy appetites. We are waiting with excitement and patience for the day that they will create their chrysalises. It is such a wonderful way to learn about life cycles.
With the help of Susan Tchudi, we have been working hard on our Endangered Species puppets, in preparation for the upcoming Endangered Species Faire. We have completed the paper mache portion and will be busy painting our animals. It is interesting to tackle such a big project with Kindergarten kids. Some are elbow deep in glue and newspaper, others are finished after a few strips of paper. This project teaches students to be persistent, and enhances their power of observation. The attention to detail is so important to many of them, and is evident in the pride they have when they share their puppets and tell you about their species. I look forward to May 2nd when we have the opportunity to showcase our work.

These projects and lessons would be very challenging without the help of Jessica Ordaz, who has acted as a special education aide in our room. We currently have students who require an aide for their special needs. One has been identified by the district with an IEP, but the IEP comes with minimal services. Throughout this process, Jessica has documented, and provided support for kids that would otherwise be extremely disruptive to the learning environment. This has allowed the other students to learn the materials and structure of a Montessori classroom. They have grown in independence, and are more confident in their learning paths. The district has offered other classrooms/schools as support for the students who need more help.Once again, this process has been lengthy with minimal support from the district. I am hoping that Sherwood Montessori will pursue the idea of providing our own Special Ed. services, so that this process can be more timely and appropriate to a student's immediate needs.

1st/2nd/3rd -Marlo Knox

I want to first thank the board for reflecting on the purpose of instructional staff reports during

their last regular board meeting. I felt as if I was learning and growing in my own understanding of this historical practice as I listened and participated in the discussion. I especially appreciated hearing the ideas of many board members and members of our community at large. That moment was illustrative of one of the things I find most intriguing about Montessori work, people take time, they notice things rather than move on, they keep it real. I felt as if the board wanted me to know I was heard and I appreciated that, thank you. I am going to create a short history of the experience I am having with the students and families in our classroom since our last report. I hope this creates a historical record that could be helpful to our school or others in the future.

We have had our second and third sessions of endangered species puppet making. It requires a lot of class time and parent power for this project. We require additional time at every step which is hard to work in, but we do it. Early release will negatively affect work on our endangered species project but Susan Tchudi is willing to do anything she can to help. I'm banking on the fact that our students will be forever changed in positive ways by working with a person like Susan, her deep passion, commitment, and spirit to serve others is a rare and welcomed model.

We visited the Chico Museum March 13. Our students were able to walk the two miles to the museum through the park happily. Parents meet us at Children's Park in downtown Chico to drive us back to school. It would be helpful to have a Sherwood school policy public published on a regular basis in regards to the use of car seats for field trips when parents are not driving their own children. I've noticed there are many different interpretations of the car seat law and without having a clear expectation it can be awkward for parents willing to drive and teachers responsible for finding volunteer drivers.

We had a guest Author, Janice Condon, read her book *Stella's Adventures in the Incredible Bio Terrain*. She brought her keyboard and we learned the acidophiles hula. We have students publishing books regularly in our classroom so there was a lot of excitement meeting a person who was able to publicly publish a piece.

We love our weekly music classes. The energy and preparation a guess teacher brings into a classroom is invaluable. It would be to the benefit of our school to begin next year with weekly music classes taught by someone as talented as the educator we are working with currently. Even better to continue with Kara, we are in relationship, she is learning about us, and she is incredible.

I had two SBIT (Site Based Intervention Team) meetings since my last board report. These meetings are extremely helpful but also take a lot of time from teacher preparation after school. Could SBIT meetings happen during the school day allowing teachers to prepare for teaching after school? Could we consider bringing in a substitute teacher or arranging current qualified support staff to guide students in the classroom while the members of the SBIT met? Meetings are usually scheduled for 45 minutes.

We celebrate birthdays in our classroom and had two celebration of life ceremonies since I last wrote the board. This is an intensive process for our class including a student interview, each student writes a piece for the person being celebrated in publishable form, and we enjoy a ½ hour presentation by the person who is remembering their own birth. It is an amazing experience.

The Skill-a-Thon was very successful in our classroom with many people participating. I enjoyed observing the experience this year. You would not believe it could work until you see it. It was organized perfectly.

Our students look forward to art every week. They decided to use items collected but not needed for the creation of our endangered species puppets for a recycled art day. Many creative items were designed and constructed. A room full of recycling was a challenge but in the end it was worth it.

We continue to walk to the Butte County Library in Chico every three weeks. I have reflected on the time this takes and I can tell you with confidence its positive influence on reading behaviors in my classroom is invaluable. It should be very high on our priorities list to have a school library.

We were gifted to a field trip to Gateway Science Museum. It was very enjoyable.

We are currently doing movement weekly with Kimberly Fellner rather than Brandon. This is invaluable preparation time for teachers and I appreciate a substitute as fine a Kimberly being employed while Brandon is healing.

Richie requested a divided group for my second year students for cooking. I have a total of nine second year students and management of behavior was keeping Richie from his teaching. We have designed a system that seems to be working better. Most second year students have cooking class with Richie every other week keeping his teaching groups for that generation at 5 or 6 students which is working well. I had divided my class by first, second, and third year student groups to allow me to us the Second Step program as it was designed. I have adjusted the way Second Step is taught as well to support the cooking experience.

We also have watched praying mantis hatch, we have observed our garden snails to the point that we are no longer allowed to bring the snails inside for observation, and we currently have caterpillars to observe. There is an appreciation for life that is heartwarming to experience.

1st/2nd/3rd-Carin Anderson

Carin and Ari's class is flowing well, apart from the incessant talking to one another that is one of the wonderful and challenging aspects of Lower Elementary children's natural development. The children learn so much through their social interactions, and they are wired to explore this

learning. At the same time, they are learning how to engage deeply with the materials and classwork, exploring ideas and connections through quiet absorption with a task. The classroom needs to be a place where both of these kinds of learning happen, and that is one of the many challenges for the teacher - to structure the school day in a way that nurtures both of these ways of learning (and all the others too).

I am reflecting today on how many aspects and kinds of learning we are called to facilitate - especially in a school that seeks to offer a deeply holistic education and at the same time give children the particular academic skills outlined in the State's Common Core standards. Many days I feel there is just not enough time or resources to do all of this well. In some ways the effort feels inevitably imperfect - which is hard for us perfectionists. Personally, I feel strongly committed to providing a classroom community in which children feel loved, seen, respected and safe; a place where they can blossom because they know they are cared for and feel a sense of belonging. Building a community in which the norms are based on empathy and support for others, and helping children learn the skills needed for peaceful problem-solving are not listed in the Common Core standards, yet in my opinion are at least as important as what is, and are the foundation for all other learning.

As an academic-type myself, though, I am also committed to challenging each child to develop intellectually, and to helping them to be successful on the State-mandated assessments. I often feel there is just not enough time to do all of this simultaneously; but perhaps this is the experience of all teachers who are trying, within the public system, to create an alternative to the standard public school experience. It is very hard work. But I wouldn't trade it. As always, I am grateful to be part of a community that is attempting to create this beautiful alternative - an alternative worthy of the precious children it serves.

1st/2nd/3rd –Eric Parish

Spring is here and summers light can now be seen at the end of the tunnel. It's during this time of that I like to look back and reflect over the year. I base my observations through the educational frameworks laid out in a book by Philip Gang (1989), Rethinking Education. One of the frameworks is humanistic education. The goals of the humanistic framework are identified by Gang as the development of the humanitarian values of tolerance, freedom of thought and social responsibility. He points out that educators can help children role play personal interactions, can help them be aware of their responsibility to the group and recognize people from other lands as having the same basic needs and feelings. Another goal is the creation of atmosphere where the whole personality of the student can emerge. Gang identifies this learning environment as one where there is development through integrated studies, recognition of the human element, individual choice and social cooperation, and through applied or experiential learning. Gang explains that the goals in the affective-feeling component are to create a learning environment where children have the opportunity to experience and talk about the meanings of their creations, love, knowledge, organization and other process skills. The final goal of self actualization can be helped with open environments that encourages positive self concepts, feelings of identification, responsibility, openness to experience, adaptability,

creativity, and effective human relationships.

Over the past few weeks our class has been studying the biomes of North America. We have looked at the plants, animals and people of the temperate forest, wetlands, grasslands, mountains, desert, tropical forest and polar regions. Each child has been collecting research, making maps and has worked on a state report. This is the second year that we have worked on biome portfolios and it has been amazing watching the students' progress. For some students this has been their first experience and it has been interesting observing them as their skills and knowledge have developed. For other students this is work they have done before and now they are perfecting their portfolios making them more detailed and beautiful. It is wonderful to observe the academic development and personal growth of the children from first to third grade and the biome portfolios are a great way to see this progress.

4th/5th/6th-Kellee Perez

*6th graders have just about reached their goal of $1600 for environmental camp, we still have the Painted Cellars fundraiser on the 19th of April, there are 10 seats available, board members welcome (email me at kellee@sherwoodmontessori.org if you're interested in attending)!! And, Toby is still making and selling his personalized wooden name plates for $7.00, they are really beautiful (see attached pics).
*6th grade goes to camp April 27 - May 1
*Date collection has been done for math, small groups are being created for some reteaching of skills before we start testing.
*Students are enjoying the creation of their endangered species puppets.
*Students are enjoying the new music classes being taught once a week.
*Drama group will perform their series of plays by Shel Silverstein, on Friday 4/10 from 12:30 - 1:30 (Two shows:12:30 and 1:00) Board members welcome!!
*Bayliss Enns, 6th grade, won 3rd place in the Chico News & Review's Poetry 99 contest (Thanks to Danielle for facilitating that project.)
*Zac Logan, 4th grade, won 3rd place in the Short Story Contest, Jacob Brown, 6th grade, won 1st place in the Jr. High division of the Short Story contest.(Thanks to Danielle for facilitating that project, as well.)

4th/5th/6th-Lindsey Serrao & Brandon Winters

Hello again,
Our 4,5,6 has been hard at work learning about endangered species, slavery, persuasive writing, birds flight, the grammar, mechanics, research, and vocabulary aspects of language, decimals, fractions, division and multiplication. They do all this and still have time for cooking, Danielle, music, P.E., second step, earthbound skills, and music! No wonder it feels so busy!!! Talk about teaching the whole child!

Susan is thankfully coming in and helping me work with the kids on their endangered animal puppet for the fair. At this point they are still forming the puppets. Next week they will start on the paper mâché...we will be up to our ears in glue😊.
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7th/8th-Celeste Shults

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Thank you for allowing me to share just a few of the wonderful things happening in Middle School.

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We have additional AC rules around the Pokemon game. The students came up with the rules they felt were needed to continue to have the game available in Aftercare, and it has smoothed out from that process.

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All in all, Sherwood Montessori Aftercare is running and well.

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The presentation of Sustainable Montessorian Educational Values and Method, by Michelle...and our cookbook Grow Cook Eat by me...at This Way to Sustainability X at CSU CHICO in March was a wonderful experience. There were 15 or 20 audience members, mostly Chico State students, all who were very interested. The Q&A part was more lively than ever. Afterward Michelle met a teacher and I met the GM of the Chico Saturday Farmers Market, Natalie Carter, who is working on having me do a demo chef day at the market soin, representing Sherwood and cooking recipes from the cookbook with market ingredients.

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Agenda Item 3.2

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Marci Pope, SMPO President

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

Date: April 10, 2015 for the meeting of April 16, 2015

Sherwoodstock is up and running. Committee members are being sought.
This weekend we will have a busy campus with work day, clothing swap and church funeral. All seems to be set up to happen.
Spring is always a busy time for teachers and volunteer needs. We will keep looking for ways to get the word out.
We have drafted a letter to go to parents stating their current reported volunteer hours. We hope it will push some to seek out ways to help our school community.
I look forward to working with the board finding ways improve our communication within the whole Sherwood community (between school to parents, SMPO to parents, Board to parents).
Elections - we are ready to support however we can.

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 10, 2015 for the meeting of April 16, 2015

ADMINISTRATIVE ITEMS:

- Brandon Winters is currently on medical leave. His P.E. classes are being covered by Kimberly Fellner and his Friday teaching days are being covered by Lindsey Serrao.
- Celeste Shults, Eric Parish, Teresa Shippen, Danielle Mennuci and I attended a professional development on Close Reading featuring author Sunday Cummins at Citrus Elementary. Shirley Williams, current principal of Citrus and board member of the Chico Literacy Council, invited our staff to join her staff for this opportunity.
- We will have our annual site visit from our authorizer, Chico Unified School District, on April 27 from 9:00-10:30.
- I had a visit from Walden Academy's new director, Suzanne Tefs, who came to see how students in our multi-age classrooms work together.

FISCAL ITEMS:

- Attendance Make-Up Day on April 3 was attended by 22 kids. The students earned a day of attendance and the school generated close to $880 in recouped ADA funds.

GENERAL ITEMS:

- Chef Richie and I presented at the Sustainability Conference again this year, and again our middle school was honored with the Greenie Award for their outstanding work with the *Cook, Grow, Eat* cookbook.
- We had a group of Wildcat volunteers come on March 31, Cesar Chavez Day, to do some clean-up work around campus.

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 10, 2015 for the meeting of April 16, 2015

September Treasurer's Report

The March Financial Board Report is attached to this memo.

Attachment: March Financial Board Report

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: April 10, 2015 for the meeting of April 16, 2015

Kindergarten -Teresa Shippen

With spring's official arrival comes some new and exciting lessons in the Kindergarten classroom. We have been given some silk worms to care for! We have been busy watching our new silk worms devour many leaves from our Mulberry tree. These little creatures have doubled in size already and continue to have quite healthy appetites. We are waiting with excitement and patience for the day that they will create their chrysalises. It is such a wonderful way to learn about life cycles.
With the help of Susan Tchudi, we have been working hard on our Endangered Species puppets, in preparation for the upcoming Endangered Species Faire. We have completed the paper mache portion and will be busy painting our animals. It is interesting to tackle such a big project with Kindergarten kids. Some are elbow deep in glue and newspaper, others are finished after a few strips of paper. This project teaches students to be persistent, and enhances their power of observation. The attention to detail is so important to many of them, and is evident in the pride they have when they share their puppets and tell you about their species. I look forward to May 2nd when we have the opportunity to showcase our work.

These projects and lessons would be very challenging without the help of Jessica Ordaz, who has acted as a special education aide in our room. We currently have students who require an aide for their special needs. One has been identified by the district with an IEP, but the IEP comes with minimal services. Throughout this process, Jessica has documented, and provided support for kids that would otherwise be extremely disruptive to the learning environment. This has allowed the other students to learn the materials and structure of a Montessori classroom. They have grown in independence, and are more confident in their learning paths. The district has offered other classrooms/schools as support for the students who need more help.Once again, this process has been lengthy with minimal support from the district. I am hoping that Sherwood Montessori will pursue the idea of providing our own Special Ed. services, so that this process can be more timely and appropriate to a student's immediate needs.

1st/2nd/3rd -Marlo Knox

I want to first thank the board for reflecting on the purpose of instructional staff reports during

their last regular board meeting. I felt as if I was learning and growing in my own understanding of this historical practice as I listened and participated in the discussion. I especially appreciated hearing the ideas of many board members and members of our community at large. That moment was illustrative of one of the things I find most intriguing about Montessori work, people take time, they notice things rather than move on, they keep it real. I felt as if the board wanted me to know I was heard and I appreciated that, thank you. I am going to create a short history of the experience I am having with the students and families in our classroom since our last report. I hope this creates a historical record that could be helpful to our school or others in the future.

We have had our second and third sessions of endangered species puppet making. It requires a lot of class time and parent power for this project. We require additional time at every step which is hard to work in, but we do it. Early release will negatively affect work on our endangered species project but Susan Tchudi is willing to do anything she can to help. I'm banking on the fact that our students will be forever changed in positive ways by working with a person like Susan, her deep passion, commitment, and spirit to serve others is a rare and welcomed model.

We visited the Chico Museum March 13. Our students were able to walk the two miles to the museum through the park happily. Parents meet us at Children's Park in downtown Chico to drive us back to school. It would be helpful to have a Sherwood school policy public published on a regular basis in regards to the use of car seats for field trips when parents are not driving their own children. I've noticed there are many different interpretations of the car seat law and without having a clear expectation it can be awkward for parents willing to drive and teachers responsible for finding volunteer drivers.

We had a guest Author, Janice Condon, read her book *Stella's Adventures in the Incredible Bio Terrain*. She brought her keyboard and we learned the acidophiles hula. We have students publishing books regularly in our classroom so there was a lot of excitement meeting a person who was able to publicly publish a piece.

We love our weekly music classes. The energy and preparation a guess teacher brings into a classroom is invaluable. It would be to the benefit of our school to begin next year with weekly music classes taught by someone as talented as the educator we are working with currently. Even better to continue with Kara, we are in relationship, she is learning about us, and she is incredible.

I had two SBIT (Site Based Intervention Team) meetings since my last board report. These meetings are extremely helpful but also take a lot of time from teacher preparation after school. Could SBIT meetings happen during the school day allowing teachers to prepare for teaching after school? Could we consider bringing in a substitute teacher or arranging current qualified support staff to guide students in the classroom while the members of the SBIT met? Meetings are usually scheduled for 45 minutes.

We celebrate birthdays in our classroom and had two celebration of life ceremonies since I last wrote the board. This is an intensive process for our class including a student interview, each student writes a piece for the person being celebrated in publishable form, and we enjoy a ½ hour presentation by the person who is remembering their own birth. It is an amazing experience.

The Skill-a-Thon was very successful in our classroom with many people participating. I enjoyed observing the experience this year. You would not believe it could work until you see it. It was organized perfectly.

Our students look forward to art every week. They decided to use items collected but not needed for the creation of our endangered species puppets for a recycled art day. Many creative items were designed and constructed. A room full of recycling was a challenge but in the end it was worth it.

We continue to walk to the Butte County Library in Chico every three weeks. I have reflected on the time this takes and I can tell you with confidence its positive influence on reading behaviors in my classroom is invaluable. It should be very high on our priorities list to have a school library.

We were gifted to a field trip to Gateway Science Museum. It was very enjoyable.

We are currently doing movement weekly with Kimberly Fellner rather than Brandon. This is invaluable preparation time for teachers and I appreciate a substitute as fine a Kimberly being employed while Brandon is healing.

Richie requested a divided group for my second year students for cooking. I have a total of nine second year students and management of behavior was keeping Richie from his teaching. We have designed a system that seems to be working better. Most second year students have cooking class with Richie every other week keeping his teaching groups for that generation at 5 or 6 students which is working well. I had divided my class by first, second, and third year student groups to allow me to us the Second Step program as it was designed. I have adjusted the way Second Step is taught as well to support the cooking experience.

We also have watched praying mantis hatch, we have observed our garden snails to the point that we are no longer allowed to bring the snails inside for observation, and we currently have caterpillars to observe. There is an appreciation for life that is heartwarming to experience.

1st/2nd/3rd-Carin Anderson

Carin and Ari's class is flowing well, apart from the incessant talking to one another that is one of the wonderful and challenging aspects of Lower Elementary children's natural development. The children learn so much through their social interactions, and they are wired to explore this

learning. At the same time, they are learning how to engage deeply with the materials and classwork, exploring ideas and connections through quiet absorption with a task. The classroom needs to be a place where both of these kinds of learning happen, and that is one of the many challenges for the teacher - to structure the school day in a way that nurtures both of these ways of learning (and all the others too).

I am reflecting today on how many aspects and kinds of learning we are called to facilitate - especially in a school that seeks to offer a deeply holistic education and at the same time give children the particular academic skills outlined in the State's Common Core standards. Many days I feel there is just not enough time or resources to do all of this well. In some ways the effort feels inevitably imperfect - which is hard for us perfectionists. Personally, I feel strongly committed to providing a classroom community in which children feel loved, seen, respected and safe; a place where they can blossom because they know they are cared for and feel a sense of belonging. Building a community in which the norms are based on empathy and support for others, and helping children learn the skills needed for peaceful problem-solving are not listed in the Common Core standards, yet in my opinion are at least as important as what is, and are the foundation for all other learning.

As an academic-type myself, though, I am also committed to challenging each child to develop intellectually, and to helping them to be successful on the State-mandated assessments. I often feel there is just not enough time to do all of this simultaneously; but perhaps this is the experience of all teachers who are trying, within the public system, to create an alternative to the standard public school experience. It is very hard work. But I wouldn't trade it. As always, I am grateful to be part of a community that is attempting to create this beautiful alternative - an alternative worthy of the precious children it serves.

1st/2nd/3rd –Eric Parish

Spring is here and summers light can now be seen at the end of the tunnel. It's during this time of that I like to look back and reflect over the year. I base my observations through the educational frameworks laid out in a book by Philip Gang (1989), Rethinking Education. One of the frameworks is humanistic education. The goals of the humanistic framework are identified by Gang as the development of the humanitarian values of tolerance, freedom of thought and social responsibility. He points out that educators can help children role play personal interactions, can help them be aware of their responsibility to the group and recognize people from other lands as having the same basic needs and feelings. Another goal is the creation of atmosphere where the whole personality of the student can emerge. Gang identifies this learning environment as one where there is development through integrated studies, recognition of the human element, individual choice and social cooperation, and through applied or experiential learning. Gang explains that the goals in the affective-feeling component are to create a learning environment where children have the opportunity to experience and talk about the meanings of their creations, love, knowledge, organization and other process skills. The final goal of self actualization can be helped with open environments that encourages positive self concepts, feelings of identification, responsibility, openness to experience, adaptability,

creativity, and effective human relationships.

Over the past few weeks our class has been studying the biomes of North America. We have looked at the plants, animals and people of the temperate forest, wetlands, grasslands, mountains, desert, tropical forest and polar regions. Each child has been collecting research, making maps and has worked on a state report. This is the second year that we have worked on biome portfolios and it has been amazing watching the students' progress. For some students this has been their first experience and it has been interesting observing them as their skills and knowledge have developed. For other students this is work they have done before and now they are perfecting their portfolios making them more detailed and beautiful. It is wonderful to observe the academic development and personal growth of the children from first to third grade and the biome portfolios are a great way to see this progress.

4th/5th/6th-Kellee Perez

*6th graders have just about reached their goal of $1600 for environmental camp, we still have the Painted Cellars fundraiser on the 19th of April, there are 10 seats available, board members welcome (email me at kellee@sherwoodmontessori.org if you're interested in attending)!! And, Toby is still making and selling his personalized wooden name plates for $7.00, they are really beautiful (see attached pics).
*6th grade goes to camp April 27 - May 1
*Date collection has been done for math, small groups are being created for some reteaching of skills before we start testing.
*Students are enjoying the creation of their endangered species puppets.
*Students are enjoying the new music classes being taught once a week.
*Drama group will perform their series of plays by Shel Silverstein, on Friday 4/10 from 12:30 - 1:30 (Two shows:12:30 and 1:00) Board members welcome!!
*Bayliss Enns, 6th grade, won 3rd place in the Chico News & Review's Poetry 99 contest (Thanks to Danielle for facilitating that project.)
*Zac Logan, 4th grade, won 3rd place in the Short Story Contest, Jacob Brown, 6th grade, won 1st place in the Jr. High division of the Short Story contest.(Thanks to Danielle for facilitating that project, as well.)

4th/5th/6th-Lindsey Serrao & Brandon Winters

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This weekend we will have a busy campus with work day, clothing swap and church funeral. All seems to be set up to happen.
Spring is always a busy time for teachers and volunteer needs. We will keep looking for ways to get the word out.
We have drafted a letter to go to parents stating their current reported volunteer hours. We hope it will push some to seek out ways to help our school community.
I look forward to working with the board finding ways improve our communication within the whole Sherwood community (between school to parents, SMPO to parents, Board to parents).
Elections - we are ready to support however we can.

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 10, 2015 for the meeting of April 16, 2015

ADMINISTRATIVE ITEMS:

- Brandon Winters is currently on medical leave. His P.E. classes are being covered by Kimberly Fellner and his Friday teaching days are being covered by Lindsey Serrao.
- Celeste Shults, Eric Parish, Teresa Shippen, Danielle Mennuci and I attended a professional development on Close Reading featuring author Sunday Cummins at Citrus Elementary. Shirley Williams, current principal of Citrus and board member of the Chico Literacy Council, invited our staff to join her staff for this opportunity.
- We will have our annual site visit from our authorizer, Chico Unified School District, on April 27 from 9:00-10:30.
- I had a visit from Walden Academy's new director, Suzanne Tefs, who came to see how students in our multi-age classrooms work together.

FISCAL ITEMS:

- Attendance Make-Up Day on April 3 was attended by 22 kids. The students earned a day of attendance and the school generated close to $880 in recouped ADA funds.

GENERAL ITEMS:

- Chef Richie and I presented at the Sustainability Conference again this year, and again our middle school was honored with the Greenie Award for their outstanding work with the *Cook, Grow, Eat* cookbook.
- We had a group of Wildcat volunteers come on March 31, Cesar Chavez Day, to do some clean-up work around campus.

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 10, 2015 for the meeting of April 16, 2015

September Treasurer's Report

The March Financial Board Report is attached to this memo.

Attachment: March Financial Board Report

Sherwood Montessori - Multi-Year Budget Projections — MARCH 2015

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	169	147	164	174
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8011 Local Control Funding	-	538,324	489,372	582,164	709,509
8012 Education Protection Act	148,607	150,012	159,282	150,304	150,304
8015 General Purpose Entitlement	303,342	-	-	-	-
8096 In Lieu Taxes	240,809	270,379	260,551	293,086	310,957
8550 Mandates Block Grant	1,590	1,880	14,967	1,945	2,170
8560 State Lottery	22,096	26,533	22,137	25,748	27,318
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 Energy 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	-	5,153	-	-
TOTAL REVENUES	865,990	1,137,910	1,024,345	1,126,129	1,273,140
Expenditures					
1000 Certificated Salaries	271,025	337,131	367,110	375,578	383,089
2000 Classified Salaries	196,307	216,050	227,354	230,235	229,476
3000 Employee Benefits	86,208	125,529	142,058	166,190	180,167
4100 Texts and Core Curricula	3,311	6,500	6,630	6,763	6,898
4200 Reference Materials	1,557	2,000	2,452	2,000	2,000
4300 Materials and Supplies	15,219	32,000	19,913	33,263	33,913
4400 NonCap Equipment	490	24,100	-	-	-
4700 Food (Nutrition)	(1,711)	-	295	-	-
5200 Travel and Conferences	6,327	12,722	4,775	4,775	4,775
5300 Dues and Memberships	1,098	1,245	1,105	1,220	1,270
5400 Property/Liability Insurance	12,784	16,936	18,318	24,388	29,265
5500 Operations / Housekeeping	17,734	25,914	24,939	26,961	27,500
5600 Rentals, Leases, and Repairs	104,720	151,067	102,024	116,286	119,586
5800 Prof. & Consulting Services	58,977	58,611	55,622	53,836	55,576
5900 Communications	4,354	5,242	6,921	5,242	5,242
7141 Special Ed Encroachment	73,301	84,152	123,588	120,000	120,000
7438 Long-Term Debt Interest	1,236	1,000		1,000	1,000
TOTAL EXPENDITURES	852,936	1,100,198	1,103,104	1,167,735	1,199,758
Excess/(Deficiency)	13,054	37,712	(78,759)	(41,606)	73,382
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	37,712	(78,759)	(41,606)	73,382
Beginning Fund Balance	130,164	143,218	260,449	181,690	140,084
Excess / (Deficiency)	13,054	117,231	**(78,759)**	**(41,606)**	73,382
Ending Fund Balance	143,218	260,449	181,690	140,084	213,465
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	**260,449**	**181,690**	**140,084**	213,465

Sherwood Montessori
Balance Sheet
As of March 31, 2015

	Mar 31, 15
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	
9120-NCNB Checking	248,777
Total 9100-Assets	248,777
Total Checking/Savings	248,777
Other Current Assets	
9290 - Due from Grantor Govts.	
ILT Funds Due	837
LCFF Funds Due	-25,701
Lottery Due	7,346
Total 9290 - Due from Grantor Govts.	-17,518
9340-Security Deposit	4,043
Total Other Current Assets	-13,476
Total Current Assets	235,302
TOTAL ASSETS	**235,302**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	-908
Total Accounts Payable	-908
Other Current Liabilities	
9500-Liabilities	
9511-Payroll Liabilities	
Deferred Payroll	18,535
Federal Withholding	-49
Health and Welfare	-1,871
Medicare	-38
OASDI-Social Security	375
PERS EE / ER	13,601
State Disability	444
State Employment Training Tax	26
State Unemplyment Tax	1,386
State Withholding	403
STRS EE / ER	11,395
9511-Payroll Liabilities - Other	-2,800
Total 9511-Payroll Liabilities	41,409
9530 - Oversight Due to CUSD	-246
Total 9500-Liabilities	41,163

Sherwood Montessori
Balance Sheet
As of March 31, 2015

	Mar 31, 15
Total Other Current Liabilities	41,163
Total Current Liabilities	40,254
Total Liabilities	40,254
Equity	
9793 - Audit Adjustments	101,516
Unrestricted Net Assets	158,933
Net Income	-65,402
Total Equity	195,047
TOTAL LIABILITIES & EQUITY	**235,302**

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2014-15

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	ACTUAL February	ACTUAL March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	2nd Interim Projected	Variance
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	5.60%	0.28%	0.00%	78.88%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	16.80%	8.40%	8.40%	8.40%	0.00%	100.00%		
CASH IN																
8011 Local Control Funding	-	29,405	29,405	52,929	52,929	52,929	52,929	52,929	33,183	33,183	33,183	33,183	33,188	489,375	498,466	(9,091)
8012 Education Protection Act	-	-	-	45,260	-	-	45,259	-	-	39,821	-	-	28,942	159,282	159,282	-
8096 In Lieu Taxes	-	18,079	36,158	24,105	24,105	24,105	24,105	24,105	28,594	14,301	14,301	14,301	14,292	260,551	260,551	-
8550 Mandates Block Grant	-	-	-	-		9,603	2,231	-	-	-	-	-	3,133	14,967	14,967	-
8560 State Lottery	-	-	-	-	5,364	-	-	9,755	-	-	-	-	7,018	22,137	22,137	-
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-		-	30,137	-	-	30,137	12,492	17,645
8590 All Other State Revenue	-	237	-	-	42	-	-	-	-	-	-	-	-	279	279	-
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	1,558	1,508	62	2,522	1,304	3,544	491	2,673	1,951	2,061	2,061	2,061	878	22,675	22,675	-
8699 Fundraising / Donations	225	588	985	9,459	105	2,530	1,690	4,091	1,337	3,429	3,429	3,429	6,420	37,716	37,716	-
8710 Other Local Revenue	105	100	-	-	-	-	-	1,197	40	-	-	-	5,092	6,534	6,534	-
Total Current Year Revenues	1,888	49,917	66,610	134,275	83,849	92,711	126,705	94,750	65,105	92,795	83,111	52,974	98,962	1,043,653	1,035,099	8,554
9200 Accounts Receivable	60,151	114,333	2,909	50,095	-	-	-		(4,952)	(4,952)	(4,952)	(4,952)	-	207,680	207,680	-
9600 Line of Credit Borrowing	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash In	62,039	164,250	69,519	184,370	83,849	92,711	126,705	94,750	60,153	87,843	78,159	48,022	98,962	1,251,333	1,242,779	8,554
Total Cash In Y-T-D	62,039	226,289	295,808	480,178	564,027	656,738	783,443	878,193	938,346	1,026,189	1,104,348	1,152,370	1,251,333			

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	ACTUAL February	ACTUAL March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	33,742	31,916	33,873	32,588	31,706	31,331	32,365	32,432	33,374	33,374	33,374	7,036	367,110	367,110	-
2000 Classified Salaries	6,404	8,234	23,201	22,963	23,952	20,699	16,206	25,103	19,948	20,669	20,669	20,669	(1,362)	227,354	227,354	-
3000 Employee Benefits	4,792	10,112	13,742	12,260	12,381	12,401	13,750	15,215	12,776	12,914	12,914	12,914	(4,114)	142,058	142,058	-
Total Salaries & Benefits	11,196	52,088	68,859	69,096	68,921	64,806	61,287	72,683	65,156	66,957	66,957	66,957	1,561	736,522	736,522	-
Supplies																
4100 Texts and Core Curricula	-		885	-	(1,278)	-	155	-	-	-	2,210	-	4,658	6,630	6,630	-
4200 Reference Materials	539	422	664	343	254	286		248	19	245	245	-	(813)	2,452	2,452	-
4300 Materials and Supplies	1,334	1,765	1,439	2,610	101	1,024	1,614	1,913	1,702	1,991	1,991	-	2,428	19,913	19,913	-
4400 NonCap Equipment	-	-	148	-	(42)	-	-	-	-	148	-	-	42	295	295	-
Total Supplies	1,873	2,187	3,136	2,953	(965)	1,310	1,769	2,161	1,721	2,384	4,447	-	6,315	29,290	29,290	-
Services / Other Op Exp																
5200 Travel and Conferences		35	-	456	906	186	50	218	-	-	-	-	2,924	4,775	4,775	-
5300 Dues and Memberships	-	-	-	845		-	30	-	-	-	-	-	230	1,105	1,105	-
5400 Property/Liability Insurance	5,239	1,190	1,189	1,189	1,189	1,189	1,189	1,189	1,189	1,453	-	-	2,113	18,318	18,318	-
5500 Operations / Housekeeping	1,910	2,336	2,782	2,214	1,839	1,708	1,849	2,227	1,629	2,078	2,078	2,078	210	24,939	24,939	-
5600 Rentals, Leases, and Repairs	8,929	8,408	8,712	8,839	310	16,625	8,389	596	16,423	8,502	8,502	8,502	(713)	102,024	102,024	-
5800 Prof. & Consulting Services	4,303	2,146	3,558	4,994	7,637	8,021	4,920	7,304	2,190	4,635	4,635	4,635	(3,356)	55,622	55,622	-
5900 Communications	390	2,770	375	88	670	359	387	379	360	577	577	577	(587)	6,921	6,921	-
Total Services	20,771	16,885	16,616	18,625	12,551	28,088	16,814	11,913	21,791	17,245	15,792	15,792	820	213,704	213,704	-
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-		30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	123,588	-
7438 Long-Term Debt Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Outgo	-	-	-	-	30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	123,588	-
Total Current Year Expenses	**33,840**	**71,160**	**88,611**	**90,674**	**111,404**	**94,204**	**110,767**	**86,757**	**88,668**	**117,483**	**87,195**	**82,749**	**39,593**	**1,103,104**	**1,103,104**	**-**
9500 Accounts Payable	31,641	(5,147)	(4,403)	(3,110)	3,065	(17,008)	19,773	(9,185)	4,066	-	-	-	-	19,693	19,693	-
9600 Line of Credit Payments	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash Out	**65,481**	**66,013**	**84,208**	**87,564**	**114,469**	**77,196**	**130,540**	**77,573**	**92,734**	**117,483**	**87,195**	**82,749**	**39,593**	**1,122,797**	**1,122,797**	**-**
Total Cash Out Y-T-D	65,481	131,494	215,702	303,266	417,735	494,931	625,471	703,043	795,777	913,260	1,000,455	1,083,204	1,122,797			
Percent of Budget	5.83%	11.71%	19.21%	27.01%	37.20%	44.08%	55.71%	62.62%	70.87%	81.34%	89.10%	96.47%	100.00%			

Projected Cash Balance Statement

Beginning Cash Balance	106,208	102,766	201,003	186,315	283,121	252,501	268,016	264,181	281,358	248,777	219,137	210,101	175,374	106,208	106,208	-
Net Change	(3,442)	98,237	(14,689)	96,806	(30,620)	15,515	(3,835)	17,178	(32,581)	(29,640)	(9,036)	(34,727)	59,370	128,536	119,982	8,554
Ending Cash Balance	**102,766**	**201,003**	**186,315**	**283,121**	**252,501**	**268,016**	**264,181**	**281,358**	**248,777**	**219,137**	**210,101**	**175,374**	**234,744**	**234,744**	**226,190**	**8,554**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
March 2015

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	03/25/2015	Marlo - Chico Museum	68
Total 8699-Field Trip Donations			68
8699-Fundraising			
Deposit	03/03/2015	T Bar	19
Deposit	03/03/2015	Farmers' Market	24
Deposit	03/03/2015	Maria M's	40
Deposit	03/03/2015	Richie Kitchen/garden	17
Deposit	03/03/2015	Marlo fieldtrip	92
Deposit	03/24/2015	Pay Pay transfer	38
Deposit	03/25/2015	Donation to Sherwood	326
Deposit	03/25/2015	Richie Cookbook	20
Deposit	03/25/2015	Farmers' Market	71
Deposit	03/25/2015	Sherwood Fundraiser	275
Deposit	03/25/2015	Celeste fundraiser	347
Total 8699-Fundraising			1,269
Total 8699-Fundraising and Donations			1,337
Total 8600-8799 Other Local Revenue			1,337
Total 8000-Revenues			1,337
TOTAL			**1,337**

Sherwood Montessori
Profit & Loss - Restricted Funds
July 2014 through March 2015

	Jul '14 - Mar 15
Ordinary Income/Expense	
Income	
8000-Revenues	
8300-8599 Other State Revenue	
8560-State Lottery Revenue	
Restricted Lottery	3,657
Total 8560-State Lottery Revenue	3,657
8587 - Special Education (CUSD)	25,726
Total 8300-8599 Other State Revenue	29,382
Total 8000-Revenues	29,382
Total Income	29,382
Gross Profit	29,382
Expense	
1000 Certificated Salaries	
1100-Teacher Salaries	
Common Core Stipend	2,993
Resource Teacher Salaries	3,339
Total 1100-Teacher Salaries	6,332
Total 1000 Certificated Salaries	6,332
2000 Classified Salaries	
2100-Instructional Aides	
Classroom Aide Salaries	4,941
RSP Aide	36
Total 2100-Instructional Aides	4,977
2200-Support Salaries	
After School Salaries	50
Total 2200-Support Salaries	50
Total 2000 Classified Salaries	5,027
3000-Employee Benefits	
3101-STRS, Certificated	260
3202-PERS, Classfied	178
3302-OASDI	309
3311-Medicare	164

Sherwood Montessori
Profit & Loss - Restricted Funds
July 2014 through March 2015

	Jul '14 - Mar 15
3501-Unemployment Ins	311
3901-Employee Training Tax	7
Total 3000-Employee Benefits	1,229
4000-Books and Supplies	
4100-Textbooks/Core Curricula	1,055
4200-Books/reference Materials	1,767
4300-Materials and Supplies	
Instructional Supplies	457
Office Supplies	83
Total 4300-Materials and Supplies	540
Total 4000-Books and Supplies	3,361
5000 Services/Other Op. Exp.	
5200-Travel and Conferences	125
5800-Other Services	352
Total 5000 Services/Other Op. Exp.	477
Total Expense	16,426
Net Ordinary Income	12,957
Net Income	**12,957**

Sherwood Montessori
Profit & Loss YTD Comparison
March 2015

	Mar 15	Jul '14 - Mar 15
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	33,183	356,638
8012-Education Protection Act		90,519
8019-Prior Year Adjustments	-4,952	-4,952
8096-In Lieu of Property Taxes	28,594	203,356
Total 8010-8099 Revenue Limit Sources	56,825	645,561
8300-8599 Other State Revenue		
8550 - Mandate Block Grant		11,834
8560-State Lottery Revenue		
Restricted Lottery		3,657
Unrestricted Lottery		11,463
Total 8560-State Lottery Revenue		15,120
8587 - Special Education (CUSD)	25,726	25,726
8590-Categorical Funds		
All Other State Revenue		278
Total 8590-Categorical Funds		278
Total 8300-8599 Other State Revenue	25,726	52,958
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	1,941	14,571
8673-Camp fees	10	994
8673-Parent Fees - Other		15
Total 8673-Parent Fees	1,951	15,580
8673-Rebates		7
8699-Fundraising and Donations		
8699-Field Trip Donations	68	2,318
8699-Fundraising	1,269	18,730
Total 8699-Fundraising and Donations	1,337	21,047
8699-Other Local Income	40	1,433
Total 8600-8799 Other Local Revenue	3,328	38,067
Total 8000-Revenues	85,879	736,586
Total Income	85,879	736,586
Gross Profit	85,879	736,586
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
BTSA Support Stipends		1,500
Common Core Stipend		2,933
Lead Teacher Salaries	31,546	247,211
Resource Teacher Salaries	204	3,339
Substitute Salaries	682	4,970

Sherwood Montessori
Profit & Loss YTD Comparison
March 2015

	Mar 15	Jul '14 - Mar 15
Total 1100-Teacher Salaries	32,432	259,953
Total 1000 Certificated Salaries	32,432	259,953
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	8,912	71,436
RSP Aide		36
Total 2100-Instructional Aides	8,912	71,472
2200-Support Salaries		
After School Salaries	2,687	19,970
Facilities Development		705
Total 2200-Support Salaries	2,687	20,674
2300-Administration Salaries	5,833	52,500
2400-Clerical and Office Sal		
Administration Support	1,302	12,075
Clerical Salaries	1,191	9,967
Total 2400-Clerical and Office Sal	2,493	22,042
Total 2000 Classified Salaries	19,925	166,688
3000-Employee Benefits		
3101-STRS, Certificated	2,845	22,694
3202-PERS, Classfied	1,508	13,661
3302-OASDI	1,218	10,680
3311-Medicare	737	6,010
3401-Health Benefits	4,453	40,956
3501-Unemployment Ins	1,430	8,703
3601-Workers Comp	557	4,456
3901-Employee Training Tax	27	184
Total 3000-Employee Benefits	12,776	107,344
4000-Books and Supplies		
4100-Textbooks/Core Curricula		119
4200-Books/reference Materials	19	2,469
4300-Materials and Supplies		
After School Supplies	245	1,571
Custodial Supplies	210	1,635
Farmers' Market	291	832
Food (Instructional)		876
Instructional Supplies	513	5,728
Maintenance Supplies		132
Office Supplies	443	2,649
4300-Materials and Supplies - Other		39
Total 4300-Materials and Supplies	1,702	13,462
4400-Noncapitalized Eq (<5K)		
Furniture		-42
Total 4400-Noncapitalized Eq (<5K)		-42
4700-Food (Nutrition)		337

Sherwood Montessori
Profit & Loss YTD Comparison
March 2015

	Mar 15	Jul '14 - Mar 15
Total 4000-Books and Supplies	1,722	16,345
5000 Services/Other Op. Exp.		
5200-Travel and Conferences		1,850
5300-Dues and Membership		875
5400-Liability Insurance	1,189	14,755
5500-Operations / Housekeeping		
Electricity	561	6,923
Housekeeping Services	930	8,610
HVAC Service		296
Pest Control		260
Security System Services		477
Trash/Recycling	73	681
Water	65	1,116
Total 5500-Operations / Housekeeping	1,629	18,362
5600-Rental/Leases/Repairs		
Copier Lease	271	2,275
Facility Repairs	252	2,406
Other Rentals		1,271
Property Rental - Moss Ave	15,900	71,338
Total 5600-Rental/Leases/Repairs	16,423	77,289
5800-Other Services		
Advertising	90	840
Attorney		123
Auditing and CPA Services		9,750
Bad Debt		86
Bank Fees		435
Bookkeeping Services	300	2,783
Business Manager Services	950	12,863
District Oversight	568	6,455
Duplication Services		329
Extracurricular Services		2,034
Field Trips and Assemblies	25	3,994
Fundraising Expenses		2,049
LiveScan and TB Test Services	257	705
Software Licensing		583
5800-Other Services - Other		2,079
Total 5800-Other Services	2,190	45,106
5900-Communications		
Internet Filtering (CIPA)		2,400
Internet Service Provider	100	900
Online List Management	10	90
Postage	49	406
Telephone, Cellular	83	834
Telephone, Landline	105	1,032
Television, Cable	14	126
Website, Hosting		90
Total 5900-Communications	360	5,877
Total 5000 Services/Other Op. Exp.	21,792	164,115

Sherwood Montessori
Profit & Loss YTD Comparison
March 2015

	Mar 15	Jul '14 - Mar 15
7000 Other Outgo		
7221-Special Education		61,794
Total 7000 Other Outgo		61,794
Do Not Use This One	23	23
Total Expense	88,669	776,262
Net Ordinary Income	-2,790	-39,676
Net Income	**-2,790**	**-39,676**

Sherwood Montessori
Board of Directors - Vendor Payments Report
March 2015

Type	Date	Num	Name	Memo
Bill	03/01/2015		Redeemer Lutheran Church	March rent
Bill	03/01/2015	15674	CharterSAFE	March Premium 2014-2015
Bill	03/01/2015	15674	CharterSAFE	March Workers' Comp 2014-2015
Bill	03/01/2015		American Janitorial	March services
Bill	03/01/2015	32507	The Creative Apple	supplies
Bill	03/01/2015	32509	The Creative Apple	supplies
Bill	03/01/2015	32513	The Creative Apple	supplies
Bill	03/02/2015	201415-10	Pat Casey	contract services
Bill	03/03/2015	329837	S & S WHOLESALE PRODUCE	Farmers' Market
Bill	03/03/2015	9741672774	Verizon Wireless	2/4/15-3/3/15 service
Check	03/03/2015	DBT	Johnny's Chico Lock and Safe	Rekey door locks
Check	03/04/2015	3927	Mercedes Hobbs	Livescan
Check	03/04/2015	3928	Sara Kennedy	Aftercare snacks
Check	03/04/2015	3928	Sara Kennedy	Aftercare snacks
Check	03/04/2015	3929	Jackson Moore	Livescan
Bill	03/04/2015		California Water Service Compa...	2/3/15-3/3/15 service
Bill	03/04/2015		North State Yard Care	Garden irrigation & gate repair
Bill	03/05/2015	329942	S & S WHOLESALE PRODUCE	Aftercare
Bill	03/05/2015	329931	S & S WHOLESALE PRODUCE	Farmers' Market
Bill	03/06/2015	329963	S & S WHOLESALE PRODUCE	Farmers' Market
Check	03/08/2015	DBT	Wufoo	3/8/15 to 4/8/15 #1205867
Check	03/09/2015	DBT	Rite Aid	Supplies
Check	03/09/2015	DBT	Cartridge World	ink cartridge
Bill	03/10/2015	CNIN652706	Advanced Document	3/4/15-4/3/15 billing period
Bill	03/10/2015	CNIN652707	Advanced Document	February billing period
Check	03/10/2015	DBT	Costco	supplies
Check	03/10/2015	DBT	Costco	stamps
Check	03/10/2015	DBT	Costco	supplies
Check	03/10/2015	DBT	Costco	supplies
Check	03/10/2015	DBT	Costco	supplies
Bill	03/10/2015	1766299042	Office Depot	supplies
Bill	03/12/2015		Comcast	service 3/17/15-4/16/15
Bill	03/12/2015		Comcast	service 3/17/15-4/16/15
Bill	03/12/2015		Comcast	service 3/17/15-4/16/15
Bill	03/12/2015		Comcast	taxes
Bill	03/12/2015		Comcast	other charges
Check	03/12/2015	DBT	Committee for Children	BPU Gr5 Invoice# 259030
Bill	03/13/2015	330273	S & S WHOLESALE PRODUCE	Farmers' Market
Bill	03/13/2015		The Chico Museum	Fieldtrip
Bill	03/17/2015	32533 & 32536	The Creative Apple	supplies
Bill	03/17/2015	32533 & 32536	The Creative Apple	returned supplies
Bill	03/19/2015	1049	Chico Area Recreation & Park D...	1/10 page Ad Spring/Summer 2015 Activity Guide
Check	03/24/2015	DBT	Costco	supplies
Check	03/24/2015	DBT	Costco	supplies
Check	03/24/2015	DBT	Costco	supplies

Sherwood Montessori
Board of Directors - Vendor Payments Report
March 2015

Type	Date	Num	Name	Memo
Check	03/24/2015	DBT	Costco	snacks
Bill	03/24/2015		PG & E	2/20/15-3/22/15 service
Bill	03/25/2015		Redeemer Lutheran Church	April rent
Bill	03/25/2015		Laura A. Mason	March bookkeeping services
Check	03/25/2015	3940	Leslie Ferrante	Live Scan
Check	03/25/2015	3941	Kara Tupy	Live Scan
Check	03/25/2015	3942	Sara Kennedy	Aftercare snacks
Check	03/25/2015	3943	Celeste Shults	Spikeball games
Bill	03/25/2015	32544	The Creative Apple	supplies
Bill	03/25/2015	32544	The Creative Apple	supplies
Bill	03/25/2015	32544	The Creative Apple	supplies
Bill	03/25/2015	330750	S & S WHOLESALE PRODUCE	Farmers' Market
Bill	03/25/2015		Recology	March service
Check	03/25/2015	DBT	Miller Glass	window repair
Bill	03/26/2015		Amazon.com	pencil sharpener
Check	03/26/2015	DBT	Amazon.com	supplies
Bill	03/27/2015		Safeway	toilet paper
Check	03/27/2015	DBT	Safeway	supplies
Bill	03/30/2015		Burt Levy	Garden irrigation - gate repair
Bill	03/30/2015		Amazon.com	keyboard drawer
Bill	03/30/2015		Miller Glass	replace broken window glass
Bill	03/31/2015	1773265928	Office Depot	supplies
Bill	03/31/2015		Home Depot	metal pole for tetherball
Bill	03/31/2015		Costco	supplies, paper, paper towels, cups
Check	03/31/2015	DBT	Costco	snacks
Check	03/31/2015	DBT	Costco	supplies
Check	03/31/2015	DBT	Costco	supplies
Check	03/31/2015	DBT	Home Depot	supplies
Check	03/31/2015	DBT	Amazon.com	Books
TOTAL				

Sherwood Montessori
Board of Directors - Vendor Payments Report
March 2015

Account	Class	Amount
Property Rental - Moss Ave	Government Funds:General - Govt	7,950.00
5400-Liability Insurance	Government Funds:General - Govt	1,189.42
3601-Workers Comp	Government Funds:General - Govt	557.00
Housekeeping Services	Government Funds:General - Govt	930.00
Instructional Supplies	Government Funds:Lottery - Unrestricted	0.75
Instructional Supplies	Government Funds:Lottery - Unrestricted	9.68
Instructional Supplies	Government Funds:Lottery - Unrestricted	7.26
Business Manager Services	Government Funds:General - Govt	950.00
Farmers' Market	Non Government:Farmers' Market	35.59
Telephone, Cellular	Government Funds:General - Govt	82.91
Facility Repairs	Government Funds:General - Govt	42.00
LiveScan and TB Test Services	Government Funds:General - Govt	67.00
After School Supplies	Non Government:After School Program	12.98
After School Supplies	Non Government:After School Program	8.69
LiveScan and TB Test Services	Government Funds:General - Govt	53.28
Water	Government Funds:General - Govt	64.52
Farmers' Market	Non Government:Farmers' Market	72.50
After School Supplies	Non Government:After School Program	9.98
Farmers' Market	Non Government:Farmers' Market	17.19
Farmers' Market	Non Government:Farmers' Market	16.27
Online List Management	Government Funds:General - Govt	9.95
Instructional Supplies	Government Funds:Lottery - Unrestricted	7.53
Office Supplies	Government Funds:General - Govt	21.49
Copier Lease	Government Funds:General - Govt	166.63
Copier Lease	Government Funds:General - Govt	104.38
Custodial Supplies	Government Funds:General - Govt	42.55
Postage	Government Funds:General - Govt	48.75
After School Supplies	Non Government:After School Program	10.99
Farmers' Market	Non Government:Farmers' Market	37.61
Office Supplies	Government Funds:General - Govt	42.98
Instructional Supplies	Government Funds:Lottery - Unrestricted	24.14
Internet Service Provider	Government Funds:General - Govt	99.95
Telephone, Landline	Government Funds:General - Govt	102.80
Television, Cable	Government Funds:General - Govt	4.95
Telephone, Landline	Government Funds:General - Govt	2.01
Television, Cable	Government Funds:General - Govt	8.96
Instructional Supplies	Government Funds:Lottery - Unrestricted	179.00
Farmers' Market	Non Government:Farmers' Market	19.07
Field Trips and Assemblies	Non Government:Classroom Specific Donations:1...	25.00
Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	95.58
Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	-19.33
Advertising	Government Funds:General - Govt	90.00
Custodial Supplies	Government Funds:General - Govt	105.95
Office Supplies	Government Funds:General - Govt	47.06
Instructional Supplies	Government Funds:Lottery - Unrestricted	18.45

Sherwood Montessori
Board of Directors - Vendor Payments Report
March 2015

Account	Class	Amount
After School Supplies	Non Government:After School Program	151.20
Electricity	Government Funds:General - Govt	561.26
Property Rental - Moss Ave	Government Funds:General - Govt	7,950.00
Bookkeeping Services	Government Funds:General - Govt	300.00
LiveScan and TB Test Services	Government Funds:General - Govt	68.00
LiveScan and TB Test Services	Government Funds:General - Govt	69.00
After School Supplies	Non Government:After School Program	12.93
Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	100.00
Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	24.67
Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	6.42
Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	24.67
Farmers' Market	Non Government:Farmers' Market	20.00
Trash/Recycling	Government Funds:General - Govt	73.15
Facility Repairs	Government Funds:General - Govt	94.76
Instructional Supplies	Government Funds:General - Govt	13.47
Office Supplies	Government Funds:General - Govt	36.23
Custodial Supplies	Government Funds:General - Govt	17.19
Custodial Supplies	Government Funds:General - Govt	17.19
Farmers' Market	Non Government:Farmers' Market	72.50
Office Supplies	Government Funds:General - Govt	22.76
Facility Repairs	Government Funds:General - Govt	94.76
Office Supplies	Government Funds:General - Govt	33.98
Instructional Supplies	Government Funds:General - Govt	20.34
Office Supplies	Government Funds:General - Govt	152.40
After School Supplies	Non Government:After School Program	38.72
Office Supplies	Government Funds:General - Govt	86.17
Custodial Supplies	Government Funds:General - Govt	27.51
Facility Repairs	Government Funds:General - Govt	20.34
4200-Books/reference Materials	Government Funds:Lottery - Unrestricted:Classroo...	19.32
		23,502.41

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Special Education Options**

Date: April 10, 2015 for the meeting of April 16, 2014

SUMMARY

Sherwood may benefit from a different structure for special education services.

DISCUSSION

The School Director had an informative discussion regarding the possibility of becoming an independent LEA for the purposes of special education with the current Butte County SELPA Director, Rusty Gordon.

ACTION REQUESTED

Discuss special education options and decide on next steps for the School Director.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3: Prop 39 Response to Final Offer**

Date: April 10, 2015 for the meeting of April 16, 2015

SUMMARY

Sherwood's response to CUSD's final offer under Prop 39 is due May 1.

DISCUSSION

The School Director has conferred with legal counsel regarding the District's final offer and has asked for input from the Facilities Committee.

ACTION REQUESTED

Discuss options and advise School Director regarding content of response to CUSD's final offer under Prop 39.

Attachment: CUSD Finall Offer Prop 39

Chico Unified School District

Administrative Offices
1163 E. Seventh Street
Chico, CA 95928-5999

530 / 891-3000
fax: 891-3220
www.ChicoUSD.org

Facilities Department
2455 Carmichael Drive
3190
Chico, CA 95928

(530)891-3209
Fax :(530)891-

CERTIFIED MAIL

March 31, 2015

Ms. Michelle Yezbick, School Director
Sherwood Montessori
746 Moss Avenue
Chico, CA 95926

Re: Final Offer for Use of Chico Unified School District Facilities in 2015/16

Dear Ms. Yezbick:

This letter constitutes the Chico Unified School District (CUSD's) Final Offer of Facilities to Sherwood Montessori (Sherwood) under Education Code §47614 ("Proposition 39") and California Administrative Code of Regulations, Title 5 §11969.9(h). CUSD offers the shared use of CUSD facilities at John McManus Elementary School, 988 East Avenue, Chico, CA 95926 for your Grades K-8 program.

FINAL OFFER

Teaching and Non-Teaching Space Offered

John McManus Elementary School Campus

The District incorporates the reasonable equivalence analysis contained in its January 31, 2015 Preliminary Offer of Facilities to Sherwood into this Final Offer.

CUSD offers the John McManus Elementary School Campus on a shared use basis. The campus is located at 988 East Avenue, Chico, CA 95926. The campus is on approximately 8.38 acres. The total square footage of CUSD-owned buildings being offered to you on the campus is approximately 8,396 sq. ft. and contains the following:

Non-Shared Space

1. 7 regular classrooms
2. 1 classroom for an administrative area
3. Restrooms for students

Shared Space

Should you accept our offer, Sherwood would also be sharing a multiuse room, a library, computer lab, staff restrooms and grounds with John McManus 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 CUSD students.

Shared space will be based on a percentage calculation as follows:

143.82	Sherwood Projected ADA
530.90	John McManus Elementary School Projected ADA
674.72	Total ADA

21.31 Percent total time allocated to the use of share facilities

Based on the maximum number of instructional minutes for your K-8 program, this equates to approximately 50 minutes per day for each shared facility (computer laboratory, library, multiuse room, grounds). Parking will be based on the current 75 parking spaces, allowing 16 for the use by Sherwood.

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 John McManus Elementary School students, identification of Sherwood staff and students versus John McManus Elementary School staff and students, etc.

Relative to Nutrition Services, John McManus Elementary School is still one of our busiest elementary sites. They serve on average 160 breakfasts, 345 lunches, 73 after school snacks and 144 suppers daily which means that the kitchen is in full production from 6:00 a.m. – 4:30 p.m.; therefore, if Sherwood chooses to accept our offer to utilize the John McManus Elementary School campus, vending services for meals will need to be negotiated.

Use or Surrender of Facilities

CUSD, 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, 2015, CUSD reserves the right to reclaim possession, and the right of occupation, of said unused facilities. CUSD 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.

Charges

As allowed by Education Code Section 47613(b), CUSD 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 were provided to you with our Preliminary Offer.

Response to Sherwood's Concerns Regarding Preliminary Offer

Ms. Michelle Yezbick
March 31, 2015

Location of Allocated Space

Page 1, Paragraph 3 of your letter dated February 27, 2015 "Re: Sherwood Montessori Charter School Response to District's Preliminary Offer Proposition 39 2015-2016" indicates that CUSD has offered facilities at the "La Entrada" site that you anticipate accepting. CUSD understands that this school site name was written in error and received verbal clarification, from Charter School, that the language intended to indicate that you anticipate accepting "John McManus Elementary School.

Page 2, "Location of Allocated Space", Paragraph 1 indicates that "Under the District's own policies, the District is to offer a charter school space at one of its top three comparison schools..." **Attached is Board Policy #7160** which states "The Board shall make reasonable efforts to provide the charter school with facilities near where the charter school wishes to locate..." There is no mention in either Board Policy or Administrative Procedure of space being offered at one of the top three comparison schools.

Sherwood, in its February 27, 2015 letter, requested a site within 4 miles of its current site at 746 Moss Ave., Chico (p. 2.) The District's offer of facilities at McManus meets Sherwood's request.

Allocation of Teaching Stations to the Charter School

CUSD's offer is based on the same average student-to-teacher ADA ratio as those comparison group schools as projected for the 2015/16 fiscal year and the same average student-to-teacher ADA ratio as our Grades 7-8 schools as follows:

Grade Level	ADA to Teaching Station Ratio	Sherwood Projected ADA	Needed Classrooms
K	20.67	21.62	1.05
1	21.42	19.74	.92
2	25.21	18.80	.75
3	23.55	20.68	.88
4	24.37	15.04	.62
5	25.52	22.56	.88
6	25.29	16.92	.67
7	26.65	5.64	.21
8	26.65	2.82	.11
		143.82	6.09

These ratios are based on information provided by individual school sites in October 2015 and the current use of CUSD facilities effective for the 2014/15 school year. The figures are not based on CUSD's loading standards and are not arbitrary or fabricated by any means.

Relative to the statement "There is no such thing as a fractional classroom for a single grade level of students, "this is a mathematical calculation and is used to identify where combination classes can be utilized, there is nothing in the Proposition 39 regulations that requires the District to round up fractional classroom allocations at each grade level. Nonetheless, CUSD has rounded Sherwood's total classroom entitlement up almost an entire classroom.

CUSD is unsure of where Sherwood obtained its information in order to perform its "rough calculation" using data from the CUSD website (school closure documents)" as that reference is

ambiguous. If Sherwood used the CUSD's "Facilities Master Plan", use of this information is misguided as the document is used as a planning tool to map out the future of all District schools. The Master Plan takes into consideration the need for facilities for special education, counseling, computer labs, music, etc. This is the District's "vision" of what an optimal school site would look like upon the completion of the master plan and is definitely not applicable to the coming year. That, coupled with the use of dated enrollment information, makes Sherwood calculations flawed.

Sherwood has also used an average teaching station to ADA ratio instead of using a grade level calculation which artificially inflates the allocation of space to Sherwood and ignores its combination classroom policy.

Allocation of Specialized Classroom and Non-Teaching Station Spaces

As outlined in our Preliminary Offer, Sherwood will be sharing a multiuse room, a library, computer lab, staff restrooms and grounds with John McManus Elementary School. So those areas should not be an issue.

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, art rooms, gymnasiums, locker rooms, pools, tennis courts or science laboratories in our comparison elementary school campuses; therefore, separate facilities for those programs will not be provided. Your music program may be accommodated in the multiuse room as negotiated. Since CUSD provides all special education services for Sherwood, those services will be accommodated in District facilities.

Relative to non-teaching space, John McManus has 1574.4 square feet of administrative area that serves 45 staff members and 531 students. Sherwood's administrative needs should be able to be accommodated in the 960 square feet provided.

Pro-rata Share Calculation

There are two acceptable ways for CUSD to charge charter schools.

1. California Code of Regulations, Title 5, §11969.7, "Charges for Facilities Costs" which is a square footage calculation based on facilities utilized by the charter plus costs as allowed by California Education Code § 47613(a), one percent (1%) of the revenue of the charter school for oversight of the charter school.

2. The actual costs of supervisorial oversight of a charter school not to exceed 3 percent (3%) of the revenue of the charter school if the charter school is able to obtain substantially rent free facilities from the chartering authority [California Education Code §47613(b)].

CUSD has elected the second method of charging for all of the District's charter schools.

Ms. Michelle Yezbick
March 31, 2015

Facilities Use Agreement

While California Code of Regulations, Title 5, §11969.2(f) does require a draft of a proposed facilities use agreement, an agreement cannot be finalized until Sherwood accepts the Final Offer. Therefore, CUSD submits the agreements finalized with other charter schools as a template for use in negotiations.

Use or Surrender of Facilities

The Use or Surrender clauses does not deal with the over allocation of space. Instead it is intended to make sure the space is utilized for its intended purpose. If the charter does not utilize the space in accordance with its operational calendar, CUSD should have the right to reclaim the space for District purposes. This provision is also lawful since California Code of Regulations, Title 5, §11969.2(h) (5) allows the District, in its Final Offer, to include "all conditions pertaining to the space"

Proposed Facilities Alternatives

As outlined above, Sherwood's needs under Proposition 39 can be met in the CUSD's existing facilities; therefore, CUSD has no interest in discussing the possibility of utilizing the Henshaw property. We look forward to discussing our Final Offer 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 M. Kistle

Julie Kistle
Director, Facilities and Construction

Enclosures

Cc John Bohannon, Director, Alternative Education
Kevin Bultema, Assistant Superintendent, Business Services
Kelly Staley, Superintendent

Chico Unified School District
1163 East Seventh Street, Chico, CA 95928-5999
(530) 891-3000

CHARTER SCHOOL FACILITIES

The Governing Board follows the Proposition 39 guidelines that state all students, including those attending charter schools, should have access to adequate facilities that are safe and support student learning.

Facilities to be used by a charter school shall be specified in the school's charter pursuant to Education Code 47605 and also may be addressed in a written memorandum of understanding between the district and charter school.

(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)

As applicable, charter school facilities shall comply with the California Building Standards Code adopted by the local building enforcement agency pursuant to 24 CCR 101 et seq. or the Field Act pursuant to Education Code 17280-17317 and 17365-17374. (Education Code 47610, 47610.5)

Upon request, the Board shall make facilities available to an eligible charter school operating in the district, as defined in law and administrative regulation. In accordance with law, such facilities shall be contiguous, furnished, equipped, and sufficient to accommodate all 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 district schools. The Board shall make reasonable efforts to provide the charter school with facilities near where the charter school wishes to locate and shall not move the charter school unnecessarily. If the district's preliminary proposal or final notification of space does not accommodate the charter school at a single school site, the Board shall make a specific finding that the charter school could not be accommodated at a single site and shall adopt a written statement of reasons explaining the finding. (Education Code 47614; 5 CCR 11969.1-11969.10)

(cf. 7110 - Facilities Master Plan)

The district shall not be required to use unrestricted general fund revenues to rent, buy, or lease facilities for charter schools. (Education Code 47614)

(cf. 3100 - Budget)

The Superintendent or designee may assist eligible charter schools in applying for state facilities funding for new construction or rehabilitation of facilities pursuant to Education Code 17078.52-17078.66 and/or for rent and lease expenditures pursuant to Education Code 47614.5.

Legal Reference:
EDUCATION CODE
17070.10-17080 Leroy F. Greene School Facilities Act of 1998, including:
17078.52-17078.66 Charter schools facility funding; state bond proceeds
17280-17317 Field Act
46600 Interdistrict attendance agreements
47600-47616.5 Charter Schools Act
48204 Residency requirements for school attendance
GOVERNMENT CODE
53094 Authority to render zoning ordinance inapplicable
53097.3 Charter school ordinances
CODE OF REGULATIONS, TITLE 2
1859.2 Definitions
1859.31 Classroom inventory

Policy Adopted: 06/20/12

1859.160-1859.172 Charter school facilities program, new construction
CODE OF REGULATIONS, TITLE 5
11969.1-11969.10 Charter school facilities
COURT DECISIONS
Bullis Charter School v. Los Altos School District, (2011) 200 Cal.App.4th 1022
Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986
Sequoia Union High School District v. Aurora Charter High School (2003) 112 Cal.App.4th 185
ATTORNEY GENERAL OPINIONS
80 Ops.Cal.Atty.Gen. 52 (1997)

Management Resources:
CSBA PUBLICATIONS
The Role of the Charter School Authorizer, Online Course
Charter Schools: A Manual for Governance Teams, rev. 2009
Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005
OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS
School Facility Program Handbook, May 2008
WEB SITES
CSBA: http://www.csba.org
California Charter Schools Association: http://www.charterassociation.org
California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/cs
Coalition for Adequate School Housing: http://www.cashnet.org
Office of Public School Construction: http://www.opsc.dgs.ca.gov

Policy Adopted: 06/20/12

SHERWOOD MONTESSORI

MEETING NOTICE OF THE BOARD OF DIRECTORS
BOARD RETREAT

Date/Time: **Saturday, April 11, 2015 9:00-3:00**
Location: **746 Moss Ave.**

AGENDA

The Board of Directors of Sherwood Montessori will have a Board Retreat on Saturday, April 11, 2015. This is an open, public meeting. The public is invited to attend, observe, and record the retreat. The public will not be invited to participate in the retreat.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, March 26, 2015 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser, Russell Shapiro

2. CONSENT AGENDA

2.1 Approval of Minutes from February 19, 2015
2.2 Organizational Chart
2.3 Business Manager's Contract
2.4 Prop 39 Response to Initial Offer
2.5 2015-2016 Calendar
2.6 Civic Life Resolution

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 Hiring Financial Auditor
It is time to renew our agreement with our financial auditor.
ACTION REQUESTED: Renew agreement with Matson & Isom.
5.3 Board Retreat
The Board will have a discussion about the upcoming retreat.
ACTION REQUESTED: Discuss upcoming retreat and give feedback to School Director.
5.4 Board Seats Opening Soon
There will be two Board seats opening soon.
ACTION REQUESTED: Create a plan to effectively fill empty Board seats.
5.5 Second Interim Financial Report
The Business Manager has prepared the Second Interim Financial Report.
ACTION REQUESTED: Approve 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.

5.6 Special Education Options
The School Director will present some options in special education services for the school.
ACTION REQUESTED: Discuss options and advise School Director on next steps.

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 revised Local Control Accountability Plan
7.2 The Board will receive the final offer from CUSD through Prop 39

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.

AGENDA

1. CALL TO ORDER

1.1 Roll Call

Present: Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser

Late (6:39pm): Russell Shapiro

2. CONSENT AGENDA

2.1 Approval of Minutes from January 15, 2015

2.2 School Accountability Report Card

Motion to accept the consent agenda made by Joe Wilson, seconded by Kristy Cowell, approved 6-0.

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 a report regarding current facilities issues, including the initial Prop 39 offer.

ACTION REQUESTED: Receive report and advise School Director on next steps.

Motion made by David Kuperman to authorize the school director to draft a response to the district, Second: Russel
Motion passes 7-0.

5.3 School Based Intervention Team (SBIT) Expansion Proposal

The Board will receive a report regarding the current demands on the SBIT team and will be asked to approve changes to support the program.

ACTION REQUESTED: Approve changes.

Motion by David Kuperman to accept the proposed change with the exception that the Director is empowered to increase the intervention aide's employment from half-time to full time as necessary. Seconded by Joe Wilson. Approved 7-0.

5.4 Board Retreat

The Board will receive a report regarding the Management Committee meeting and its relevance to an upcoming Board retreat.

ACTION REQUESTED: Discuss upcoming retreat and give feedback to School Director.

Motion made by DiFalco to direct the School Director to contact the Consultant requesting a retreat with the goal of a 5-year plan using the School Director's "long-term planning" methods.

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 the Second Interim Financial Report

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

Adjourned at 7:25pm

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.2: Organizational Chart**

Date: March 13, 2015 for the meeting of March 26, 2015

SUMMARY

The School Director has prepared an Organizational Chart for the school.

DISCUSSION

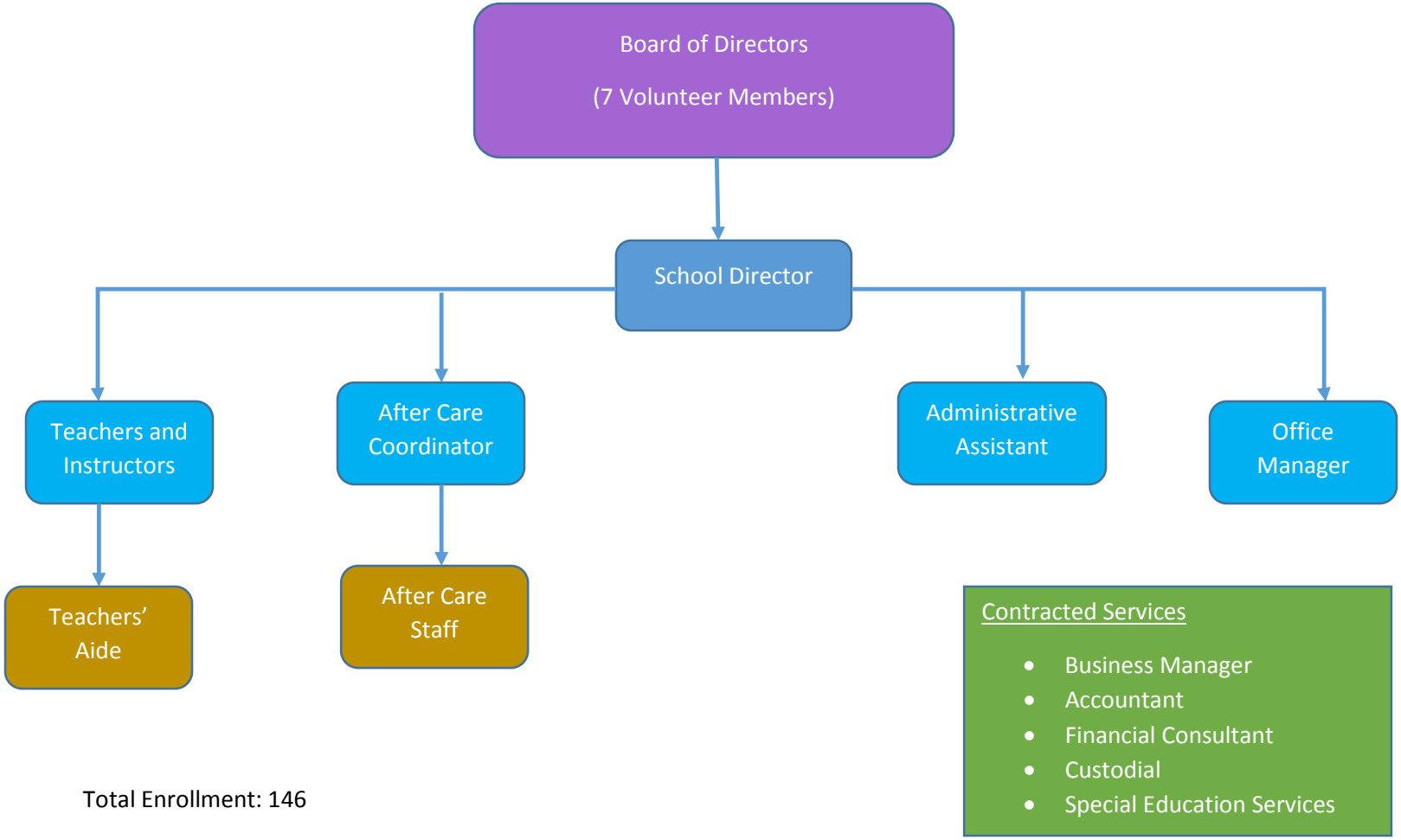
A hierarchal organizational chart has been created by the Director to illustrate the structure of the school's current personnel.

ACTION REQUESTED

Receive chart.

Attachment: 2014-2015 Organizational Chart

Sherwood Montessori Organization Chart



Total Enrollment: 146

Total Number of Administrators: 1 @ 1.0 FTE

Total Number of Non-teaching Support Staff (Office, Student Supervision/Teachers' Aides): 16 @ 10.0 FTE

Total Number Certificated Staff: 11 @ 8.5 FTE

Agenda Item 2.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.3: Prop 39 Response to Initial Offer**

Date: March 13, 2015 for the meeting of March 26, 2015

SUMMARY

We have received an initial offer from Chico Unified School District (CUSD) in response to our Prop 39 request.

DISCUSSION

Each year Sherwood requests facilities from CUSD through the Prop 39. The District has historically made offers that follow the letter of the law, but are not optimal for our program. This year's offer is typical of past offers. The response written by our lawyer is attached.

ACTION REQUESTED

Review response and advise School Director on next steps.

Attachment: Response to Prop 39 Initial Offer

SHERWOOD MONTESSORI

746 Moss Ave.
Chico, CA, 95926
(530) 345-6600
(530) 345-6620 fax

FEBRUARY 27, 2015

VIA: HAND DELIVERY, EMAIL,
AND U.S. MAIL

Superintendent Kelly Staley
CHICO UNIFIED SCHOOL DISTRICT
1163 E. Seventh Street
Chico, CA 95926

Re: Sherwood Montessori Charter School
Response to District's Preliminary Offer
Proposition 39 2015-2016

Dear Superintendent Staley:

This letter is in response to the Chico Unified School District's ("District") Proposition 39 Preliminary Offer of Facilities, dated January 31, 2015 ("Preliminary Offer") and made to Sherwood Montessori Charter School ("Sherwood" or "Charter School"). As you are aware, the Preliminary Offer proposes to allocate the Charter School exclusive use of Cohasset Elementary School, located at 9932 Cohasset Road, Chico, CA 95973 ("Cohasset") or co-locate the Charter School at John McManus Elementary School, located at 988 East Avenue, Chico, CA 95926 ("McManus"), and allocates **seven (7) teaching stations** to accommodate the Charter School's in-District classroom average daily attendance ("ADA") of **143.82** for grades K-8. The Preliminary Offer also allocates exclusive use of one (1) teaching station for use as administrative office space, and designated restrooms for students, as well as shared use of multi-purpose room space, library space, computer lab space, common ground area (playground space), and staff restrooms.

We are writing in compliance with Section 11969.9(g) of the Prop. 39 Implementing Regulations ("Regulations"), which requires the Charter School to respond in writing to the District's Preliminary Offer, expressing any concerns, addressing differences between the Preliminary Offer and our original facilities request, and/or making counter proposals.

The Charter School would first like to take this opportunity to express its appreciation for the efforts of District staff to identify facilities to accommodate the Charter School's program at the La Entrada site. Accordingly, the Charter School anticipates that it may accept the space that

the District has offered conditional upon the parties reaching a modified allocation of facilities for the 2015-2016 school year, as further set forth below.

However, the Charter School will also take this opportunity to note that the District's Preliminary Offer contains certain legal deficiencies, and has failed to properly allocate a full complement of teaching stations, specialized classrooms, and non-teaching station space to the Charter School in accordance with Proposition 39 and its Implementing Regulations. As such, the Charter School presents the following concerns regarding the Preliminary Offer, with the goal that if an alternative agreement cannot be reached and the Charter School is required to occupy the allocated space on the McManus site, that these issues will be resolved prior to the District's issuance of its Final Offer of facilities.

Location of Allocated Space

Unfortunately, the allocation of space at Cohasset is not where the Charter School wishes to locate. The Cohasset site is not located near the specific community of Chico where the Charter School's charter has committed to locating, and where the Charter School has done all of its community building and recruiting. Specifically, the Charter School wishes to be located within four miles of its current facility located at 746 Moss Ave. in Chico, which will enable it to serve the students of Chico. Conversely, the Cohasset site is located approximately 18 miles and over a 20-minute drive from the Charter School's desired location.

Pursuant to Education Code § 47614(b), the District is required to make "reasonable efforts" to provide the Charter School "with facilities near to where the charter school wishes to locate." Under the District's own policies, the District is to offer a charter school space at one of its top three comparison schools, if space is available, and to consider other schools only if space is unavailable at those schools.

In its Proposition 39 request, the Charter School requested to locate four miles of its current facility located at 746 Moss Ave. in Chico. The Charter School's charter petition specifically states that the Charter School will serve Chico area students.

Since its establishment in 2010, the Charter School has gained substantial support from families residing in the aforementioned communities as these neighborhoods are where the Charter School conducts the majority of its outreach, where most of its families live, and where the Charter School has established partnerships with several community groups and local businesses located in Chico As such, locating the Charter School at the Cohasset site removes the Charter School from the communities the Charter School has committed to serve and that have shown the most interest and support for the establishment of the Charter School.

As stated above, the District is required by law to make "reasonable efforts" to provide the Charter School "with facilities near to where the charter school wishes to locate." If there is sufficient room at any District school located within the areas mentioned above, the Charter School must be allocated reasonably equivilant space at that District facility. The Charter School

believes that there may be sufficient space to accommodate the Charter School's program at undeveloped properties currently owned by the District, such as the acreage at Henshaw which is located in the communities the Charter School has committed to serve.

As such, the Charter School anticipates that the District will reasonably explore all potential District locations and work with the Charter School to find a location that is as close to these communities as possible, such that the Charter School can continue to serve those who have shown the most support for the Charter School.

Therefore, the Charter School requests to be located at as the District's offer of space at Cohasset is located too far from the aforementioned communities in which the Charter School wishes to locate and thus, inconsistent with the requirements of Proposition 39. As such, the Charter School expressly rejects the District's allocation of space at the Cohasset site.

ALLOCATION OF TEACHING STATIONS TO THE CHARTER SCHOOL

All California public school students are entitled to learn in a classroom that is safe, that is not crowded with too many students, and that is conducive to a supportive learning environment. Proposition 39 requires that "[f]acilities made available by a school district to a charter school shall be provided in the same ratio of teaching stations (classrooms) to ADA as those provided to students in the school district attending comparison group schools." (5 CCR Section 11969.3(b)(1).) It also requires that "[e]ach school district shall make available, to each charter school operating in the school district, facilities sufficient for the 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 district." (Education Code Section 47614 (emphasis added).) There is no such thing as a fractional classroom for a single grade level of students and the allocation cannot be based upon the District's "loading standard," nor can it be based on an arbitrary and fabricated formula.

Instead, the District must perform a review of the comparison schools, and must determine the teaching station to ADA average for each of the comparison schools by counting the number of regular teaching stations at each grade range (6-8 and 9-12). "The number of teaching stations (classrooms) shall be determined using the classroom inventory prepared pursuant to California Code of Regulations, title 2, section 1859.31, adjusted to exclude classrooms identified as interim housing." Each school's ADA is then determined "using projections for the fiscal year and grade levels for which facilities are requested." Please note that this calculation does not allow the District to exclude classrooms that are currently empty or unused, or are used for purposes other than as specialized classroom space. All teaching stations at a comparison school site must be included in the calculation.

The District must then arrive at an average teaching station to ADA ratio for all the comparison schools, and apply this to the Charter School's projected ADA to arrive at the Charter School's allocation of reasonably equivalent facilities.

Here, the District has offered a total of **seven (7) teaching stations** for the Charter School's projection of 143.82 units of in-District ADA, based upon the District's loading standard, which is not the correct formula set forth in the Implementing Regulations. The Charter School notes that the teacher to student ADA ratio does not take into account the number of available facilities used and unused located throughout the district, which must be part of the teaching station to ADA ratio used to determine the space to be allocated to the Charter School. Thus, the use of the District's teacher to student ADA ratios artificially reduces the allocation of space to the Charter School.

The Charter School has performed a rough calculation using data from the District's website (school closure documents), and has determined that the Charter School is entitled to at least **nine (9) teaching stations**. Please note that the following calculations are intended to serve as an approximation of the District's teaching station to ADA ratio based on the limited data available to the Charter School, but that the data supports an allocation of at least **two (2)** teaching stations in addition to the District's current allocation of space to the Charter School.

Comparison Group Schools Teaching Station to ADA Ratios

School	2013-14 Enrollment[1]	Enrollment at 96% Attendance Rate[2]	Teaching Stations	ADA : Teaching Station Ratio
Citrus Elementary School	337	323.52	22	14.7
Sierra View Elementary School	625	600	26	23.1
Emma Wilson Elementary School	651	624.96	30	20.8
Average Ratio				**19.5:1**

The teaching station to ADA ratios provide an average teaching station to ADA ratio of 21.4:1 for grades 6-9.

Grade	Projected ADA	Teaching Station to ADA ratio	Required Teaching Station Allocation
K	21.62	19.5	1
1	19.74	19.5	1
2	18.80	19.5	1
3	20.68	19.5	1
4	15.04	19.5	1
5	22.56	19.5	1
6	16.92	19.5	1

[1] Source: California Longitudinal Pupil Achievement Data System ("CALPADS") accessed 02/22/15.
[2] Enrollment is reduced by an attendance rate of 96%, which is the statewide average.

7	5.64	19.5	1
8	2.82	19.5	1
Totals	**143.82**		**9**

Based on these calculations, the Charter School would therefore estimate that it is entitled to nine (9) regular, non-specialized teaching stations in order to accommodate its projected in-District ADA in reasonably equivalent facilities.

As further discussed below, if the District and Charter School can agree to an alternative proposal that locates Montessori at a District site along with sufficient space to provide the necessary specialized and non-teaching station space, Montessori would not require an allocation of these additional classrooms.

Allocation of Specialized Classroom and Non-Teaching Station Space

5 CCR Section 11969.3(b)(2) requires that, if a school district includes specialized classroom space, such as computer labs, in its classroom inventory, the Proposition 39 offer of facilities provided to a charter school shall include a share of the specialized classroom space. The Preliminary Offer must include "a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space," and "the amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors:

1. The grade levels of the charter school's in-district students;
2. The charter school's total in-district classroom ADA; and
3. The per-student amount of specialized classroom space in the comparison group schools.

5 CCR Section 11969.3(b)(2) and Section 11969.9(f). *(See also Bullis Charter School v. Los Altos School Dist.*, 200 Cal. App. 4th 296 (Cal. App. 6th Dist. 2011) and *California School Bds. Assn. v. State Bd. of Education*, 191 Cal. App. 4th 530 (Cal. App. 3d Dist. 2010).)

As such, the District must allocate specialized classroom space, such as science laboratories, art rooms, computer rooms, music rooms, etc. commensurate with the in-District classroom ADA of the Charter School.

In addition to teaching station and specialized classroom space, the District must also provide non-teaching station space commensurate with the in-District classroom ADA of the Charter School and the per-student amount of non-teaching station space in the comparison group schools. (5 CCR Section 11969.3(b)(3).) Non-teaching space is all of the remainder of space at the comparison school that is not identified as teaching station space or specialized space and includes, but is not limited to, administrative space, a kitchen/cafeteria, a multi-purpose room, a library, a staff lounge, a copy room, storage space, bathrooms, a parent meeting

room, special education space, nurse's office, RSP space, and play area/athletic space, including gymnasiums, athletic fields, locker rooms, and pools or tennis courts. (5 CCR Section 11969.3(b)(3).) An allocation of non-teaching station space can be accomplished through shared use or exclusive use. (5 CCR Section 11969.3(b)(3); *Bullis Charter School v. Los Altos School Dist.*, 200 Cal. App. 4th 296 (Cal. App. 6th Dist. 2011) and *California School Bds. Assn. v. State Bd. of Education*, 191 Cal. App. 4th 530 (Cal. App. 3d Dist. 2010).)

In this case, the District's Preliminary Offer does not provide for an allocation of music room space, counseling space, a teaching kitchen, or space for intervention or special education teaching or testing. Therefore, because the students at the comparison schools have access to these different kinds of spaces, the Charter School is entitled to a reasonably equivalent allocation of this kind of space to accommodate its students. As such, the Charter School would propose that the District allocate to it at least one (1) additional classroom for the Charter School to create these kinds of spaces.

PRO RATA SHARE CALCULATION

The District's Preliminary Offer is required to include "the projected pro rata share amount and a description of the methodology used to determine that amount. (5 CCR Section 11969.9(f).) While the Preliminary Offer includes a reference to a pro rata share charge that shall not exceed 3%, it fails to provide a square foot pro rata share cost for the shared space allocated to the Charter School. Thus, the Preliminary Offer is legally deficient because the Preliminary Offer does not contain the methodology by which the District calculated its pro rata share amount payable by the Charter School.

FACILITIES USE AGREEMENT

Pursuant to 5 CCR Section 11969.9(f), the District is required to provide the Charter School with a draft Facilities Use Agreement ("FUA") with its Preliminary Offer, to be further negotiated by the parties pursuant to 5 CCR Section 11969.9(k). Here, the District's Preliminary Offer does not include a draft FUA, rather it contains multiple samples from past charter schools and is not a draft tailored to the Charter School. Thus, the Preliminary Offer violates 5 CCR Section 11969.9(f).

As the Implementing Regulations require a charter school and a district to negotiate the terms of any Facilities Use Agreement, the Charter School requests that the District provide the Charter School with a complete draft FUA which is specific to the Charter School, and an opportunity to fully negotiate a mutually agreeable FUA upon acceptance of a final facilities offer. By asserting the above, the Charter School does not waive its rights to fully negotiate a mutually agreeable FUA upon acceptance of a final facilities offer provided by the District.

USE OR SURRENDER OF FACILITIES

The Charter School objects to the provision contained in the District's Preliminary Offer that attempts to subject the Charter School to unfounded usage constrictions that are not part of a FUA. The District may not condition the Charter School's use and terminate its ability to occupy allocated space without providing notice to the Charter School if it believes the Charter School is not using the facility in compliance with its charter. In addition, the District may not terminate the FUA or the Charter School's use if the Charter School does not have 80 units of in-District ADA at P-2. This standard is only used for determination of any over-allocation penalty (5 CCR Section 11969.8); once the District has allocated space to the Charter School through Prop. 39 it must make the space available for the school's entire year (5 CCR Section 11969.5). If the District believes the Charter School will not have 80 units of in-District ADA, it may express these objections with its December 1 letter. After that time, it must allocate space to the Charter School for the entire year. Lastly, the FUA may not terminate until the Charter School has exhausted all of its statutory and judicial appeals in the case of a revocation.

At the time the FUA is executed, the District will have offered the space to the Charter School, and the Charter School will have accepted it. Once the Charter School accepts the space pursuant to 5 CCR Section 11969.9(i), it is entitled to occupy the space. If the District Board has some concern about the allocation of space, this needs to be addressed and remedied prior to the District making a Final Offer of space to the Charter School pursuant to 5 CCR Section 11969.9(h).

PROPOSED FACILITIES ALTERNATIVES

The Charter School is concerned that the allocation of facilities proposed by the District in its Preliminary Offer is not reasonably equivalent and will interfere with the Charter School's ability to operate its educational program as well as substantially limit the District's educational programs at McManus. The Charter School values an open and communicative relationship with the District and does not want to impose any further burden upon the District by locating at McManus, even though it believes its options are becoming more limited and it will need to find some space to accommodate its middle school program. At this preliminary point, the Charter School proposes that it lease at least seven (7) portables and land such as all or part of the 10 acre parcel at Henshaw and Guynn upon which to place the seven (7) portables leased from the District at a reasonable lease rate of one dollar ($1.00) per year. Such a lease arrangement would mutually benefit both the District and the Charter School by avoiding the elimination of essential and non-essential services at the McManus site and providing the Charter School with exclusive use classrooms that will reasonably accommodate its program. As such, the Charter School would like to meet with the District to discuss the possibility of this arrangement and potential terms in the near future.

* * *

The Charter School appreciates the opportunity to establish a long-term and positive working relationship with the District, and welcomes the opportunity to further negotiate the District's allocation of Proposition 39 facilities. Although we have provided a full analysis of the District's allocation of space, given the relationship that we wish to develop between Montessori and the District, the Charter School would prefer to reach a mutually beneficial alternative agreement for facilities that does not negatively impact the educational program of the students at McManus or the other potential sites Montessori might locate at. As such, the Charter School respectfully requests that the District revise its allocation of facilities to the Charter School and provide Montessori with the facilities as set forth above as part of an alternative agreement to the Proposition 39 process. Additionally, the Charter School proposes that the parties meet in the very near future to discuss this allocation/lease of facilities.

Please do not hesitate to contact me should you have any questions. I look forward to working with the District to arrive at a mutually beneficial Final Offer of facilities.

Sincerely,

Michelle Yezbick, School Director
Sherwood Montessori

cc: Julie Kistle, CUSD Director of Facilities and Construction
John Bohannon, CUSD Director of Alternative Programs
Chris Fosen, Chair, Sherwood Montessori Board of Directors
Laura Kerr, California Charter Schools Association
Sarah J. Kollman, Esq., Young, Minney & Corr, LLP

Agenda Item 2.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.4: 2015-2016 Calendar**

Date: March 13, 2015 for the meeting of March 26, 2015

SUMMARY

A draft of a calendar for the 2015-2016 school year has been created.

DISCUSSION

The attached draft of a school calendar for the 2015-2016 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. 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 2015-2016 School Year

Sherwood Montessori

2015-2016 School Calendar

August 2015

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	EP	EP	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 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			

October 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

November 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					

December 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		

January 2016

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 2016

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					

March 2016

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 2016

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 2016

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 2016

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 2016

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 18-19	Planning/Development Days
Aug 19	First Day of School for students
Sep 7	Labor Day-no school
Oct 30	Parent/Teacher Conferences - no school
Nov 11	Veterans Day - no school
Nov 23-27	Thanksgiving Break-no school
Dec 21-Jan 1	Winter Break-no school
Jan 18	Martin Luther King Jr. Day-no school
Feb 12 & 15	Presidents Day-no school
Feb 12	Attendance Make-Up Day-8:30-12:00

Mar 14-18	Spring Break - no school
Mar 25-28	Spring Break 2 - no school
Mar 25	Atendance Make-Up Day-8:30-12:00
Apr 15	Parent/Teacher Conferences-no school
May 30	Memorial Day-no school
Jun 8	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	17	18	**19**	20	21		600	930	0	0	270	330	330	0	0	200	200	200
Sept	24	25	26	27	28		1000	1590	330	330	270	330	330	200	200	200	200	200
Aug/Sept	31	2	3	4	5		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept	7	8	9	10	11	Labor Day Holiday	800	1260		330	270	330	330		200	200	200	200
Sept	14	15	16	17	18		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept	21	22	23	24	25		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept/Oct	28	29	30	1	2		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	5	6	7	8	9		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	12	13	14	15	16		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	19	20	21	22	23		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	26	27	28	29	30	Conference Week	800	1080	270	270	270	270	0	200	200	200	200	0
Nov	2	3	4	5	6		1000	1590	330	330	270	330	330	200	200	200	200	200
Nov	9	10	11	12	13	Veterans Day Holiday	800	1320	330	330		330	330	200	200		200	200
Nov	16	17	18	19	20		1000	1590	330	330	270	330	330	200	200	200	200	200
Nov	23	24	25	26	27	Thanksgiving Break	0	0										
Nov/Dec	30	1	2	3	4		1000	1590	330	330	270	330	330	200	200	200	200	200
Dec	7	8	9	10	11		1000	1590	330	330	270	330	330	200	200	200	200	200
Dec	14	15	16	17	18		1000	1590	330	330	270	330	330	200	200	200	200	200
Dec	21	22	23	24	25	Winter Break	0	0										
Dec/Jan	28	29	30	31	1	Winter Break	0	0										
Jan	4	5	6	7	8		1000	1590	330	330	270	330	330	200	200	200	200	200
Jan	11	12	13	14	15		1000	1590	330	330	270	330	330	200	200	200	200	200
Jan	18	19	20	21	22	Martin Luther King, Jr.	800	1260		330	270	330	330		200	200	200	200
Jan	25	26	27	28	29		1000	1590	330	330	270	330	330	200	200	200	200	200
Feb	1	2	3	4	5		1000	1590	330	330	270	330	330	200	200	200	200	200
Feb	8	9	10	11	12	Lincoln's Birthday Holiday	800	1260	330	330	270	330		200	200	200	200	
Feb	15	16	17	18	19	Presidents Day Holiday	800	1260		330	270	330	330		200	200	200	200
Feb	22	23	24	25	26		1000	1590	330	330	270	330	330	200	200	200	200	200
Feb/Mar	29	1	2	3	4		1000	1590	330	330	270	330	330	200	200	200	200	200
March	7	8	9	10	11		1000	1590	330	330	270	330	330	200	200	200	200	200
March	14	15	16	17	18	Spring Break	0	0										
March	21	22	23	24	25	Travel Day	1000	1260	330	330	270	330	0	200	200	200	200	200
March/April	28	29	30	31	1	Travel Day	1000	1260	0	330	270	330	330	200	200	200	200	200
April	4	5	6	7	8		1000	1590	330	330	270	330	330	200	200	200	200	200
April	11	12	13	14	15	Conference Week	800	1080	270	270	270	270	0	200	200	200	200	0
April	18	19	20	21	22		1000	1590	330	330	270	330	330	200	200	200	200	200
April	25	26	27	28	29		1000	1590	330	330	270	330	330	200	200	200	200	200
May	2	3	4	5	6		1000	1590	330	330	270	330	330	200	200	200	200	200
May	9	10	11	12	13		1000	1590	330	330	270	330	330	200	200	200	200	200
May	16	17	18	19	20		1000	1590	330	330	270	330	330	200	200	200	200	200
May	23	24	25	26	27		1000	1590	330	330	270	330	330	200	200	200	200	200
May/June	30	1	2	3	4	Memorial Day Holiday	800	0	330	330	270	330	330	0	200	200	200	200
June	6	7	**8**	9	10		600	930	330	330	270	0	0	200	200	200	0	0
TOTAL							**36600**	**55830**										

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	17	18	**19**	20	21		3	2	5
Sept	24	25	26	27	28		5	0	5
Aug/Sept	31	2	3	4	5		5	0	5
Sept	7	8	9	10	11	Labor Day Holiday	4	0	4
Sept	14	15	16	17	18		5	0	5
Sept	21	22	23	24	25		5	0	5
Sept/Oct	28	29	30	1	2		5	0	5
Oct	5	6	7	8	9		5	0	5
Oct	12	13	14	15	16		5	0	5
Oct	19	20	21	22	23		5	0	5
Oct	26	27	28	29	30	Conference Week	4	1	5
Nov	2	3	4	5	6		5	0	5
Nov	9	10	11	12	13	Veterans Day Holiday	4	0	4
Nov	16	17	18	19	20		5	0	5
Nov	23	24	25	26	27	Thanksgiving Break	0	0	0
Nov/Dec	30	1	2	3	4		5	0	5
Dec	7	8	9	10	11		5	0	5
Dec	14	15	16	17	18		5	0	5
Dec	21	22	23	24	25	Winter Break	0	0	0
Dec/Jan	28	29	30	31	1	Winter Break	0	0	0
Jan	4	5	6	7	8		5	0	5
Jan	11	12	13	14	15		5	0	5
Jan	18	19	20	21	22	Martin Luther King, Jr.	4	0	4
Jan	25	26	27	28	29		5	0	5
Feb	1	2	3	4	5		5	0	5
Feb	8	9	10	11	12	Lincoln's Birthday Holiday	4	0	4
Feb	15	16	17	18	19	Presidents Day Holiday	4	0	4
Feb	22	23	24	25	26		5	0	5
Feb/Mar	29	1	2	3	4		5	0	5
March	7	8	9	10	11		5	0	5
March	14	15	16	17	18	Spring Break	0	0	0
March	21	22	23	24	25	Travel Day	4	0	4
March/April	28	29	30	31	1	Travel Day	4	0	4
April	4	5	6	7	8		5	0	5
April	11	12	13	14	15	Conference Week	4	1	5
April	18	19	20	21	22		5	0	5
April	25	26	27	28	29		5	0	5
May	2	3	4	5	6		5	0	5
May	9	10	11	12	13		5	0	5
May	16	17	18	19	20		5	0	5
May	23	24	25	26	27		4	0	4
May/June	30	1	2	3	4	Memorial Day Holiday	4	0	4
June	6	7	**8**	9	10		3	1	4
TOTAL									
							180	**5**	**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 2.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.5: Civic Life Resolution**

Date: March 13, 2015 for the meeting of March 26, 2015

SUMMARY

Sherwood Montessori has the opportunity to join a revitalization movement around civic involvement.

DISCUSSION

In response to a dearth of fostering civic engagement in schools, a resolution has been drafted by the California Task Force on K-12 Civic Learning. The same group offers a blueprint for action, and our community offers many opportunities for authentic implementation.

ACTION REQUESTED

Adopt resolution.

Attachment: Civic Life Resolution

SHERWOOD MONTESSORI

Resolution No. 3262015

College, Career and Civic Life

WHEREAS: It is the goal of Sherwood Montessori to prepare *all* of our students for college, career and civic life.

WHEREAS: Schools are a critical place for students to learn the civic knowledge, skills and values needed to effectively participate in our democracy, and research demonstrates that six core activities – known as the Six Proven Practices in Civic Learning – directly improve the quality and effectiveness of civic learning in schools. These practices are: classroom instruction in government, history, law and democracy; discussion of current events; service-learning; extra-curricular or co-curricular activities; student voice in school governance; and simulations of democratic processes;

WHEREAS: The success of our nation and state depends on educated, informed and engaged citizens and residents, and California currently ranks 38th of 50 states in civic engagement;

WHEREAS: The education system has a central role in equitably cultivating the qualities that will enable diverse participation in our democracy. Local Control Funding Formula (LCFF) recognizes the necessity of investing in the reduction and ultimate removal of inequitable outcomes. Revitalizing civic learning opportunities in an equitable manner can contribute to meeting these goals.

WHEREAS: We have much to gain by revitalizing civic learning. In addition to the chief benefits of a vibrant and informed civic life and democracy, high quality civic learning also helps teach children the skills they need for the 21st century workplace, such as critical thinking, collaboration, creativity, initiative, and innovation. In addition, it can improve school climate, lower a school's dropout rate and promote academic achievement, as included in Common Core State Standards.

WHEREAS: There has never been a better – or more crucial time – to revitalize civic learning in in our schools; as we implement sweeping changes it is critical that we not leave civic learning behind.

WHEREAS: Resources are available to assist schools and teachers with revitalizing civic learning.

THEREFORE BE IT RESOLVED: That the Board of Sherwood Montessori requests that the School Director work toward creating and implementing a plan for developing the civic literacy of all its students by integrating the Six Proven Practices into instructional practice and school life; and ensure that adequate time and resources are dedicated to this goal and he/she will regularly update the Board with students' civic learning progress.

FURTHER BE IT RESOLVED: That the Board of Sherwood Montessori lead by example on what good participatory citizenship looks like by actively reaching out to our constituents, including students; carefully considering the needs and wishes of parents and students; thoroughly deliberating issues that come before us, working collaboratively, and appropriately delegating and supporting the School Director in carrying out the vision of the school so that the students' interests are best served.

Adopted by the Sherwood Montessori Board of Directors

_____ _____

Chris Fosen, Chair of the Board Date

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: March 13, 2015 for the meeting of March 26, 2015

Kindergarten -Teresa Shippen

March finds the Kindergarten class busy with the study of Amphibians and Reptiles. We have been reading, researching and labeling using our Montessori Zoology materials. This has been a great lead into researching, and constructing our Endangered Species puppets. The children are very excited about this project, and about the Parade of Species that we will participate in. Susan Tchudi has once again brought this project to our room. With her guidance, and help from our middle school class we completed the basic structures that will become cheetahs, lemurs, bumble bees, Orangutans, and all of the species that each student choose. This project takes many hands, and we have been blessed with many volunteers. The Kindergarten students have been missing their Big buddies from the 4-5-6 class, so they were thrilled when the Middle school students showed up to help! In turn, the middle school students invited us to view their Science Fair projects. What a wonderful way to spend a half hour. The middle school students patiently explained their projects, and answered questions. The Kindergarteners were curious students, and left with many new ideas about science and research. It was a "win" all the way around!

1st/2nd/3rd -Marlo Knox

This month I reached out to my lower elementary team to discuss the purpose and their personal approach to “the board report”. It will not surprise you to know that the lower elementary teachers each have a slightly different philosophy when approaching this responsibility. We are agreed that in general the board report keeps the board of directors, as well as our community, up to date on the activities of our classroom. What is unclear when writing my board report is if the board, and our community, is as open or comfortable with my classroom's struggles and my personal dialogue of our process of development which often includes constructive criticisms as we strive to improve. There is a mixture of joys and concerns, and it feels vulnerable to say we need help. As the teacher/guide in my class I can see so many positive aspects of my students' development, as well as so many areas where work can be done. But I could also say the same for myself as a professional, our school as a community, and our staff as a unified team. Are we ready for that conversation? Is that what the board is wanting to hear? Perhaps the board would like to outline what they are most interested in?

1st/2nd/3rd-Carin Anderson

The children are chatty, chatty, chatty! We have had to do more work on focus during worktime - this is common at this time of year as the kids have become more comfortable with each other and the classroom. They are still managing to complete their works, but it is requiring more reminders. We have begun making our endangered species puppets, and the students are so excited. As always, Susan is a wonderful leader in this process, and we had five family members volunteer in the classroom during our first puppet-making session. The students have researched their animals, and this is a great opportunity to talk about why animals are endangered and what we can do to help them.

We are still studying Africa, and are about to begin Africa country reports. In History, the Timeline of Life continues, and we are studying the BC/AD timeline also. In social skills we are learning about the "three Rs" of bullying: recognizing, refusing, and reporting. Our wonderful music sessions continue with Kara Tupy, and on Tuesday afternoons Heidi Blanchard continues to do great botany experiments and lessons. This is a wonderful group of kids (I know I say that every year, but it keeps being true!); it is a pleasure to spend my days with them.

1st/2nd/3rd –Eric Parish

This year we have been writing pen pal letters to the lower elementary classes of Swan River Montessori in Monticello, Minnesota. We have enjoyed this correspondence and it is enjoyable to see the excitement in the children when they receive the letters. I have been very impressed with the development of the students' letter writing and how they are learning to communicate in this manner. These are valuable lessons during an age when most of us communicate with a digital device. All of the students in Sharon's lower elementary class wrote their letters to us in cursive. I was amazed when we received the letters and saw how beautifully they were constructed. Her class begins the practice of cursive writing the first day of school learning two letters a day. Some of the advantages of learning cursive early are: it is easier for young children, reinforces blending of sounds, word learning, letter spacing, writing flow and thinking, and motor and brain development. Dr. Montessori developed her didactic materials like the metal insets and sandpaper letters to prepare the students muscular mechanisms for writing. These materials reach out to the child's visual, tactile and muscular sensations and develop their muscular memory. Our students are introduced to these materials in kindergarten and continue to practice in the lower elementary. If we follow these lessons with cursive practice we may observe beautiful handwriting in first through third grade.

4th/5th/6th-Kellee Perez

* Students are excited and engaged in creating their Endangered Species puppets for the Procession of the Species fair.
* Science Research project presentations are currently underway.
* 6th Grade is still trying to raise money on Donors Choose for their trip to environmental camp. We have raised over $1000 with $600 to go. We are currently struggling to find

affordable transportation (suggestions welcome).
*Students are enjoying the Second Step lessons.
*Students are working hard to complete their final drafts of their short stories for Danielle

4th/5th/6th-Lindsey Serrao & Brandon Winters

7th/8th-Celeste Shults

News from Middle School



March 2015

On February 25th we had the unique opportunity to meet Reyna Grande the author of *The Distance Between Us*. This was Chico State's book in common. We experienced an open forum question and answer session with Ms. Grande for about 45 minutes. Afterward Ms. Grande was available to sign autographs. Each of our middle school students not only were able to meet her, but to have her sign their book. It was an experience that I know when I look back at my teaching career someday will be one I can point to as transformative and incredibly powerful. The discussions we had together as a class are ones you can only experience after sharing something this powerful. I feel very blessed to have experienced it with my incredible group of middle school students.



We have started a partnership with Heart Seed Farms in Chico to help them with their daily operations twice a month. We have helped cover plants to ward off the effects of frost, removed tree suckers from the base of grafted fruit trees, fed their chickens and collected the eggs, learned about why having a compost pile is important in farming, and were able to see baby goats soon after they were born (their future goal is to use these goats as nature's lawnmowers) This is with my specific goal to begin to create a program as close to the vision that Maria Montessori wanted to create when she spoke of the Erdkinder Program (Earth Children). "My vision of the future is no longer of people taking exams and proceeding on that verification from that secondary school to the



university, but of individuals passing from one stage of independence to a higher [one], by means of their own activity, through their own effort or will, which constitutes the inner evolution of the individual." This program is possible because of the concerted efforts by Kimberly Fellner (parent to two of my future middle school students).

The other exciting development in Middle School is the announcement that we've won a 'Greenie' for excellence in sustainability for our cookbook (7-8 grade category). We will have the opportunity to present/sell/sign the book with Chef Richie at a table in the BMU auditorium on Thursday, March 26.

We continue to fundraise for our trip in April to Caritas Creek Environmental Camp. We have sold Chico Bags, we currently have a donors choose project that accepts donations at; www.donorschoose.org/MontessoriMiddleschool, and a T-bar fusion café restaurant take over and bake sale. We are planning on having an additional bake sale during the Women's Clothing Swap on Saturday, April 11.

Lastly, I have met with Dylan Owlsey a Chico State mentor in the engineering department to begin working on a robotics program at Sherwood Montessori. We will begin this Thursday, March 12 to work with him using Lego Mindstorm Kits. I am so excited to see where this partnership will take us in the coming months as well as into the next several years.

I look forward to keeping you in the loop of all of our current and future adventures in middle school. Have a very enjoyable spring break.

Ernesto mastering how to ride the eco bike. It is a bit tricky to turn. We used this bike to transport the tree suckers we removed to the compost pile at the back of the property.



SBIT-Jessica Ordaz

We have been moving forward, since the last board meeting, on attempting to find an intervention aide. We have not yet found the right match and will continue after Spring Break. There continues to be a steady stream of referrals to the SBIT program. Unfortunately, there has

been an increase in some behavioral issues that have required more time invested from classroom and office staff. This has led to more of my time spent in consulting and checking in with the the various people involved. I am looking forward to finding the aide to work with the challenging students so I can get to reviewing some of our practices around documenting and supporting behavior incidents in hopes that we can solidify our responses.

Literacy/Spanish-Danielle Mennucci

After Care-Sara Kennedy

I would like to apologize for not providing a report to the board for the month of February. We have experienced a lot of illness on campus, which eventually went through most of the AC staff. We all seem to be coming back to health and the Aftercare program continues to grow and be successful. The healthy snack program is a favorite part of the day for the students, and the homework time is now being requested.

I understand you are interested in a count for the number of students we are now serving. I have tracked the total numbers for a week and we are averaging 208 students per week- or an average of 42 students per day. They do not all stay during the entire program, but that is the sign- in count, for this last week. The fair weather has assisted us in having these numbers-as that is a large number if we are inside at sign-in time.

It appears that our weather is holding. Albeit sad for our area, it allows for larger numbers in Aftercare. I am planning to advertise in our announcements this week for others to try our program.

We have an opening for an aide in the program, as Charlotte has given her 2 week notice to leave the program. We are busy planning to fill that opening and we are continuing to build a substitute list.

I am confident we will continue to have success and good care through the spring season. Thank you for your ongoing support.

Garden-Kitchen Program-Chef Richie Hirshen

March is traditionally an important month for our garden-kitchen-publishing-community outreach-philanthropy program because, for the fourth consecutive year, Director Michelle and I will be presenters at This Way to Sustainability (X). This is the largest student-run sustainability conference in North America. It is also a source of pride and belonging for me as I am a CSU Chico alumnus.
Michelle will lecture about the Montessori Method's place in sustainable education and I will follow up with a report about my program, focusing on our cookbook Grow Cook Eat, my presentation of the book and overall experience at the Slow Food Terra Madre conscious food Conference in Torino in October of last year and the continuing educational successes,

community outreach and philanthropy that the book helps to foster at Sherwood Montessori. Our presentation will be on Friday March 27 from 3:00-3:45 in BMU 312 on the CSU Chico campus and you are all invited. Please go to http://www.csuchico.edu/sustainablefuture/conference/ for registration info, our bios and a preview of our presentation. That day we will have a table in the BMU auditorium from 1:00-2:30 at which we will discuss, sell and sign the cookbook, as part of a multi-organization sustainability faire.

For the second consecutive year, the Sherwood middle school will receive a Greenies Award, recognizing the cookbook as an excellence in sustainability educational tool. The middle school class will make a field trip to the BMU auditorium on THURSDAY March 26 from 9:00-11:00 to participate in the awards ceremony and simultaneously present the book at a K-12 faire. Afterward, that day, the class will go on their every Thursday field trip to Heartseed Farm (at GRUB on Dayton Rd.), set up and supervised by Kimberly Fellner, who has collaborated with me, substituted for me and created her own sustainable/garden-kitchen curriculum at Sherwood. Kimberly has also become a valuable community outreach liaison, through her weekly middle school Heartseed Farm field trips, introducing those students to hands-on farming beyond our garden, and by creating a brand new Sherwood parents-GRUB/Heartseed CSA program, through which our garden-kitchen program will receive a monthly CSA box.

Our two new CSU Chico Nutrition Department interns, Jessica and Natalie and our Food Corps volunteer Shannon (with my and Kimberly's supervision) have become regular assets to our program by helping plant up and nurture our new redwood GRUB-manufactured/installed/donated raised beds (filled with our own compost!), along with students from several grades including kindergarten, in which beets, spinach, bean varieties, peas and flowers are flourishing, and by starting tomatoes and other summer crops from seed in the greenhouse.

Our every Friday farmers' markets continue to be fun, social and sustainable (we're selling starts every week and making an impact in budget viability); Adriane W. set up our CNAP/CSU Chico-produced Farmer of the Month program, which adds an educational community outreach and nutrition-based component to our curriculum; the Hayes and Blanchard families have regularly donated local produce that enhances our work; and last week we had our friend Burt Levy come to affordably make repairs to our drip system in the garden, making our growing power as strong as ever.

Our philanthropy division has been active, producing/funding monthly grow-cook-play-sing events on the Sherwood campus for 10-15 Rose Scott Open Structure School (our sister school just up Palmetto Ave) students and Slow Food Chico-Butte continues to move forward with our program at its center with Laurie Niles steering the ship. I hope to have more to report about that next month. We also have several new recipes including lasagne al forno with our own ricotta for our next cookbook.

Happy growing!

With love,

Richie Hirshen

Agenda Item 3.2

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: March 13, 2015 for the meeting of March 26, 2015

The SMPO filled its remaining officers' positions for this school year. Marci Pope agreed to be the SMPO president for the remainder of the year, and Romie Steffeson agreed to be the vice president. The potluck on March 10th was well-attended and covered a significant amount of current and upcoming items.

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: March 13, 2015 for the meeting of March 26, 2015

ADMINISTRATIVE ITEMS:

- Staff attended the second of two training sessions on the Nurtured Heart Approach alongside teachers from Chico Country Day and Nord Country School. We are interested in revising our current Discipline Policy and procedures to be more aligned with the Nurtured Heart Approach.
- The visit to River Montessori in Petaluma has been rescheduled for Tuesday, April 21st.
- The teaching faculty had training on test security in preparation for the spring testing season. We will have one more training on how to log in and administer tests before we begin summative testing for students in grades 3-8.
- Kara Tupy has been contracted to deliver her excellent music instruction to all classrooms in the school. Students in Teresa's and Carin's classes have already benefited from her instruction as a volunteer; funds raised at the Winter Festival are being used to cover the expense.
- Charlotte Stens, our most senior after care provider, will be leaving to take a job that will allow her to finish her schooling. We will miss Charlotte, but are happy to see her making good choices for her future. Her hours will be picked up by Mali Jones, who is our next most senior after care provider, and new hires Marcy Reeves and Jackson Paden-Moore. Marcy is a mom in our community and has relationships with many of our students already. Jackson is also taking on some Intervention Aide hours, he is a new graduate with a B.A. in psychology and is a certified Nurtured Heart Approach trainer.

FISCAL ITEMS:

- Attendance Make-Up Day was well attended with 37 kids earning a day of attendance. This generated close to $1,500 for the school in recouped ADA funds.
- Sponsor sheets went home for our Skill-a-thon fundraiser. The Skill-a-thon will be held the Wednesday we return from break. Our goal is to raise $3,500 which is earmarked for physical activity equipment for recess and P.E.
- Another professional event planner declined the job to manage the Sherwoodstock

fundraiser. Currently, a few parents have made inquiries about managing the event, and the Fundraising Committee will make the final decision about who will be the coordinator.

GENERAL ITEMS:

- Counseling has begun for students. We are running four group sessions and individual sessions all day on Fridays. In addition to housing these sessions, my office is also being used for special education testing one or two mornings per week, typically. It can be challenging doing the focused work I need to do outdoors or at the back of a classroom, but with our current facility restrictions it is a necessity.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: March 13, 2015 for the meeting of March 26, 2015

September Treasurer's Report

The February Cash Flow report is attached to this memo. The remaining usual Board financial reports will be available at the meeting on March 26.

Attachment: February Cash Flow Report

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2014-15

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	ACTUAL February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	2nd Interim Projected	Variance
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	5.60%	0.28%	0.00%	78.88%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	16.80%	8.40%	8.40%	8.40%	0.00%	100.00%		
CASH IN																
8011 Local Control Funding	-	29,405	29,405	52,929	52,929	52,929	52,929	52,929	8,423	33,183	33,183	33,183	33,188	464,615	455,786	8,829
8012 Education Protection Act	-	-	-	45,260	-	-	45,259	-	-	39,821	-	-	28,944	159,284	159,282	2
8096 In Lieu Taxes	-	18,079	36,158	24,105	24,105	24,105	24,105	24,105	28,594	14,301	14,301	14,301	14,293	260,552	262,705	(2,153)
8550 Mandates Block Grant	-	-	-	-		9,603	2,231	-	-	-	-	-	3,133	14,967	14,967	-
8560 State Lottery	-	-	-	-	5,364	-	-	9,755	-	-	5,534	-	1,484	22,137	22,137	-
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-	9,369	-	-	-	3,123	12,492	12,492	-
8590 All Other State Revenue	-	237	-	-	42	-	-	-	-	-	-	-	-	279	279	-
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	1,558	1,508	62	2,522	1,304	3,544	491	2,673	2,061	2,061	2,061	2,061	767	22,675	22,675	-
8699 Fundraising / Donations	225	588	985	9,459	105	2,530	1,690	4,091	3,429	3,429	3,429	3,429	4,328	37,716	37,716	-
8710 Other Local Revenue	105	100	-	-	-	-	-	1,197	-	-	-	-	5,132	6,534	6,534	-
Total Current Year Revenues	1,888	49,917	66,610	134,275	83,849	92,711	126,705	94,750	51,876	92,795	58,508	52,974	94,392	1,001,251	994,573	6,678
9200 Accounts Receivable	60,151	114,333	2,909	50,095	-	-	-		(4,952)	(4,952)	(4,952)	(4,952)	-	207,680	207,680	-
9600 Line of Credit Borrowing	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash In	62,039	164,250	69,519	184,370	83,849	92,711	126,705	94,750	46,924	87,843	53,556	48,022	94,392	1,208,931	1,202,253	6,678
Total Cash In Y-T-D	62,039	226,289	295,808	480,178	564,027	656,738	783,443	878,193	925,117	1,012,960	1,066,516	1,114,538	1,208,931			

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	ACTUAL November	ACTUAL December	ACTUAL January	ACTUAL February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	Total Projected	Final Approved	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	33,742	31,916	33,873	32,588	31,706	31,331	32,365	33,374	33,374	33,374	33,374	6,095	367,110	367,110	-
2000 Classified Salaries	6,404	8,234	23,201	22,963	23,952	20,699	16,206	25,103	20,669	20,669	20,669	20,669	(2,082)	227,354	227,354	-
3000 Employee Benefits	4,792	10,112	13,742	12,260	12,381	12,401	13,750	15,215	12,914	12,914	12,914	12,914	(4,252)	142,058	142,058	-
Total Salaries & Benefits	11,196	52,088	68,859	69,096	68,921	64,806	61,287	72,683	66,957	66,957	66,957	66,957	(240)	736,522	736,522	-
Supplies																
4100 Texts and Core Curricula	-		885	-	(1,278)	-	155	-	-	-	2,210	-	4,658	6,630	6,630	-
4200 Reference Materials	539	422	664	343	254	286		248	245	245	245	-	(1,040)	2,452	2,452	-
4300 Materials and Supplies	1,334	1,765	1,439	2,610	101	1,024	1,614	1,913	1,991	1,991	1,991	-	2,139	19,913	19,913	-
4400 NonCap Equipment	-	-	148	-	(42)	-	-	-	-	148	-	-	42	295	295	-
Total Supplies	1,873	2,187	3,136	2,953	(965)	1,310	1,769	2,161	2,237	2,384	4,447	-	5,800	29,290	29,290	-
Services / Other Op Exp																
5200 Travel and Conferences		35	-	456	906	186	50	218	-	-	-	-	2,924	4,775	4,775	-
5300 Dues and Memberships	-	-	-	845		-	30	-	-	-	-	-	230	1,105	1,105	-
5400 Property/Liability Insurance	5,239	1,190	1,189	1,189	1,189	1,189	1,189	1,189	1,453	1,453	-	-	1,849	18,318	18,318	-
5500 Operations / Housekeeping	1,910	2,336	2,782	2,214	1,839	1,708	1,849	2,227	2,078	2,078	2,078	2,078	(239)	24,939	24,939	-
5600 Rentals, Leases, and Repairs	8,929	8,408	8,712	8,839	310	16,625	8,389	596	8,502	8,502	8,502	8,502	7,208	102,024	102,024	-
5800 Prof. & Consulting Services	4,303	2,146	3,558	4,994	7,637	8,021	4,920	7,304	4,635	4,635	4,635	4,635	(5,802)	55,622	55,622	-
5900 Communications	390	2,770	375	88	670	359	387	379	577	577	577	577	(804)	6,921	6,921	-
Total Services	20,771	16,885	16,616	18,625	12,551	28,088	16,814	11,913	17,245	17,245	15,792	15,792	5,366	213,704	213,704	-
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-		30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	123,588	-
7438 Long-Term Debt Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Outgo	-	-	-	-	30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	123,588	-
Total Current Year Expenses	**33,840**	**71,160**	**88,611**	**90,674**	**111,404**	**94,204**	**110,767**	**86,757**	**86,438**	**117,483**	**87,195**	**82,749**	**41,822**	**1,103,104**	**1,103,104**	**-**
9500 Accounts Payable	31,641	(5,147)	(4,403)	(3,110)	3,065	(17,008)	19,773	(9,185)	-	-	-	-	-	15,627	15,627	-
9600 Line of Credit Payments	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash Out	**65,481**	**66,013**	**84,208**	**87,564**	**114,469**	**77,196**	**130,540**	**77,573**	**86,438**	**117,483**	**87,195**	**82,749**	**41,822**	**1,118,731**	**1,118,731**	**-**
Total Cash Out Y-T-D	65,481	131,494	215,702	303,266	417,735	494,931	625,471	703,043	789,481	906,964	994,160	1,076,908	1,118,731			
Percent of Budget	5.85%	11.75%	19.28%	27.11%	37.34%	44.24%	55.91%	62.84%	70.57%	81.07%	88.86%	96.26%	100.00%			

Projected Cash Balance Statement

Beginning Cash Balance	106,208	102,766	201,003	186,315	283,121	252,501	268,016	264,181	281,358	241,844	212,204	178,565	143,838	106,208	106,208	-
Net Change	(3,442)	98,237	(14,689)	96,806	(30,620)	15,515	(3,835)	17,178	(39,514)	(29,640)	(33,639)	(34,727)	52,570	90,200	83,522	6,678
Ending Cash Balance	**102,766**	**201,003**	**186,315**	**283,121**	**252,501**	**268,016**	**264,181**	**281,358**	**241,844**	**212,204**	**178,565**	**143,838**	**196,408**	**196,408**	**189,730**	**6,678**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2-Hiring Financial Auditor**

Date: March 13, 2015 for the meeting of March 26, 2015

SUMMARY

Our agreement with Matson & Isom for completing our annual financial audit will be expiring soon.

DISCUSSION

We are required to submit an annual financial audit to our authorizer and to the California Department of Education. The past three audits have been completed by Dawn Buchanan from the Matson & Isom firm. She understands the differences for charter schools and is professional and pleasant to work with.

ACTION REQUESTED:

Approve agreement from Matson & Isom.

Attachment: Agreement for financial audit services from Matsom & Isom.

July 7, 2014

MATSON
& ISOM

Board of Directors
Sherwood Montessori
746 Moss Avenue
Chico, CA 95926-2009

Dear Board of Directors:

You have requested that we audit the basic financial statements of Sherwood Montessori (the Charter School), which comprise the statements of financial position as of June 30, 2015, 2016, and 2017; and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audit will be conducted with the objective of our expressing an opinion on the financial statements.

Supplementary information will accompany the Charter School's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

1. Local Education Agency Organization Structure
2. Schedule of Average Daily Attendance
3. Schedule of Instructional Time

Audit of the Financial Statements

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS), the standards applicable to financial audits contained in *Government Auditing Standards* of the Comptroller General of the United States of America, and *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards* of the Comptroller General of the United States of America, and *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel.

In making our risk assessments, we consider internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

We will issue a written report upon completion of our audit of the Charter School's basic financial statements. Our report will be addressed to the Board of Directors of the Charter School. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement. If our opinions are other than unmodified, we will fully discuss the reasons with you in advance.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance will not be an objective of the audit and, therefore, no such opinion will be expressed.

In accordance with *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, we will also issue a written report that will include an opinion or disclaimer of opinion regarding the Charter School's compliance with the state compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Educational Agencies*.

Our audit will be conducted on the basis that management acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements; and
3. To provide us with:
   a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters;
   b. Additional information that we may request from management for the purpose of the audit; and
   c. Unrestricted access to persons within the Charter School from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit, including your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Fees and Timing

The timing of our audit will be scheduled for performance and completion as follows:

	Begin	*Complete*
Document internal control and preliminary tests	September	October
Perform year-end audit procedures	September	November
Issue audit report	By December 15th	By December 15th

Dawn M. Buchanan is the engagement partner for the audit services specified in this letter. Her responsibilities include supervising Matson and Isom's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Our gross fee, including expenses, will not exceed the following for the fiscal years indicated:

2014-15	$8,700
2015-16	$9,000
2016-17	$9,400

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. A late payment fee of 1.5% per month will be added to all overdue balances over 30 days. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

The above service fees for the audit of the financial statements are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. We understand that you will provide us with all financial records and related information required for our audit and that you are responsible for the accuracy and completeness of that information. We will provide you with lists of information and various forms that can be used to provide us with the financial records and related information required for our audit. You will be obligated to compensate us at the average hourly rates included below for all time expended by us as a result of the issuance of new long-term debt, acquisition or construction of new capital assets, establishment of new funds, implementing new attendance programs, receiving new awards subject to state compliance testing, identification and testing of new major programs, sponsoring of new charter schools, and adjusting the financial statements for inaccurate or incomplete amounts recorded in the general ledger, unaudited actual financial reports, or conversion entries. Your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

All audit requirements included in the July 1, 2013, audit guide published by the Education Audit Appeals Panel, *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, have been incorporated in the above fees. In the event that any additional services may be requested by the Charter School or required by *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel subsequent to July 1, 2013, those services will be billed to the Charter School at $272 per hour for 2014-15, $286 per hour for 2015-16, and $296 per hour for 2016-17.

The above fees do not include the presentation of the audit report at the Charter School's board meeting. Should you desire a presentation, you will be obligated to compensate us at our standard hourly rates for travel time and travel expenses in addition to the time required to prepare for and attend the board meeting. Our standard hourly rates, which are adjusted annually in January, are currently as follows:

Partner	$280
Senior Manager	$220
Manager	$185
Senior	$150

Other Matters

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

The audit documentation for this engagement is the property of Matson and Isom and constitutes confidential information. However, we may be requested to make certain audit documentation available to California State Controller's Office or the U.S. Government Accountability Office pursuant to authority given to them by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of Matson and Isom's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

As part of the audit, we will assist with preparation of your financial statements, related notes, and supplementary information. We will prepare the trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information into a working trial balance based on management's chart of accounts. *Government Auditing Standards* require that we document an assessment of the skills, knowledge, and experience of management, should we participate in any form of preparation of the basic financial statements and related schedules or disclosures as these actions are deemed a nonaudit service. With respect to the nonaudit services we perform, the Charter School's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

During the course of the audit, we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

In accordance with our document retention and destruction policy, the documentation related to this engagement will be retained for seven years.

We may from time to time, and depending on the circumstances, use certain third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider.

At the conclusion of our audit engagement, we will communicate to the Board of Directors the following significant findings from the audit:

- Our view about the qualitative aspects of the Charter School's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultation with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

In accordance with the requirements of *Government Auditing Standards*, we have attached a copy of our 2012 external peer review report of our firm for your consideration and files.

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

Very truly yours,

MATSON AND ISOM

Dawn M. Buchanan

DAWN M. BUCHANAN, CPA
Email: dbuchanan@matson-isom.com

DMB
Enclosures

****

RESPONSE:

This letter correctly sets forth our understanding.

Sherwood Montessori

Acknowledged and agreed by: _____

Title: _____

Date: _____

POWELL & SPAFFORD, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Jessie C. Powell, CPA
Patrick D. Spafford, CPA
Licensed by the California Board of Accountancy
Member: American Institute of Certified Public Accountants

System Review Report

To the Members of
Matson and Isom
and the Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Matson and Isom (the firm) in effect for the year ended March 31, 2012. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards* and audits of Employee Benefit Plans.

In our opinion, the system of quality control for the accounting and auditing practice of Matson and Isom in effect for the year ended March 31, 2012, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency (ies)* or *fail*. Matson and Isom has received a peer review rating of *pass*.

Powell & Spafford, LLP

May 24, 2012

664 W. Birch Court • San Bernardino, CA 92410 • P.O. Box 8847 • Redlands, CA 92375
Telephone 909-885-7721 • Fax 909-885-7541

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3- Board Retreat**

Date: March 13, 2015 for the meeting of March 26, 2015

SUMMARY

Some preparation work ahead of the April retreat will help the Board get the most out of the day.

DISCUSSION

We have retained Dave Patterson to facilitate a Board retreat on April 11th. Dave has asked that we consider some questions and have some preparation work done to make the most of the day. A discussion to bring ideas to the table prior to the 11th can also enhance the outcomes. Guided reflection questions will be emailed to the Directors prior to the meeting on March 26th and hard copies of these will be available at the meeting.

ACTION REQUESTED

Discuss upcoming retreat.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Board Seats Opening Soon**

Date: March 13, 2015 for the meeting of March 26, 2014

SUMMARY
Directors David Kuperman and Russell Shapiro will come to the end of their terms at the end of this year. A plan to effectively fill those seats will benefit the school.

DISCUSSION
In the past, when Board seats were vacated, candidates to fill them were not found in a timely fashion. Our Charter gives the following guidance from the bylaws:

ARTICLE 3
BOARD OF DIRECTORS

SECTION 1. NUMBER OF DIRECTORS
As a community school, the governance of the corporation will reflect both the interests of the parents of the students attending Sherwood Montessori and the greater community. The corporation shall have seven Board Members and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws**.**

SECTION 2. SELECTION
The Board of Directors will be selected in the following way:
1. An Elections Committee, appointed by the Board of Directors, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO);
2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the annual meeting in April. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws;

3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win;
4. In the event of a tie, the deciding votes will be made by the Elections Committee.

SECTION 5. TERMS OF OFFICE
Each member of the Board of Directors shall hold office for a term of three years, for a maximum of two terms (six years). Renewal of the three-year terms shall be done at the annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected and qualifies. The initial term of office of the Board of Directors shall be three years with staggered terms of approximately one third of the Board of Directors to one, two, and three year terms. Upon expiration of those designated terms the term of each newly elected Board of Directors shall continue for three years.

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.

ARTICLE 4
MEETINGS

SECTION 10. VACANCIES
Vacancies on the Board of Directors shall exist from (1) the death; resignation or removal of any Director, and (2) whenever the number of authorized Directors is increased.
The Board of Directors may declare vacant the office of a Director, who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.
Directors may be removed without cause by a two-thirds majority of the Directors then in office.
Any Director may resign effective upon giving written notice to the Chair of the Board, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would then be left without a duly elected Director in charge of its affairs, except upon notice to the Attorney General.
Vacancies on the board may be filled by approval of the board, or, if the number of Directors then in office is less than a quorum, by (1) the unanimous written consent of the Directors then in office or (2) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws.

A person elected to fill a vacancy as provided by this Section, shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

ARTICLE 5
OFFICERS AND DIRECTOR

SECTION 1. NUMBER OF OFFICERS
The officers of the corporation shall be a Chair of the Board, a Vice-Chair, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. This constitutes the Executive Committee. No member of the Board of Directors shall hold any combination of these offices.

ACTION REQUESTED
Discuss plan to fill open Board seats in a timely manner.

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5: Second Interim Financial Report**

Date: March 13, 2015 for the meeting of March 26, 2015

SUMMARY

Business Manager Pat Casey has prepared the Second Interim Financial Report with input from the Budget Committee.

DISCUSSION

The Budget Committee met and decided to make no major changes to the budget. The Second Interim Report will reflect adjustments made considering spending patterns to project out for the remainder of the year.

ACTION REQUESTED

Receive and approve report.

Attachment: Second Interim Financial Report

Revenues	2013-14	2014-15	2015-16	2016-17	
estimated COLA	1.57%	0.85%	2.12%	2.30%	from FCMAT calculator
LCFF Target Funding Calc					
K - 3rd	6,952	7,011	7,160	7,324	from FCMAT calculator
4th - 6th	7,056	7,116	7,267	7,434	from FCMAT calculator
7th - 8th	7,266	7,328	7,483	7,655	from FCMAT calculator
K - 3rd ADA	87.13	80.33	82.22	73.71	
4th - 6th ADA	47.50	49.14	57.65	65.21	
7th - 8th ADA	24.77	9.45	15.12	25.52	
Base Funding	1,120,866.58	982,092.37	1,120,678.27	1,219,936.69	
Grade Span Add-on	723	729	745	762	
K - 3rd ADA	87.13	80.33	82.22	73.71	
Grade Level Add-on (CSR K-3)	62,995.69	58,569.26	61,218.24	56,147.69	
unduplicated FRPM/EL	25.00%	28.57%	25.61%	24.14%	
Supplemental Add-on (20%)	59,193	59,466	60,536	61,604	
Total LCFF Target Funding	1,243,055.38	1,100,128.01	1,242,432.68	1,337,688.45	
per ADA target	7,798.34	7,919.43	8,016.73	8,135.31	
LCFF Floor Calculation					
12-13 State Aide Rate	5,173.67	5,173.67	5,173.67	5,173.67	
Current Year ADA	159.40	138.92	154.98	164.43	
Revenue Limit Funding	824,683.00	718,700.37	801,815.38	850,706.56	
K-3 CSR Funding	-	-	-	-	
Categorical Funding	96,111.00	96,298.00	96,298.00	96,298.00	
Gap Funding beginning in 14/15	-	33,083.72	105,522.55	201,484.73	
Total LCFF Transition Base	920,794.00	848,082.09	1,003,635.93	1,148,489.29	
LCFF Funding Gap Calculation					
Gap Between Target and Base	322,261.38	252,045.91	238,796.75	189,199.16	
gap funding rate	11.78%	29.56%	33.95%	21.67%	
estimated gap funded	37,962.39	74,504.77	81,071.50	40,999.46	
gap funding per ADA	238.16	467.41	583.61	264.55	
Total LCFF Funding	958,756.39	922,586.86	1,084,707.43	1,189,488.75	
per ADA estimated funding	7,121.42	7,126.15	7,755.67	8,562.71	
LCFF State Aid Amount					
LCFF Funding	958,756.39	922,586.86	1,084,707.43	1,189,488.75	
less EPA amount	(150,012.00)	(159,282.00)	(150,304.00)	(150,304.00)	
less ILT amount	(270,379.06)	(260,552.00)	(293,085.78)	(310,956.86)	
LCFF State Aid Amount	538,365.33	502,752.86	641,317.65	728,227.89	include in budget as LCFF revenues
FCMAT calculator	538,320.00	622,180.00	703,343.00	743,956.00	May 2014 version

Revenues

	2013-14	2014-15	2015-16
Local Control Funding Formula			
Target	1,243,055.38	1,100,128.01	1,242,432.68
ERT	-	-	-
Floor	920,794.00	848,082.09	996,618.53
Calculated Gap	322,261.38	252,045.91	245,814.14
LCAP Gap Rate	11.78%	29.56%	33.95%
Budget LCAP Gap Rate	11.78%	11.78%	11.78%
Gap Funding	37,962.39	29,691.01	28,956.91
Total LCFF Entitlement	958,756.39	877,773.10	1,025,575.44
In Lieu of Taxes Portion			
	1,696.23	1,891.12	1,891.12
ADA	159.40	138.92	154.98
Total ILT	270,379.06	262,704.93	293,085.78
EPA Funds Portion			
percentage of adjusted revenue limit	17.92%	17.92%	17.92%
Total EPA Funds Portion	150,012.00	159,282.00	150,304.00
LCFF Portion			
Estimated LCFF	958,756.39	877,773.10	1,025,575.44
less ILT portion	(270,379.06)	(262,704.93)	(293,085.78)
less EPA portion	(150,012.00)	(159,282.00)	(150,304.00)
Total LCFF Portion	538,365.33	455,786.17	582,185.66
Supplemental Grant Portion			
Supplemental Target Grant	-	59,020.67	60,536.16
less prior year spending	-	-	17,000.00
difference	-	59,020.67	43,536.16
Increased Spending Requirement	-	17,446.51	14,780.53
Estimated Supplemental Funding	-	17,446.51	31,780.53
Min Proportionality Percentage	-	2.01%	3.03%
Total Supplemental Grant	-	17,446.51	31,780.53
State Lottery			
Restricted per student	31.00	31.00	31.00
Unrestricted per student	126.00	126.00	126.00
Enrollment	168.00	141.00	164.00
Restricted Funds	5,208.00	4,371.00	5,084.00
Unrestricted Funds	21,168.00	17,766.00	20,664.00
Total Lottery	26,376.00	22,137.00	25,748.00

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second 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: 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	Adopted Budget - July 1			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources										
Local Control Funding	8011	597,818		597,818	270,526		270,526	455,786		455,786
Education Protection Act Funding	8012	156,525		156,525	90,519		90,519	159,282		159,282
Charter Schools Gen. Purpose Entitlement - State Aid	8015			-			-			-
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		754,343	-	754,343	361,045	-	361,045	615,068	-	615,068
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/Mandates Block Grant	8590			-	11,834		11,834	14,967		14,967
Special Education - State	StateRevSE		12,492	12,492			-		12,492	12,492
All Other State Revenues	StateRevAO	24,412	55,622	80,034	5,642		5,642	22,137		22,137
Total, Other State Revenues		24,412	68,114	92,526	17,476	-	17,476	37,104	12,492	49,596
4. Other Local Revenues										
Charter Schools Funding in Lieu of Property Taxes	8096	282,117		282,117	150,657		150,657	262,705		262,705
All Other Local Revenues	LocalRevAO	60,391		60,391	26,777		26,777	65,544		65,544
Total, Local Revenues		342,508	-	342,508	177,434	-	177,434	328,249	-	328,249
5. TOTAL REVENUES		1,121,263	68,114	1,189,377	555,955	-	555,955	980,421	12,492	992,913
B. EXPENDITURES										
1. Certificated Salaries										
Teachers' Salaries	1100	292,345	6,200	298,545	190,456	4,700	195,156	360,910	6,200	367,110
Certificated Pupil Support Salaries	1200			-			-			-
Certificated Supervisors' and Administrators' Salaries	1300			-			-			-
Other Certificated Salaries	1900			-			-			-
Total, Certificated Salaries		292,345	6,200	298,545	190,456	4,700	195,156	360,910	6,200	367,110
2. Non-certificated Salaries										
Instructional Aides' Salaries	2100	104,157	4,104	108,261	46,560	3,636	50,196	94,720	4,104	98,824
Non-certificated Support Salaries	2200	14,670		14,670	14,254		14,254	17,939		17,939
Non-certificated Supervisors' and Administrators' Sal.	2300	70,000		70,000	40,833		40,833	70,000		70,000
Clerical and Office Salaries	2400	37,440		37,440	16,377		16,377	30,441		30,441
Other Non-certificated Salaries	2900			-			-	10,150		10,150
Total, Non-certificated Salaries		226,267	4,104	230,371	118,024	3,636	121,660	223,250	4,104	227,354
3. Employee Benefits										
STRS	3101-3102	34,795		34,795	17,063		17,063	31,450		31,450
PERS	3201-3202	18,424	480	18,904	10,314		10,314	18,072	480	18,552
OASDI / Medicare / Alternative	3301-3302	22,628	306	22,934	12,271	104	12,375	23,631	104	23,735
Health and Welfare Benefits	3401-3402	57,648		57,648	31,478		31,478	56,780		56,780
Unemployment Insurance	3501-3502	6,902	238	7,140	4,701	79	4,780	4,619	238	4,857
Workers' Compensation Insurance	3601-3602	10,739		10,739	3,342		3,342	6,684		6,684
Retiree Benefits	3701-3702			-			-			-
PERS Reduction (for revenue limit funded schools)	3801-3802			-			-			-
Other Employee Benefits	3901-3902			-			-			-
Total, Employee Benefits		151,136	1,024	152,160	79,169	183	79,352	141,236	822	142,058
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	-	6,630	6,630	(780)	899	119		6,630	6,630
Books and Other Reference Materials	4200	2,000		2,000	694	1,508	2,202		2,452	2,452
Materials and Supplies	4300	32,625		32,625	9,286	540	9,826	19,913		19,913
Noncapitalized Equipment	4400			-	(42)		(42)			-
Food	4700			-	337		337	295		295
Total, Books and Supplies		34,625	6,630	41,255	9,495	2,947	12,442	20,208	9,082	29,290
5. Services and Other Operating Expenditures										
Home to School Transportation	5100			-			-			-
Travel and Conferences	5200	4,775		4,775	1,632		1,632	4,775		4,775
Dues and Memberships	5300	1,280		1,280	875		875	1,105		1,105
Insurance	5400	20,323		20,323	12,376		12,376	18,318		18,318
Operations and Housekeeping Services	5500	26,432		26,432	14,506		14,506	24,939		24,939
Rentals, Leases, Repairs, and Noncap. Improvements	5600	159,793	50,166	209,959	60,271		60,271	102,024		102,024
Professional/Consulting Services and Operating Expend.	5800	52,664		52,664	35,233	352	35,585	55,222	400	55,622
Communications	5900	5,242		5,242	5,138		5,138	6,921		6,921
Total, Services and Other Operating Expenditures		270,509	50,166	320,675	130,031	352	130,383	213,304	400	213,704
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			-			-			-
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		-	-	-	-	-	-	-	-	-

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second 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: 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	Adopted Budget - July 1			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
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	111,580		111,580	61,794		61,794	123,588		123,588
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7280-7299			-			-			-
Debt Service:										
Interest	7438	1,000		1,000			-			-
Principal	7439			-			-			-
Transfers of Indirect / Direct Support Costs	7300-7399			-			-			-
Total, Other Outgo		112,580	-	112,580	61,794	-	61,794	123,588	-	123,588
8. TOTAL EXPENDITURES		1,087,463	68,124	1,155,587	588,969	11,818	600,787	1,082,496	20,608	1,103,104
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		33,800	(10)	33,790	(33,014)	(11,818)	(44,832)	(102,075)	(8,116)	(110,192)
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	(10)	10	-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		(10)	10	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		33,790	-	33,790	(33,014)	(11,818)	(44,832)	(102,075)	(8,116)	(110,192)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	181,216		181,216	260,449		260,449	260,449	-	260,449
b. Adjustments to Beginning Balance	9793, 9795			-	(100)		(100)	(100)	-	(100)
c. Adjusted Beginning Balance		181,216	-	181,216	260,349	-	260,349	260,349	-	260,349
2. Ending Fund Balance, June 30 (E + F.1.c.)		215,005	-	215,005	227,335	(11,818)	215,517	158,274	(8,116)	150,157
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 - **Clean Energy Act Funds**	9719			-			-		50,000	50,000
General Reserve	9730			-			-			-
Legally Restricted Balance	9740			-			-			-
Designated for Economic Uncertainties	9770			-			-			-
Other Designations	9775, 9780			-			-			-
Undesignated / Unappropriated Amount	9790	215,005	-	215,005	227,335	(11,818)	215,517	158,274	(58,116)	100,157

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 Special Education Options**

Date: March 13, 2015 for the meeting of March 26, 2014

SUMMARY

Sherwood may benefit from a different structure for special education services.

DISCUSSION

Typically, charter schools either contract with their authorizing districts for special education services or are independent LEAs for the purposes of special education services. A third options some charter schools take is to receive special education funds as pass-through funds from their authorizing districts to become quasi-independent for special education services. Advantages and disadvantages are presented with each model

ACTION REQUESTED

Discuss special education options and decide on next steps for the School Director.

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 19, 2015 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser, Russell Shapiro

2. CONSENT AGENDA

2.1 Approval of Minutes from January 15, 2015
2.2 School Accountability Report Card

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 a report regarding current facilities issues, including the initial Prop 39 offer.
ACTION REQUESTED: Receive report and advise School Director on next steps.
5.3 School Based Intervention Team (SBIT) Expansion Proposal
The Board will receive a report regarding the current demands on the SBIT team and will be asked to approve changes to support the program.
ACTION REQUESTED: Approve changes.
5.4 Board Retreat
The Board will receive a report regarding the Management Committee meeting and its relevance to an upcoming Board retreat.
ACTION REQUESTED: Discuss upcoming retreat and give feedback to School Director.

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.

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 the Second Interim Financial Report

8. ADJOURNMENT (Est. 7:30 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.

1.1 Meeting called to order at 6:05pm.
Present: Directors Cowell, DiFalco, Fosen, Kuperman, Reiser, Wilson. Absent: Director Shapiro.

2.1 Minutes were motioned to be approved by Director Wilson, Seconded by Director Fosen. Passes 6-0.
Item 2.2 was pulled from the consent agenda and became Item 5.1

3.1 Instructional Staff Reports
Additional verbal report from Jessica Ordaz, SBIT Coordinator, describing the challenges of welcoming new children who require special support, especially behavioral/emotional support, with a half-time SBIT position, especially during the 60-day waiting period and 6-week process (3.5 months) of district non-assistance.

5.1 Items Removed from Consent Agenda:
Item 2.2 Audit Report
Director DiFalco motioned that the Board accept the report. Director Wilson seconded. Motion passed 6-0.

5.2 Growth Model

5.3 New Staff Support
Several parents asked questions regarding the hiring process.

6. No public comments were offered.

Meeting was Adjourned at approximately 8:15pm.

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.2: School Accountability Report Card**

Date: February 13, 2015 for the meeting of February 19, 2015

SUMMARY

Each year, the School Director is required to complete a School Accountability Report Card (SARC) in accordance with state law. Attached is the SARC completed for the 2013-2014 school year.

DISCUSSION

The SARC includes data on enrollment demographics, facilities, learning materials, school spending, discipline data and assessment data. The 2013-2014 data does not include standardized test results for all grades and subjects as these data were not available for the pilot year of the new Smarter Balanced Assessment.

ACTION REQUESTED

Receive report.

Attachment: 2013-2014 SARC

Sherwood Montessori

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Michelle Yezbick, Director

Principal, Sherwood Montessori

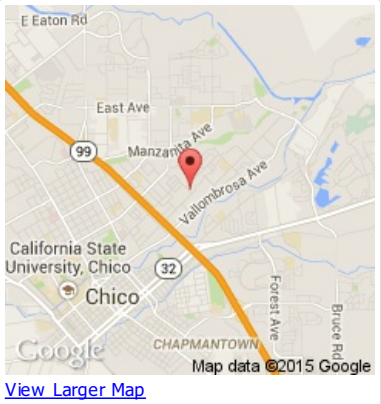
About Our School

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: 530-513-2296
E-mail: board@sherwoodmontessori.org



View Larger Map

About This School

Contact Information - Most Recent Year

School	
School Name	Sherwood Montessori
Street	746 Moss Ave.
City, State, Zip	Chico, Ca, 95926-2009
Phone Number	530-513-2296
Principal	Michelle Yezbick, Director
E-mail Address	board@sherwoodmontessori.org
Web Site	www.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	kstaley@chicousd.org

Last updated: 1/30/2015

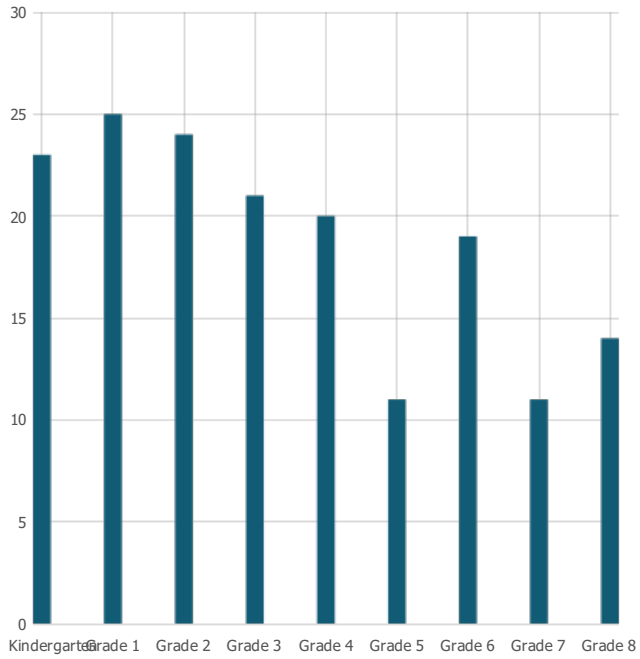
School Description and Mission Statement (Most Recent Year)

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: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

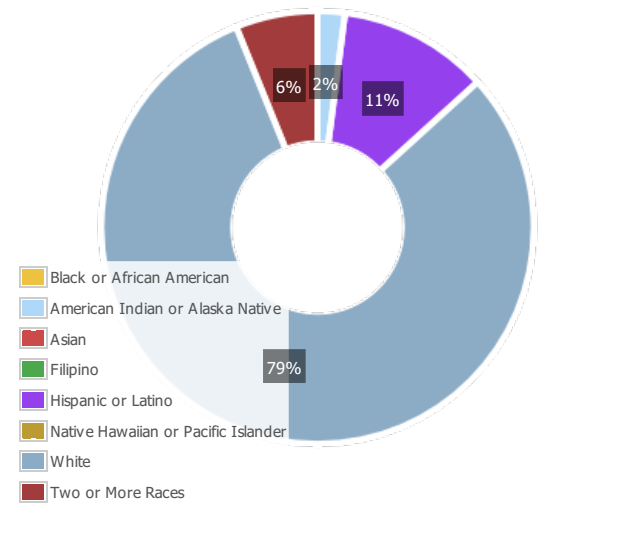
Grade Level	Number of Students
Kindergarten	23
Grade 1	25
Grade 2	24
Grade 3	21
Grade 4	20
Grade 5	11
Grade 6	19
Grade 7	11
Grade 8	14
Total Enrollment	168



Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	2.4
Asian	0.0
Filipino	0.0
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.0
White	79.8
Two or More Races	6.0
Socioeconomically Disadvantaged	25.6
English Learners	5.4
Students with Disabilities	4.2



Last updated: 1/30/2015

A. Conditions of Learning

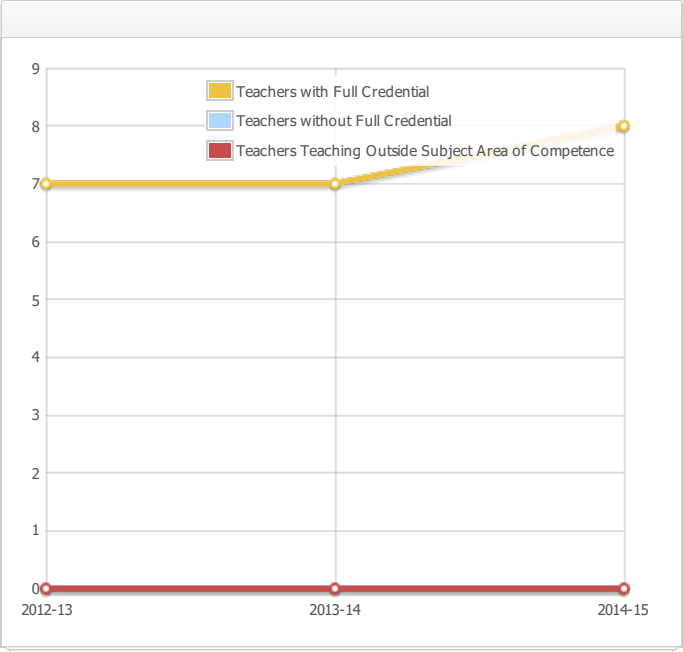
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

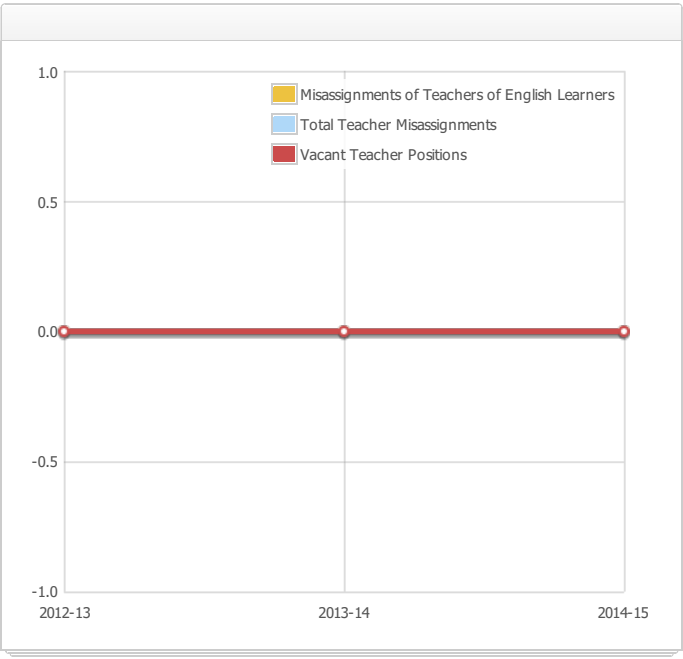
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	7	7	8	590
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	100	0
Low-Poverty Schools in District	99	1

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: 1/30/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	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 CaliforniaEdition/2010 grades 6-8 enVision Math grades 1-5 California College Preparatoty Mathematics (CPM) grades 6-8	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: 1/30/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/30/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	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	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Some doorknobs need replacement.

Overall Facility Rate - Most Recent Year

Overall Rating	Good

Last updated: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	60	58	68	68	67	68	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/30/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68
All Students at the School	68
Male	
Female	57
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	76
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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: 1/30/2015

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%
History-Social Science	N/A	N/A	64%	59%	56%	58%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated 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: 1/30/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	6	7
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/30/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
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: 1/30/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

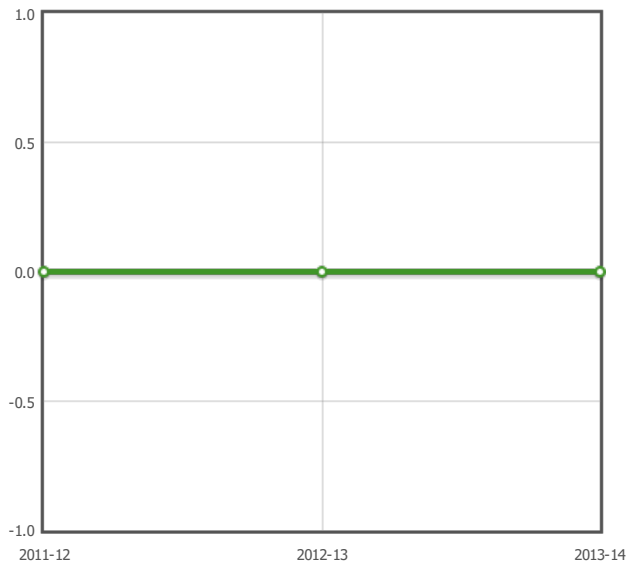
- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

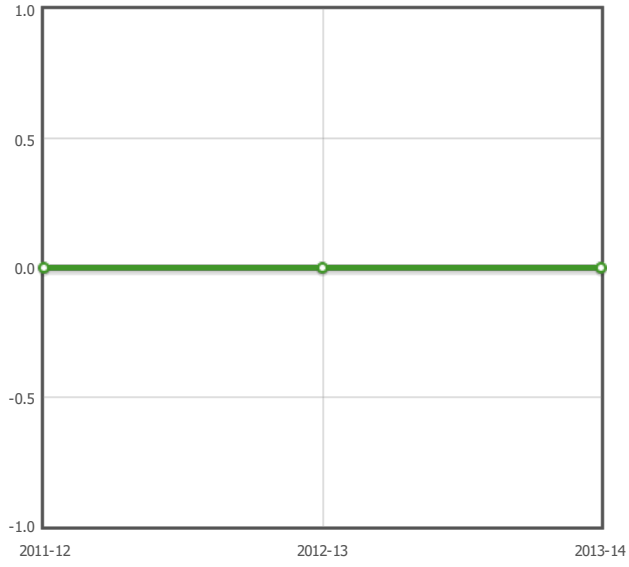
	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	60%	59%	62%	56%	57%	56%
Mathematics	N/A	N/A	N/A	60%	66%	65%	58%	60%	62%

Note: Percentages are not calculated 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



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/30/2015

California Physical Fitness Test Results (School Year 2013-14)

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	8.3%	16.7%	41.7%

Note: Percentages are not calculated 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: 1/30/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

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 are 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 is 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.

State Priority: Pupil Engagement

Last updated: 1/30/2015

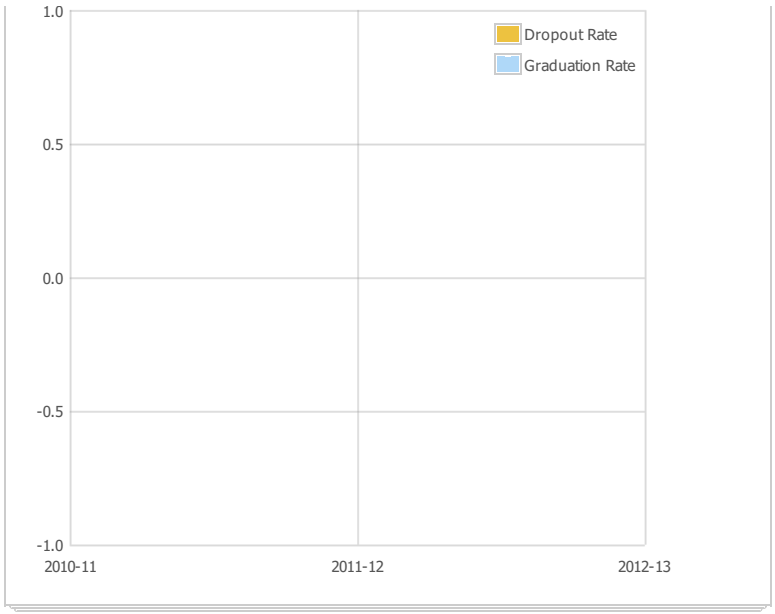
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				86.13	85.29	88.11	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart


1.0
0.5
0.0
-0.5
-1.0
2010-11
2011-12
2012-13
Dropout Rate
Graduation Rate

State Priority: School Climate

Last updated: 1/30/2015

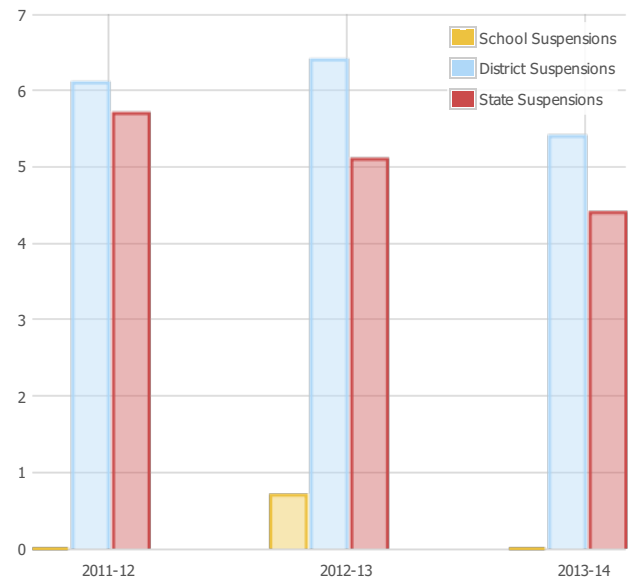
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

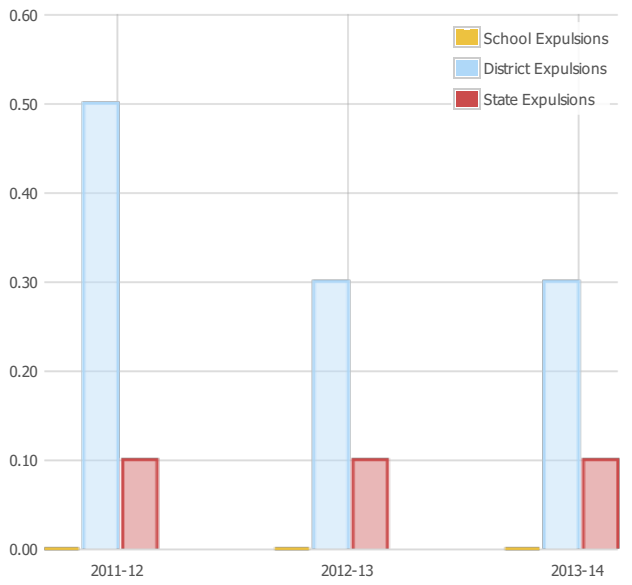
Suspensions and Expulsions

	School			District			State		
Rate	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Suspensions	0.00	0.70	0.00	6.10	6.40	5.40	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.50	0.30	0.30	0.10	0.10	0.10

Suspensions



Expulsions



Last updated: 1/30/2015

School Safety Plan - Most Recent Year

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: 1/30/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	91.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Elementary)

	2011-12				2012-13				2013-14			
		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	17.0	1	0	0	21.0		1		23.0		1	
1	9.0	2	0	0	8.0	2			8.0	3		
2	8.0	2	0	0	10.0	2			8.0	3		
3	5.5	2	0	0	9.0	2			11.0	2		
4	9.0	1	0	0	9.0	1			10.0	2		
5	14.0	1	0	0	15.0	1			6.0	2		
6	15.0	1	0	0	13.0	1			10.0	2		
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/30/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	1.5	N/A

Note: Cells 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: 1/30/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6,330	N/A	N/A	N/A
District	N/A	N/A	$5,642	$63,298
Percent Difference – School Site and District	N/A	N/A	10.88%	35.13%
State	N/A	N/A	$4,690	$69,360
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

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 with California State University at Chico and traditional classical literature.

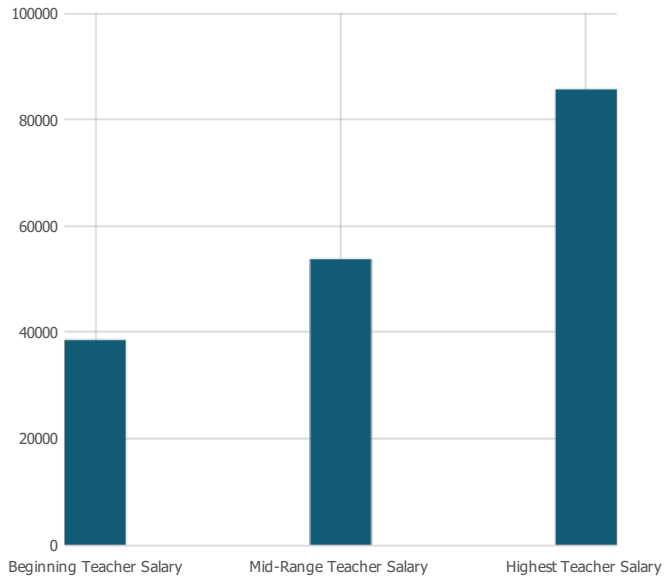
Last updated: 1/30/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

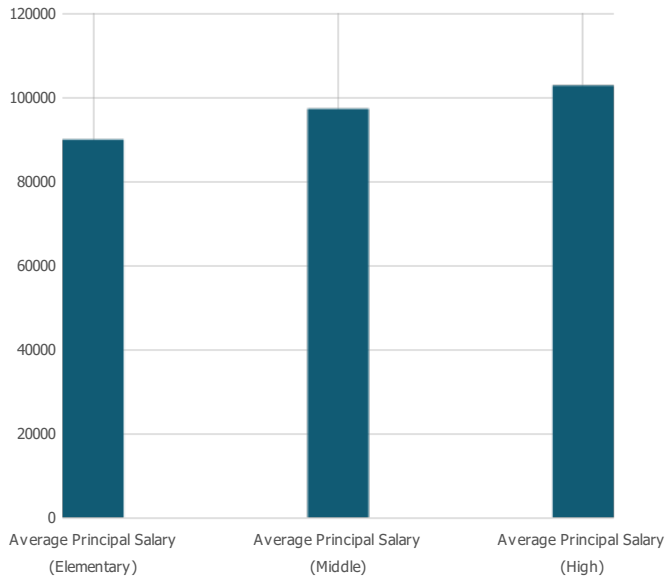
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,541	$41,318
Mid-Range Teacher Salary	$53,749	$65,615
Highest Teacher Salary	$85,671	$84,981
Average Principal Salary (Elementary)	$89,920	$107,624
Average Principal Salary (Middle)	$97,238	$112,817
Average Principal Salary (High)	$102,804	$121,455
Superintendent Salary	$164,900	$206,292
Percent of Budget for Teacher Salaries	39.0%	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 at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/30/2015

Professional Development – Most Recent Three Years

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. During the most recent three years, staff attended professional development related to implementing Common Core State Standards, the Nurtured Heart Approach, working with students with Autism Spectrum Disorder, using the SPARKS Physical Education program and other topics.

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: 1/31/2015

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: February 13, 2015 for the meeting of February 19, 2015

Kindergarten -Teresa Shippen

The Kindergarten class has settled into a nice rhythm. Most days seem to flow smoothly, with students working independently, in small groups, and getting lessons from their teacher. They all seem to know the expectations and are comfortable moving from one activity to the next. They are diligently recording their works, lessons and planned works in their work plans. They have learned how to handle their independence, and the focus is now on making great strides in their academic progress. Their natural interests and stages of development lead them in many directions. It is wonderful to observe what they are choosing to work on when they are allowed a choice. Today I saw students choosing addition, place value, tracing and labeling the parts of a bird, handwriting practice, beadwork, reading, several practical life works, and the metal insets. They are all at many different stages of development and yet they are all able to find work that is stimulating and meaningful to them, without guidance. It is the wonderful thing about a Montessori classroom!

With great excitement we have been counting each day of Kindergarten, waiting for the 100th day! The students celebrated this day in early February by bringing in a collection of 100 things to count with us! We had everything from rocks to Legos to pennies that we counted in many different ways: by 1's, 2's, 5's, 10's 25's and 50's! The students then wrote about and drew their collections. Several parents were able to help out on this day. We had a one hundredful time!

Since the 100th day, we have had much illness in the Kindergarten room. Our attendance has bounced around quite a bit. Our lowest was a day with only 7 in attendance, and our average has been about 11. That is only half of the currently enrolled students. The class seems to be passing around a virus that is keeping kids home 3 or more days. We have had to alter our lessons quite a bit, based on enrollment. I am looking forward to the upcoming four day weekend, as I hope the students will have the opportunity to rest and get well.

We are looking forward to some upcoming projects this spring. We will be working with Susan Tchudi to craft endangered species puppets for the Endangered Species Faire. We will continue our studies on Amphibians, Reptiles, Birds and Mammals. We will also begin to work more formally on our writing skills. Things are moving along in the Kindergarten room.

1st/2nd/3rd -Marlo Knox

There are times in life, and perhaps even our work, where it is sufficient to say all is well. We, as a class, are not without challenges nor do we lack cause for celebration and great joy. I am

extremely pleased with the development of our classroom. In addition, I feel supported by the parents of the children we serve. Our students are full of ideas they enjoy exploring and they dive into their work with passion. Students in our class love listening to books, reading books, and writing their own books. We use the public library regularly now walking to and from for a distance of just over two miles. I've presented the third Great Lesson to our students and extended the experience with a trip to the Anthropology Museum at Chico State. We have also been exploring the possibility of developing an outdoor classroom for art and advanced practical life activities. We are slowly adding the use of technology on a weekly basis, extending our Hour of Code experience, which was designed to inspire students to consider computer science as a course of study, by utilizing activities provided on the internet. We recently enjoyed a theater performance at Chico State, if I could I would take our students to every event to hit that stage, children love the experience. Yes, I'm happy to report we are fine.

1st/2nd/3rd-Carin Anderson

Carin and Ari's class is in a good rhythm. Our morning worktime is often settled and focused, although this takes some work as the kids are very chatty this time of year. We are now studying Africa, and excited about new country reports and exploring the rich and diverse cultures and biomes of that continent. In Biology, Heidi has been doing wonderful work with the students, dissecting, singing, and exploring. Our Open House was great - many students having the chance to show their parents their Montessori work.

As testing gets closer, I am once again facing the challenge of preparing the students for the test without sacrificing too much Montessori work or perspective. There are some improvements with the new standards that bring them more into alignment with our curriculum, but with the changes to the test itself, the challenge to prepare the kids is, from my perspective, greater. My biggest concern is the experience of the students - I hope the process of test-taking is not demoralizing and frustrating for them. We will do our best!

1st/2nd/3rd –Eric Parish

Order was a subject Maria Montessori wrote about in her book *The Secret of Childhood*, 1966. She believed that children were sensitive to order early in their lives. Seeing things in their proper places gave children “enthusiasm and joy”. One of her examples was when she observed a mother carrying her child while wearing a coat. When the mother became too warm she removed the coat, hung it on one of her arms and continued to carry the child. The child began to cry and as more people tried to help the mother the situation grew worse until the child was in a full blown tantrum. After observing for some time Dr. Montessori asked if she could help and assisted the mother with putting her coat back on. The child was returned to the mother and the child calmed down. For the child the coat hung on the arm was disorder, worn on the shoulders was order. Children may become psychologically agitated when they see things out of place or being used improperly. We see order in our classrooms and school environment. The materials are specifically placed on the shelves and are used in an orderly manner. When the student has finished working with a material it is placed back on the shelf in its proper place, in an orderly manner. Dr. Montessori wrote, “The proper environment of the soul is one in which an individual can move about with eyes closed and find, simply by reaching out his hand, anything he desires.

Such an environment is necessary for peace and happiness".

We have been studying specific parts of the temperate forest as part of our biome studies of North Americas. Presentations have been given about layers of the temperate forest, parts of a twig, the cross section of a tree, and parts of a mushroom. For the past few weeks our class has been taking walks to Bidwell Park. We take a 120 ft. rope with us. We stretch the rope out and children are placed at different sections along the rope. We then encircle an area in the park and begin our observations. We carefully look at the topsoil and subsoil. We look at the shrub level up to the canopy. We are looking for plants and animals and have made some very interesting observations. By moving to different parts of the park we are discovering that similar plants and animals have adapted to live in specific parts of the park. As we continue our walks to the park we will also be able to observe how the natural environment will change as we move into the spring season.

4th/5th/6th-Kellee Perez

*4/5/6 Enjoyed a fantastic trip to Sacramento in January where we visited the State Capitol and saw Galapagos 3D at the IMAX theater.
*Student completed their Geography project from Brandon, they made models of the Earth's Layers. They were brilliantly creative in their models, Kalin's was made out of cake.
*Students are embarking on a month of long term projects, either in History (Colony Research), Science (Planet research, see attached handouts) or, Literacy (writing a short story).
*6th grade is gearing up to start raising money for their end of the year trip to Environmental Camp. I am planning a "Painted Cellars" fund raiser open to all Sherwood affiliated adults and friends (more info to come).
*We are looking forward to starting Endangered Species studies in conjunction with Puppet Making on the 25th.
*Drama group started planning and rehearsing for out next performance: Tea with Shel Silverstein (date and time of performance TBA).

4th/5th/6th-Lindsey Serrao & Brandon Winters

Board Report time! Hello all!!
February 11th! I know I talk a lot about how quickly the time goes...but it does!
We are gearing up for puppets to be starting pretty soon! My lovely parents have been bringing in newspaper and glue! We are looking forward to it :)
The afternoons are filled with our culture subjects...We just went to the library (a walking field trip) to pick out books for their History "Colonies Assignment" and for their Science "Planet Assignment".
The kids are also working away in Danielle by writing up a storm for the short story essay contest!
The morning work period is buzzing with language and math materials and abstract work! The students are also learning about the Iditarod (the big dog sled-race across Alaska) to be educated about the big race coming soon!
That's all the new news in our classroom!

7th/8th-Celeste Shults

News From Middles School

It's been a while since I've updated everyone on the goings on in Middle School. Being the new kid on the block at Sherwood I wrote a board report in December. The good news is that I was a month ahead of schedule. Yippee! Bad new is that this report will be a little bit lengthier than usual. The saying in my family is; "if you want to make a long story, longer, just ask Celeste!"

Happy 2015

Many exciting things have been happening since we returned to school in January. We were invited by the 4, 5, 6 classrooms to join them in Sacramento. We saw Galapagos in 3D at the IMAX theater, then we enjoyed a delicious pizza lunch in front of the Capitol, and finally we concluded our field trip with a tour of the Capitol. It was a wonderful experience, which has created many special memories for all of us.



In January we also started our first two fundraisers to help us earn our way to Caritas Creek Environmental Camp in April. The first one was our Chico Bag Fundraiser. I am very proud and humbled to say that our Sherwood Montessori Community came out in force to support my class. Every classroom participated and we collectively sold $3,292 in Chico Bags. This means that our middle school will receive $1,316.80 to help send us to Caritas Creek. Our second fundraiser is a Donors Choose project. This is a website to help educators earn funds for classroom supplies or school field trips. To date we have had $204.42 donated. If you are interested in making a donation you can go to www.donorschoose.org/MontessoriMiddleschool. I will keep you informed on our progress.

At the end of January we met with Charlie Pooler a guest engineering lecturer and the 3D printer coordinator at Chico State. He took the drawing we created in late October for Joe Greene and using Solidworks' CAD program created the image to be printed. After working with him we have decided to create a keychain to sell at Farmer's Market on Fridays instead of a coffee cup. Our next step is to improve the clarity of our image. We are so excited to share our final product with our Sherwood Montessori Community in the near future.

We said goodbye to our wonderful Chico State volunteer Robyn (AKA Ari's fiancé) last month. She was a fantastic addition to middle school for the fall semester. You may remember her from the Winter Festival. She stepped in for me when I was not able to be there for our performance. Her 1 on 1 math support with one of my 8th graders in math was incredibly helpful. We are hoping she will come and visit us periodically.



We have started walking to the Butte County library on Fridays ever since one of my students commented that it was too bad we didn't have a school library and that she never has time to go

to the Butte County library anymore. If you ever want to see something that will melt your heart, come by the library between 9 and 9:30 AM. You will see my 10 students sitting in the teen area reading books from every genre. It is wonderful to see their enthusiasm for learning and books. It does my librarian heart proud!

We are in the middle of reading *The Distance Between Us* by Reyna Grande. This is Chico State's book in common. It is a wonderfully heart wrenching memoir of a young Mexican girl's experience of losing her parents to the United States. We will have the opportunity to meet the author at Chico State at the end this month. Photo to follow in next month's board report.

Thank you for allowing me to share a snapshot of the life of a Sherwood Montessori middle school student. You are welcome to come by our classroom for a visit anytime!

SBIT-Jessica Ordaz

Since the last board meeting, the SBIT team has been working hard discussing the needs of the current students, the future needs of the school, and how to incorporate new students into Sherwood. I look forward to discussing our ideas and feel confident that we will reach an agreement that will not only provide stability to the SBIT program, but also to the students and staff in each classroom. Meanwhile, we have received more referrals for initial SBIT meetings as well as continuing follow up meetings. We have also had a student exit the SBIT process because he was found eligible for district special education services. There's never a dull moment in the intervention program!

Literacy/Spanish-Danielle Mennucci

In writing class, we have been introduced to the Butte County Short Story Contest. For the 4th graders, this is a new experience. We are going over all of the components of a fictional narrative and are reading several short stories to get more of an idea of how to accomplish this assignment. The 3rd graders come to writing class once weekly and they are given a new writing prompt each time. They are all very confident and secure with their written ideas. They enjoy going over their writing that is accumulating in their personal folders and the older students are amazed at the maturity in their current writing as compared with their work done several years ago.

Literature is always an exciting adventure and filled with discussion. We are soon to switch to new books but the 5-6th graders are now reading *Roll of Thunder, Hear My Cry*. It is an incredible fictional writing with the theme of racism during the 1930's. We read at home and come to class prepared to talk about character, plot, and theme development as well as the history of the time. We also compare the topic of racism of the post-Civil War era with the current time. The Middle School is embarking on the adventure of reading CSUC's "Book in Common" and will be joining other students at Chico State on February 25th to meet the author, Reyna Grande. The book is about a Mexican child who is separated from her parents when they cross the border to find a more lucrative life in the US. We will be prepared with questions to ask of the author. It is exciting to see how empathetic the students are about the subject of immigration and families who must suffer separation issues.

In Spanish class, we are working with sentences and in the Montessori way, the students put words together and write them down with the Spanish and English translation. Pretty soon, it will be time to visit the local Taco Truck and order in Spanish!

Garden-Kitchen Program-Chef Richie Hirshen

The past month has been full of life. We, that is, kids from every grade, have done lots of cleaning and organizing in the garden, greenhouse and potting shed; planted 500 seeds in a day for germination in the greenhouse; tightened up our compost system (a constant challenge and joy...kids dig diggin'!); harvested greens for our famous popcorn recipe; and put in two 12 foot long redwood raised beds under Carin's and Eric's windows on the south side of the building. Seeds were recently donated by GRUB (who also donated the raised beds, compost to go with our own to fill them and 2 helpers to get it all done) and we'll plant up the beds with veggies and flowers next week.

Slow Food Shasta-Cascade who has supported us as an official Slow Food USA school garden donated $212 to us for materials and to help fund my curriculum. Slow Food Chico-Butte is in its formative stages with Laurie Niles on board helping.

3 new volunteers have come on board or will next week, two through CSU Chico's nutrition department and one through Food Corps. Nice to have young adult/youthful energy and community outreach at work.

Our farmers' markets have been fun, nutritious, innovative (new dishes like garden greens lasagne al forno recently) and profitable.

Yippee!!

Attachments: Planet Project Documents

Name:_____Panet:_____



YOUR MISSION:

After months of training and the successful completion of your real estate exam, you have recently been hired as a realtor for the SolarSys Realty Co.. Although you are new to the job, your company has decided to put you in charge of one of the largest real estate ventures ever taken on. Since the Earth has become very overcrowded, your company has started to explore other planets and their habitability. **You need to convince people to move to a planet other than Earth by persuading them to buy a plot of land on your planet.**

THIS TASK WILL REQUIRE YOU TO:

- Do research on a planet using the research guide provided by your boss, Kellee.
- Create an informational handout/flyer noting the **5 best reasons** to move to your planet.
- Create a persuasive, data based, presentation focused on the **5 best reasons** to move to your planet.

PRESENTATION OPTIONS:

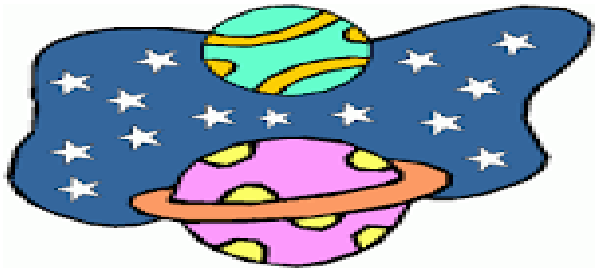
- A **poster board** with information, pictures, and labels.
- A **diorama** with a visual representation of your planet. .
- A **powerpoint** presentation. Your slides must include the research information that is relevant to your **5 best reasons** to move to your planet.
- A **model.** You may do a model of your planet.

All presentation options include...

- the making of an informational flyer or handout focused on you 5 best reasons for moving to your planet

AND

- turning in your index cards with **all** research questions from the research guide answered.



PLANET RESEARCH PROJECT AND PRESENTATION

DUE: MARCH 5, 2015

PROJECT PACING:

Week of 2/9:	Choose a planet, and begin research.
Week of 2/17:	Continue and finish research
Week of 2/23:	Begin creating presentation
Week of 3/2:	Present

Dear Parents,

Please help your child stay on pace with this project. They will be provided some class time to work on the research and creation of this project, however will need to also put time in at home to complete it on time. As this is our first oral presentation I have included the Presentation Rubric with this assignment packet. Please use the rubric to help your child assess for themselves if they are prepared to present. The presentations will be 3-5 min. The students will choose 5 topics from the list of questions to include in their oral presentation. All other information will be included in the written portion that will be turned into me. This can be in document form, or the note cards used for research notes. If you have any questions, comments, or concerns, please do not hesitate to contact me.

Kellee Perez
kellee@sherwoodmontessori.org

Agenda Item 3.2

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: February 13, 2015 for the meeting of February 19, 2015

The SMPO is actively recruiting for a vice president and a president. Jeanette Conery has filled the secretary position and facilitated the February meeting as the only member of the Executive Board.

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, 2015 for the meeting of February 19, 2015

ADMINISTRATIVE ITEMS:

- We have been having small school tours for parents of students who were selected in the lottery for admissions on January 31st.
- Staff attended part one of two training sessions on the Nurtured Heart Approach alongside teachers from Chico Country Day and Nord Country School. The Nurtured Heart Approach is an approach to working with children with intense behaviors that is congruent with Montessori philosophy.
- The Local Control Accountability Plan (LCAP) focus group met to analyze survey results. Next steps include collecting student input, making revisions, and asking for feedback on the revised draft.
- The Charter School Executive Leaders Council meeting on February 11th hosted by BCOE included items on succession planning, the LCAP, teacher salary schedules, advertising with Chico News and Review, collaborating with CSU Chico arts students and faculty, assessment, and special education funding and models. Guests included Dr. Robert Knight, CSU Chico Dean College of Humanities and Fine Arts and Jamie DeGamo from the News and Review.
- A visit to River Montessori in Petaluma has been tentatively scheduled for Wednesday, April 8th. We are most interested in seeing their established upper grades classrooms and their facility which is located in an industrial center that backs up to a natural area.

FISCAL ITEMS:

- A professional event planner to manage the Sherwoodstock fundraiser was hired, but then had to decline the job, so the hunt for a planner is back on.
- Our school's Average Daily Attendance (ADA) for the P1 Attendance Report, a report that determines funding amounts, showed high attendance at over 95%. Since then, however, there have been many illnesses, which will be shown in the P2. Our budget is set at 94.5% ADA.

GENERAL ITEMS:

- Forty students have been referred by their teachers and parents to receive counseling services through CSU Chico intern programs with the Marriage and Family Therapy program and the School Psychology program. Six counselors have been assigned to Sherwood: two to serve as individual counselors and four to serve as group counselors. While it is a challenge to give up my office space for the time that this counseling is happening, the service to the students is invaluable and I am more than willing to make the accommodation.

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, 2015 for the meeting of February 19, 2015

September Treasurer's Report

The attached reports are updated from January financial statements.

Attachment: January Financial Board Report

Sherwood Montessori
Balance Sheet
As of January 31, 2015

	Jan 31, 15
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	
9120-NCNB Checking	322,307
Total 9100-Assets	322,307
Total Checking/Savings	322,307
Other Current Assets	
9290 - Due from Grantor Govts.	
ILT Funds Due	837
LCFF Funds Due	-25,701
Lottery Due	7,346
Total 9290 - Due from Grantor Govts.	-17,518
9340-Security Deposit	4,043
Total Other Current Assets	-13,476
Total Current Assets	308,831
TOTAL ASSETS	**308,831**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	169
Total Accounts Payable	169
Other Current Liabilities	
9500-Liabilities	
9511-Payroll Liabilities	
Deferred Payroll	13,933
Federal Withholding	-49
Health and Welfare	-1,109
Medicare	-38
OASDI-Social Security	375
PERS EE / ER	11,863
State Disability	401
State Employment Training Tax	45
State Unemployment Tax	2,346
State Withholding	355
STRS EE / ER	5,889
9511-Payroll Liabilities - Other	-2,800
Total 9511-Payroll Liabilities	31,211
9530 - Oversight Due to CUSD	-246
Total 9500-Liabilities	30,965
Total Other Current Liabilities	30,965
Total Current Liabilities	31,134
Total Liabilities	31,134
Equity	
9793 - Audit Adjustments	101,516
Opening Balance Equity	-101
Unrestricted Net Assets	158,933
Net Income	17,348
Total Equity	277,697
TOTAL LIABILITIES & EQUITY	**308,831**

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2014-15

	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
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	5.60%	0.28%	0.00%	78.88%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	16.80%	8.40%	8.40%	8.40%	0.00%	100.00%		
CASH IN																
8011 Local Control Funding	-	29,405	29,405	52,929	52,929	52,929	105,858	52,400	39,820	39,820	24,777	1,239	(39,063)	442,449	442,449	-
8012 Education Protection Act	-	-	-	45,260	-	-	45,259	-	-	37,576	-	-	29,892	157,987	150,304	7,683
8096 In Lieu Taxes	-	18,079	36,158	24,105	24,105	24,105	24,105	24,105	24,105	24,105	24,105	4,905	-	251,982	251,982	(0)
8550 Mandates Block Grant	-	-	-	-	5,364	9,603	2,231	-	-	-	-	-	-	17,198	2,236	14,962
8560 State Lottery	-	-	-	-	-	-	9,755	5,534	-	-	5,534	-	11,069	31,892	22,137	9,755
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-	-	-	-	-	12,492	12,492	12,492	-
8590 All Other State Revenue	-	237	-	-	42	-	-	-	-	-	-	-		279	-	279
#REF!													-			
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	1,558	1,508	62	2,522	1,304	1,194	491	2,061	2,061	2,061	2,061	2,061	-	18,946	22,675	(3,729)
8699 Fundraising / Donations	225	588	985	9,441	105	721	1,690	3,429	3,429	3,429	3,429	3,429	-	30,899	37,716	(6,817)
8710 Other Local Revenue	105	100	-	-	-	-	-	-	-	-	-	-	-	205	-	205
Total Current Year Revenues	1,888	49,917	66,610	134,257	83,849	88,552	189,389	87,529	69,415	106,991	59,906	11,634	14,389	964,328	941,990	22,337
9200 Accounts Receivable	60,151	114,333	2,909	50,095	-	-	-	-	-	-	-	-	-	227,488	227,488	-
9600 Line of Credit Borrowing	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash In	62,039	164,250	69,519	184,352	83,849	88,552	189,389	87,529	69,415	106,991	59,906	11,634	14,389	1,191,816	1,169,478	22,337
Total Cash In Y-T-D	62,039	226,289	295,808	480,160	564,009	652,561	841,950	929,479	998,895	1,105,886	1,165,793	1,177,427	1,191,816			

	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	-	33,742	31,916	33,873	32,588	31,706	31,331	33,563	33,563	33,563	33,563	33,563	-	362,970	369,190	6,220
2000 Classified Salaries	6,404	8,234	23,201	22,963	23,952	20,699	16,206	20,798	20,798	20,798	20,798	20,798	-	225,651	228,783	3,132
3000 Employee Benefits	4,792	10,112	13,742	12,260	12,381	12,401	13,750	12,595	12,595	12,595	12,595	12,595	-	142,413	138,545	(3,868)
Total Salaries & Benefits	11,196	52,088	68,859	69,096	68,921	64,806	61,287	66,956	66,956	66,956	66,956	66,956	-	731,034	736,519	5,484
Supplies																
4100 Texts and Core Curricula	-		885	-	(1,278)	-	155	-	-	-	2,210	-	-	1,972	6,630	4,658
4200 Reference Materials	539	422	664	343	254	286		200	200	200	200	-	-	3,308	2,000	(1,308)
4300 Materials and Supplies	1,334	1,765	1,439	2,610	101	1,024	1,614	3,263	3,263	3,263	3,263	-	-	22,937	32,625	9,688
4400 NonCap Equipment	-	-	-	-	(42)	-	-	-	-	-	-	-	-	(42)	-	42
Total Supplies	1,873	2,187	2,988	2,953	(965)	1,310	1,769	3,463	3,463	3,463	5,673	-	-	28,175	41,255	13,080
Services / Other Op Exp																
5200 Travel and Conferences		35	-	456	906	186	50	-	-	-	-	-	-	1,633	4,775	3,142
5300 Dues and Memberships	-	-	-	845		-	30	-	-	-	-	-	-	875	1,105	230
5400 Property/Liability Insurance	5,239	1,190	1,189	1,189	1,189	1,189	1,189	1,676	1,676	1,676	-	-	-	17,402	20,323	2,921
5500 Operations / Housekeeping	1,910	2,336	2,782	2,214	1,839	1,708	1,849	2,203	2,203	2,203	2,203	2,203	-	25,651	26,432	781
5600 Rentals, Leases, and Repairs	8,929	8,408	8,712	8,839	310	16,625	8,389	8,916	8,916	8,916	8,916	8,916	-	104,792	106,992	2,200
5800 Prof. & Consulting Services	4,303	2,146	3,558	4,994	7,637	8,021	5,448	4,312	4,312	4,312	4,312	4,312	-	57,668	51,746	(5,922)
5900 Communications	390	2,770	375	88	670	359	387	437	437	437	437	437	-	7,223	5,242	(1,981)
Total Services	20,771	16,885	16,616	18,625	12,551	28,088	17,342	17,544	17,544	17,544	15,868	15,868	-	215,245	216,616	1,371
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-		30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	125,588	2,000
7438 Long-Term Debt Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000	1,000
Total Other Outgo	-	-	-	-	30,897	-	30,897	-	-	30,897	-	-	30,897	123,588	126,588	3,000
Total Current Year Expenses	**33,840**	**71,160**	**88,463**	**90,674**	**111,404**	**94,204**	**111,295**	**87,962**	**87,962**	**118,859**	**88,496**	**82,824**	**30,897**	**1,098,042**	**1,120,978**	**22,936**
9500 Accounts Payable	31,641	(5,147)	(4,403)	(3,110)	3,065	(17,008)	19,773	-	-	-	-	-	-	24,811	24,811	-
9600 Line of Credit Payments	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash Out	**65,481**	**66,013**	**84,060**	**87,564**	**114,469**	**77,196**	**131,068**	**87,962**	**87,962**	**118,859**	**88,496**	**82,824**	**30,897**	**1,122,853**	**1,145,789**	**22,936**
Total Cash Out Y-T-D	65,481	131,494	215,554	303,118	417,587	494,783	625,851	713,813	801,776	920,635	1,009,132	1,091,956	1,122,853			
Percent of Budget	5.71%	11.48%	18.81%	26.45%	36.45%	43.18%	54.62%	62.30%	69.98%	80.35%	88.07%	95.30%	98.00%			

Projected Cash Balance Statement

Beginning Cash Balance	106,208	102,766	201,003	186,462	283,250	252,630	263,986	322,307	321,874	303,327	291,459	262,869	191,679	106,208	106,208	-
Net Change	(3,442)	98,237	(14,541)	96,788	(30,620)	11,356	58,321	(433)	(18,547)	(11,868)	(28,590)	(71,190)	(16,508)	68,963	23,690	45,273
Ending Cash Balance	**102,766**	**201,003**	**186,462**	**283,250**	**252,630**	**263,986**	**322,307**	**321,874**	**303,327**	**291,459**	**262,869**	**191,679**	**175,171**	**175,171**	**129,898**	**45,273**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
January 2015

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	01/07/2015	Lindsey fieldtrip	115
Deposit	01/07/2015	Marlo fieldtrip	5
Deposit	01/13/2015	Celeste fieldtrip	107
Deposit	01/13/2015	Lindsey fieldtrip	105
Deposit	01/13/2015	Kellee fieldtrip	160
Total 8699-Field Trip Donations			492
8699-Fundraising			
Deposit	01/06/2015	Maria M's - PayPal	58
Deposit	01/07/2015	Maria M's	140
Deposit	01/07/2015	Kleen Kanteen fundraiser	95
Deposit	01/07/2015	Farmers' Market	20
Deposit	01/07/2015	Box Tops	82
Deposit	01/07/2015	Square 1 Art fundraiser	689
Deposit	01/13/2015	Winter Festival	98
Deposit	01/13/2015	Yearbook	15
Deposit	01/26/2015	e-Script	2
Total 8699-Fundraising			1,198
Total 8699-Fundraising and Donations			1,690
Total 8600-8799 Other Local Revenue			1,690
Total 8000-Revenues			1,690
TOTAL			**1,690**

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	169	141	164	174
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8011 Local Control Funding	-	538,324	457,521	582,164	709,509
8012 Education Protection Act	148,607	150,012	150,304	150,304	150,304
8015 General Purpose Entitlement	303,342	-	-	-	-
8096 In Lieu Taxes	240,809	270,379	261,848	293,086	310,957
8550 Mandates Block Grant	1,590	1,880	14,967	1,865	2,170
8560 State Lottery	22,096	26,533	22,137	25,748	27,318
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	979,660	1,126,050	1,273,140
Expenditures					
1000 Certificated Salaries	271,025	337,131	369,190	375,578	383,089
2000 Classified Salaries	196,307	216,050	228,783	230,235	229,476
3000 Employee Benefits	86,208	125,529	138,545	166,190	180,167
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	1,105	1,220	1,270
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	106,992	116,286	119,586
5800 Prof. & Consulting Services	58,977	58,611	51,996	53,836	55,576
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	84,152	125,588	120,000	120,000
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,100,198	1,121,227	1,167,735	1,199,758
Excess/(Deficiency)	13,054	37,712	(141,567)	(41,686)	73,382
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	37,712	(141,567)	(41,686)	73,382
Beginning Fund Balance	130,164	143,218	260,449	118,882	77,196
Excess / (Deficiency)	13,054	117,231	**(141,567)**	**(41,686)**	73,382
Ending Fund Balance	143,218	260,449	118,882	77,196	150,578
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	**260,449**	**118,882**	**77,196**	150,578

Sherwood Montessori
Profit & Loss - Restricted Funds
July 2013 through January 2014

	Jul '13 - Jan 14
Ordinary Income/Expense	
Income	
8000-Revenues	
8300-8599 Other State Revenue	
8590-Categorical Funds	
Common Core Funds	27,733
Total 8590-Categorical Funds	27,733
Total 8300-8599 Other State Revenue	27,733
Total 8000-Revenues	27,733
Total Income	27,733
Gross Profit	27,733
Expense	
1000 Certificated Salaries	
1100-Teacher Salaries	
Resource Teacher Salaries	3,888
Total 1100-Teacher Salaries	3,888
Total 1000 Certificated Salaries	3,888
2000 Classified Salaries	
2100-Instructional Aides	
RSP Aide	346
Total 2100-Instructional Aides	346
Total 2000 Classified Salaries	346
3000-Employee Benefits	
3302-OASDI	21
3311-Medicare	61
3501-Unemployment Ins	131
3901-Employee Training Tax	4
Total 3000-Employee Benefits	218
4000-Books and Supplies	
4100-Textbooks/Core Curricula	5,937
4200-Books/reference Materials	120
4400-Noncapitalized Eq (<5K)	
Computers and Electronics	1,182
Total 4400-Noncapitalized Eq (<5K)	1,182
Total 4000-Books and Supplies	7,239
5000 Services/Other Op. Exp.	
5200-Travel and Conferences	2,100
Total 5000 Services/Other Op. Exp.	2,100
Total Expense	13,791
Net Ordinary Income	13,942
Net Income	**13,942**

Sherwood Montessori
Profit & Loss YTD Comparison
January 2015

	Jan 15	Jul '14 - Jan 15
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	105,858	323,455
8012-Education Protection Act	45,259	90,519
8096-In Lieu of Property Taxes	24,105	150,657
Total 8010-8099 Revenue Limit Sources	175,222	564,631
8300-8599 Other State Revenue		
8550 - Mandate Block Grant	2,231	11,834
8560-State Lottery Revenue		
Restricted Lottery	875	3,657
Unrestricted Lottery	8,880	11,463
Total 8560-State Lottery Revenue	9,755	15,120
8590-Categorical Funds		
All Other State Revenue		278
Total 8590-Categorical Funds		278
Total 8300-8599 Other State Revenue	11,986	27,232
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	491	9,956
8673-Camp fees		984
8673-Parent Fees - Other		15
Total 8673-Parent Fees	491	10,955
8673-Rebates	2	9
8699-Fundraising and Donations		
8699-Field Trip Donations	492	1,858
8699-Fundraising	1,196	13,760
Total 8699-Fundraising and Donations	1,688	15,617
8699-Other Local Income		195
Total 8600-8799 Other Local Revenue	2,181	26,777
Total 8000-Revenues	189,389	618,640
Total Income	189,389	618,640
Gross Profit	189,389	618,640
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
BTSA Support Stipends		1,500
Lead Teacher Salaries	30,809	184,856
Resource Teacher Salaries	180	2,610
Substitute Salaries	342	3,257
Teacher Bonus		2,933
Total 1100-Teacher Salaries	31,331	195,156
Total 1000 Certificated Salaries	31,331	195,156
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	6,522	50,160
RSP Aide		36
Total 2100-Instructional Aides	6,522	50,196
2200-Support Salaries		
After School Salaries	2,073	13,550
Facilities Development		705
Total 2200-Support Salaries	2,073	14,254
2300-Administration Salaries	5,833	40,833
2400-Clerical and Office Sal		
Administration Support	1,092	8,999
Clerical Salaries	687	7,378

Sherwood Montessori
Profit & Loss YTD Comparison
January 2015

	Jan 15	Jul '14 - Jan 15
Total 2400-Clerical and Office Sal	1,779	16,377
Total 2000 Classified Salaries	16,206	121,660
3000-Employee Benefits		
3101-STRS, Certificated	2,761	17,063
3202-PERS, Classfied	1,281	10,314
3302-OASDI	979	7,912
3311-Medicare	666	4,463
3401-Health Benefits	5,069	31,478
3501-Unemployment Ins	2,390	4,675
3601-Workers Comp	557	3,342
3901-Employee Training Tax	46	107
Total 3000-Employee Benefits	13,750	79,352
4000-Books and Supplies		
4100-Textbooks/Core Curricula	155	119
4200-Books/reference Materials		2,202
4300-Materials and Supplies		
After School Supplies	516	1,128
Custodial Supplies	186	1,170
Farmers' Market	257	460
Food (Instructional)		876
Instructional Supplies	571	4,020
Maintenance Supplies		132
Office Supplies	85	2,002
4300-Materials and Supplies - Other		39
Total 4300-Materials and Supplies	1,614	9,826
4400-Noncapitalized Eq (<5K)		
Furniture		-42
Total 4400-Noncapitalized Eq (<5K)		-42
4700-Food (Nutrition)		337
Total 4000-Books and Supplies	1,769	12,442
5000 Services/Other Op. Exp.		
5200-Travel and Conferences	50	1,632
5300-Dues and Membership	30	875
5400-Liability Insurance	1,189	12,376
5500-Operations / Housekeeping		
Electricity	726	5,637
Housekeeping Services	870	6,750
Pest Control	65	195
Security System Services	126	477
Trash/Recycling		458
Water	62	989
Total 5500-Operations / Housekeeping	1,849	14,506
5600-Rental/Leases/Repairs		
Copier Lease	439	1,734
Facility Repairs		1,828
Other Rentals		1,271
Property Rental - Moss Ave	7,950	55,438
Total 5600-Rental/Leases/Repairs	8,389	60,271
5800-Other Services		
Advertising		150
Attorney		123
Auditing and CPA Services		8,100
Bad Debt		86
Bank Fees		385
Bookkeeping Services	300	2,183
Business Manager Services	1,500	10,038
District Oversight	1,752	5,646
Duplication Services		329
Extracurricular Services		2,034
Field Trips and Assemblies	446	3,904
Fundraising Expenses		74
LiveScan and TB Test Services		379
Software Licensing	583	583
5800-Other Services - Other	868	2,079

Sherwood Montessori
Profit & Loss YTD Comparison
January 2015

	Jan 15	Jul '14 - Jan 15
Total 5800-Other Services	5,448	36,091
5900-Communications		
Internet Filtering (CIPA)		2,400
Internet Service Provider	100	700
Online List Management	10	70
Postage	67	290
Telephone, Cellular	61	668
Telephone, Landline	105	822
Television, Cable	14	99
Website, Hosting	30	90
Total 5900-Communications	387	5,138
Total 5000 Services/Other Op. Exp.	17,342	130,888
7000 Other Outgo		
7221-Special Education	30,897	61,794
Total 7000 Other Outgo	30,897	61,794
Total Expense	111,295	601,291
Net Ordinary Income	78,094	17,348
Net Income	**78,094**	**17,348**

Sherwood Montessori

Board of Directors - Vendor Payments Report

January 2015

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	01/01/2015	15249	CharterSAFE	January Premium 2014-2015	5400-Liability Insurance	Government Funds:General - Govt	1,189.42
Bill	01/01/2015	15249	CharterSAFE	January Workers' Comp 2014-2015	3601-Workers Comp	Government Funds:General - Govt	557.00
Bill	01/01/2015	223061	Eagle Security Systems	1/1/15-3/31/15	Security System Services	Government Funds:General - Govt	125.64
Bill	01/01/2015		American Janitorial	January services	Housekeeping Services	Government Funds:General - Govt	930.00
Bill	01/01/2015		American Janitorial	December credit	Housekeeping Services	Government Funds:General - Govt	-60.00
Bill	01/01/2015	32478	The Creative Apple	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	4.29
Bill	01/01/2015		Clark Pest Control	12/12/14 pest service	Pest Control	Government Funds:General - Govt	65.00
Check	01/01/2015	DBT	Costco	stamps	Postage	Government Funds:General - Govt	48.75
Check	01/01/2015	DBT	Amazon.com	supplies	After School Supplies	Non Government:After School Program	92.19
Bill	01/01/2015	CNIN650080	Advanced Document	12/4/14-1/3/15 billing period	Copier Lease	Government Funds:General - Govt	166.63
Bill	01/02/2015	32447	The Creative Apple	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	35.37
Bill	01/03/2015	9738286945	Verizon Wireless	12/4/14-1/03/15	Telephone, Cellular	Government Funds:General - Govt	61.20
Check	01/04/2015	DBT	Costco	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	51.08
Bill	01/05/2015		California Water Service Compa...	12/3/14-1/2/15 service	Water	Government Funds:General - Govt	61.63
Bill	01/06/2015		Laura A. Mason	bookkeeping services	Bookkeeping Services	Government Funds:General - Govt	300.00
Check	01/06/2015	DBT	Costco	supplies	Office Supplies	Government Funds:General - Govt	30.09
Check	01/06/2015	DBT	Costco	supplies	Custodial Supplies	Government Funds:General - Govt	113.60
Check	01/06/2015	DBT	Costco	supplies	After School Supplies	Non Government:After School Program	206.84
Bill	01/07/2015	411195903	Esquire IMAX Theatre	1/8/15 fieldtrip	Field Trips and Assemblies	Non Government:Classroom Specific Donations:45...	189.00
Bill	01/07/2015	411195903	Esquire IMAX Theatre	1/8/15 fieldtrip	Field Trips and Assemblies	Non Government:Classroom Specific Donations:45...	189.00
Bill	01/07/2015	411195903	Esquire IMAX Theatre	1/8/15 fieldtrip	Field Trips and Assemblies	Non Government:Classroom Specific Donations:78	68.00
Bill	01/07/2015	201415-8	Pat Casey	Business Manager services	Business Manager Services	Government Funds:General - Govt	1,500.00
Bill	01/07/2015	327503	S & S WHOLESALE PRODUCE	Farmers Market	Farmers' Market	Non Government:Farmers' Market	23.67
Check	01/07/2015	DBT	Safeway	supplies	Custodial Supplies	Government Funds:General - Govt	10.73
Check	01/08/2015	3843	Richard Hirshen	Join Slow Food	5300-Dues and Membership	Government Funds:General - Govt	30.00
Check	01/08/2015	3844	Knox Marlo	Supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	150.93
Check	01/08/2015	3845	Sara Kennedy	snacks	After School Supplies	Non Government:After School Program	13.52
Check	01/08/2015	DBT	Wufoo	1/8/15 to 2/8/15 #1139148	Online List Management	Government Funds:General - Govt	9.95
Bill	01/09/2015	327607	S & S WHOLESALE PRODUCE	Farmers Market	Farmers' Market	Non Government:Farmers' Market	6.39
Bill	01/09/2015	CNIN651014	Advanced Document	December 2014	Copier Lease	Government Funds:General - Govt	105.86
Bill	01/09/2015	CNIN651013	Advanced Document	1/4/15-2/3/15	Copier Lease	Government Funds:General - Govt	166.63
Bill	01/12/2015		Comcast	service 1/17/15-2/16/15	Internet Service Provider	Government Funds:General - Govt	99.95
Bill	01/12/2015		Comcast	service 1/17/15-2/16/15	Telephone, Landline	Government Funds:General - Govt	102.80
Bill	01/12/2015		Comcast	service 1/17/15-2/16/15	Television, Cable	Government Funds:General - Govt	4.95
Bill	01/12/2015		Comcast	taxes	Telephone, Landline	Government Funds:General - Govt	2.01
Bill	01/12/2015		Comcast	other charges	Television, Cable	Government Funds:General - Govt	8.75
Check	01/12/2015	DBT	Costco	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	11.48
Check	01/12/2015	DBT	Costco	supplies	Custodial Supplies	Government Funds:General - Govt	17.19
Check	01/12/2015	DBT	Intuit	QuickBooks Payroll Annual Payroll	Software Licensing	Government Funds:General - Govt	482.68
Bill	01/13/2015	327771	S & S WHOLESALE PRODUCE	Farmers Market	Farmers' Market	Non Government:Farmers' Market	26.60
Check	01/13/2015	DBT	CPM EDUCATIONAL PROGRAM	Core Connections Course 2	4100-Textbooks/Core Curricula	Government Funds:Restricted Funds:Common Cor...	155.16
Bill	01/14/2015	327799	S & S WHOLESALE PRODUCE	Farmers Market	Farmers' Market	Non Government:Farmers' Market	23.25
Bill	01/15/2015	INV15-00033	CUSD	Special Ed Encroachment 2nd QTR 25% Share	7221-Special Education	Government Funds:General - Govt	30,897.00
Bill	01/20/2015		Redeemer Lutheran Church	February rent	Property Rental - Moss Ave	Government Funds:General - Govt	7,950.00
Check	01/20/2015	3858	Sara Kennedy	milk	After School Supplies	Non Government:After School Program	12.98
Check	01/20/2015	3859	Eileen Morris	parking - fieldtrip	5200-Travel and Conferences	Non Government:Classroom Specific Donations:45...	16.50
Check	01/20/2015	3860	Adriane Westerdahl.	Sac. fieldtrip parking	5200-Travel and Conferences	Non Government:Classroom Specific Donations:45...	16.50
Check	01/20/2015	3861	Marci Pope	Kellee fieldtrip parking	5200-Travel and Conferences	Non Government:Classroom Specific Donations:45...	16.50
Bill	01/21/2015	328104	S & S WHOLESALE PRODUCE	Farmers Market	Farmers' Market	Non Government:Farmers' Market	28.40
Bill	01/22/2015		PG & E	12/19/14-01/20/15 service	Electricity	Government Funds:General - Govt	726.38
Bill	01/22/2015	65009 LIB004	BCOE-IRC	Art Essentials Workshop	5800-Other Services	Government Funds:General - Govt	10.00
Check	01/22/2015	DBT	Learning A-Z	1 classroom license 01/22/15 - 01/22/16	Software Licensing	Government Funds:Lottery - Unrestricted	99.95
Bill	01/23/2015	328186	S & S WHOLESALE PRODUCE	Farmers Market	Farmers' Market	Non Government:Farmers' Market	26.10
Bill	01/26/2015	1753544570	Office Depot	supplies	Office Supplies	Government Funds:General - Govt	54.71
Bill	01/26/2015	1753544570	Office Depot	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	19.09
Check	01/26/2015	DBT	Costco	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	202.26
Check	01/26/2015	DBT	Costco	supplies	Custodial Supplies	Government Funds:General - Govt	44.05
Check	01/27/2015	DBT	Amazon.com	supplies	After School Supplies	Non Government:After School Program	95.10
Check	01/28/2015	DBT	Cash & Carry	supplies	Farmers' Market	Non Government:Farmers' Market	96.47
Bill	01/29/2015	328426	S & S WHOLESALE PRODUCE	Farmers Market	Farmers' Market	Non Government:Farmers' Market	26.39
Bill	01/29/2015	904	LIFELINE TRAINING CENTER	CPR Training class 1/21/15	5800-Other Services	Government Funds:General - Govt	857.50
Check	01/29/2015	DBT	School Supply Store	Yacker Tracker	Instructional Supplies	Government Funds:Lottery - Unrestricted:Classroo...	96.39
Check	01/29/2015	DBT	Amazon.com	supplies	After School Supplies	Non Government:After School Program	44.94
Check	01/29/2015	DBT	Amazon.com	supplies	After School Supplies	Non Government:After School Program	50.16
Check	01/30/2015	DBT	1 & 1 Internet Inc.	Web and email hosting 1/29/15 to 014/29/15	Website, Hosting	Government Funds:General - Govt	29.97
Check	01/30/2015	DBT	USPS		Postage	Government Funds:General - Govt	18.50
TOTAL							**48,813.07**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2-Facilities Update**

Date: February 13, 2015 for the meeting of February 19, 2015

SUMMARY

We received an initial offer from Chico Unified School District in response to our Prop 39 request.

DISCUSSION

The offer from CUSD included the Cohasset campus or eight classrooms on the McManus campus. Although the Facilities Committee has not contacted any staff of CUSD regarding the offer, there are forseeable issues with accepting either of the offers. An attorney is reviewing the offer.

Although portable buildings are still at the Entler property, they will be moved to Nord Country School. The septic and water issues at the Entler property have not been resolved.

Arwen Funk, a Butte county commercial property real estate agent, is currently looking for a potential facility for our school. She was given the document created by the Facilities Committee that describes facilities that would range from suitable to stellar.

ACTION REQUESTED:

Receive Prop 39 offer and advise the School Director on next steps.

Attachment: Prop 39 Initial Offer

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, 2015

Ms. Michelle Yezbick, School Director
Sherwood Montessori
746 Moss Avenue
Chico, CA 95926

Re: Preliminary Offer for Use of Chico Unified School District Facilities in 2015/16

Dear Ms. Yezbick:

In response to your letter dated October 31, 2014 and as required by Title 5 California Code of Regulations Section 11969.9(e), Chico Unified School District (CUSD) proposes to offer Sherwood Montessori (Sherwood) the non-shared use of Cohasset Elementary School, 9932 Cohasset Road, Chico, CA 95973 or the shared use of CUSD facilities at John McManus Elementary School, 988 East Avenue, Chico, CA 95926 for your Grades K-8 program.

Projected ADA and Methodology

CUSD 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 Citrus, Emma Wilson 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

Ms. Michelle Yezbick
January 31, 2015

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.

CUSD's offer is based on the same average student-to-teacher ADA ratio as those schools as projected for the 2015/16 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 Projected ADA	Needed Classrooms
K	20.67	21.62	1.05
1	21.42	19.74	.92
2	25.21	18.80	.75
3	23.55	20.68	.88
4	24.37	15.04	.62
5	25.52	22.56	.88
6	25.29	16.92	.67
7	26.65	5.64	.21
8	26.65	2.82	.11
		143.82	6.09

This equates to 7 classrooms.

As per your request, CUSD's offer of facilities 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

CUSD 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 the 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, CUSD'S alternate offer would be shared used of the John McManus Elementary School campus.

John McManus Elementary School Campus

As an alternative offer (available only if Sherwood declines to accept the offer of facilities at the Cohasset site), CUSD offers the John McManus Elementary School Campus on a shared use basis. The campus is located at 988 East Avenue, Chico, CA 95973. The campus is on approximately 8.38 acres. The total square footage of CUSD-owned buildings being offered to you on the campus is approximately 8,396 sq. ft. and contains the following:

Non-Shared Space

1. 7 regular classrooms
2. 1 classroom for an administrative area
3. Restrooms for students

Shared Space

Should you accept our offer, Sherwood would also be sharing a multiuse room, a library, computer lab, staff restrooms and grounds with John McManus 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 CUSD students.

Shared space will be based on a percentage calculation as follows:

143.82 Sherwood Projected ADA
530.90 John McManus Elementary School Projected ADA
674.72 Total ADA

21.31 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
Citrus	5	Transitional Kindergarten	
	10	Title 1	Sherwood not a Title 1 school.
	11	Computer Laboratory	
	12	Computer Laboratory	

	21	Student Store/Intervention Groups/Math Coach	
	24	Parents as Teachers Program and Parent Center	
Emma Wilson	6	Music	
	28	Transitional Kindergarten	
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 (computer laboratory, library, multiuse room, grounds). Parking will be based on the current 75 parking spaces, allowing 16 for the use by Sherwood.

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 John McManus Elementary School students, identification of Sherwood staff and students versus John McManus Elementary School staff and students, etc. Attached is a daily schedule for the school for your review.

Relative to Nutrition Services, John McManus Elementary School is still one of our busiest elementary sites. They serve on average 160 breakfasts, 345 lunches, 73 after school snacks and 144 suppers daily which means that the kitchen is in full production from 6:00 a.m. – 4:30 p.m.; therefore, if Sherwood chooses to accept our offer to utilize the John McManus Elementary School campus, vending services for meals will need to be negotiated.

Use or Surrender of Facilities

CUSD, 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, 2015, CUSD reserves the right to reclaim possession, and the right of occupation, of said unused facilities. CUSD 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.

Charges

As allowed by Education Code Section 47613(b), CUSD 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.

Ms. Michelle Yezbick
January 31, 2015

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,

Julia M. Kistle

Julia Kistle
Director, Facilities and Construction

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 40 students per double-session kindergarten classroom and 20 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 (40 students per classroom)	**80**	Classroom Capacity 80 x .85	**68**
10 Grades 1-3 Classrooms (20 students per classroom)	**200**	Classroom Capacity 200 x .85	**170**
05 ***Grades 4-6 Classrooms*** (33 students per classroom)	**165**	Classroom Capacity 165 x .85	**140**
03 Miscellaneous			
Title I Room (20 students per classroom)	**20**	Classroom Capacity 20 x .85	**17**
Computer Lab-can house lab or classroom	**33**	Classroom Capacity 33 x .85	**28**
English Language Intervention Program	**20**	Classroom Capacity 20 x .85	**17**
02 Special Education Classrooms			
1 - Special Day Classroom (12 students per classroom Rm. 21)	**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	**530**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**452**

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

SIERRA VIEW ELEMENTARY SCHOOL

ACRES: 8.61

TOTAL SQUARE FOOTAGE: 42,667.83

PARKING SPACES: 38

SCHEDULE: Traditional

CONSTRUCTION DATES: Permanent: 1954, 1957, 1966
Relocatable: 1988, 1989, 1998
Reconstruction (partial): 1993 (Units G, H, J, K, L)

TOTAL CLASSROOMS: 26 (18 permanent, 8 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 40 students per double-session kindergarten classroom and 20 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 (40 students per classroom)	**80**	Classroom Capacity 80 x .85	**68**
13 Grades 1-3 Classrooms (20 students per classroom)	**260**	Classroom Capacity 260 x .85	**221**
08 *Grades 4-6 Classrooms* (33 students per classroom)	**264**	Classroom Capacity 264 x .85	**224**
01 Miscellaneous Computer Lab-can house lab or classroom	**33**	Classroom Capacity 33 x .85	**28**
02 Special Education Classrooms 1 - Special Day Classroom (12 students per classroom Rm. 1)	**12**	Classroom Capacity 12	**12**
1 - Resource Specialist Program Classroom (Rm. 6/7)	**0**	Not included in the determination of Practical Student Capacity	**0**
TOTAL MAXIMUM SCHOOL CAPACITY	**649**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**553**

SCHOOL FACILITIES NOT DESIGNATED AS CLASSROOMS:

Administrative
Library
Multipurpose (includes cafeteria services)
Staff work areas/Lounge (Rms. 902A, 917, 925)

NON-DISTRICT OWNED FACILITIES LOCATED ON THE SITE:

None

EMMA WILSON ELEMENTARY SCHOOL

ACRES: 11.95

TOTAL SQUARE FOOTAGE: 58,190.22

PARKING SPACES: 89

SCHEDULE: Year-Round Education (single-track)

CONSTRUCTION DATES: Permanent: 1993
Relocatable: 1993 (Permanent Units D, E, F), 1997, 1998
Reconstruction (partial):

TOTAL CLASSROOMS: 30 (19 permanent, 8 permanent relocatable, 3 relocatable)

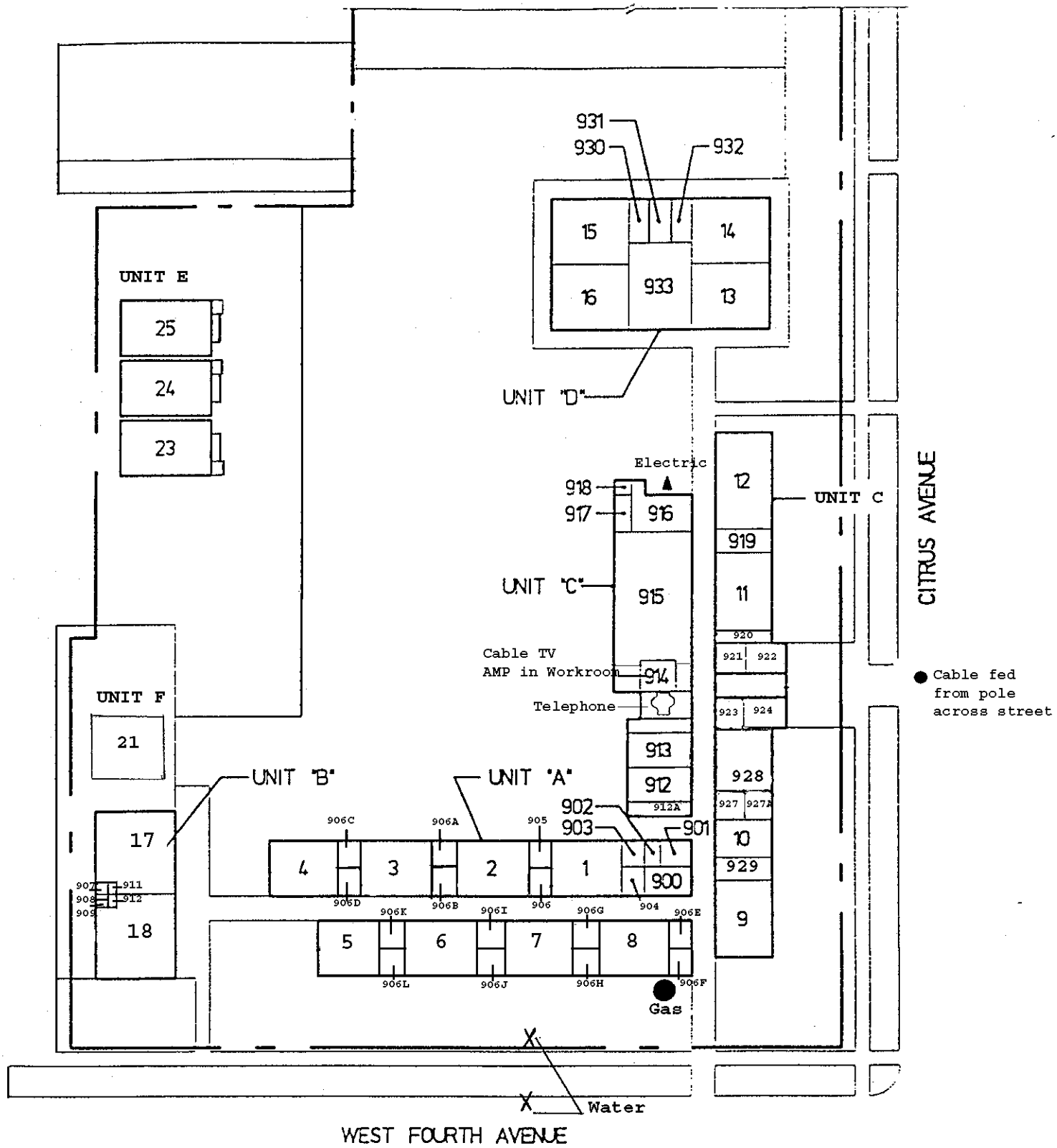
MAXIMUM CLASSROOM CAPACITY	**TOTAL**	**PRACTICAL CLASSROOM CAPACITY**	**TOTAL**
Room capacity is based on the structural design of the facility, educational needs of the students and current District staffing practices. The classroom capacities are determined by multiplying the students per class by the number of classrooms.		The practical school capacity is based on District-wide average class size standards of 40 students per double-session kindergarten classroom and 20 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%.	
03 Kindergarten Classrooms (40 students per classroom)	**120**	Classroom Capacity 120 x .85	**102**
14 Grades 1-3 Classrooms (20 students per classroom)	**280**	Classroom Capacity 280 x .85	**238**
09 *Grades 4-6 Classrooms* (33 students per classroom)	**297**	Classroom Capacity 297 x .85	**252**
01 Miscellaneous Computer Lab-can house lab or classroom	**33**	Classroom Capacity 33 x .85	**28**
03 Special Education Classrooms 1 - Special Day Classroom (12 students per classroom-Rm. 2)	**12**	Classroom Capacity 12	**12**
2-Resource Specialist Program Classroom (Rms. 1 &3)	**0**	Not included in the determination of Practical Student Capacity	**0**
TOTAL MAXIMUM SCHOOL CAPACITY	**742**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**632**

SCHOOL FACILITIES NOT DESIGNATED AS CLASSROOMS:

Administrative
Library
Multipurpose (includes cafeteria services)
Staff work areas (Rms. 913, 917, 918, 922, 923, 931,934 938-943)
Staff Lounge (Rm. 912)

NON-DISTRICT OWNED FACILITIES LOCATED ON THE SITE:

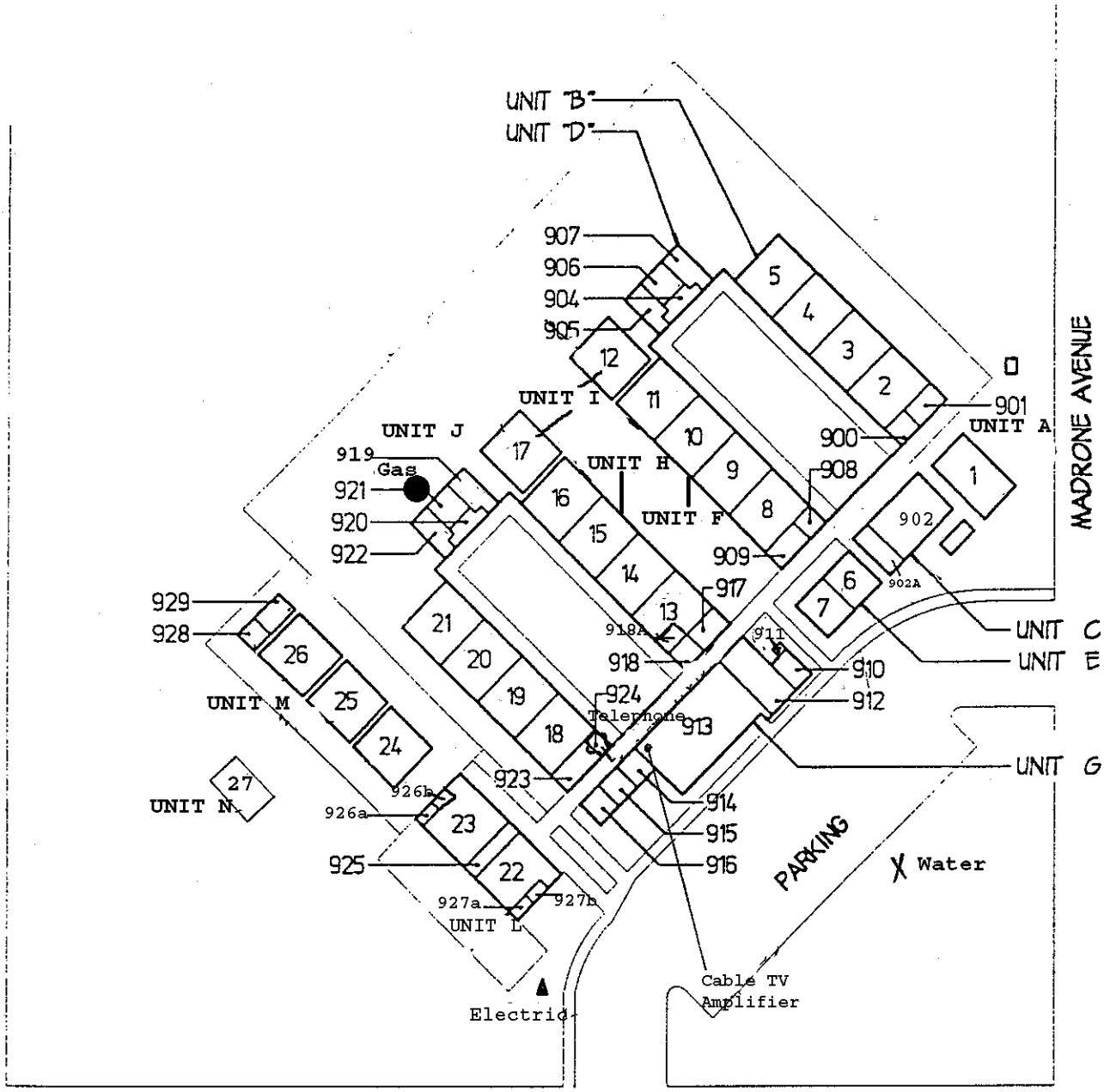
None



NORTH

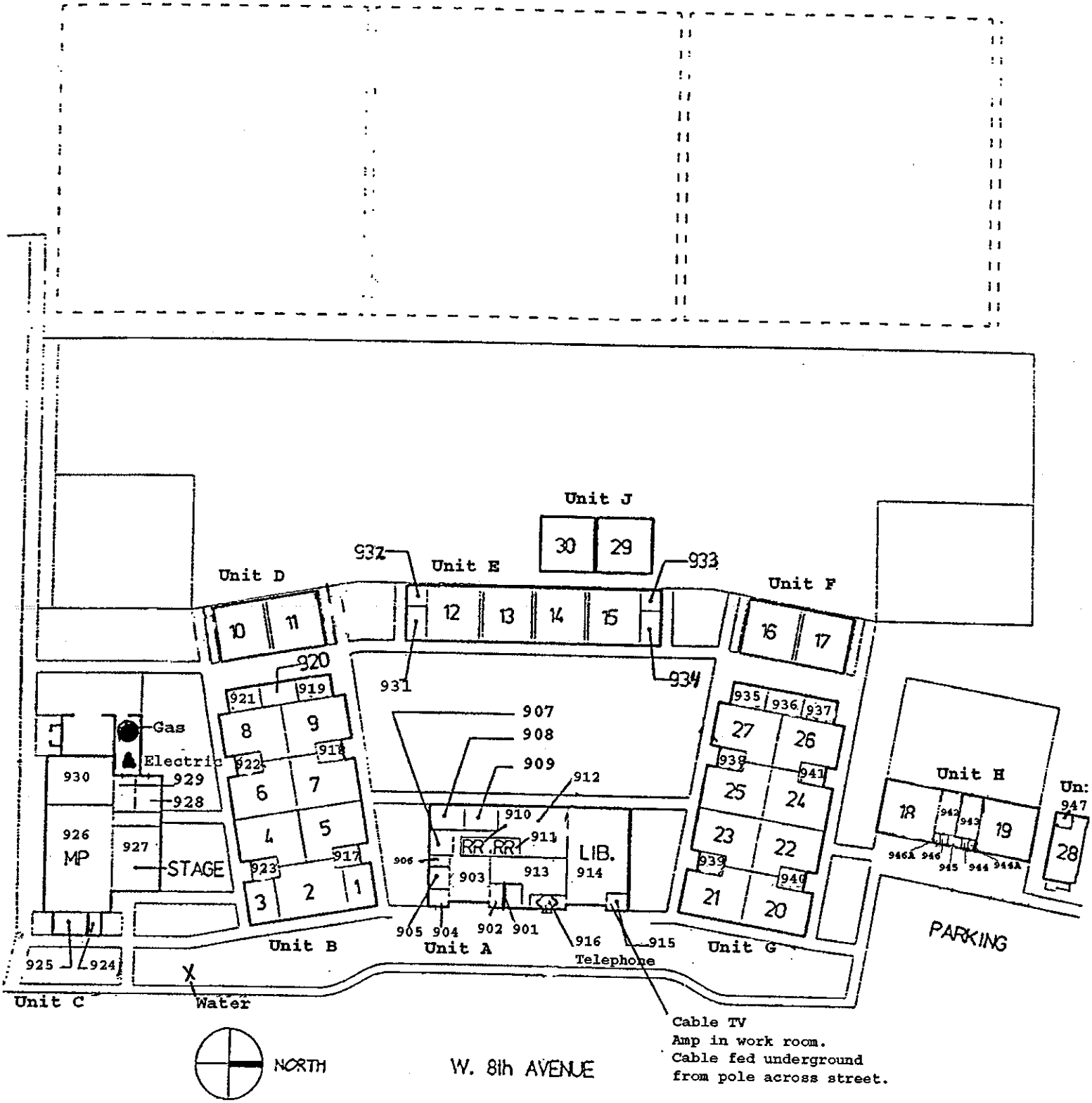
CITRUS ELEMENTARY SCHOOL

Updated 9/2006



SIERRA VIEW ELEMENTARY SCHOOL

Updated 9/2006



EMMA WILSON ELEMENTARY SCHOOL

Updated 9/2006

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Chico Unified School District		Butte	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Citrus Elementary School		K-6	25
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Rick Huston	Maintenance Operations and Facilities Manager	Shirley Williams	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
9:15 AM	Sunny & Clear		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOM / FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
5	Number of "5"s	5	5	5	5	4	5	4	5	5	5	5	5	4	5	4
	Number of "3"s	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1
	Number of "1"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "N/A"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of Systems in Good Repair: Number of "5"s divided by (Total Areas - "N/A"s)		100.00%	100.00%	100.00%	100.00%	80.00%	100.00%	80.00%	100.00%	100.00%	100.00%	100.00%	100.00%	80.00%	100.00%	80.00%
Total Percent per Category (average of above)*		100.00%			100.00%	90.00%		80.00%	100.00%		100.00%		90.00%		90.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		FAIR	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 93.75% | SCHOOL RATING** → GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

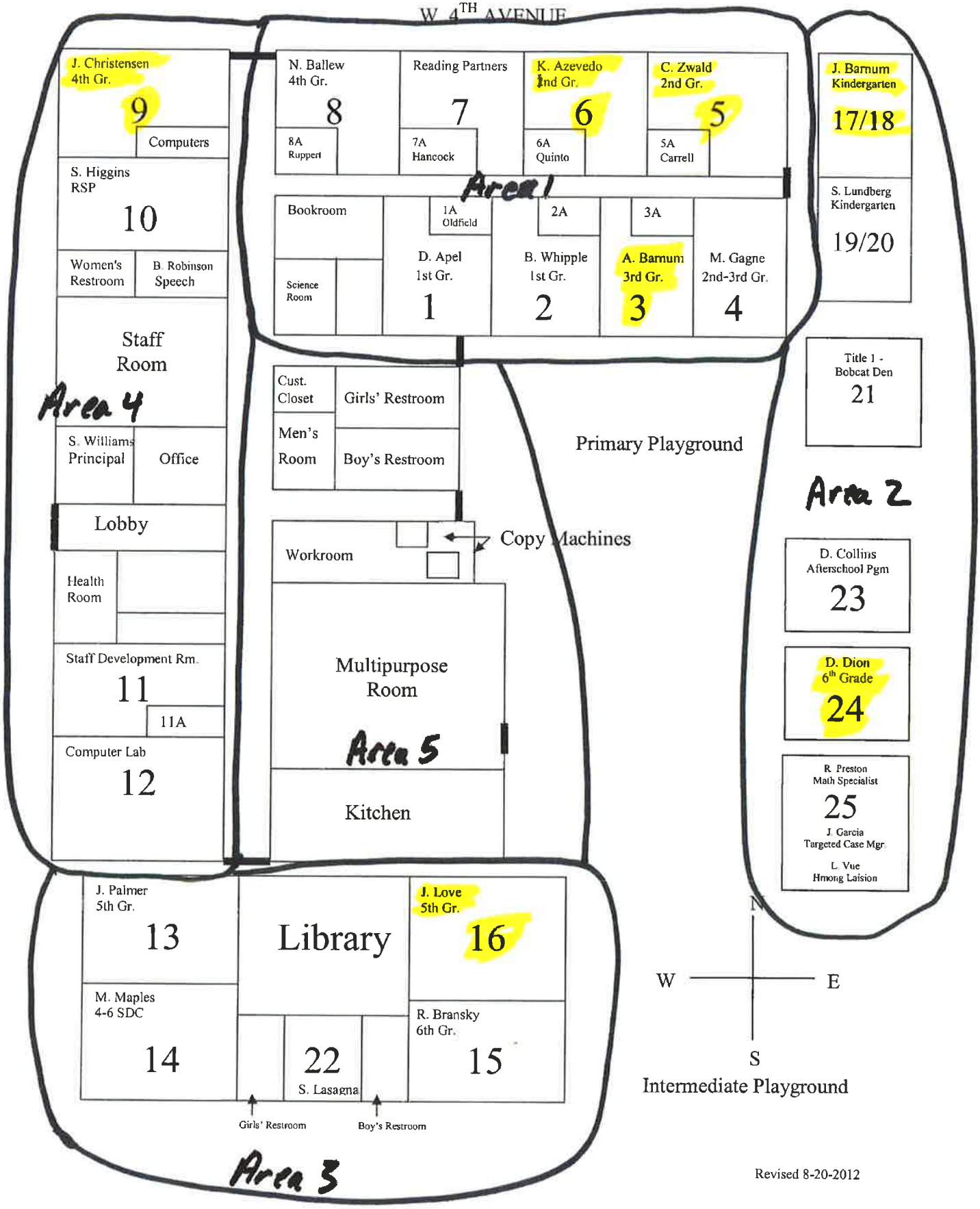
STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART II: EVALUATION DETAIL Date of Inspection: 09/03/14 School Name: Citrus Elementary School

CATEGORY / AREA		1 GAS LEAKS*	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUNDS/ CHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
AREA #1		✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	D
	COMMENTS	Rooms 1 & 3 have window screens cut. Room #3 has heavy items stored above 48 inches.														
AREA #2		✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS	Room 19/20 needs to maintain a 3 foot clearance at electrical sub panel.														
AREA #3		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS	No Findings														
AREA #4		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS	No Findings														
AREA #5		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓
	COMMENTS	Missing ceiling tiles in cafeteria.														
	COMMENTS															
	COMMENTS															
	COMMENTS															
	COMMENTS															
	COMMENTS															
	COMMENTS															

Marks: √ = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

CITRUS SCHOOL MAP



Revised 8-20-2012

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Chico Unified School District		Butte	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
McManus Elementary School		K-6	31
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Rick Huston	Maintenance Operations and Facilities Manager	Kristine Keene	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
10:30am	Sunny & Clear		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERIOR	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
4	Number of "4"s	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
	Number of "3"s	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	Number of "2"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "1"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair (Number of "4"s divided by Total Areas - "NA"s)		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	75.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)		100.00%			100.00%	100.00%		100.00%	87.50%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90% - 100% FAIR = 75% - 89.99% POOR = 0% - 74.99%		GOOD			GOOD	GOOD		GOOD	FAIR		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 98.44% | SCHOOL RATING** → GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

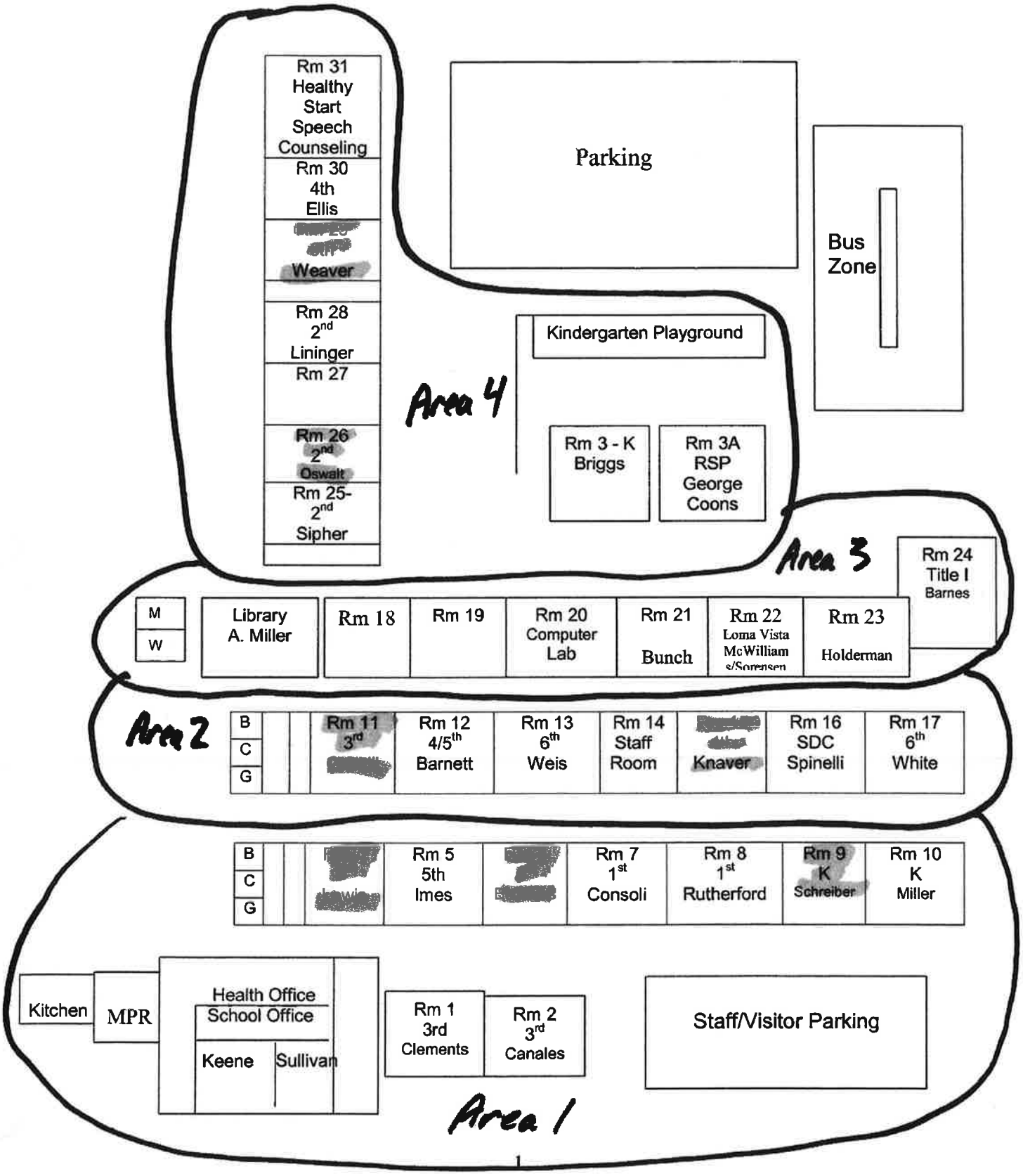
STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART II: EVALUATION DETAIL Date of Inspection: 09/03/14 School Name: McManus Elementary School

AREA / CATEGORY		1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUNDS/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
AREA #1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	No Findings														
AREA #2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	No Findings														
AREA #3		✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓
	COMMENTS:	Room #19 classroom gooseneck faucet leaking														
AREA #4		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	No Findings														
	COMMENTS:															
	COMMENTS:															
	COMMENTS:															
	COMMENTS:															
	COMMENTS:															
	COMMENTS:															
	COMMENTS:															

Marks: √ = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

John McManus Elementary School
2012-2013



SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Chico Unified School District		Butte	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Emma Wilson School		K-6	30
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Dusty Copper	M&O Supervisor	None	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
5:00pm	Sunny 60 degrees		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	6	6	6	2	6	6	6	6	6	6	6	6	6	6	6
	Number of "D"s:				4											
6	Number of "X"s:															
	Number of N/As:															
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	33.30%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			33.30%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			POOR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 91.66% SCHOOL RATING** → GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

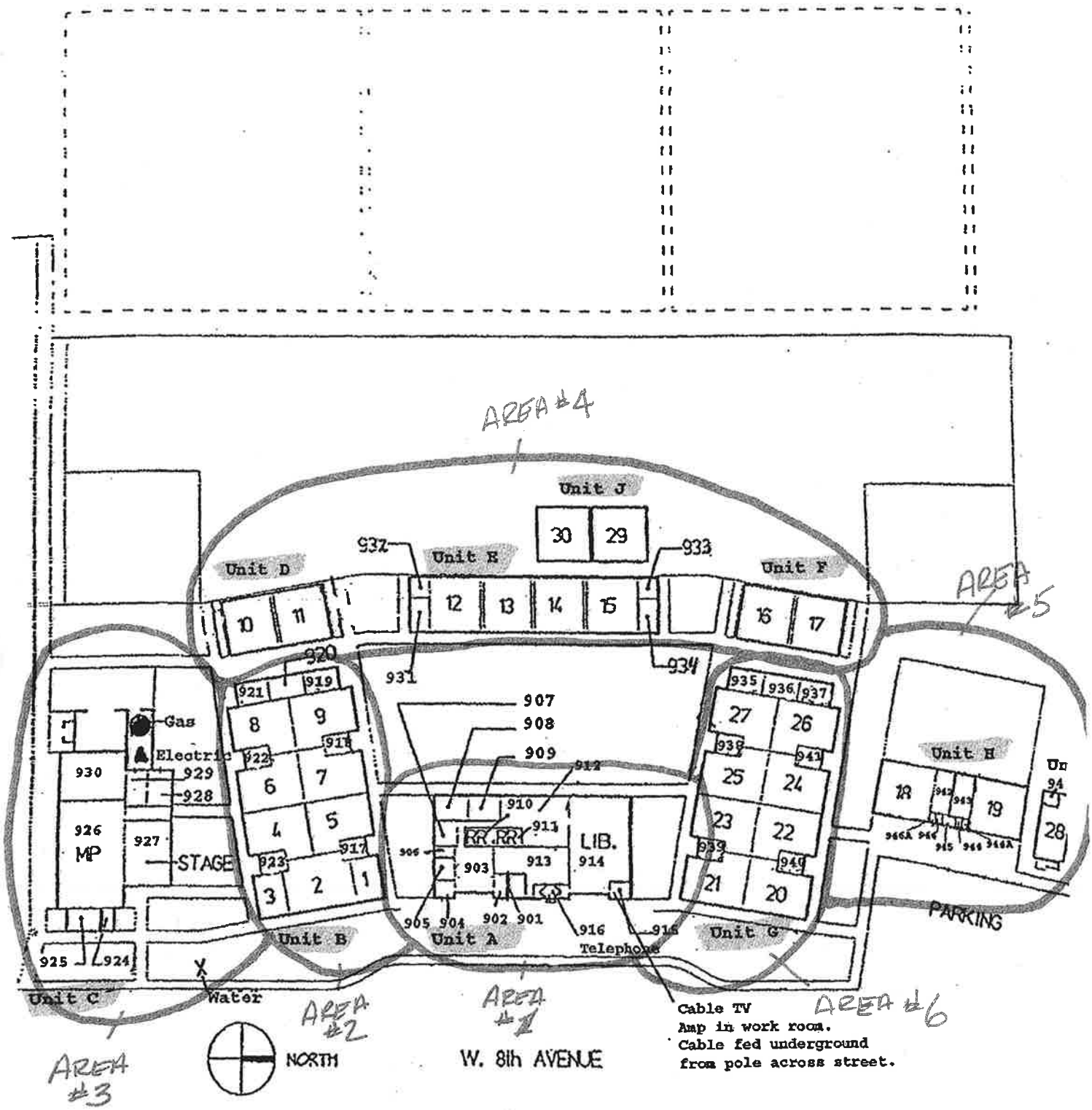
PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART II: EVALUATION DETAIL Date of Inspection: 11/17/14 School Name Emma Wilson School

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
1	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Stained ceiling tiles in work room.														
2	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Stained ceiling tiles in rooms 7,9.														
3	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	MPR has 3 broken ceiling tiles.														
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	GOOD														
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	GOOD														
6	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Rooms 20,21,25 have stained ceiling tiles.														
COMMENTS:															
COMMENTS:															
COMMENTS:															
COMMENTS:															
COMMENTS:															

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional sheets as necessary.



EMMA WILSON ELEMENTARY SCHOOL

Updated 9/2006

CHICO UNIFIED SCHOOL DISTRICT

2014-2015 Projections

CITRUS ELEMENTARY SCHOOL

10/10/2014

											SDC		SDC	GRAND
ROOM	**TEACHER**	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**TOTAL**	**M.M**	**MNI**	**M.S**	**TOTAL**
5	Knecht/Kehoe	19								19				19
18	J. Barnum		26							26				26
19	Lundberg		25							25				25
1	McNelis			22						22				22
2	Whipple			23						23				23
6	Carlsen				22					22			1	23
4	Gagne				22					22				22
3	A. Barnum					22				22			3	25
8	Ballew					13	12			25				25
9	Palmer						22			22	6			28
16	Love							26		26	4		1	31
15	Bransky							13	13	26	2		1	29
13	Reale								26	26	6		2	34
TOTALS:														
REGULAR CLASSES		**19**	**51**	**45**	**44**	**35**	**34**	**39**	**39**	**306**	**18**		**8**	**332**
SDC MM-14	M. Maples						**6**	**4**	**8**		**18**			
SDC ED-23	K. Miller				**1**	**3**		**1**	**3**		**8**			
Home Med	Home Medical													
SCHOOL TOTAL:		**19**	**51**	**45**	**45**	**38**	**40**	**44**	**50**					**332**

CHICO UNIFIED SCHOOL DISTRICT

2014-2015 CAO2

SIERRA VIEW ELEMENTARY SCHOOL

10/03/2014

									SDC	Home	LV	LV	GRAND
TEACHER	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**TOTAL**	**M. S.**	**Med.**	**M.S.**	**Not MS**	***TOTAL***
Danielson, Heidi	18							18					18
Howell, Vicky	18							18					18
Smith, Nikki	18							18					18
Stein, Carol	17							17					17
Alexander, Amanda		21						21					21
Consoli, Mili		22						22					22
Leen, Linda		21						21					21
Wagner, Patti		22						22					22
Birdseye, Mindi			32					32					32
Johnson, Julie			32					32					32
Marx, Kathy			25					25					25
Barney, Renai				28				28					28
Glick, Melanie				27				27					27
Lafaix, Leanna				28				28					28
Murad, Louise				28				28					28
Carlisle, Kate					27			27					27
Leavy-Obeng, Gabbi					26			26					26
Wilson, Kim					27			27					27
Akimoto, Emily						28		28					28
Crum, Julie						30		30					30
Romig, Mark						29		29					29
Donahoo, Katie							27	27					27
Bender, Daryl							31	31					31
Bishop, Greg							28	28					28
Passanisi, Dean							30	30					30
	70	**86**	**89**	**111**	**80**	**87**	**117**						**640**
Witt, Ernest	3	2	1	4									10
	73	**86**	**90**	**113**	**80**	**87**	**117**						**650**

CHICO UNIFIED SCHOOL DISTRICT CAO---2

MONTHLY REPORT OF ACTIVE ENROLLMENT

ELEMENTARY SCHOOL

Emma Wilson 10/9/2014

CAO2

ROOM	TEACHER	TK	K	1	2	3	4	5	6	TOTAL	SDC M.M.	MNI	ACE M.S.	GRAND *TOTAL*
28	Virgie McGrath(TK)	24								24				24
26	Jessica Taylor K(AM)		18							18	2			20
19	Annette CahoonK(PM)		20							20				20
18	Cindy SteindorfK(AM)		20							20				20
24	Brittany KissingerK(PM)		18							18				18
22	Bruce Luchessa 1st			21						21				21
20	Molly Thomas 1st			19						19	3			22
21	Sarah Pardini 1st			22						22				22
17	Laurie Barnes 1st			20						20				20
15	Teresa Tindill 2nd				24					24				24
13	Shari Hanf 2nd				24					24				24
14	Maryjo Callahan 2nd				25					25				25
11	Soto 2nd				24					24	1			25
10	Bob Callahan 3rd					26				26				26
12	Diane Clark 3rd					26				26	2			28
27	Margaret Tebo 3rd					28				28				28
25	Melanie Perrin 4th						31			31				31
23	Durell Siplin 4th						30			30	1			31
8	Stayce York 5th							26		26	2			28
6	Carlie Uebelhardt 5th							29		29				29
4	Kelly Morrison 5th							30		30				30
9	Ryan Willard 6th								27	27				27
5	Kerry Quevedo 6th								28	28				28
7	Amy Shockley 6th								28	28				28
TOTALS		**24**	**76**	**82**	**97**	**80**	**61**	**85**	**83**	**588**	**11**	**0**	**0**	**599**
SDC-10	Quackenbush		2	3	1	2	1	2	0					
ACE	Wyman		2	4	2					8				**8**
ACE	Willson					1	2	2	1	6				**6**
Home M	Home Medical													
SCHOOL TOTAL:		**24**	**80**	**89**	**100**	**83**	**64**	**89**	**84**					**613**

McManus Daily Schedule

- Beginning & Ending Daily Schedule
- Daily Schedule for Recesses
- Daily Schedule for Lunches

Beginning & Ending Daily Schedule

Transitional Kindergarten	8:10 AM	-	2:15 PM
Kindergarten	8:20 AM	-	11:30 AM
1st - 3rd Grades	8:20 AM	-	2:15 PM
4th -6th Grades	8:10 AM	-	2:15 PM

Daily Schedule for Recesses

Morning				
	1st - 3rd Grades	9:10 AM	-	9:30 AM
	4th - 6th Grades	9:40 AM	-	10:00 AM
Afternoon				
	1st - 3rd Grades	1:10 PM	-	1:20 PM

Daily Schedule for Lunches

TK & Kindergarten	11:30 AM	-	12:15 PM
1st & 2nd Grades	11:10 AM	-	11:55 AM
3rd & 4th Grades	11:50 AM	-	12:35 PM
5th & 6th Grades	12:10 PM	-	12:55 PM

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

FINAL

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

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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

SAMPLE

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

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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

SAMPLE

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: _____

EXAMPLE

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. Terms

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.

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. 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 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

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director and Jessica Ordaz, SBIT Coordinator

Subject: **Agenda Item 5.3- School Based Intervention Team (SBIT) Expansion Proposal**

Date: February 13, 2015 for the meeting of February 19, 2015

SUMMARY

The School Director and SBIT Coordinator have met to discuss the needs of the intervention program and the needs of the school as a whole.

DISCUSSION

The school would be most benefitted by addressing current deficiencies in staffing by 1. Increasing the current SBIT Coordinator's time from 0.5 full time equivalency (FTE) to 0.7 FTE and 2. Hiring an intervention aide who could be trained to work with students with intense behavioral needs.

1. SBIT Coordinator: Currently the position is approximately 18 hours per week at 0.5 FTE. The needs of the program have required an extra 5 hours per week on average. This has included providing 1:1 assistance to the K student with intense behavioral needs during the morning and attending SBIT/IEP meetings after school 3 or 4 days per week, as well as coordinating the schedule with Heather and coordinating/collaborating with teachers who have these students in their classrooms. Increasing the hours of the Coordinator will allow for working 5 mornings a week and continuing to attend after school meetings. At its current rate, there is one day a week that is not covered, leaving students unsupported and/or often requesting that they do not attend on that day. This has also meant that teachers with other struggling students have been left to quick conversations and inadequate support.

	Prep time/week	Meeting time/week	Other work related duties/week	IEPs/year	Paid Sick Days
10%	.5 hours	1.5 hours	2.8 hours	2.4 hours	1
20%	1 hours	1.5 hours	5.55 hours	2.4 hours	2
30%	1.5 hours	1.5 hours	8.3 hours	2.4 hours	3
40%	2 hours	1.5 hours	11.1 hours	2.4 hours	4
50%	2.5 hours	1.5 hours	13.9 hours	2.4 hours	5
60%	3 hours	1.5 hours	16.65 hours	2.4 hours	6
70%	3.5 hours	1.5 hours	19.4 hours	2.4 hours	7
80%	4 hours	1.5 hours	22.2 hours	2.4 hours	8
90%	4.5 hours	1.5 hours	25 hours	2.4 hours	9
100%	5 hours	1.5 hours	27.75 hours	2.4 hours	10

2. Intervention aide: The students with intense behavioral needs that have not received an IEP generally need 1:1 support to be successful in the classroom environment at Sherwood. To fill the immediate need, the SBIT coordinator has taken on that role this school year which has led to a backlog in the administrative duties of the job. An intervention aide is needed to provide support for the success of all students in the classroom and the classroom staff.

At this point, there is a need for a half-time aide to support the students in Kindergarten. If, however, a student with intense needs, in any other grade, enrolls before the end of the school year, the need would be for a full-time aide. This is also true as our K students become 1st graders next school year. Looking to the future, it is likely two full-time intervention aides are necessary to provide immediate support for students as they enroll in our school and to provide short-term behavioral observations/interventions to current struggling students in order for a decrease in negative behavioral cycles. It is difficult to predict whether or not students will receive IEP services from the district and whether or not they will find a more suitable environment. What we do know is that students with intense needs continue to enroll in our school and we will need to have a proactive plan to create a stable classroom environment.

FINANCIAL IMPACT

Increasing the SBIT Coordinator from 0.5 FTE to 0.7 FTE for the remainder of the school year will cost about $3,470. Hiring an Intervention Aide for the remainder of the school year will cost about $2,940. The total cost would be $6,410.

ACTION REQUESTED

Approve increase in SBIT Coordinator's hours and hiring of an intervention aide.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Board Retreat**

Date: February 13, 2015 for the meeting of February 19, 2014

SUMMARY

The Management Committee of the Board met to determine best next steps to take towards holding an effective retreat for the purposes of planning for the school.

DISCUSSION

The Management Committee met on January 23 after reviewing the schools guiding documents: the School Charter and current policies and procedures. The Committee recommends that the Board go forward with a medium-range planning retreat as described by the consultant who will potentially lead the Board in this work.

It was determined that long-term strategic planning should be the work of the Board once a long-term facility is acquired, as we have seen how important it is that a school's plan be congruent with what it can achieve given the space it is in. The Committee also determined that short-term planning is not needed, as currently the policies and procedures are in good working order for where we are today.

Medium-range planning will allow the Board to design a vision for the school that optimizes our functioning within our current location. This product would be a plan for the next three years rather than a long-term strategic plan that would reach beyond five years.

ACTION REQUESTED

Discuss the upcoming retreat and give guidance to the School Director.

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 20, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser, Russell Shapiro

2. CONSENT AGENDA

2.1 Approval of Minutes from Board Retreat October 25, 2014.

2.2 First Interim Budget

The Business Manager has prepared the First Interim Budget Report for approval.

ACTION REQUESTED: Approve 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 Growth Model

A growth model to inform enrollment decisions is needed.

ACTION REQUESTED: Choose a growth model for enrollment.

5.3 Purchase Agreement for Portable Buildings

Chico Unified School District (CUSD)has submitted a proposed purchase agreement for two portable classrooms and one portable bathroom.

ACTION REQUESTED: Approve Purchase Agreement.

5.4 Facilities Use Agreement

The Board will consider a Facilities Use Agreement (FUA) proposed by CUSD.

ACTION REQUESTED: Propose revisions for the FUA.

5.5 Resolution 112014

Resolution 112014 proposes that Sherwood Montessori collaborate with Butte County Office of Education for implementation of Proposition 39: Clean Energy and Jobs Act.

ACTION REQUESTED: Adopt Resolution 112014.

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.

5.6 Board Retreat

The Board will be asked to choose a date and potential location for a Board retreat.
ACTION REQUESTED: Discuss Board Retreat ideas and advise School Director as to next steps towards planning and implementing a successful board retreat.

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 copy of the Annual Financial Audit.

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.)

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Called to Order 1:10pm
Attending: all board members

ACTION ITEM
Facilities Use Agreement from Chico Unified School District
The board will vote whether or not to authorize the School Director to sign the proposed Facilities Use Agreement to take possession of five portable classrooms and one portable bathroom being offered by CUSD.

Motion by Director DiFalco:
To Table the decision on the Purchase Agreement to the next Board Meeting pending further information gathering to make the decision.
Second: Joe Wilson
Passes: 7-0

Other items:

1. Brown Act/McKee Act
The board will be trained on open meeting laws school boards must follow.

- The Board received training on the Brown Act.

2. History of Sherwood Montessori
The short history of Sherwood Montessori will be shared with all board members.

- Russell Shapiro provided a history of Sherwood Montessori

3. Roles of a School Board
The distinct roles of school board members, the administration of a school, and the teachers will be presented.

- The Board requested that a discussion of committees to be continued at another board member.

The Meeting was ended prior to the next agenda items: these will be continued at another retreat.

4. Sherwood's Mission, Charter and Local Control Accountability Plan (LCAP)
The board will examine the Mission, Charter and LCAP, three essential documents underpinning school operations.

5. Planning for Future Retreat
The board will discuss issues, ideas, and content of a possible future retreat.

Board ajourned at 4:00pm.

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.2-First Interim Budget**

Date: November 14, 2014 for the meeting of November 20, 2014

SUMMARY

Business Manager Pat Casey has prepared Sherwood's First Interim Budget Report for 2014-2015.

DISCUSSION

The Budget Committee met on November 6th with the original budget for the 2014-2015 fiscal year, Multiple Year Projections, enrollment projections 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 2014-2015 fiscal year.

ACTION REQUESTED:

Approve First Interim Budget

Attachment: First Interim Budget

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: 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	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	597,818		597,818	111,739		111,739	442,449		442,449
Education Protection Act Funding	8012	156,525		156,525	45,260		45,260	150,304		150,304
Charter Schools Gen. Purpose Entitlement - State Aid	8015			-			-			-
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		754,343	-	754,343	156,999	-	156,999	592,753	-	592,753
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			-			-	2,236		2,236
Special Education - State	StateRevSE		12,492	12,492			-	12,492		12,492
All Other State Revenues	StateRevAO	24,412	55,622	80,034	237		237	22,137		22,137
Total, Other State Revenues		24,412	68,114	92,526	237	-	237	36,865	-	36,865
4. Other Local Revenues										
Charter Schools Funding in Lieu of Property Taxes	8096	282,117		282,117	78,342		78,342	251,982		251,982
All Other Local Revenues	LocalRevAO	60,391		60,391	17,094		17,094	60,391		60,391
Total, Local Revenues		342,508	-	342,508	95,436	-	95,436	312,373	-	312,373
5. TOTAL REVENUES		1,121,263	68,114	1,189,377	252,672	-	252,672	941,990	-	941,990
B. EXPENDITURES										
1. Certificated Salaries										
Teachers' Salaries	1100	292,345	6,200	298,545	99,531		99,531	369,190		369,190
Certificated Pupil Support Salaries	1200			-			-			-
Certificated Supervisors' and Administrators' Salaries	1300			-			-			-
Other Certificated Salaries	1900			-			-			-
Total, Certificated Salaries		292,345	6,200	298,545	99,531	-	99,531	369,190	-	369,190
2. Non-certificated Salaries										
Instructional Aides' Salaries	2100	104,157	4,104	108,261	23,127		23,127	97,310		97,310
Non-certificated Support Salaries	2200	14,670		14,670	5,616		5,616	17,345		17,345
Non-certificated Supervisors' and Administrators' Sal.	2300	70,000		70,000	23,333		23,333	70,000		70,000
Clerical and Office Salaries	2400	37,440		37,440	8,726		8,726	32,760		32,760
Other Non-certificated Salaries	2900			-			-	11,368		11,368
Total, Non-certificated Salaries		226,267	4,104	230,371	60,802	-	60,802	228,783	-	228,783
3. Employee Benefits										
STRS	3101-3102	34,795		34,795	8,702		8,702	32,784		32,784
PERS	3201-3202	18,424	480	18,904	5,747		5,747	17,731		17,731
OASDI / Medicare / Alternative	3301-3302	22,628	306	22,934	6,479		6,479	22,855		22,855
Health and Welfare Benefits	3401-3402	57,648		57,648	16,804		16,804	47,986		47,986
Unemployment Insurance	3501-3502	6,902	238	7,140	1,502		1,502	6,426		6,426
Workers' Compensation Insurance	3601-3602	10,739		10,739	1,671		1,671	10,764		10,764
Retiree Benefits	3701-3702			-			-			-
PERS Reduction (for revenue limit funded schools)	3801-3802			-			-			-
Other Employee Benefits	3901-3902			-			-			-
Total, Employee Benefits		151,136	1,024	152,160	40,906	-	40,906	138,545	-	138,545
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	-	6,630	6,630	1,242		1,242	6,630		6,630
Books and Other Reference Materials	4200	2,000		2,000	1,625		1,625	2,000		2,000
Materials and Supplies	4300	32,625		32,625	6,980		6,980	32,625		32,625
Noncapitalized Equipment	4400			-			-			-
Food	4700			-	337		337			-
Total, Books and Supplies		34,625	6,630	41,255	10,184	-	10,184	41,255	-	41,255
5. Services and Other Operating Expenditures										
Home to School Transportation	5100			-			-			-
Travel and Conferences	5200	4,775		4,775	491		491	4,775		4,775
Dues and Memberships	5300	1,280		1,280	845		845	1,105		1,105
Insurance	5400	20,323		20,323	8,808		8,808	20,323		20,323
Operations and Housekeeping Services	5500	26,432		26,432	9,110		9,110	26,432		26,432
Rentals, Leases, Repairs, and Noncap. Improvements	5600	159,793	50,166	209,959	34,857		34,857	106,992		106,992
Professional/Consulting Services and Operating Expend.	5800	52,664		52,664	14,538		14,538	51,746		51,746
Communications	5900	5,242		5,242	3,623		3,623	5,242		5,242
Total, Services and Other Operating Expenditures		270,509	50,166	320,675	72,273	-	72,273	216,616	-	216,616
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

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[ ] **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	111,580		111,580			-	125,588		125,588
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7280-7299			-			-			-
Debt Service:										
Interest	7438	1,000		1,000			-	1,000		1,000
Principal	7439			-			-			-
Transfers of Indirect / Direct Support Costs	7300-7399			-			-			-
Total, Other Outgo		112,580	-	112,580	-	-	-	126,588	-	126,588
8. TOTAL EXPENDITURES		1,087,463	68,124	1,155,587	283,696	-	283,696	1,120,978	-	1,120,978
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		33,800	(10)	33,790	(31,023)	-	(31,023)	(178,987)	-	(178,987)
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	(10)	10	-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		(10)	10	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		33,790	-	33,790	(31,023)	-	(31,023)	(178,987)	-	(178,987)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	181,216		181,216	260,449		260,449	260,449	-	260,449
b. Adjustments to Beginning Balance	9793, 9795			-			-	-	-	-
c. Adjusted Beginning Balance		181,216	-	181,216	260,449	-	260,449	260,449	-	260,449
2. Ending Fund Balance, June 30 (E + F.1.c.)		215,005	-	215,005	229,426	-	229,426	81,462	-	81,462
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	215,005	-	215,005	229,426	-	229,426	81,462	-	81,462

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

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

Date: November 14, 2014 for the meeting of November 20, 2014

Kindergarten -Teresa Shippen

The Kindergarten class has developed its own rhythm and flow by this time of the year. The students have settled into the schedule and routines of our class. We are able to give more lessons, and expect more work as the year progresses. Their stage of exploration continues to help them to explore the room in much more academic ways. They are making connections between the various math materials, using them to add, make numbers in the teens or finding place value on them. In language, we have had a sudden interest in making books, and reading them to each other. The students are making the connection between their lessons in phonics, and the written word. As the leaves are falling outside, we are collecting them to make rubbings, and learning about the parts of the leaf. It all seems to move along at a pace that is comfortable for the students and teachers alike.

We are all looking forward to our Field trip on Friday, November 14. We will be going to see Willy Wonka Jr. at the Chico Theater Company. One of our students invited us to the performance as she will be in the show as an Oompa Loompa.
It is fun to see her classmates show interest and excitement in this idea! Their enthusiasm is evident during their creative play time!

The Kindergarten conferences are finished. I was able to meet with all of our families, and learned so much about this community of people I work with. The parents were interested, and open to learning about our approach to education. There is so much more to know about each student than we can learn from the Common Core Standards. It is wonderful to hear what parents want to share about their students, and to give them glimpses as to what their child is like away from home. We all walk away with a better understanding of the student and the journey we will share together this year. I am thankful for this opportunity, and look forward to working together towards a common goal.

1st/2nd/3rd -Marlo Knox

It is a pleasure to take time to update our Board of Directors about our classroom since our last report in October.

We enjoyed a trip to Patrick Ranch Museum and a picnic lunch at Durham Community Park after that. Many families drove making the trip possible. We have documented our experience by creating a classroom book about the event.

Students requested and prepared for an art day utilizing collected and clean recycling. I was amazed by the creativity, the energy, and the joy each student experienced sharing their unique creations with our classroom community.

We lost a student from our class, bringing our total classroom enrollment to 19.

We visited our Butte County Public Library in Chico. The walk to the library is just over a mile and allows us to incorporate physical fitness into our day. Any interested students applied for their own library card two weeks prior to the event. Completed applications were delivered to the library and students were able to use their own cards the day of our first visit. We learned about the different sections of the library and how to scan out our own library materials. Most students went straight home from the library and those needing rides back to Sherwood were provided that service. We returned our borrowed library materials before their due date in the same fashion as our first visit. We will continue to utilize our public library this entire school year as access to large quantities of literature is an important part of developing strong readers and writers.

Many of our students dressed in costume for the Fall Festival. Our classroom set up an area for chalk drawing which we believe was enjoyed by the entire Sherwood community.

I was able to meet with every family in my classroom for a parent/teacher conference. The dialog was enjoyable and informative.

I was formally evaluated by Michelle since my last board report and she has performed an unannounced walk through of my classroom.

I have opened my classroom in the evening for a parent education opportunity listening to a lecture by Brene Brown. Our second meeting will be this week. The goal is to share information and provide an opportunity for open, honest, discussion with the hopes of building strong relationships, homes, and communities for and with our children.

I attended Dr. Steven Hughes lecture in Redding, California. I can earnestly recommend his presentation to anyone questioning traditional education. He is definitely coming from a pro Montessori point of view but he was able to support the benefits of a Montessori education based on his expertize of the human brain and how it best develops.

1st/2nd/3rd-Carin Anderson

Carin and Ari's class is humming along. Our work time has settled quite a bit, and the children are working with increasing independence. In the afternoons, we are continuing in our North America study, exploring Maidu history and culture, studying the North American biomes, and doing country report research. In our study of the Day of the Dead we brought in photos and objects that remind us of people and animals that have died, and we helped each other to honor both the sadness and the gratitude we feel about having shared time with them. In our Montessori history study, we are exploring the Clock of Eras, and are watercoloring our impressions of what ancient earth might have looked like in each piece of its early life. Our wonderful Tuesday afternoon teacher Heidi is teaching botany, and the children are learning about (and eating) roots and stems. We are thankful to have Kara Tupy grace us with her skills in teaching music, and we are learning musical notation, rhythm, and rounds. Puppy and Snail continue to join us every Thursday for Second Step as we learn about being community. I continue to be grateful to share in all of these adventures with such enthusiastic, caring and thoughtful children.

1st/2nd/3rd –Eric Parish

Our class has begun our second unit where we practice sharpening our senses. By mindfully observing their senses, students will become adept at sharpening their attention and using sensory experiences to enhance memory, problem solving, relationships, creativity, and physical performance. So far we have practiced mindful listening, seeing, and smelling. Next will be mindful tasting and movement.

Normalization is a term you will hear Montessori educators use to describe the manner in which a child may work. A child that has come to this state of work will be peaceful, calm, quiet, and very aware of their movement. They will be focused on their work and their level of concentration will be very high. They will not become distracted easily nor will they distract others. This student will be self directed and independent. When the learning community is working in this way the work period is very efficient and productive. To help understand normalization our class has been talking about good work habits like working quietly on task. In time we may see children internalize these concepts and come closer to approaching normalization.

4th/5th/6th-Kellee Perez

- finishing up the Zoology Unit; students can classify animals using the correct Taxonomy.
- had a great time at our outing on 11/11 to the movies (just for fun on a day off).
- started math unit 3 (meanings and pattern in multiplication) in both 4th and 5th grade
- are excited about the Kids and Creeks field trip tomorrow to bird watching, do some planting, and go on a hike in Upper Bidwell Park.

- working hard on Geography maps locating lakes and rivers around the world
- working hard on Thanksgiving poetry, practicing parts of speech
- looking forward to passing out the books from the massive and amazingly successful Scholastic book order (which arrived today)!
- some 5th and 6th graders have finished the Level 1 Language and have started the Level 2 Language (this is new! no student has gotten this far thus far!)

4th/5th/6th-Lindsey Serrao & Brandon Winters

Hello all:)

Our students are working away hard in their morning work period with a numerous amount of works to be working on! They are learning through all of their "works" and groups how to time manage (a long time life skill).

In writing they are learning how to put together an opinion essay. Specifically they are going to give us their opinion on what makes a great explorer.

Speaking of explorers! That's what we have been studying in history. The students will be starting a group project where they will create a timeline of the different explorers in the U.S.

Our students are having so much fun with all of our elective classes, whether it's cooking with Kimberly (while Richie is out of town), learning the different skills of football with Brandon, expressing their creativity through drama with Kellee, or computer programming with Steve...the students are definitely developing the "whole child" in themselves.

We are gearing up to start practicing our winter perfomance (which I know is going to be great!). So I hope you are there!!!

7th/8th-Celeste Shults

News from Middle School



What an exciting month we have had in middle school. The 6th, 7th, and 8th graders organized, set-up, and ran both a 'spicy'(4th grade and up) and 'mild'(3rd grade and younger) haunted mazes. Which were incredibly successful for the Fall Festival. As this photo shows just what made the maze in our middle school classroom 'spicy'!

Also, in case you have not heard already we have a 9th middle school student that started on October 22nd. The two middle school boys were very happy to hear that another male was going to be joining our classroom. He is however of the very furry variety. He is my 12 week old Shih Tzu/Jack Russell puppy named Linus. He has quickly become the school's dog. My middle school students seem to be taking all of this in stride. It has really created many on the spot learning opportunities for them and me. We are looking forward to seeing what he is going to end up looking like when he grows up!

Other new happenings in Middle School is that my students have absolutely loved their Kimberly time on Thursday mornings for the past 4 weeks while Chef Richie has been enjoying his time in Italy. Each week my middle school students pick a recipe of their choice and then we collect the ingredients during the week to then make with Kimberly on Thursday. We made meringues, cinnamon raisin coffee cake, chilled salad, and shortbread. We also worked on planting winter starts and pruning the irises. They have learned so many wonderful techniques on how to create and maintain a sustainable garden. We hope to keep working with her for the rest of the school year!



We will be planting acorns this week with Kurt at Kids and Creeks with Kellee's 4, 5, 6 class as well as going on a hike and birding watching in Upper Bidwell park. I am also very happy to report that we have completed our first prototype of our mascot that we sent to Dr. Joe Greene at Chico State to have his engineering students begin to work on creating a usable design to make cups to sell at Farmer's Market. We are hoping to have these ready to sell by the holiday season (which holiday we are not sure). It is our hope to use these cups as a fundraiser to help us earn our way to Caritas Creek Environmental Education Camp in Occidental, California in April.

Lastly, Callissa Dragon one of our 8th graders will be in Legally Blonde. Jr. The Musical performing at Center for the Arts on November 22nd at 7 PM and November 23rd at 2 PM. Tickets are $5.

Math Intervention-Kelli Kurth

During math time you'll find us doing a mixture of things. Handouts, whiteboard problem practice, test correcting, manipulative work, checklists for solving word problems or math games. Lately though, I've noticed the students need practice with another skill in the 4/5/6 grades. After their last assessment, the students who scored low came to groups for help. When I started working with them I found that many of the students who had not passed the assessment had the skills need to do the math topic on their assessments. The test itself had caused enough upset for some of the students, that they were not able to prove themselves on the test. After practicing the skills we started practicing something new.; how to take tests and what to do when we feel overwhelmed/nervous/afraid of failing. After showing the students multiple tactics and ways to approach the test their scores greatly improved. Half of the battle with students who fear math or get anxiety during tests is building their confidence and teaching them ways to stay calm when facing a math assessment. It's always a good time to go through a test with a student and see the fear disappear from his or her face and to see the student succeed in a way he or she did not think was possible. It's a goal of my math groups to not only build skills and knowledge but to build confidence and reduce anxiety related to math as well.

SBIT-Jessica Ordaz

We have been working on continually adjusting the schedule to accommodate all the new referrals. We have two categories in the Tier 2 Intervention level. One is the Request for Intervention which includes students that teachers feel would benefit from receiving more help outside of the classroom in an intervention group. And the other is the School Based Intervention Team which is for students that teachers feel need continual monitoring from the staff and the parents to make adequate growth in the area of need (academic and/or behavioral) with classroom strategies, accommodations, and intervention groups. I am pleased to say that we have assessed and placed almost all of the students that have been referred! Our SBIT meetings continue weekly as well. I anticipate that the process will be more refined as we work out some of the kinks throughout this school year. As some of the students with more intense needs have found more appropriate services, my job responsibilities will branch into being able to provide some much needed social skills groups.

Literacy/Spanish-Danielle Mennucci

The school year is moving along at such a swift pace! We have a younger student body this year and I am adjusting the reading level content in the literature books to better engage the younger, more vulnerable student and yet I am keeping in mind that the older 6th graders and the middle school students continue to look for the more exciting controversial content that will grab their attention. I invite any board member and parent to visit my room to see the learning that is constantly happening. The classroom is alive with thinking and ideas freely expressed by the students.

Spanish continues to be a series of lessons using art to create a livelier lesson as we tackle vocabulary and short sentences. The 1st-8th grades come in for a weekly session with Spanish. We have several Hispanic students and they love to be "teacher helpers" and they demonstrate that they speak 2 languages fluently and serve as an example for us all.

Writing class lately had students taking home an assignment asking for research on a famous person of their choice and using notes to write a 5 paragraph essay. We wrote a first draft, edited, and a final draft. The students all have their final drafts in their writing folders filled with other lighter poetry. Some of the younger 4th graders were asked to write 3 paragraphs with an introduction, and middle supportive paragraph, and a conclusion paragraph. We talked about the use of descriptive detail, interesting verbs, and careful regard for the conventions in the final draft. Next, we will read an article about the plight of the rhino and I will ask the students to research on- line and gather their own information on the rhino. That should prepare them to write an influential paper about the rhino and convince the reader that the issue of their survival is important. Every student is in his or her own "place" when writing and I am just giving them topics that are interesting to them and guiding them through the process so that they may become more comfortable with writing.

In literature, we meet twice weekly and have a homework assignment sent home on Thursday with the return expected by the following Wednesday. If I give a writing assignment, I may decide to lighten up on the reading homework. For the 6th-8th graders, we are discussing the idea of reading *Fahrenheit 451* - a book normally read by 9th grade. We have quite a number of students who are reading at the high school level and they are craving books with more mature content. Utopia and Dystopia are favorite subjects for some of these students as they imagine a world so different from their own. The other younger groups are reading *A Wrinkle in Time, Mrs. Frisby and the Rats of NIMH, The BFG, Phantom Tollbooth*, and *Wonder*, a more recent bestseller for children. The best part of class is the time to comment on the content and hear the views of children, all so honest and original.

Garden-Kitchen Program-Chef Richie Hirshen

Chef Richie has been having amazing adventures in Italy representing Sherwood Montessori as part of the international slow food movement. Kimberly Fellner served the students as his substitute while he was gone.

After Care-Sara Kennedy

It is my pleasure to report to our Board of Directors in my first few weeks as the new Coordinator of the After Care Program.

We have been very busy, as a staff, meeting and developing clear schedules that provide safe coverage for students, staff meetings, and curriculum building within the program . We are grateful to the staff for assisting with space issues for our program, and for those willing to share their spaces with After Care.

We have successfully launched our own independent snack program as of the first Monday in November. We ended our snack from CUSD as of October 30, 2014. We are now serving snacks such as- mostly organic fruits and vegetables, nuts and dried fruits, nut butters, and warm oatmeal along with milk choices each day. We have had fabulous feedback from students, parents and staff with this change in snack. We are beginning to have students involved in the snack preparation, serving, and clean up.

We continue to work towards adding activities to the After Care Program. We have slowly been adding arts and crafts, homework time for students, music, reading and movement for both inside and outside of the building. The students have enjoyed the beginning of art activities, and I have heard from parents that they are happy to see the students art work come home from After Care.

I look forward to continuing to work with the After Care staff to enrich the program as we move towards the vision of the staff, students, parents and our Board of Directors.

Agenda Item 3.2

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

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

Date: November 14, 2014 for the meeting of November 20, 2014

SMPO is staying on track to create a turnkey organization for future members to utilize when they are participating with our school. We have lost our VP due to a child transfer out of Sherwood and are currently looking for a replacement. We wish them the best and hope to find a replacement as soon as possible. We have a Feast of Gratitude ahead of us that is well on its way to receiving the volunteers it needs. There was a bit of a hiccup in the beginning of the planning as the binder that was set up for this event did not have notes in it from last year. This is because last year there was no one set place to keep these notes. That is the very reason for the changes made to SMPO this year to create a turnkey system. The notes for each event this year will go directly into the appropriate binder located in the hallway between the office and the kitchen. This will allow information to be kept safe from year to year, as well as, be built upon as each event takes place. We are currently still seeking a coordinator for our Winter Festival, as well as, SMPO members for our Temporary Funds Committee to assist with allocating the remaining SMPO funds. We are looking forward to completing our events for the 1st semester of school and assessing how to move forward while also making sure our binders are ready for next Fall SMPO members.

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: November 14, 2013 for the meeting of November 20, 2013

ADMINISTRATIVE ITEMS:

- Formal evaluations of all teachers up for formal evaluation this year have been completed. Informal walk-throughs of all classrooms have also begun. All classrooms have had informal, formal, or both types of observations at this time.
- We have school tours scheduled for Tuesday, November 18th and Thursday, November 20th. All parents on the list for the tour have potential kindergarten students.
- Our initial request for Prop 39 facilities went to Chico Unified on October 31.

FISCAL ITEMS:

- Annie B's/Maria M's fundraiser raised a total of $6,386.64 for the School Development Fund.
- The Sherwood Read-a-thon raised $821 for the purchase of new books.
- Matson & Isom is currently conducting our annual financial audit.

GENERAL ITEMS:

- The California English Language Development Test (CELDT) for all English language learners were completed last month. We currently have eleven students enrolled who were tested using the CELDT.
- Five of our teachers attending a training held by Butte County Office of Education (BCOE) on educating students with Autism Spectrum Disorder (ASD) in the mainstreamed classroom. This followed our own in-service training on designing Montessori schools for mainstreaming students with ASD featuring a webcast from the American Montessori Society. On November 19th the staff will have had another in-service with Jennifer Garcia, Program Specialist from BCOE, on working with kids with ASD.

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 14, 2014 for the meeting of November 20, 2014

September Treasurer's Report

A Treasurer's Report is not available at this time. If a report is completed, it will be made available at the Board meeting.

Attachment: October Financial Board Report

Sherwood Montessori
Balance Sheet
As of October 31, 2014

	Oct 31, 14	
ASSETS		
Current Assets		
Checking/Savings		
9100-Assets		
9120-NCNB Checking	283,249.97	
Total 9100-Assets		283,249.97
Total Checking/Savings		283,249.97
Other Current Assets		
9290 - Due from Grantor Govts.		
ILT Funds Due	837.00	
LCFF Funds Due	-25,701.00	
Lottery Due	7,345.87	
Total 9290 - Due from Grantor Govts.		-17,518.13
9340-Security Deposit		4,042.50
Total Other Current Assets		-13,475.63
Total Current Assets		269,774.34
TOTAL ASSETS		**269,774.34**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
9500-Accounts Payable		1,991.11
Total Accounts Payable		1,991.11
Other Current Liabilities		
9500-Liabilities		
9511-Payroll Liabilities		
Deferred Payroll	7,108.45	
Federal Withholding	2,115.00	
Health and Welfare	-148.74	
Medicare	1,572.34	
OASDI-Social Security	3,223.78	
PERS EE / ER	11,783.61	
State Disability	542.22	
State Employment Training Tax	9.80	
State Unemplyment Tax	332.65	
State Withholding	527.17	
STRS EE / ER	11,537.05	
Total 9511-Payroll Liabilities	38,603.33	
9530 - Oversight Due to CUSD	-246.00	
Total 9500-Liabilities		38,357.33
Total Other Current Liabilities		38,357.33
Total Current Liabilities		40,348.44
Total Liabilities		40,348.44
Equity		
9793 - Audit Adjustments		101,516.33
Unrestricted Net Assets		158,933.00
Net Income		-31,023.43
Total Equity		229,425.90
TOTAL LIABILITIES & EQUITY		**269,774.34**

Sherwood Montessori
Profit & Loss YTD Comparison
October 2014

	Oct 14	
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	52,929.00	
8012-Education Protection Act	45,260.00	
8096-In Lieu of Property Taxes	24,105.00	
Total 8010-8099 Revenue Limit Sources		122,294.00
8300-8599 Other State Revenue		
8590-Categorical Funds		
All Other State Revenue	0.00	
Total 8590-Categorical Funds	0.00	
Total 8300-8599 Other State Revenue		0.00
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	2,522.11	
8673-Camp fees	0.00	
8673-Parent Fees - Other	0.00	
Total 8673-Parent Fees	2,522.11	
8673-Rebates	1.42	
8699-Fundraising and Donations		
8699-Field Trip Donations	582.00	
8699-Fundraising	8,857.19	
Total 8699-Fundraising and Donations	9,439.19	
8699-Other Local Income	0.00	
Total 8600-8799 Other Local Revenue		11,962.72
Total 8000-Revenues		134,256.72
Total Income		134,256.72
Gross Profit		134,256.72
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
BTSA Support Stipends	1,500.00	
Lead Teacher Salaries	30,809.28	
Resource Teacher Salaries	690.00	
Substitute Salaries	873.91	
Teacher Bonus	0.00	
Total 1100-Teacher Salaries		33,873.19
Total 1000 Certificated Salaries		33,873.19
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	11,036.97	
RSP Aide	36.00	
Total 2100-Instructional Aides		11,072.97
2200-Support Salaries		
After School Salaries	2,393.50	
Facilities Development	24.72	
Total 2200-Support Salaries		2,418.22
2300-Administration Salaries		5,833.33
2400-Clerical and Office Sal		
Administration Support	1,869.00	
Clerical Salaries	1,770.00	
Total 2400-Clerical and Office Sal		3,639.00
Total 2000 Classified Salaries		22,963.52
3000-Employee Benefits		

Sherwood Montessori
Profit & Loss YTD Comparison
October 2014

	Oct 14	
3101-STRS, Certificated		2,936.81
3202-PERS, Classfied		1,718.77
3302-OASDI		1,400.76
3311-Medicare		805.00
3401-Health Benefits		4,453.41
3501-Unemployment Ins		376.80
3601-Workers Comp		557.00
3901-Employee Training Tax		11.09
3903-Other Employee Benefits		0.00
Total 3000-Employee Benefits		12,259.64
4000-Books and Supplies		
4100-Textbooks/Core Curricula		342.55
4200-Books/reference Materials		0.00
4300-Materials and Supplies		
After School Supplies	213.59	
Custodial Supplies	272.66	
Farmers' Market	0.00	
Food (Instructional)	191.90	
Instructional Supplies	1,694.18	
Maintenance Supplies	0.00	
Office Supplies	199.22	
4300-Materials and Supplies - Other	38.69	
Total 4300-Materials and Supplies		2,610.24
4700-Food (Nutrition)		0.00
Total 4000-Books and Supplies		2,952.79
5000 Services/Other Op. Exp.		
5200-Travel and Conferences		455.87
5300-Dues and Membership		845.00
5400-Liability Insurance		1,189.42
5500-Operations / Housekeeping		
Electricity	812.22	
Housekeeping Services	930.00	
Pest Control	0.00	
Security System Services	195.64	
Trash/Recycling	76.37	
Water	199.95	
Total 5500-Operations / Housekeeping		2,214.18
5600-Rental/Leases/Repairs		
Copier Lease	422.07	
Facility Repairs	17.06	
Other Rentals	450.00	
Property Rental - Moss Ave	7,950.00	
Total 5600-Rental/Leases/Repairs		8,839.13
5800-Other Services		
Advertising	0.00	
Bad Debt	0.00	
Bank Fees	0.00	
Bookkeeping Services	300.00	
Business Manager Services	1,712.50	
District Oversight	1,223.00	
Duplication Services	128.70	
Extracurricular Services	0.00	
Field Trips and Assemblies	880.00	
LiveScan and TB Test Services	52.00	
5800-Other Services - Other	200.00	
Total 5800-Other Services		4,496.20
5900-Communications		
Internet Filtering (CIPA)	0.00	
Internet Service Provider	0.00	
Online List Management	9.95	
Postage	78.15	
Telephone, Cellular	0.00	
Telephone, Landline	0.00	
Television, Cable	0.00	

Sherwood Montessori
Profit & Loss YTD Comparison
October 2014

	Oct 14	
Website, Hosting	0.00	
Total 5900-Communications		88.10
Total 5000 Services/Other Op. Exp.		18,127.90
Total Expense		90,177.04
Net Ordinary Income		44,079.68
Other Income/Expense		
Other Income		
8919 - Interfund Transfer In		0.00
Total Other Income		0.00
Net Other Income		0.00
Net Income		**44,079.68**

Sherwood Montessori
Profit & Loss YTD Comparison
October 2014

	Jul - Oct 14
Ordinary Income/Expense	
Income	
8000-Revenues	
8010-8099 Revenue Limit Sources	
8011-Local Control Funding	111,739.00
8012-Education Protection Act	45,260.00
8096-In Lieu of Property Taxes	78,342.00
Total 8010-8099 Revenue Limit Sources	235,341.00
8300-8599 Other State Revenue	
8590-Categorical Funds	
All Other State Revenue	237.16
Total 8590-Categorical Funds	237.16
Total 8300-8599 Other State Revenue	237.16
8600-8799 Other Local Revenue	
8673-Parent Fees	
8673-After School Program	5,117.43
8673-Camp fees	484.00
8673-Parent Fees - Other	15.00
Total 8673-Parent Fees	5,616.43
8673-Rebates	5.45
8699-Fundraising and Donations	
8699-Field Trip Donations	1,256.00
8699-Fundraising	10,021.04
Total 8699-Fundraising and Donations	11,277.04
8699-Other Local Income	195.00
Total 8600-8799 Other Local Revenue	17,093.92
Total 8000-Revenues	252,672.08
Total Income	252,672.08
Gross Profit	252,672.08
Expense	
1000 Certificated Salaries	
1100-Teacher Salaries	
BTSA Support Stipends	1,500.00
Lead Teacher Salaries	92,427.84
Resource Teacher Salaries	1,320.00
Substitute Salaries	1,350.49
Teacher Bonus	2,933.04
Total 1100-Teacher Salaries	99,531.37
Total 1000 Certificated Salaries	99,531.37
2000 Classified Salaries	
2100-Instructional Aides	
Classroom Aide Salaries	23,090.97
RSP Aide	36.00
Total 2100-Instructional Aides	23,126.97
2200-Support Salaries	
After School Salaries	4,998.25
Facilities Development	618.00
Total 2200-Support Salaries	5,616.25
2300-Administration Salaries	23,333.32
2400-Clerical and Office Sal	
Administration Support	4,938.50
Clerical Salaries	3,787.00
Total 2400-Clerical and Office Sal	8,725.50
Total 2000 Classified Salaries	60,802.04
3000-Employee Benefits	

Sherwood Montessori
Profit & Loss YTD Comparison
October 2014

	Jul - Oct 14	
3101-STRS, Certificated		8,702.15
3202-PERS, Classfied		5,747.23
3302-OASDI		4,215.67
3311-Medicare		2,263.63
3401-Health Benefits		16,804.29
3501-Unemployment Ins		1,458.88
3601-Workers Comp		1,671.00
3901-Employee Training Tax		42.92
3903-Other Employee Benefits		0.00
Total 3000-Employee Benefits		40,905.77
4000-Books and Supplies		
4100-Textbooks/Core Curricula		1,241.93
4200-Books/reference Materials		1,625.12
4300-Materials and Supplies		
After School Supplies	213.59	
Custodial Supplies	734.04	
Farmers' Market	58.19	
Food (Instructional)	372.93	
Instructional Supplies	3,697.19	
Maintenance Supplies	131.69	
Office Supplies	1,733.45	
4300-Materials and Supplies - Other	38.69	
Total 4300-Materials and Supplies		6,979.77
4700-Food (Nutrition)		337.00
Total 4000-Books and Supplies		10,183.82
5000 Services/Other Op. Exp.		
5200-Travel and Conferences		491.26
5300-Dues and Membership		845.00
5400-Liability Insurance		8,807.50
5500-Operations / Housekeeping		
Electricity	3,689.35	
Housekeeping Services	4,020.00	
Pest Control	65.00	
Security System Services	321.28	
Trash/Recycling	305.76	
Water	708.64	
Total 5500-Operations / Housekeeping		9,110.03
5600-Rental/Leases/Repairs		
Copier Lease	1,302.79	
Facility Repairs	1,345.40	
Other Rentals	621.00	
Property Rental - Moss Ave	31,588.21	
Total 5600-Rental/Leases/Repairs		34,857.40
5800-Other Services		
Advertising	150.00	
Bad Debt	86.25	
Bank Fees	310.00	
Bookkeeping Services	1,282.50	
Business Manager Services	5,112.50	
District Oversight	2,354.00	
Duplication Services	328.70	
Extracurricular Services	344.00	
Field Trips and Assemblies	3,636.00	
LiveScan and TB Test Services	173.00	
5800-Other Services - Other	761.49	
Total 5800-Other Services		14,538.44
5900-Communications		
Internet Filtering (CIPA)	2,400.00	
Internet Service Provider	299.85	
Online List Management	39.80	
Postage	221.65	
Telephone, Cellular	280.47	
Telephone, Landline	304.44	
Television, Cable	46.70	

Sherwood Montessori
Profit & Loss YTD Comparison
October 2014

	Jul - Oct 14
Website, Hosting	29.97
Total 5900-Communications	3,622.88
Total 5000 Services/Other Op. Exp.	72,272.51
Total Expense	283,695.51
Net Ordinary Income	-31,023.43
Other Income/Expense	
Other Income	
8919 - Interfund Transfer In	0.00
Total Other Income	0.00
Net Other Income	0.00
Net Income	**-31,023.43**

Sherwood Montessori
Profit & Loss - Restricted Funds
July through October 2014

	Jul - Oct 14
Ordinary Income/Expense	
Expense	
1000 Certificated Salaries	
1100-Teacher Salaries	
Resource Teacher Salaries	1,320.00
Total 1100-Teacher Salaries	1,320.00
Total 1000 Certificated Salaries	1,320.00
2000 Classified Salaries	
2100-Instructional Aides	
Classroom Aide Salaries	1,047.00
RSP Aide	36.00
Total 2100-Instructional Aides	1,083.00
2200-Support Salaries	
After School Salaries	30.00
Total 2200-Support Salaries	30.00
Total 2000 Classified Salaries	1,113.00
3000-Employee Benefits	
3302-OASDI	69.00
3311-Medicare	35.28
3501-Unemployment Ins	76.78
3901-Employee Training Tax	2.25
Total 3000-Employee Benefits	183.31
4000-Books and Supplies	
4100-Textbooks/Core Curricula	899.38
4200-Books/reference Materials	266.53
Total 4000-Books and Supplies	1,165.91
5000 Services/Other Op. Exp.	
5800-Other Services	351.99
Total 5000 Services/Other Op. Exp.	351.99
Total Expense	4,134.21
Net Ordinary Income	-4,134.21
Net Income	**-4,134.21**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
October 2014

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	10/03/2014	Lindsey fieldtrip	340.00
Deposit	10/03/2014	Kellee fieldtrip	100.00
Deposit	10/21/2014	fieldtrip	14.00
Deposit	10/21/2014	fieldtrip	125.00
Deposit	10/30/2014	fieldtrip	3.00
Total 8699-Field Trip Donations			582.00
8699-Fundraising			
Deposit	10/03/2014	Yearbook	360.00
Deposit	10/03/2014	Maria M's	540.00
Deposit	10/03/2014	Farmers Market	52.65
Deposit	10/03/2014	Restaurant Take Over	98.00
Deposit	10/03/2014	Sherwoodstock	7.00
Deposit	10/08/2014	Farmers Market	80.51
Deposit	10/08/2014	Cookbook	10.00
Deposit	10/13/2014	Maria M's	105.31
Deposit	10/16/2014	fieldtrip	5.00
Deposit	10/16/2014	donation	400.00
Deposit	10/16/2014	farmers' market	9.00
Deposit	10/16/2014	fiedltrip	60.00
Deposit	10/16/2014	yearbook	165.00
Deposit	10/21/2014	farmers' market	58.75
Deposit	10/21/2014	yearbook	30.00
Deposit	10/21/2014	donation	53.13
Deposit	10/21/2014	Maria M's	40.00
Deposit	10/30/2014	farmers' market	10.70
Deposit	10/30/2014	donation/fall fest	105.50
Deposit	10/30/2014	PG&E grant for aftercare program	2,500.00
Deposit	10/30/2014	Annie B's	3,936.64
Deposit	10/30/2014	yearbook	230.00
Total 8699-Fundraising			8,857.19
Total 8699-Fundraising and Donations			9,439.19
Total 8600-8799 Other Local Revenue			9,439.19
Total 8000-Revenues			9,439.19
TOTAL			**9,439.19**

Sherwood Montessori
Board of Directors - Vendor Payments Report
October 2014

Type	Date	Num	Name	Memo	Account	Amount
Bill	10/01/2014	14508	CharterSAFE	September Premium 2014-2015	5400-Liability Insurance	1,189.42
Bill	10/01/2014	14508	CharterSAFE	September Workers' Comp 2014-2015	3601-Workers Comp	557.00
Bill	10/01/2014		Gateway Science Museum	Field Trip - Lindsey's Class	Field Trips and Assemblies	60.00
Bill	10/01/2014	201415-5	Pat Casey	Business Manager services	Business Manager Services	1,600.00
Bill	10/01/2014	323532	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	31.77
Check	10/01/2014	DBT	Office Depot	supplies	Instructional Supplies	78.45
Bill	10/01/2014	1721339062	Office Depot	class supplies	Instructional Supplies	67.70
Bill	10/01/2014	1721339062	Office Depot	office supplies	Office Supplies	24.02
Bill	10/01/2014	220109	Eagle Security Systems	10/1/14-12/31/14 service	Security System Services	125.64
Bill	10/01/2014		American Janitorial	October services	Housekeeping Services	930.00
Bill	10/01/2014		Laura A. Mason	bookkeeping services	Bookkeeping Services	300.00
Check	10/01/2014	DBT	Safeway	supplies	Food (Instructional)	3.98
Check	10/01/2014	DBT	Collier Hardware	Supplies	Instructional Supplies	2.34
Check	10/01/2014	DBT	PCI Computer Services, Inc.	Sale no. 1713	Office Supplies	48.36
Check	10/02/2014	3702	Michelle Yezbick	Mileage, hotel & parking	5200-Travel and Conferences	415.87
Check	10/02/2014	3703	Jamie Hughes	Fingerprinting	LiveScan and TB Test Services	52.00
Check	10/02/2014	3704	Richie Hirshen	CD - Music Curriculum	Instructional Supplies	7.53
Check	10/02/2014	3704	Richie Hirshen	Materials - Fix Greenhouse	Facility Repairs	14.49
Check	10/02/2014	DBT	Teachers Pay Teachers	7/8 Common Core report card	Office Supplies	6.00
Bill	10/03/2014		California Water Service Company	9/4/14-10/2/14 service	Water	199.95
Check	10/03/2014	DBT	Safeway	supplies	Custodial Supplies	15.85
Bill	10/04/2014	MLMC-14-009	Mount Lassen Math Council	Registration for "Math-Let's Talk About It"	5200-Travel and Conferences	40.00
Bill	10/05/2014	32422 / 32405	The Creative Apple	supplies	Instructional Supplies	82.74
Bill	10/05/2014	32422 / 32405	The Creative Apple	Credit invoice 32405	Instructional Supplies	-10.72
Check	10/06/2014	DBT	Costco	Supplies	Instructional Supplies	60.18
Check	10/06/2014	DBT	Costco	Supplies	Custodial Supplies	78.34
Check	10/06/2014	DBT	Johnny's Chico Lock and Safe	Key	Facility Repairs	2.57
Bill	10/07/2014	323780	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	26.99
Check	10/08/2014	DBT	USPS	Stamps	Postage	29.40
Check	10/08/2014	DBT	Wufoo	10/8/14 to 11/8/14	Online List Management	9.95
Bill	10/09/2014	323892	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	40.00
Check	10/09/2014	DBT	CPM EDUCATIONAL PROGRAM		4100-Textbooks/Core Curricula	342.55
Bill	10/10/2014	2014-210	Chico Creek Nature Center	Fieldtrip	Field Trips and Assemblies	220.00
Check	10/10/2014	DBT	Gopher	Supplies	Instructional Supplies	990.28
Bill	10/13/2014	CNIN648249	Advanced Document	10/4/14-11/3/14 rental	Copier Lease	166.63
Bill	10/13/2014	CNIN648250	Advanced Document	September clicks used	Copier Lease	255.44
Bill	10/13/2014		Earthbound Skills	Multiple classes 9/14-3/15	Field Trips and Assemblies	600.00
Bill	10/14/2014	324101	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	8.40
Bill	10/14/2014	01000	National Geographic Learning	Pathfinder print 2014	Duplication Services	128.70

Sherwood Montessori
Board of Directors - Vendor Payments Report
October 2014

Type	Date	Num	Name	Memo	Account	Amount
Bill	10/14/2014		Redeemer Lutheran Church	November rent	Property Rental - Moss Ave	7,950.00
Check	10/14/2014	3713	Richard Hirshen	Battery	4300-Materials and Supplies	38.69
Check	10/14/2014	DBT	Costco	Supplies	Office Supplies	51.03
Check	10/14/2014	DBT	Costco	Supplies	Custodial Supplies	67.70
Check	10/14/2014	DBT	Costco	Stamps	Postage	48.75
Check	10/14/2014	DBT	Vimeo	Montessori & Autism - Group Webcast	5800-Other Services	200.00
Check	10/15/2014	DBT	Amazon.com	HDMI to VGA Adapter Cable	Instructional Supplies	3.88
Bill	10/16/2014	324198	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	17.67
Bill	10/17/2014	324236	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	9.25
Bill	10/20/2014	3296	Forest Ranch Charter School	review	Business Manager Services	112.50
Bill	10/20/2014	16336	Teacher's Book Connection	Books	Instructional Supplies	34.59
Bill	10/21/2014	1726775411	Office Depot	supplies	Instructional Supplies	85.33
Bill	10/21/2014	1726775411	Office Depot	supplies	Instructional Supplies	85.33
Check	10/21/2014	DBT	Costco	Supplies	Food (Instructional)	24.98
Check	10/21/2014	DBT	Costco	Supplies	Custodial Supplies	52.75
Check	10/21/2014	DBT	Costco	Supplies	Office Supplies	69.81
Bill	10/22/2014		PG & E	09/22/14-10/20/14 service	Electricity	812.22
Bill	10/22/2014	324461	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	7.67
Bill	10/22/2014		Recology	October service	Trash/Recycling	76.37
Bill	10/23/2014	220521	Eagle Security Systems	Armed guard dispatch	Security System Services	70.00
Check	10/23/2014	DBT	Walmart	supplies	Instructional Supplies	12.80
Bill	10/24/2014	324534	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	21.19
Check	10/24/2014	DBT	Rite Aid	Supplies	Instructional Supplies	8.25
Check	10/28/2014	DBT	Costco	Supplies	Instructional Supplies	32.24
Check	10/28/2014	DBT	Costco	Supplies	Custodial Supplies	58.02
Check	10/28/2014	DBT	Costco	Supplies	After School Supplies	213.59
Check	10/28/2014	DBT	Michaels	supplies	Instructional Supplies	10.70
Bill	10/29/2014	1728880591	Office Depot	supplies	Instructional Supplies	16.32
Bill	10/29/2014	5005	Chico Area Recreation & Park District	12/16/14 Reception Hall rental	Other Rentals	450.00
Bill	10/30/2014	MEM-00907	California Charter Schools Association	1/1/15-12/31/15 membership	5300-Dues and Membership	845.00
Check	10/30/2014	DBT	Amazon.com	HDMI to VGA Adapter Cable	Instructional Supplies	126.24
TOTAL						**20,414.69**

Sherwood Montessori - Multi-Year Budget Projections

Fiscal Year	2012-2013 (actual)	2013-2014	2014-2015	2015-16	2016-17
Enrollment	141	169	141	164	174
ADA %	94.50%	94.50%	94.50%	94.50%	94.50%
Revenue					
8011 Local Control Funding	-	538,324	442,449	582,164	709,509
8012 Education Protection Act	148,607	150,012	150,304	150,304	150,304
8015 General Purpose Entitlement	303,342	-	-	-	-
8096 In Lieu Taxes	240,809	270,379	251,982	293,086	310,957
8550 Mandates Block Grant	1,590	1,880	2,236	1,865	2,170
8560 State Lottery	22,096	26,533	22,137	25,748	27,318
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	941,990	1,126,050	1,273,140
Expenditures					
1000 Certificated Salaries	271,025	337,131	369,190	375,578	383,089
2000 Classified Salaries	196,307	216,050	228,783	230,235	229,476
3000 Employee Benefits	86,208	125,529	138,545	166,190	180,167
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	1,105	1,220	1,270
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	106,992	116,286	119,586
5800 Prof. & Consulting Services	58,977	58,611	51,746	53,836	55,576
5900 Communications	4,354	5,242	5,242	5,242	5,242
7141 Special Ed Encroachment	73,301	84,152	125,588	120,000	120,000
7438 Long-Term Debt Interest	1,236	1,000	1,000	1,000	1,000
TOTAL EXPENDITURES	852,936	1,100,198	1,120,978	1,167,735	1,199,758
Excess/(Deficiency)	13,054	37,712	(178,987)	(41,686)	73,382
Addition to General Reserve	-	-	-	-	-
Excess/(Deficiency) after Reserves	13,054	37,712	(178,987)	(41,686)	73,382
Beginning Fund Balance	130,164	143,218	260,449	81,462	39,777
Excess / (Deficiency)	13,054	117,231	**(178,987)**	**(41,686)**	73,382
Ending Fund Balance	143,218	260,449	81,462	39,777	113,158
Cumulative Reserve Balance	-	-	-	-	-
Ending Fund Balance (less reserves)	143,218	**260,449**	**81,462**	**39,777**	113,158

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2014-15

	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
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	5.60%	0.28%	0.00%	78.88%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	16.80%	8.40%	8.40%	8.40%	0.00%	100.00%		
CASH IN																
8011 Local Control Funding	-	29,405	29,405	52,929	52,400	52,400	52,400	52,400	39,820	39,820	24,777	1,239	15,453	442,449	442,449	-
8012 Education Protection Act	-	-	-	45,260	-	-	37,576	-	-	37,576	-	-	29,892	150,304	150,304	-
8096 In Lieu Taxes	-	18,079	36,158	24,105	24,105	24,105	24,105	24,105					-	174,762	251,982	(77,220)
8550 Mandates Block Grant	-	-	-	-	5,364	2,236	-	-	-	-	-	-	-	7,600	2,236	5,364
8560 State Lottery	-	-	-	-	-	-	-	5,534	-	-	5,534	-	11,069	22,137	22,137	-
8587 Special Education Passthru Funds	-	-	-	-	-	-	-	-	-	-	-	-	12,492	12,492	12,492	-
8590 All Other State Revenue	-	237	-	-	-	-	-	-	-	-	-	-	(50,166)	(49,929)	-	(49,929)
-													-			
8660 Interest From Banks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8673 Parent Fees	1,558	1,508	62	2,522	2,061	2,061	2,061	2,061	2,061	2,061	2,061	2,061	-	22,141	22,675	(534)
8699 Fundraising / Donations	225	588	985	9,441	3,429	3,429	3,429	3,429	3,429	3,429	3,429	3,429	-	38,669	37,716	953
8710 Other Local Revenue	105	100	-	-	-	-	-	-	-	-	-	-	-	205	-	205
Total Current Year Revenues	1,888	49,917	66,610	134,257	87,359	84,231	119,571	87,529	45,310	82,886	35,801	6,729	18,739	820,829	941,990	(121,161)
9200 Accounts Receivable	60,151	114,333	2,909	50,095	-	-	-	-	-	-	-	-	-	227,488	227,488	-
9600 Line of Credit Borrowing	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash In	62,039	164,250	69,519	184,352	87,359	84,231	119,571	87,529	45,310	82,886	35,801	6,729	18,739	1,048,317	1,169,478	(121,161)
Total Cash In Y-T-D	62,039	226,289	295,808	480,160	567,519	651,750	771,321	858,850	904,161	987,047	1,022,849	1,029,578	1,048,317			

	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	-	33,742	31,916	33,873	33,563	33,563	33,563	33,563	33,563	33,563	33,563	33,563	-	368,033	369,190	1,157
2000 Classified Salaries	6,404	8,234	23,201	22,963	20,798	20,798	20,798	20,798	20,798	20,798	20,798	20,798	-	227,190	228,783	1,593
3000 Employee Benefits	4,792	10,112	13,742	12,260	12,595	12,595	12,595	12,595	12,595	12,595	12,595	12,595	-	141,666	138,545	(3,121)
Total Salaries & Benefits	11,196	52,088	68,859	69,096	66,956	66,956	66,956	66,956	66,956	66,956	66,956	66,956	-	736,889	736,519	(370)
Supplies																
4100 Texts and Core Curricula	-		885	-	-	-	-	-	-	-	2,210	-	-	3,095	6,630	3,535
4200 Reference Materials	539	422	664	343	200	200	200	200	200	200	200	-	-	3,368	2,000	(1,368)
4300 Materials and Supplies	1,334	1,765	1,439	2,610	3,263	3,263	3,263	3,263	3,263	3,263	3,263	-	-	29,986	32,625	2,640
4400 NonCap Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Supplies	1,873	2,187	2,988	2,953	3,463	3,463	3,463	3,463	3,463	3,463	5,673	-	-	36,449	41,255	4,807
Services / Other Op Exp																
5200 Travel and Conferences		35	-	456	-	2,388	-	-	-	-	-	-	-	2,879	4,775	1,897
5300 Dues and Memberships	-	-	-	845	1,105	-	-	-	-	-	-	-	-	1,950	1,105	(845)
5400 Property/Liability Insurance	5,239	1,190	1,189	1,189	1,676	1,676	1,676	1,676	1,676	1,676	-	-	-	18,863	20,323	1,460
5500 Operations / Housekeeping	1,910	2,336	2,782	2,214	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	-	26,864	26,432	(431)
5600 Rentals, Leases, and Repairs	8,929	8,408	8,712	8,839	8,916	8,916	8,916	8,916	8,916	8,916	8,916	8,916	-	106,216	106,992	776
5800 Prof. & Consulting Services	4,303	2,146	3,558	4,994	4,312	4,312	4,312	4,312	4,312	4,312	4,312	4,312	-	49,499	51,746	2,248
5900 Communications	390	2,770	375	88	437	437	437	437	437	437	437	437	-	7,118	5,242	(1,876)
Total Services	20,771	16,885	16,616	18,625	18,649	19,931	17,544	17,544	17,544	17,544	15,868	15,868	-	213,388	216,616	3,229
Total Other Outgo																
7141 Special Ed Encroachment	-	-	-		30,893	-	30,893	-	-	30,893	-	-	30,893	123,572	125,588	2,016
7438 Long-Term Debt Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000	1,000
Total Other Outgo	-	-	-	-	30,893	-	30,893	-	-	30,893	-	-	30,893	123,572	126,588	3,016
Total Current Year Expenses	**33,840**	**71,160**	**88,463**	**90,674**	**119,960**	**90,350**	**118,855**	**87,962**	**87,962**	**118,855**	**88,496**	**82,824**	**30,893**	**1,110,297**	**1,120,978**	**10,681**
9500 Accounts Payable	31,641	(5,147)	(4,403)	(3,110)	-	-	-	-	-	-	-	-	-	18,981	18,981	-
9600 Line of Credit Payments	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total Cash Out	**65,481**	**66,013**	**84,060**	**87,564**	**119,960**	**90,350**	**118,855**	**87,962**	**87,962**	**118,855**	**88,496**	**82,824**	**30,893**	**1,129,278**	**1,139,959**	**10,681**
Total Cash Out Y-T-D	65,481	131,494	215,554	303,118	423,078	513,428	632,284	720,246	808,209	927,064	1,015,561	1,098,385	1,129,278			
Percent of Budget	5.74%	11.53%	18.91%	26.59%	37.11%	45.04%	55.47%	63.18%	70.90%	81.32%	89.09%	96.35%	99.06%			

Projected Cash Balance Statement

Beginning Cash Balance	106,208	102,766	201,003	186,462	283,250	250,649	244,530	245,245	244,812	202,160	166,191	113,496	37,401	106,208	106,208	-
Net Change	(3,442)	98,237	(14,541)	96,788	(32,601)	(6,119)	716	(433)	(42,652)	(35,969)	(52,695)	(76,095)	(12,154)	(80,961)	29,520	(110,481)
Ending Cash Balance	**102,766**	**201,003**	**186,462**	**283,250**	**250,649**	**244,530**	**245,245**	**244,812**	**202,160**	**166,191**	**113,496**	**37,401**	**25,247**	**25,247**	**135,728**	**(110,481)**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2-Growth Model**

Date: November 14, 2014 for the meeting of November 20, 2014

SUMMARY

A growth model for enrollment is needed before the enrollment lottery on January 30.

DISCUSSION

Three Models

- Model A shows an antigrowth model that will cause the school to be financially insolvent in little time.
- Model B is based on the growth model adopted under prior funding models. It is a financially viable model, but causes us to outgrow our current facility.
- Model C shows a growth model that is financially sustainable under the new funding model and does not cause us to outgrow our current facility. Model C requires that class sizes are capped at 27 rather than the 23 in Model B. To suport classrooms that have more than 23 enrollment, a number of strategies could be implemented.

Class Sizes

- Classrooms with enrollment over 27 could be reduced by attrition down to a number pre-determined to be financially teneble. Note that after 2018-2019, the reduction of one classroom will enhance the ability to use attrition for class size reduction as expenses will decrease.
- Classrooms with larger enrollment will have first priority in terms of use of extra facilities space when available.
- Classrooms with larger enrollment will have first priority in terms of support staff time.
- Classrooms with larger enrollment will have first priority in terms of assignment of classroom aides with the most experience and education.
- Classroom budgets can be determined on a per ADA (average daily attendance) basis.

Model C

- Model C requires that 6th grade join middle school for the 2015-2016 year only.
- In 2016-2017, a lower elementary teacher will be encouraged to move to upper elementary.
- Model C assumes a middle class size that would require more than one full time teacher, although historically middle school enrollment has been unpredictable. Rather than hiring another teacher, our current support staff could be assigned to instruct middle school as needed. Additionally, specialized instructors could be hired for temporary positions, e.g.: art or music instrucition, as provided by our Charter.

ACTION REQUESTED:

Approve Growth Model C

Attachments: Growth Models A, B, and C

Model A

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms	2016-2017	total per level	#classrooms
TK	0	0		4			5			6		
K	23	23	1	18	22	1	13	18	1	12	18	1
lower el 1	25	69	3	16	60	3	18	61	3	13	47	2
2	23			27			16			18		
3	21			17			27			16		
upper el 4	20	50	2	24	51	2	17	41	2	27	68	3
5	11			19			24			17		
6	19			8			19			24		
middle 7	11	26	1	4	8	1	8	31	1	19	27	1
school 8	15			4			4			8		
Total	168		7	141		7	151		7	160		7

grades	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms	2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
TK	7			8			9			9		
K	11	18	1	10	18	1	9	18	1	9	18	1
lower el 1	12	43	2	11	36	2	10	33	2	9	30	2
2	13			12			11			10		
3	18			13			12			11		
upper el 4	16	60	3	18	61	3	13	47	2	12	43	2
5	27			16			18			13		
6	17			27			16			18		
middle 7	24	43	2	17	41	2	27	44	2	16	43	2
school 8	19			24			17			27		
Total	164		8	156		8	142		7	134		7

grades	2021-2022	total per level	#classrooms	2022-2023	total per level	#classrooms	2023-2024	total per level	#classrooms	2024-2025	total per level	#classrooms
TK	9			9			9			9		
K	9	18	1	9	18	1	9	18	1	9	18	1
lower el 1	9	28	2	9	27	1	9	27	1	9	27	1
2	9			9			9			9		
3	10			9			9			9		
upper el 4	11	36	2	10	33	2	9	30	1	9	28	
5	12			11			10			9		
6	13			12			11			10		
middle 7	18	34	2	13	31	1	12	25	1	11	23	1
school 8	16			18			13			12		
Total	116		7	109		5	100		4	96		3

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms	2016-2017	total per level	#classrooms
TK	0	0		4			5			6		
K	23	23	1	18	22	1	18	23	1	17	23	1
lower el 1	25	69	3	16	60	3	21	69	3	23	69	3
2	23			27			21			23		
3	21			17			27			23		
upper el 4	20	50	2	24	51	2	17	41	2	27	68	3
5	11			19			24			17		
6	19			8			19			24		
middle 7	11	26	1	4	8	1	8	31	2	19	27	1
school 8	15			4			4			8		
Total	168		7	141		7	164		8	187		8

grades	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms	2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
TK	7			8			9			10		
K	16	23	1	15	23	1	14	23	1	13	23	1
lower el 1	23	69	3	23	69	3	23	69	3	23	69	3
2	23			23			23			23		
3	23			23			23			23		
upper el 4	23	67	3	23	73	3	23	69	3	23	69	3
5	27			23			23			23		
6	17			27			23			23		
middle 7	24	43	2	17	41	2	27	44	2	23	50	2
school 8	19			24			17			27		
Total	202		9	206		9	205		9	211		9

grades	2021-2022	total per level	#classrooms
TK	11		
K	12	23	1
lower el 1	23	69	3
2	23		
3	23		
upper el 4	23	69	3
5	23		
6	23		
middle 7	23	46	2
school 8	23		
Total	207		9

Model C

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms	2016-2017	total per level	#classrooms
TK	0	0		4			5			6		
K	23	23	1	18	22	1	18	23	1	17	23	1
lower el 1	25	69	3	16	60	3	19	64	3	18	55	2
2	23			27			18			19		
3	21			17			27			18		
upper el 4	20	50	2	24	51	2	18	42	2	27	69	3
5	11			19			24			18		
6	19			8			19			24		
middle 7	11	26	1	4	8	1	8	35	2	19	27	2
school 8	15			4			8			8		
Total	168		7	141		7	164		8	174		8

grades	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms	2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
TK	7			8			9			10		
K	16	23	1	15	23	1	14	23	1	13	23	1
lower el 1	19	56	2	18	54	2	18	54	2	18	54	2
2	18			18			18			18		
3	19			18			18			18		
upper el 4	18	63	3	19	64	3	18	55	2	18	55	2
5	27			18			19			18		
6	18			27			18			19		
middle 7	24	43	2	18	42	2	27	45	2	18	45	2
school 8	19			24			18			27		
Total	185		8	183		8	177		7	177		7

grades	2021-2022	total per level	#classrooms	2022-2023	total per level	#classrooms	2023-2024	total per level	#classrooms	2024-2025	total per level	#classrooms
TK	11			11			11			11		
K	12	23	1	12	23	1	12	23	1	12	23	1
lower el 1	18	54	2	18	54	2	18	54	2	18	54	2
2	18			18			18			18		
3	18			18			18			18		
upper el 4	18	54	2	18	54	2	18	54	2	18	54	2
5	18			18			18			18		
6	18			18			18			18		
middle 7	19	37	2	18	37	2	18	36	2	18	36	2
school 8	18			19			18			18		
Total	168		7	168		7	167		7	167		7

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3- Purchase Agreement for Portable Buildings**

Date: November 14, 2014 for the meeting of November 20, 2014

SUMMARY

Chico Unified School District has drafted a purchase agreement for the Board to consider.

DISCUSSION

A draft of a purchase agreement for portable buildings from CUSD has been vetted by our attorney and is attached for your review. Our attorney offered the following regarding the purchase agreement:

- On the purchase agreement, it says three portables but the FUA says five. The PA also says the District will not pay for relocation costs, but the FUA says it is included in the $100,000.

ACTION REQUESTED

Propose revisions that will make the Purchase Agreement acceptable.

Attachments: Purchase Agreement

AGREEMENT FOR PURCHASE AND SALE

This Agreement for Purchase and Sale (the "Agreement"), dated as of _____ 2014, ("Effective Date"), is between the Chico Unified School District, a California School District ("District"), and Sherwood Montessori, a California Charter School ("Charter School") (each a "Party" and collectively the "Parties").

RECITALS

A. District desires to sell to Charter School two portable classrooms and one portable restroom in exchange for three dollars and Charter School's agreement that the Portables can and will be utilized by the District in all future offers involving the campus under or in lieu of Proposition 39 .

B. The Parties desire to enter this Agreement to effectuate the purchase and sale of the Portables.

NOW, THEREFORE, IT IS AGREED BY THE PARTIES AS FOLLOWS:

1. Sale. District agrees to sell to Charter School, and Charter School agrees to purchase from District, on the terms and conditions set forth herein, that certain portable classroom buildings described in Schedule 1 to Exhibit A, attached hereto and incorporated herein by this reference (the "Portables").

2. Purchase Price. The purchase price for the Portables is Three Dollars ($3.00) ("Purchase Price").

3. Transfer of Portables. Within five business day of the Effective Date, District shall execute and Charter School shall accept the Bill of Sale attached hereto as Exhibit A, and Charter School shall pay District the Purchase Price.

4. Charter School's Independent Investigation. Charter School acknowledges, agrees, represents, and warrants that it has been given a full opportunity to obtain, review, inspect and investigate each and every aspect of the Portables, including the size and dimensions of the Portables, the physical and environmental condition and aspects of the Portables, and all other matters concerning the condition of the Portables.

5. As-Is Transfer. CHARTER SCHOOL SPECIFICALLY ACKNOWLEDGES AND AGREES THAT DISTRICT IS SELLING AND CHARTER SCHOOL IS PURCHASING THE PORTABLES ON AN "AS IS WITH ALL FAULTS" BASIS, CONDITION AND STATE OF REPAIR INCLUSIVE OF ALL FAULTS AND DEFECTS, WHETHER KNOWN OR UNKNOWN, AS MAY EXIST AS OF THE TRANSFER, THAT DISTRICT HAS NO OBLIGATION WHATSOEVER TO MAKE ANY REPAIRS OR RENOVATIONS TO THE PORTABLES AND THAT CHARTER SCHOOL IS NOT RELYING ON ANY REPRESENTATIONS OR WARRANTIES FROM DISTRICT OR ITS AGENTS AS TO ANY MATTERS CONCERNING THE PORTABLES.

6. Waiver and Release. Charter School hereby releases District from any and all manner of rights, liabilities, claims, actions, causes of action, suits, proceedings, demands, damages, costs and expenses (including attorneys fees and costs) that Charter School now has or may have in the future, arising out of, directly or indirectly, or in any way connected with the Portables, this Agreement or the purchase and sale of the Portables.

7. Indemnity. Charter School hereby agrees to indemnify, hold harmless and defend District from and against any and all manner of rights, liabilities, claims, actions, causes of action, suits, proceedings, demands, damages, costs and expenses (including attorneys fees and costs) relating to or arising from the sale of the Portables to Charter School or the future maintenance and use of the Portables.

8. Condition of Sale. Charter School agrees and acknowledges that even though Charter School will hold an ownership interest in the Portables, the District can and will include the Portables in all future offers under Education Code section 47614 ("Proposition 39"), or in lieu of Proposition 39, made to Charter School. Charter School agrees that the Portables will count as a facility allocated to the Charter School by the District under Proposition 39, or in lieu of Proposition 39, and that the Portables meets all of the requirements of reasonable equivalence Proposition 39 and its implementing regulations. In consideration thereof, the Parties agree that the sale of the Portables to Charter School shall not constitute a gift of public funds.

This Agreement shall be conditioned upon Sherwood obtaining the right of possession, use and occupation of a site suitable for operation of a public school for the term of the Facilities Agreement between the parties, beginning with the 2015-2016 school year, no later than August 1, 2015. Should Sherwood not obtain a site suitable for operation of a public school by August 1, 2015, this Agreement, and the Facilities Agreement between the parties, shall, through mutual agreement of the parties, be rescinded, terminated, void, have no binding effect, the obligations of both parties set forth therein extinguished, and Sherwood shall relinquish all right, title an interest in the Portables and Restroom to the District and shall restore title and return possession in them to the District.

Charter School agrees to pay in full all relocation expenses related to the portable buildings included in this agreement.

9. Entire Agreement. This Agreement, including the exhibit hereto, contains all representations, warranties and covenants made by Charter School and District and constitutes the entire understanding between the parties hereto with respect to the subject matter hereof. Any prior correspondence, memoranda or agreements are replaced in total by this Agreement together with the exhibit hereto.

10. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument.

11. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California without regard to its choice of law principles.

12. Interpretation of Agreement. Each party has received independent legal advice from its attorneys with respect to the advisability of executing this Agreement and the meaning of the provisions hereof. The provisions of this Agreement shall be construed as to their fair meaning, and not for or against any party based upon any attribution to such party as the source of the language in question.

13. Authority. Each individual executing this Agreement on behalf of the Parties represents and warrants that he or she is duly authorized to execute and deliver this Agreement.

[Signature Page to Follow]

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

DISTRICT:

Chico Unified School District, a California School District

By:_____
Julia M. Kistle, Director of Facilities & Construction

APPROVED AS TO FORM:

By:_____

ATTEST:

By:_____

SCHOOL:

Sherwood Montessori Charter School, a California Charter School

By: _____
_____, _____

APPROVED AS TO FORM:

By:_____

ATTEST:

By:_____

EXHIBIT A

Bill of Sale

THIS BILL OF SALE is executed as of the 12th day of June, 2014 (the "Effective Date") by and among Chico Unified School District, a California School District ("District"), and Sherwood Montessori Charter School, a California Charter School ("Charter School").

A. District is the owner of the certain portable classroom buildings and one portable restroom building described in Schedule 1, attached hereto and incorporated herein by this reference ("Portables").

B. District and Charter School have entered into an Agreement for Purchase and Sale, dated June 12, 2014, for the District's sale and Charter School's purchase of the Portables.

C. In implementation of the Agreement, District desires to transfer to Charter School, and Charter School desires to accept, all of District's interests in the Portables.

D. The transfer contained herein is made "as is, where is", with all faults, without any representation or warranty whatsoever on behalf of District.

IN CONSIDERATION OF THE FOREGOING, and for other good and valuable consideration, District hereby grants, transfers and conveys to Charter School, and Charter School accepts conveyance of, all of District's interests in the Portables. District and Charter School hereby agree to execute such other documents and perform such other acts as may be necessary or desirable to carry out the purposes of this Bill of Sale.

[Signatures on following page]

IN WITNESS WHEREOF, District and School have executed this Bill of Sale as of the Effective Date.

"**DISTRICT**"

Chico Unified School District, a California School District

By:_____
Julia M. Kistle, Director of Facilities & Construction

ATTEST:

By:_____

APPROVED AS TO FORM:

By:_____

AGREED AND ACCEPTED BY CHARTER SCHOOL: Sherwood Montessori Charter School

By:_____

Title: _____

Sherwood Montessori Charter School, a California Charter School

SCHEDULE 1 TO BILL OF SALE

Description of the Portables

That two certain 24-foot by 40-foot portable classroom buildings and one 20-foot by-24 foot portable restroom building, with and Serial Numbers 13236 & 13237, 13232 & 13233 and 3324 which was originally placed on Fair View High School under DSA application number 61736.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Facilities Use Agreement**

Date: November 14, 2014 for the meeting of November 20, 2014

SUMMARY

Chico Unified School District has presented Sherwood with a Facilities Use Agreement to consider.

DISCUSSION

Chico Unified School District has presented the attached draft of a Facilities Use Agreement as a proposed agreement in lieu of the obligations set forth under Proposition 39 (Ed Code 47614). The agreement has been vetted by our attorney and some concerns were addressed:

- We are being asked to indemnify the District for any liability associated with the portables and the site, except in the case of their sole negligence. It should be gross negligence.
- The first paragraph of Section 8 is of concern. The District will be allowed to count the portables in any future allocation of facilities they give to Sherwood Montessori, in perpetuity (and presumably even if the portables are no longer being used). This provision should only apply for the term of the FUA.
- On the purchase agreement, it says three portables but the FUA says five. The PA also says the District will not pay for relocation costs, but the FUA says it is included in the $100,000.

Additionally, the following is a concern:

- In section 3.2, the FUA reads: "Subsequent to the termination of this Agreement for any reason prior to June 30, 2025, Sherwood agrees not to seek facilities from the District, under Proposition 39, or any other legal authority for any school year prior to the 2025-2026 school year, unless mutual written consent is granted by the District." Because we do not know what new legislation may be created around public school facilities, agreeing to "or any other legal authority" is asking us to agree to an unknown.

Finally, our attorney suggested we consider whether or not expansion in the next ten years would be hindered by this agreement.

ACTION REQUESTED

Propose revisions to the current Facilities Use Agreement that would be acceptable to Sherwood Montessori.

Attachment: Draft of the Facilities Use Agreement proposed by CUSD

CHARTER SCHOOL FACILITIES AGREEMENT
BY AND BETWEEN SHERWOOD MONTESSORI CHARTER SCHOOL
AND CHICO UNIFIED SCHOOL DISTRICT BEGINNING 2015-2016

THIS CHARTER SCHOOL FACILITIES AGREEMENT ("Agreement") effective upon mutual execution between the parties, is entered into by and between the Chico Unified School District (hereinafter referred to as the "District") and Sherwood Montessori Charter School (hereinafter referred to as "Sherwood" or "Charter School"), which is operated as a nonprofit public benefit corporation.

The purpose of this Agreement is to provide facilities to Sherwood's students in lieu of the obligations set forth under Proposition 39, as authorized under Cal. Admin. Code tit. 5, § 11969.1(b). The District intends to provide buildings to Sherwood, and Sherwood intends to lease real property at its own expense , in lieu of an allocation of facilities pursuant to California Proposition 39 (Education Code section 47614) and its implementing regulations ("Proposition 39").

NOW, THEREFORE, for and in consideration of the covenants and agreements hereinafter set forth to be kept and performed by Sherwood, the Parties agree that Sherwood shall procure the right of possession, use and occupation of the real property located at [ADDRESS], Chico, CA [ZIP CODE], described in Section 1 of this Agreement, ("Premises" or "Site") and Exhibit "A" attached hereto, and the District shall provide certain portable buildings for beneficial use by Sherwood pursuant to the "Agreement for Purchase and Sale" executed concurrently with this Agreement, to satisfy the District's obligations under Proposition 39 for the term of this Agreement, subject to and upon all of the terms, covenants, and agreements hereinafter set forth. It is the intent of the parties that this written agreement supersede all previous agreements, written or unwritten, related to the use and occupation of the facilities by Sherwood.

1. PREMISES

Sherwood shall assume sole responsibility for obtaining the right of possession, use and occupation of the real property located at [ADDRESS], Chico, CA [ZIP CODE] for the location and operation of the educational program set forth in its charter for the term of this Agreement. This Agreement shall be conditioned upon Sherwood obtaining the right of possession, use and occupation of a site suitable for operation of a public school for the duration of this Agreement, beginning with the 2015-2016 school year, no later than August 1, 2015. Should Sherwood not obtain a site suitable for operation of a public school by August 1, 2015, this Agreement, and the "Agreement for Purchase and Sale" of portables, shall, through mutual agreement of the parties, be rescinded, terminated, void, and have no binding effect, and the obligations of both parties set forth therein extinguished.

In consideration of the covenants and agreements hereinafter set forth to be kept and performed by Sherwood, the District agrees to sell to Sherwood for use by Sherwood in support of its instructional program five (5) Portable Classrooms, and one (1) Portable Restroom, for the

DRAFT

price of one dollar ($1.00) per unit, pursuant to the "Agreement for Purchase and Sale" executed concurrently with this Agreement. Charter School agrees to assume financial responsibility for procuring any necessary insurance with respect to the Portable Classrooms and Portable Restroom.

In consideration thereof, the parties agree that the District's provision of the 5 Portable Classrooms and 1 Portable Restroom under the "Agreement for Purchase and Sale" shall constitute full and complete satisfaction of the District's obligations under Proposition 39 for the duration of five (5) school years, commencing July 1, 2015 and ending June 30, 2020, subject to the provisions of Section 2 ("Term") of this Agreement.

2. TERM

In the event that the installation of the Portable Classrooms and/or Portable Restroom requires improvements and/or upgrades to the water or sewer systems at the Site, District agrees to pay for such improvements and/or upgrades, as well as the costs of the relocation and setup of the Portable Classrooms and/or Portable Restroom, in a sum not exceeding One Hundred Thousand Dollars. ($100,000.00) Charter School shall assume full responsibility for paying for any improvements and/or upgrades to the water and sewer systems at the Site in excess of $100,000.00. In the event that the District is obligated to pay any sum towards improvements and/or upgrades to the water or sewer systems at the Site, the term of the District's provision of buildings to Sherwood in lieu of facilities under Proposition 39 under this Agreement, as set forth in Section 1 herein, shall automatically and by operation of law extend to ten (10) school years, commencing July 1, 2015 and ending June 30, 2025. Any such expenses must in incurred no later than August 30, 2015, and the District shall not be obligated to incur any such expenses in connection with this Agreement beyond that date.

In the event that the District incurs any sum in connection with the relocation or setup of the Portable Classrooms and/or Portable Restrooms, including but not limited to any improvements and/or upgrades to the water and sewer systems at the Site, Charter School agrees to repay the District according to the schedule set forth in Exhibit B.

No later than July 1 of the final year of this Agreement, Sherwood shall contact the District to request a meeting with the District Superintendent to discuss whether the parties desire to enter into a successor agreement.

3. OBLIGATIONS

3.1 Sherwood agrees to waive its right to seek facilities from the District in addition to those set forth herein in this Agreement, under Proposition 39, or upon any other basis, during the duration of this Agreement. Sherwood waives its right to subsequently argue that the District has failed to offer it facilities in accordance with applicable law for the Term of this Agreement. Nothing in this provision shall bar the application of Section 8 ("Indemnification") of this Agreement.

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3.2 Subsequent to the termination of this Agreement for any reason prior to June 30, 2025, Sherwood agrees not to seek facilities from the District, under Proposition 39, or any other legal authority for any school year prior to the 2025-2026 school year, unless mutual written consent is granted by the District.

3.3 Other than providing, moving and setting up 5 Portable Classrooms and 1 Portable Restroom under Section 1 of this Agreement, and performing improvements and/or upgrades to the water and sewer systems at the Site (if needed) under Section 2 of this Agreement, the District is not obligated to make any other improvements, or provide any additional facilities, and shall have no other obligations, to Sherwood during the term of this Agreement.

4. USE

4.1 Independence of Operation. The District acknowledges that Sherwood is governed by its own board of directors, which has the sole responsibility for determining the policies and operations of Sherwood in accordance with its charter, and subject to the oversight of the District's Governing Board.

4.2 Use. The Premises shall be used and occupied by Sherwood for the sole purpose of operating a California public charter school and all its related school activities and for no other purpose, in accordance with applicable law. Sherwood, at its expense, shall comply with all applicable laws, regulations, rules and orders that are triggered by Sherwood's occupation, use, modification or alteration to the Premises, including, without limitation, those relating to health, safety, noise, environmental protection, waste disposal, and water and air quality, and shall use the Premises in accordance with all applicable laws.

4.3 Uses Prohibited.

(a) Sherwood shall not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law, statute, ordinance or governmental rule, or regulation now in force or which may hereafter be enacted or promulgated, or with Sherwood's charter. Sherwood shall comply with the District policies and/or procedures and practices regarding the operations and maintenance of the facilities, furnishings and equipment.

5. FURNISHINGS AND UTILITIES

5.1 The District, at its sole option, may elect to share surplus furnishings and equipment with Charter School should they become available. This obligation notwithstanding, the parties agree that, in consideration of the covenants and agreements herein set forth, the District has no obligations to provide Sherwood furnishings, equipment, or utility service or infrastructure during the term of the Agreement, and Sherwood hereby waives, during the term of the Agreement, any claim to furnishings, equipment, or any other facility under Proposition 39, or any other legal authority, that is not expressly conferred in this Agreement.

6. MAINTENANCE AND REPAIRS; ALTERATIONS AND ADDITIONS

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6.1 Maintenance and Repairs.

The ongoing operations and maintenance (routine and major, as defined in Education Code Section 17582) of the facilities and equipment is the responsibility of Sherwood. The District shall have no ongoing obligation for the provision of operations, maintenance, furnishings or equipment.

6.2 Alterations and Additions.

To the extent that Sherwood performs any alterations, additions, modifications or improvements to the Site, or any facilities therein, it shall comply with all applicable laws. The indemnification provision contained in Section 8 of this Agreement shall apply to any such alterations, additions, modifications or improvements.

7. ENTRY BY the District

The District, to perform its statutory oversight duties, may inspect or observe any part of Sherwood Montessori at any time, consistent with Section 14.4 of the Charter. Sherwood hereby waives any claim for damages for any injury or inconvenience to or interference with Sherwood's business, any loss or occupancy or quiet enjoyment of the Premises. For each of the aforesaid purposes the District shall at all times have and retain a key with which to unlock all of the doors in, upon and about the Premises, excluding Sherwood's vaults and safes, and the District shall have the right to use any and all means which the District may deem proper to open said doors in an emergency, in order to obtain entry to the Premises, and any entry to the Premises obtained by the District by any of said means, or otherwise, shall not under any circumstances be construed or deemed to be a forcible or unlawful entry into or a detainer of the Premises, or an eviction of Sherwood from the Premises or any portion thereof.

8. INDEMNITY

Sherwood shall indemnify, hold harmless, and defend the District, its trustees, officers, employees and agents 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 in, on or about the Site, arising from Sherwood'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 Sherwood in or about the Site; provided, however, that Sherwood shall not have any obligation to indemnify, hold harmless or defend the District, its trustees, officers, employees and agents 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 in, on or about the Site after the District delivers possession of the Site to Sherwood, resulting from or arising out of the sole negligence or willful malfeasance of the District, its trustees, officers, employees and agents or any person or entity not subject to Sherwood's control and supervision.

9. INSURANCE

9.1 Coverage. Sherwood will obtain its own insurance coverage and supply the District certificates of insurance, with proof of insurance of at least the types and amounts recommended by the District's insurer based upon the standard coverage for a school of similar size and location, as follows:

General & Excess Liability

Sherwood, 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. Such minimum limits of policies shall in no event limit the liability of the Charter School hereunder. Insurance shall include coverage for claims against the Charter School, its 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, its elected or appointed officials, employees, agents and volunteers, and Charter School shall provide the District with the necessary amendatory endorsements. 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, its 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.

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 therefrom) and property damage in connection with the Charter School's activities under this Agreement.

Property Insurance

Charter School shall maintain, for the duration of this Agreement, all-risk real and personal property coverage adequate to cover the replacement cost of all buildings and personal property 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 property insurance for Charter School's personal property, building improvements and any real property/buildings while located on the Premises or elsewhere. The 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.

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.

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Bond/Crime Insurance
The Charter School shall purchase and hold fidelity bond coverage or employee dishonesty/theft insurance with a minimum limit of $1 million to cover all school employees. The bond/policy deductible shall not exceed $5,000.

Proof of Insurance
Charter School shall annually 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.

RISK MANAGEMENT
The Charter School shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences.

10. MISCELLANEOUS

10.1

(a) The captions of the paragraphs of this Agreement are for convenience only and shall not be deemed to be relevant in resolving any question of interpretation or construction of any section of this Agreement.

(b) Exhibits attached hereto, and addenda and schedules initialed by the parties, are deemed by attachment to constitute part of this Agreement and are incorporated herein.

(c) This Agreement may only be amended in a writing that specifically indicates its intent to modify and/or amend this Agreement. All amendments shall only be effective if executed by both parties.

10.2 Entire Agreement. This instrument, along with any exhibits and attachments hereto, constitutes the entire agreement between the District and Sherwood relative to the Premises. The District and Sherwood agree hereby that all prior or contemporaneous oral or written agreements between and among themselves and their agents or representatives relative to the leasing of the Premises are merged in, revoked by, and superseded by this Agreement.

10.3 Severability. If any term or provision of this Agreement shall, to any extent, be determined by a court of competent jurisdiction to be invalid or unenforceable, then the

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remainder of this Agreement shall not be affected thereby, and each term and provision of this Agreement shall be valued and be enforceable to the fullest extent permitted by law.

10.4 Binding Effect; Choice of Law, Venue. The parties hereto agree that all provisions hereof are to be construed as both covenants and conditions as though the words importing such covenants and conditions were used in each separate paragraph hereof. Subject to any provisions hereof restricting assignment or subletting by Sherwood, all of the provisions hereof shall bind and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors and assigns. The laws of the State of California shall govern this Agreement.

10.5 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.

10.6 Smoking. The Premises shall be non-smoking and no smoking shall be allowed in or on the Premises, including but not limited to all balconies, courtyards, walkways, and parking areas. Sherwood shall also ensure that the Premises shall remain drug and alcohol free.

10.7 Notices. All Notices or demands of any kind required or desired to be given by the District or Sherwood hereunder shall be in writing and shall be deemed delivered three (3) days after upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the District or Sherwood respectively at the following addresses :

Director, Alternative Education
Chico Unified School District
1163 E 7th Street
Chico, CA 95928

Sherwood Montessori Charter School
[Mailing Address]

10.8 Corporate Authority. Each individual executing this Agreement on behalf of the Sherwood represents and warrants that he/she is duly authorized to execute and deliver this Agreement on behalf of the Sherwood in accordance with a duly adopted resolution of the Board of Directors of said corporation or in accordance with the Bylaws of said corporation, and that this Agreement is binding upon said corporation in accordance with its terms. Sherwood shall, within fifteen (15) days after execution of this Agreement, deliver to the District a certified copy of a resolution of the Board of Directors of Sherwood authorizing or ratifying the execution of this Agreement.

11. HAZARDOUS MATERIALS DISCLOSURE

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(a) Lead: Sherwood shall assume that all ceramic tile and painted or varnished surfaces in the Premises could contain detectable levels of lead which may trigger compliance with California Code of Regulations, Title 8, Section 1532.1. In addition, waste products from these materials could contain lead at levels that are subject to the hazardous waste requirements in the California Code of Regulations, Title 22, Sections 66260.1-66263.12 and 66268.1-66268.124 and the Health and Safety Code Section 25163, subdivision (c). Should Sherwood perform work that disturbs these materials, it is Sherwood's responsibility to handle and dispose of these materials in accordance with the regulations. If Sherwood fails to comply with these regulations in performing work and this results in a site or worker contamination, then Sherwood will be held solely responsible for all costs involved in any required corrective action, and shall indemnify the District against all claims arising therefrom in accordance with Section 8 of the Agreement.

(b) Asbestos: Sherwood shall be responsible for reviewing the site Asbestos Report. Sherwood is responsible for complying with all applicable laws pertaining to the safe handling of asbestos-containing material (ACM) if Sherwood is performing any modifications to the Premises. Should Sherwood perform work that disturbs these materials, it is Sherwood's responsibility to handle and dispose of these materials in accordance with the regulations. If failure to comply with these regulations results in a site or worker contamination, then Sherwood will be held solely responsible for all costs involved in any required corrective action, and shall indemnify the District against all claims arising therefrom in accordance with Section 8 of the Agreement.

(c) Sherwood, at its expense, shall comply with all applicable laws, regulations, rules and orders with respect to its use and occupancy of the Site, including, without limitation, those relating to health, safety, noise, environmental protection, waste disposal, and water and air quality. Sherwood shall be responsible for any and all environmental conditions that exist as a result of Sherwood's occupancy of the Site. Sherwood shall assume responsibility for compliance with ADA and FEHA access rights and other applicable building code standards to the extent of any modifications or improvement made by, or triggered by, the use of the Sherwood.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Site due to the Sherwood's use and occupancy thereof, Sherwood, at its expense, shall be obligated to clean all the property affected, to the satisfaction of Sherwood and any governmental agencies having jurisdiction over the Site.

12. DISPUTE RESOLUTION

Any dispute arising out of the enforcement or applicability of the terms of this Agreement shall be processed using the dispute resolution procedure in the Charter.

13. WAIVER

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The parties agree to waive any and all claims against each other related to their respective rights and obligations under Proposition 39 for the duration of the agreement. During this Agreement Sherwood shall not be required to file annual Proposition 39 requests.

IN WITNESS WHEREOF, the District and Sherwood execute this Agreement effective the date and year first above written.

CHICO UNIFIED SCHOOL DISTRICT Date: _____

_____
John Bohannon, Director of Alternative Education
Chico Unified School District

SHERWOOD MONTESSORI CHARTER SCHOOL Date: _____

_____
Michelle Yezbick, Director
Sherwood Montessori Charter School

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EXHIBIT B

[REPAYMENT PROCEDURE]

Sherwood hereby consents that, as the District incurs expenses in connection with Section 2 of this Agreement, the District may, on a monthly basis, deduct those expenses from its distribution of Sherwood's pro-rata share of funding in lieu of property taxes under Education Code section 47635. Should Sherwood's monthly pro-rata share of funding in lieu of property taxes not be sufficient to cover the expenses incurred, the District shall have the option of deducting the balance from subsequent month distributions of funding in lieu of property taxes, or invoicing Sherwood directly for the amounts owing.

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Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Clean Energy**

Date: November 14, 2014 for the meeting of November 20, 2014

SUMMARY

The Butte County Office of Education has extended an opportunity to Sherwood Montessori to work with BCOE to cut costs and increase efficiency in the process for collecting and analyzing proposals from Proposition 39 energy consultants.

DISCUSSION

Information from Rick Huston, BCOE Maintenance, Operations, and Facilities Manager:

For those of you that have been following the turn of events for Prop 39 over the last several months there have been many changes and revisions to the original guidelines and implementation of this program. When we last met it was discussed combining forces under and countywide effort to use a firm that could help each of us submit an Energy Expenditure Plan to the California Energy Commission. Many of you have started the process by completing your Energy Audits using the free services of California Conservation Corp., PG&E, Bright Schools etc. While most of these services are free the process has taken a while. Once these audits come back we will still need to submit and Energy Expenditure Plan for approval and funding. To date BCOE has only received copies of four board resolutions to join forces. Those participating districts and charters are Paradise, Thermalito, Bangor and Forest Ranch Charter. Please remember that there is no obligation to use these services. It just provides you with an option to do so. In addition we all save by not all using planning dollars soliciting the same services. If you have done your board resolution and still want to participate please forward a copy to my office. If not, and you want to participate I have attached a sample resolution for you to use.

In the next few weeks I will be in contact with some of you to form a selection committee to choose a consultant to help us through the Prop 39 process. This selection committee would consist of representatives from the following: County Office of Education, Large District,

Medium District, Small District and Charter School. I have several sample RFQ's for these types of Prop. 39 services. We will advertise, interview and select a firm that will best meet our needs and requirements. At that point each LEA will contract directly with that firm depending on their level of services.

Please feel free to contact me if you have any questions on this matter.

Rick Huston
Butte County Office of Education
Maintenance, Operations & Facilities Manager
1859 Bird Street.
Oroville, CA 95965
(530) 532-5600

ACTION REQUESTED

Approve Resolution 11202014.

Attachment: Resolution 11202014

SHERWOOD MONTESSORI

RESOLUTION 112014
SHERWOOD MOTESSORI COLLABORATION FOR PROP. 39

WHEREAS, The California Clean Energy Jobs Act (Proposition 39) was approved on November 6, 2012, by the voters of California. The initiative makes changes to corporate income taxes and provides for the annual transfer of funds from the General Fund to the Clean Energy Job Creation Fund for five fiscal years, beginning with the 2013-14 fiscal year;

WHEREAS, The California Department of Education (CDE) will be responsible for distributing funds to California school districts. These funds may be used by districts for energy efficiency and alternative energy projects, along with related improvements and repairs that contribute to reduced operating costs and improved health and safety conditions in public schools. Funds may also be used by districts for job training and workforce development in the energy efficiency and renewable energy industry sectors;

WHEREAS, In order to be eligible for Proposition 39 funding, projects must be cost-effective, must focus on energy efficiency and demand reductions first, and must require contracts that identify specifications, costs and projected energy savings. Districts must agree to submit to financial audits, to make information such as facilities data available to program evaluators, and provide information required by an annual expenditure report;

WHEREAS, While Proposition 39 does not identify specific goals for energy efficiency or savings, Districts are obliged to estimate the projected value of their improvements, with audits to confirm them;

WHEREAS, Many school districts will need to obtain the services of consultants to investigate and provide estimates concerning energy efficiency and savings; and

WHEREAS, Sherwood Montessori desires to work with the Butte County Office of Education in order to achieve cost efficiencies in the process for collecting and analyzing proposals from Proposition 39 energy consultants.

THEREFORE BE IT RESOLVED, that Sherwood Montessori will collaborate with Butte County Office of Education to achieve Proposition 39 cost savings;

THEREFORE BE IT RESOLVED, As part of this collaboration, the Butte County Office of Education will take the lead in the RFP process for Proposition 39 energy consultants;

THEREFORE BE IT RESOLVED, As part of this collaboration, Sherwood Montessori will agree to provide an individual to represent the District on the BCOE's RFP review committee;

THEREFORE BE IT RESOLVED, Through its participation in the collaboration, Sherwood Montessori may, but is not required to, utilize the services of Proposition 39 energy consultants identified by the BCOE through its RFP process; and

THEREFORE BE IT RESOLVED, that if Sherwood Montessori decides to utilize the services of the successful bidder(s) identified by the BCOE, the District will contract independently with the consultant.

PASSED AND ADOPTED by the Sherwood Montessori Board of Directors on this 20th day of November 2014, by the following vote:

Ayes's____
No's ____
Absences____
Absentions____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the Sherwood Montessori Board of Directors in Butte County, at a meeting of the Board on the 20th day of November, 2014.

_____Chair of Sherwood Montessori's Board of Directors

_____Secretary of Sherwood Montessori's Board of Directors

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6-Board Retreat**

Date: November 14, 2014 for the meeting of November 20, 2014

SUMMARY

Because the organization will benefit from a strategic plan, the School Director requests that a board retreat be planned.

DISCUSSION

During the last school year, a consultant was hired to review operations at Sherwood and make suggestions that would strengthen the school and guide it in its future development. One suggestion was that it was time to develop a strategic plan. First steps in this work have been taken at an October retreat, in terms of calibrating the majority new Board members to the history of the organization so far, the vision of the founding directors, and the anticipated future issues facing the school. A floow-up board retreat was suggested as a way to accomplish this.

A board retreat can be structured in many ways, in terms of length of time spent, location, and resources to draw on to make it a success. The Board should come to consensus as to how they would like to proceed with their retreat.

ACTION REQUESTED: Discuss Board Retreat ideas and advise School Director as to next steps towards planning and implementing a successful board retreat.

SHERWOOD MONTESSORI

MEETING NOTICE OF THE BOARD OF DIRECTORS
BOARD RETREAT I: ORIENTATION

Location: The Wilson Home: 828 Jacobs Ct., Chico, CA 95926
Date/Time: **Saturday, October 25, 2014 – 1:00-4:00 p.m.**

AGENDA

1. Brown Act/McKee Act
   The board will be trained on open meeting laws school boards must follow.

2. History of Sherwood Montessori
   The short history of Sherwood Montessori will be shared with all board members.

3. Roles of a School Board
   The distinct roles of school board members, the administration of a school, and the teachers will be presented.

4. Sherwood's Mission, Charter and Local Control Accountability Plan (LCAP)
   The board will examine the Mission, Charter and LCAP, three essential documents underpinning school operations.

5. Planning for Future Retreat
   The board will discuss issues, ideas, and content of a possible future retreat.

   ACTION ITEM

   Facilities Use Agreement from Chico Unified School District
   The board will vote whether or not to authorize the School Director to sign the proposed Facilities Use Agreement to take possession of five portable classrooms and one portable bathroom being offered by CUSD.

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, October 16, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser

2. CONSENT AGENDA

2.1 Approval of Minutes from Regular Meeting September 19, 2014.

2.2 Prop 39 Initial Request

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

ACTION REQUESTED: Approve request.

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 Appointment of Russell Shapiro to Open Director Seat

Dr. Russell Shapiro has agreed to serve a one year term on the Board of Directors.

ACTION REQUESTED: Approve appointment.

5.3 Growth Model

A growth model to inform enrollment decisions is needed.

ACTION REQUESTED: Choose a growth model for enrollment.

5.4 School Mascot and Colors

A permanent school mascot and colors are needed.

ACTION REQUESTED: Choose school mascot and colors.

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.

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 copy of the Prop 39 request.

7.2 The Board will receive a copy of the Annual Financial Audit.

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.

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Prop 39 Initial Request

Date: October 10, 2014 for the meeting of October 16, 2014

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 will be in review by an attorney from Young, Minney and Corr.

ACTION REQUESTED

Approve 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)

SHERWOOD MONTESSORI

746 Moss Ave.
Chico, CA, 95926
(530) 345-6600
(530) 345-6620 fax

Via hand delivery

October 31, 2014

Superintendent Kelly Staley
Chico Unified School District
1163 E. Seventh Street
Chico, CA 95926

RE: Request for Proposition 39 Facilities for the 2015-16 School Year DRAFT

Dear Superintendent Staley:

I am writing on behalf of 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 2015-16 school year is 151.34. 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 2014-15.
- "Current year" means the fiscal year in which a facilities request is made. For this request, the current year is 2014-15.
- "Request year" means the fiscal year for which facilities are being requested. For this request, the request year is 2015-16.

Table 1: Total ADA

Grade Level	**Actual Total Prior Year (P-2)**	**Projected Total Current Year**	**Projected Total Request Year**
K	**21.197**	**21.62**	**21.62**
1	**24.575**	**18.8**	**21.62**
2	**21.242**	**25.38**	**18.8**
3	**20.000**	**15.98**	**25.38**
4	**18.833**	**23.50**	**15.98**
5	**10.348**	**15.98**	**23.50**
6	**18.242**	**16.92**	**15.98**
7	**10.697**	**3.76**	**16.92**
8	**14.189**	**2.82**	**3.76**
Total	**159.32**	**144.76**	**163.34**

Table 2: Total In-District ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total
K	21.62	19.74	21.62
1	21.62	18.8	19.74
2	20.68	20.68	18.8
3	18.8	15.04	20.68
4	17.86	22.56	15.04
5	8.46	15.04	22.56
6	15.98	15.04	15.04
7	9.4	2.82	15.04
8	11.28	2.82	2.82
Total	145.7	132.54	151.34

Table 3: Total Classroom ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
K	21.197	21.62	21.62
1	24.575	18.8	21.62
2	21.242	25.38	18.8
3	20.000	15.98	25.38
4	18.833	23.50	15.98
5	10.348	15.98	23.50
6	18.242	16.92	15.98
7	10.697	3.76	16.92
8	14.189	2.82	3.76
Total	159.32	144.76	163.34

Table 4: Total In-District Classroom ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total
K	**21.62**	**19.74**	**21.62**
1	**21.62**	**18.8**	**19.74**
2	**20.68**	**20.68**	**18.8**
3	**18.8**	**15.04**	**20.68**
4	**17.86**	**22.56**	**15.04**
5	**8.46**	**15.04**	**22.56**
6	**15.98**	**15.04**	**15.04**
7	**9.4**	**2.82**	**15.04**
8	**11.28**	**2.82**	**2.82**
Total	**145.7**	**132.54**	**151.34**

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	2.82	1.88	1.88	2.82	0.94	0	0	0	0	**10.34**
Citrus	1.88	0.94	0	2.82	3.76	2.82	0.94	0	0	**13.16**
Emma Wilson	1.88	2.82	5.64	0.94	1.88	4.7	0.94	0	0	**18.8**
Marigold	1.88	0.94	0.94	1.88	0.94	1.88	0.94	0	0	**9.4**

John McManus	1.88	0.94	0.94	1.88	2.82	0.94	3.76	0	0	**13.16**
Little Chico Creek	2.82	0.94	2.82	0.94	0	0.94	0.94	0	0	**9.4**
Neal Dow	3.76	2.82	2.82	0.94	0.94	0.94	1.88	0	0	**14.1**
Parkview	1.88	1.88	1.88	1.88	2.82	0.94	0	0	0	**11.28**
Shasta	0.94	0	1.88	0	1.88	0.94	0.94	0	0	**6.58**
Sierra View	0	5.64	1.88	0.94	6.58	0.94	4.7	0	0	**20.68**
Bidwell Jr.	0	0	0	0	0	0	0	0	0	**0**
Chico Jr.	0	0	0	0	0	0	0	0.94	1.88	**2.82**
Marsh	0	0	0	0	0	0	0	1.88	0.94	**2.82**
Total	**19.74**	**18.8**	**20.68**	**15.04**	**22.56**	**15.04**	**15.04**	**2.82**	**2.82**	**132.54**

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	2.82	1.88	1.88	2.82	0.94	0	0	0	0	**10.34**
Citrus	1.88	0.94	0	2.82	3.76	2.82	0.94	0	0	**13.16**
Emma Wilson	1.88	2.82	5.64	0.94	1.88	4.7	0.94	0	0	**18.8**
Marigold	1.88	0.94	0.94	1.88	0.94	1.88	0.94	0	0	**9.4**
John McManus	1.88	0.94	0.94	1.88	2.82	0.94	3.76	0	0	**13.16**
Little Chico Creek	2.82	0.94	2.82	0.94	0	0.94	0.94	0	0	**9.4**
Neal Dow	3.76	2.82	2.82	0.94	0.94	0.94	1.88	0	0	**14.1**

Parkview	1.88	1.88	1.88	1.88	2.82	0.94	0	0	0	**11.28**
Shasta	0.94	0	1.88	0	1.88	0.94	0.94	0	0	**6.58**
Sierra View	0	5.64	1.88	0.94	6.58	0.94	4.7	0	0	**20.68**
Bidwell Jr.	0	0	0	0	0	0	0	0	0	**0**
Chico Jr.	0	0	0	0	0	0	0	0.94	1.88	**2.82**
Marsh	0	0	0	0	0	0	0	1.88	0.94	**2.82**
Total	**19.74**	**18.8**	**20.68**	**15.04**	**22.56**	**15.04**	**15.04**	**2.82**	**2.82**	**132.54**

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
2010-11	89	87.52	N/A	N/A	140
20011-12	120	114.54	70%	26%	101
2012-13	140	134.26	94%	14%	106
2013-14	168	145.7	87%	17%	98
2014-15	146	N/A	90%	-13%	113

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%

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 (2013-14) 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 June 22, 2015 for it's summer program, therefore we will need access to the facility on or before June, 15, 2015, 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 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.

In addition, and in accordance with its charter and its budget, Sherwood Montessori operates grade levels transitional kindergarten through eighth grade 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 grouping relationships are replicated on a school wide scale. Consequently, the Charter School's educational program requires a single contiguous school site in which to operate.

However, Sherwood is open to exploring the possibilities 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 Ave. 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, 2014. The Charter School must respond to the District's written objections, if any, on or before January 2, 2015, 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, 2015, 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, 2015, 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, 2015. 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., Chico, CA 95926
Phone: (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

School Director, Sherwood Montessori

cc: Sherwood Montessori Board Members:
Chris Fosen
Peter DiFalco
David Kuperman
Russell Shapiro
Kristy Cowell
Mark Reiser,
Joe Wilson

Sarah Kohlmann, Legal Counsel

Laura Kerr, CCSA Regional Director

John Bohannon, Director, Alternative Programs, Chico Unified School District

Attachments (the following attachments are incorporated by reference herein): Prior year P2 ADA forms, roster of current year students, operational calendar

Revised

Attendance Charter School

County: Butte

District: Chico Unified : Sherwood Montessori

CDS CODE 04 61424 0121475 1166

Fiscal Year: 2013-14

P-2

Certificate Number: 47D1B625

Did the charter school cease operation during the current fiscal year?	No
Is this charter school in its first year of operation?	No
Enter Date (month, day, year) that instruction commenced	__/__/____
Does this charter school operate multiple instructional tracks?	No
Single Track Days of Operation	0

Regular ADA

		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA	A-1	87.02	47.42	24.89	0.00	159.33
Classroom-based ADA included in A-1	A-2	86.54	47.32	24.89	0.00	158.75
Extended Year Special Education [EC 56345(b)(3)] (Divisor 175)	A-3	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA included in A-3	A-4	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	A-5	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA included in A-5	A-6	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	A-7	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA included in A-7	A-8	0.00	0.00	0.00	0.00	0.00

County: Butte

District: Chico Unified : Sherwood Montessori

CDS CODE 04 61424 0121475 1166

Fiscal Year: 2013-14

P-2

Certificate Number: 47D1B625

ADA Totals (Sum of A-1 through A-7 excluding classroom-based ADA)	A-9	87.02	47.42	24.89	0.00	159.33
Classroom-based ADA Totals (Sum of A-2 through A-8 including only classroom-based ADA)	A-10	86.54	47.32	24.89	0.00	158.75

Transitional Kindergarten

ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1, A-3, A-5 and A-7, TK/K-3 Column, First Year ADA Only)	B-1	0.00

Certification

County: Butte
District: Chico Unified
CDS CODE 04 61424 0121475

Sherwood Montessori

Fiscal Year: FY 2013-14
P-2
47D1B625

Attendance Charter School

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

Responsible Charter School Official: Heather Date: 4/25/14

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

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/19/2013, MONTH8 - Ending: 03/28/2014

Sherwood Montessori - All Students

Days Taught: 132

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	1	1	22	23	23	215	6	0	0	2,792	2,798	21.197	92.66	22
Grade 00K		0		0	22	1	1	22	23	23	215	6	0	0	2,792	2,798	21.197	92.66	22
1A	Anderson	0		0	5	1	0	6	6	85	26	9	0	0	672	681	5.159	95.04	6
1B	Parish	0		0	7	1	0	8	8	112	26	4	0	0	914	918	6.954	96.82	8
1C	Knox	0		0	11	2	0	13	13	13	58	0	0	0	1,645	1,645	12.462	96.59	13
Grade 01		0		0	23	4	0	27	27	210	110	13	0	0	3,231	3,244	24.575	96.33	27
2A	Anderson	0		0	8	0	1	7	8	58	69	3	0	0	926	929	7.037	92.78	7
2B	Parish	0		0	9	0	1	8	9	21	53	13	0	0	1,101	1,114	8.439	94.34	8
2C	Knox	0		0	6	0	1	5	6	5	25	9	1	0	752	761	5.765	95.55	5
Grade 02		0		0	23	0	3	20	23	84	147	25	1	0	2,779	2,804	21.242	94.13	20
3A	Anderson	0		0	12	0	0	12	12	0	77	3	0	0	1,504	1,507	11.416	94.94	12
3B	Parish	0		0	9	0	0	9	9	0	54	16	1	0	1,117	1,133	8.583	94.02	9
3C	Knox	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 03		0		0	21	0	0	21	21	0	131	19	1	0	2,621	2,640	20.000	94.55	21
Sub Total	**GRADES 0K-3**	0		0	89	5	4	90	94	317	603	63	2	0	11,423	11,486	87.015	94.47	90
Grade4-A	Callahan	0		0	10	0	0	10	10	0	76	0	0	0	1,244	1,244	9.424	94.24	10
Grade4-B	Serrao	0		0	10	0	1	9	10	24	54	14	0	0	1,228	1,242	9.409	94.75	9
Grade 04		0		0	20	0	1	19	20	24	130	14	0	0	2,472	2,486	18.833	94.49	19

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/19/2013, MONTH8 - Ending: 03/28/2014

Sherwood Montessori - All Students

Days Taught: 132

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
Grade5-A	Callahan	0		0	5	1	1	5	6	145	42	0	0	0	605	605	4.583	93.50	5
Grade5-B	Serrao	0		0	6	1	0	7	7	127	36	0	0	0	761	761	5.765	95.48	7
Grade 05		0		0	11	2	1	12	13	272	78	0	0	0	1,366	1,366	10.348	94.59	12
Grade6-A	Callahan	0		0	9	1	0	10	10	1	50	0	0	0	1,269	1,269	9.613	96.20	10
Grade6-B	Serrao	0		0	9	0	0	9	9	0	46	0	3	0	1,139	1,139	8.628	95.87	9
Grade 06		0		0	18	1	0	19	19	1	96	0	3	0	2,408	2,408	18.242	96.05	19
Sub Total	**GRADES 4-6**	0		0	49	3	2	50	52	297	304	14	3	0	6,246	6,260	47.424	95.11	50
Grade7-A	Howlett	0		0	12	1	1	12	13	240	64	0	0	0	1,412	1,412	10.697	95.66	12
Grade 07		0		0	12	1	1	12	13	240	64	0	0	0	1,412	1,412	10.697	95.66	12
Grade8-A	Howlett	0		0	15	1	1	15	15	35	68	0	4	0	1,873	1,873	14.189	96.29	15
Grade 08		0		0	15	1	1	15	15	35	68	0	4	0	1,873	1,873	14.189	96.29	15
Sub Total	**GRADES 7-8**	0		0	27	2	2	27	28	275	132	0	4	0	3,285	3,285	24.886	96.02	27
School Totals:		0		0	165	10	8	167	174	889	1039	77	9	0	20,954	21,031	159.325	94.90	167

Signature Heather Li **Date** 4/24/14

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

2014-2015 School Calendar

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 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

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

Date: October 10, 2014 for the meeting of October 16, 2014

Kindergarten -Teresa Shippen

October is upon us, and with it come all the wonderful lessons that autumn presents. The Kindergarten class has been busy studying the life cycles of Apples and Pumpkins. We tasted and graphed our favorite type of farmer's market apples. We used an "Apple-mate" to core, peel, and slice apples for applesauce. We have read many books about the life cycle of apples, and about many different types of autumn fruit. We have painted and sang about apples, and are ready to turn our focus to the study of pumpkins. There is a lot of enthusiasm about our upcoming field trip to Books Family Farms. While there, we will learn about farm life, and the life cycle of pumpkins. Of course, we will then bring home the biggest pumpkin we can carry! This trip is part of our learning about the community we live in, and the many aspects of living in the North State. The families, students and teachers are all looking forward to a wonderful day together!

Inside our classroom, we continue to learn the many lessons of the Grace and Courtesy curriculum. We are introducing the students to the Second Step program, where they will begin to learn about their emotions, and those of others around them. This program does an excellent job introducing social cues, and reading the body language of others. It uses photographs to practice these skills and teach empathy. It is part of building our school community.

Lynn and I are also beginning to introduce formal lessons in the Math and Language areas, using the Montessori Materials. The students have been exploring these areas for some time now, but are ready to be placed in areas of growth, based on their assessments. These lessons may be given individually or as part of a small group, and will include number development, handwriting, phonemic awareness, reading (for those who are ready), adding, etc. Some students are excited about this, others hesitant, preferring free choice all day. Learning to accept lessons is also a process in Kindergarten. It is part of our transition from pre-school to Kindergarten, and takes some time to adjust to. We feel fortunate that Montessori allows us the time and space to let this happen.

1st/2nd/3rd -Marlo Knox

It is a pleasure to take time to update our Board of Directors about the second full month of our 2014-2015 school year.

We have had many successful "firsts" in our classroom. We have had our first celebration of life ceremony, enriching the experience with songs new to our classroom. We have gone on our first field trip to Laxson Auditorium and created our own classroom book as a memory. We are attempting to care for our first class pet, a hamster, which lives with us Monday through Friday. We are the first lower elementary classroom to "buddy up" with an upper elementary classroom to foster friendships within our whole school community. We have had our first Second Step lessons in empathy training. We have had our first substitute teacher. Each time we have stepped out we have demonstrated that we are able to be successful as a group.

Parents continue to be active and supportive partners in the continued development of their own students and our school. Approximately half of the families in my classroom have responded to a list of activities that I need help with. Regular, consistent, cleaning of our facilities continues to be a struggle. As I watch how this is approached in my own classroom, in other classrooms and on our campus as a whole I wonder if volunteerism is the answer. I must confess that I have spent time scrubbing a sink or mopping a floor and wondered if my time might be better spent preparing for lessons to share with students. Who is accountable when the work needed is not done and how do we communicate where we currently are compared to where we need to be to have an attractive, inviting, school environment?

If you were able to see my students in action you would observe that the following lessons are part of our classroom:

Nouns
Articles
Adjectives
Antonyms
Synonyms
North American Countries
South American Countries
Parts of a Flag
Telling Time (Analog Clock)
Months of the Year
Basic Operations in Addition, Subtraction, Multiplication, and Division
Fractions
Geometric Shapes
Silent Reading
Shared Reading
Book Reports

Leveled, Guided, Reading
Alphabetization
Grade Level Spelling Practice, we have six different spelling groups
Cursive Writing Practice
Printing Practice
and Journal Writing.

I am happy to report that we are learning well.

1st/2nd/3rd-Carin Anderson

Carin and Ari's class is finally beginning the long-awaited "country reports." We have begun studying North America, and part of our study involves each child choosing a country to explore, write about, and present about. Somehow, over the last two years, a great enthusiasm for these reports has developed, and has been passed down through the grades. There is so much enthusiasm that when the children think I am about to announce that we will be starting these projects, a ripple of excitement moves through the group. When the announcement is made, there is jubilation - kids cheer and dance around.

This is not something that would happen in a traditional classroom, and is one of the many things about the Montessori system I love. The culture of a classroom can be passed on from year to year, as the older students initiate and teach and guide the younger ones. It was last year's third graders, a very strong and engaged group of Montessorians, that initiated this attitude toward these reports (and many other things), and the wave of enthusiasm has continued. It seems that part of the role of the teacher is to help guide and encourage this kind of wave, but it comes from and is carried by the children. It is a gift to work with children's innate desire to explore, learn, and celebrate.

1st/2nd/3rd –Eric Parish

Our learning community has been exploring the different parts of biomes. We have studied energy from the sun, layers of air and where wind comes from, and the water cycle. Lately, parts of our studies have been observing soil samples under a magnifying glass. The children then sketch and label their observations. The children have been making discoveries about the air, water, minerals, organic matter, plants and animals in the soil. The kids have been creating some beautiful sketches. We will continue looking and the carbon and nitrogen cycles as well as the formation of Earth.

Dr. Montessori talked about the “phase of preparation” and the “phase of serious work.” She said that the child will choose an easy work first for a short period of time, will move to a more difficult work for a longer period of time, and then will select a much more difficult work where they will become deeply absorbed for a long period of time. We are at a point of the year when some children may have begun to settle into the learning environment. At first they may have been busy around the room with many different objects and materials. Now they may have moments when they settle down with a work for a long period of time concentrated and focused.

Over the course of the next few months it will be interesting to study the phenomenon of movement and work in our learning community.

4th/5th/6th-Kellee Perez

- Reading assessments will be completed for all students by 10/17
- Students are in the finishing stages of their Animal Habitat and Routines research project and Dioramas (see attached assignment sheet if interested)
- Students have been having a great time in PE practicing Frisbee skills and mastering the game: Ultimate Frisbee.
- 4th and 5th graders are at the beginning of Topic 2 in math.
- The class set of National Geographic Pathfinder children's magazine have arrived! We are using them as supplemental reading for Zoology!! Ask your student s what they've learned! They're really enjoying the magazine.
- Language Arts is slowly, yet methodically being updated to increase rigor and interest level for the students

4th/5th/6th-Lindsey Serrao & Brandon Winters

Another month has flown by!
Routines are setting in and the scary "newness" factor for our 4th graders isn't feeling so overwhelming!
I look forward to beginning our exploration settlements theme. We are finishing up a few last presentations on indigenous people's regions. I have been impressed with the presentations...it's hard to present in front of others and they are doing great!
The students had a blast making and presenting their animal dioramas in Kellee's science.
The class is starting off the year with a great, positive, healthy, attitude at school!
☺ Take care!

7th/8th-Celeste Shults

We are into our 7th week in Middle School and we are moving along with all projects mentioned in the last "News from Middle School. We have continued our work with Chico Creek Nature Center in setting up their Phenological Garden. We will be returning this week to continue our work and to begin a new partnership with Claire Meehan their native plant species guru. We have also invited her to help us set-up our phenology garden at Sherwood Montessori. We have our plants and animals picked out (made bird feeders to try to lure some of our selected animals to our garden). We have also taken some preliminary data which we have added to our newly created site on Nature's Notebook. The kids are so very excited to be contributing to the research being done in our area.

Speaking of fun with Science we were able to visit Dr. Russell Shapiro who is the professor and chair of the department of Geological and Environmental Science at CSU, Chico (AKA Heather's Husband). We spent the morning discovering what seismographs look like all over the world. We

were also able to visit his lab and classroom to explore and be able to touch a real saber toothed tiger tooth, the oldest fossil, a walrus tooth, and hear many exciting stories of his adventures and travels (students are holding their favorite fossil below with Dr. Shapiro). I was struck by how much passion he has for his career. The kids and I as we walked to Celestino's for lunch talked about what their 'topographical map moment' might lead them to. A few had some ideas (marine biology, computer animation, dance instructor) and others said that they will be like



Russell and will seize an opportunity when it arises. That his story taught them that there is no limit to what they can do. All this before 11:15 AM and our tour of the Mechanical and Mechatronic Engineering and Sustainable Manufacturing hadn't even began! This was also an amazing experience and one we look forward to sharing with you once we see what will become of this partnership. We may be able to begin manufacturing unique student made designs. This is a project we are all looking forward to in Middle School to nurturing in the coming months.

Another exciting change since our last 'News from Middle School', is that we had an eighth grade girl come to visit middle school. I am excited to announce that our small, but mighty group will be increasing by one. We are not sure as of today when she will start, however we are looking forward to increasing our numbers! The other change was in our math curriculum. We have decided to move to CPM (College Preparatory Mathematics) which is aligned with Common Core Standards and is being used throughout Chico Unified School District in the middle and high schools. This will insure our middle school students will have an easier transition into whichever high school they choose.

I attended the Mt. Lassen Math Conference last weekend and I was so very proud when asked; "what school do you teach at?' To respond with pride; 'Sherwood Montessori'. I look forward to coming every day to a place where everyone is encouraged to be a lifelong learner. That's Sherwood Montessori School.

Math Intervention-Kelli Kurth

Our Sherwood math groups are getting into the routine of things and becoming a normal part of

the students' work time. Currently, we have 7 groups; a middle school group, 2-5th grade groups, 2-4th grade groups, a 3rd grade group and a 1st grade group. The students are adjusting well and actively engaged during group time. We only get 30 mins together so we all work hard to make the most of our time.

Working primarily in the middle school the last few years never gave me the opportunity to work with some of our younger students. It has been a joyful experience getting to know kids from our younger population. The enthusiasm that our students have for learning and each other is amazing and makes my time with them even more special. The younger students bring a joyful love of learning, while the older students bring independence and confidence from previous knowledge to our groups. Our groups have been bonding and learning how to work together in an environment different from their own classrooms.

SBIT-Jessica Ordaz

The intervention meetings are in full swing! We have about two per week with follow up meetings for students from last year as well as meetings for students referred this year. Some students are being seen by resource staff in their groups and we are in the process of assessing more students to add to those groups. I anticipate more referrals since the teachers have finished their first round of assessments. We are starting to see improvements in the behavioral needs of some of our challenging students as well. It is exciting to watch how Sherwood staff works creatively to support all of our children in reaching their potentials academically and behaviorally!

Literacy/Spanish-Danielle Mennucci

Garden-Kitchen Program-Chef Richie Hirshen

The attached log by Chanel, one of my two Chico State Nutrition Department interns, is a third party account of how things are going in the "Richie Program". Chanel and her associate Joanna are integral part of my program, both hands on and as liaisons to the educational community and community at large. This has been a busy month. Complete garden overhaul and replanting (check it out...broccoli rapini, chard, kales, lettuces, carrots, sweet potato, turnips...a full greenhouse of starts) and we 'fixed' the greenhouse, which was dying a slow painful death by hail and its after-effects. Lots of green wonderfulness. Kindergarteners (and all kids) planting is so charming I can't stand it. We're selling starts at our Friday farmers' markets (EVERY Friday this school year) so please come and get some to plant at home. The price is right. Today, my middle school lecture included information about The Erdkinder and the assignment to manage the market and garden while I'm gone.

Oh...I'm going to Italy for a month Monday as a Sherwood representative and Regional Delegate to Slow Food's international conscious food conference, Terra Madre, presenting the school cookbook *Grow Cook Eat* that we self-published in February. I'm scheduled to present the book at two author's showcases and a school gardens workshop...and I'll be pushing it/gushing about it all over. My itinerary will also include a visit to Montessori International in Bergamo where I will

present the book to the executive directors (unconfirmed, but I'll elbow my way in...I'm goin' no matter what...it's on the way).
I'll also be traveling to the meccas of truffles, Alba in the north and Spoleto in the south. Olga Urbani, the grande dame of truffles (Urbani Truffles, google it!) will be my hostess and will, quote, "give (me) as many truffles as I want to teach the kids). No...you can't have any.
Ok...maybe I'll do a dinner for adults when I get back to.
It is an honor to be representing our school and community. My village rallied behind me and has helped to fund the trip.
I'll be reporting by youtube and facebook and will have a report, written and live as a lecture, to share when I get back.
Another great thing happened this week on Tuesday: our sister school Rose Scott Open Structure School came to grow-cook-eat-play here at Sherwood, as they did once a month last school year. These special needs kids (including autistic) get a lot out of their visits here. One of them had their first smoothie-use a knife-turn on a blender lesson, which was a fabulous experience for all of us including Cindy Carlson, their school director. They'll be coming once a month again this year and helping us be more joyful, have higher purpose and fulfill our community outreach/philanthropy pre-requisites to our charter.
Thank you for these opportunities to do good works, and please pull some weeds while I'm gone.
Amore...arrivederci,
Chef Richie Hirshen
P.s. If you don't have one, please buy a cookbook. They're available in the office for $10. Epic dishes to cook for yourself and the entire family.

Attachments: Animal Routines and Habitats, NFSC 465L – Community Nutrition
Field Work Biweekly Log

Agenda Item 3.1
Attachments

Animal Routines & Habitat:

Project Guidelines

DUE: October 7, 2014

DIRECTIONS: **Research** an animal of your choosing, write 2 paragraphs, and create a **diorama** showing the animal's routines and habitat.

RESEARCH GUIDELINES:

- Using the "Routines of Local Animals" worksheet, research to find the answers to the questions listed.
- Write one paragraph summarizing the specific routines necessary for your animal's survival.
- Write one paragraph summarizing your animal's habitat and home.
- Be sure to:
    - Check for spelling, grammar, and punctuation errors before you write your final draft.

DIORAMA GUIDELINES:

- Find a box, and cut off one or two of the sides.
- Create the habitat, and home, in which your animal lives inside the box.
    - You may use any items you choose to create your diorama.
- Be sure to:
    - include the specific features that are unique to your animal routines and necessary for your animal's survival.
    - include the specific features that are unique to your animal's habitat and home.

NOTE:

- If you need to see an example of a diorama, have a parent help you do a Google search for: "Diorama", and then select "images". In this search you will also find helpful suggestions for creating you diorama.

NFSC 465L – COMMUNITY NUTRITION
FIELD WORK BIWEEKLY LOG

Name Chanel Filteau

Agency Sherwood Montessori

Work date(s) 9/30/14 and 10/7/14

Hours completed this time period 6 hours

1. Summarize the work you did in the past two weeks.

During the past two weeks at Sherwood Montessori, I primarily acted as an assistant for the activities that were already planned by Richie. The first week was focused on juicing pomegranates that were donated to the school. The kids go crazy for the delicious fruit and you can tell that their time spent in the garden and with Richie is the favorite part of their day. In addition we got to spend some time in the garden transferring some of the plants from the green house to the ground for further growth. The garden in moving right along each week and we continue to provide it with water, care, and attention. I have been helping the children plant and get their hands a bit dirty but I have also been working on my own supervision skills. I've realized how incredibly hard it is to look after children in an outdoor setting when the sun in shining and they are all in a wonderful mood. After school on the first week, I stuck around after school for a bit to help in the completion of a grant application for the garden. Richie and I applied for a $500 grant to hopefully be received and used for extra tools and equipment in order to increase participation among the various garden tasks.

The second week was more centered in the kitchen. Richie had made some raisins in a dehydrator and wanted to find use for them. This meant the kids got to get creative and make a smoothie from various fruits, juice, and the homemade raisins. They all got involved with cutting, chopping, peeling, and blending the drink and followed up by creating their own recipe page with collaborative art to take home with them. The final group of kids and I went out to the garden to do some watering and additional planting in the time that we had. This was my last week working under Richie as he leaves for Italy soon. The next month I will be working under a different instructor until he returns.

2. Evaluate this work in terms of meeting your goals and objectives for your field work.

I believe that I am slowly but surly reaching my goals and objectives that I have set up for myself this semester. I am hoping to lead another discussion/lesson with the kids in two weeks and will be contributing to the newsletter via recipes as well as a written article about broccoli. My ability to handle groups of children and keep them organized and productive is continually increasing and I can see that the kids are continually excited to participate in the various activities we have planned. I hope to talk with them a bit more next week to see if I can gain some insight for what they enjoy most about the garden and what they might be interested in

exploring over the future weeks. I hope to use this feedback toward a lesson plan of my own and also to evaluate my current work and success. Seeing as though next week is the half way mark of the semester I am hoping that I will be able to use this evaluation process to increase the learning experience and enjoyment factor so I can leave feeling like I made an impact on the school and the kid's overall understanding of nutrition.

Agenda Item 3.2

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

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

Date: October 10, 2014 for the meeting of October 16, 2014

SMPO is still going strong with more and more support from the community. We have not had our October meeting as of this report, however, our executive members are meeting this week to make sure the meeting runs smoothly. Our Fall Festival Coordinator is well on her way and setting up a wonderful event on Oct. 24th. She has had great feedback so far. I have been in touch with a previous 'Green Team' member to get that started, again, this year. She has some great ideas that will help us expand our sustainability goals at our school and our messages to the surrounding community. Our coordinator for Restaurant Take-Overs has communicated to me that she is taking detailed notes as she plans and executes to help the next person to take it on next year. Our goal this year is to make the entire SMPO a turn-key organization as much as possible so that almost anyone could take on the roles in the future.

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: October 10, 2013 for the meeting of October 16, 2013

ADMINISTRATIVE ITEMS:

- New hires/changes of assignments since the last Director Report include:

Jamie Hughes	Classified Substitute
Sara Kennedy	After Care Coordinator

- On September 30th I attended a Risk Management workshop to brush up on human relations issues, safety issues, and best practices in charter schools risk management

FISCAL ITEMS:

- Annie B's/Maria M's fundraiser is over for this year, the results will be available from the North Valley Community Foundation by month's end.
- The Sherwood Read-a-thon is underway and students in grades 1-8 have collected sponsors and will be working on reaching their reading goals until the 24th.
- Matson & Isom will be conducting our annual financial audit this month.
- At the Butte County Charter Leaders Council meeting on September 24th, Lisa Anderson, Director of Fiscal Services, warned of significant increases in employers' contributions to STRS and PERS in the near future. These, compounded by the increase in costs to medical benefits, will pose a substantial financial burden if implemented without an increase in funding to offset them.
- I had requested a quote from the POMS group for benefits coverage, but it looks as though their package is more expensive than the coverage we have through Interwest.

GENERAL ITEMS:

- In addition to the Butte County Charter Leaders Council meeting, I have recently attended the Butte County Leaders in Education Briefing, the California Charter Schools Association (CCSA) Region 2 Charter Leaders Meeting, and our SELPA Coordinators Council meeting.

- While attending the Mt. Lassen Math Council Conference two weeks ago with our middle school teacher, Celeste, I was able to meet with Chris Yakes, Co-Director of the Chico Mathematics Project to coordinate professional development for our staff and Chico Country Day.
- I am also working with Nick Bartlett, Program Specialist and certified Nurtured Heart Approach trainer, to run a professional development for our teachers in collaboration with several other local charter schools.

LEGISLATIVE

- For the first time in the past several decades, there is serious competition in the elections for State Superintendent. Tom Torlakson is being challenged by Marshall Tuck, a candidate who has been openly pro-charter.
- Seats for the Chico Unified School District Board of Education will also be in this year's election.
- For other legislative updates, please see the attached documents from the CCSA Region 2 meeting.

Attachments: CCSA Legislative Updates

California Charter Schools Association

1107 9th Street, Suite 200 • Sacramento, CA 95814 • p 916-448-0995 • f 916-448-0998 • www.calcharters.org

Capitol Update: Regional Edition

The 2013-14 legislative session has come to a close with all bills now on the Governor's desk. At this point we are watching the action on 3 major bills: our sponsored facilities bill **AB 948 (Olsen)** on the SB 740 Charter School Facility Grant Program, and our two opposed bills, **AB 913 (Chau)** on conflict of interest, and **SB 1263 (Pavley)** on charter school locations. We will keep you updated on the action in our regularly scheduled Capitol Updates. However, the 2015-16 session is soon beginning and we would like to give you an update on our policy proposals for the next session which touch on four big bucket groups: **Authorizing**, **Blended Learning**, **Facilities**, and **Funding**.

Authorizing

We believe the time is right for a comprehensive authorizing bill. The authorizing statute in California has not been updated in over twenty years. We have seen bills in the Legislature, such as **SB 1263** this year, that are attempting to treat the symptoms of a broken authorizing system rather than attempting to fix the core issues. CCSA is in the process of convening an authorizing workgroup that is tasked with creating a comprehensive authorizing overhaul that we will run in the next session. Other states who created their charter schools acts after California have had the benefit of learning from those who went first, and our workgroup is currently looking at a variety of systems that we can use to improve California's law. We will keep you up to date as the workgroup continues.

Blended Learning

In the 2013-14 session, we sponsored a bill on blended learning: **AB 2178** authored by Democrat Marc Levine. AB 2178 would have created a blended learning pilot program that would allow schools to select and waive sections of the education code that are hindering the implementation of their blended learning program. The end of the pilot program would have culminated in a report analyzing what sections of the education code were causing the most issues for blended learning schools and policy recommendations to the Legislature on how to remove those barriers. AB 2178 enjoyed unanimous support from the Assembly Education committee, but was held in the Appropriations committee due to cost pressures. We will be running AB 2178 again this

next session. We believe that we will be able to push the bill further with the new legislative landscape.

Facilities

As you may know, the 2014 state school facilities bond died late in this last legislative session due to opposition from the Governor. The Governor has repeatedly stated that he believes the state's reliance on state level bonds to finance school facilities is untenable and is looking for a better long term solution. Given the Governors position, a school facilities bond on the 2016 ballot is equally unlikely. As a result, we are working towards developing a comprehensive facilities proposal that would serve as an alternative to a state school facilities bond for all schools, traditional and charter public schools.

Funding

The Public Charter Schools Grant Program (PCSGP) is a federal grant program that provides start-up funding to newly started charter schools. PCSGP is now in its final year, and long term funding for California through a re-authorized PCSGP program looks to be uncertain and unsustainable. When PCSGP was created there were only 7 states competing for the grant including California, whereas with a potential new program there would be more than 40. As a result, we are looking into the possibility of creating an alternative source of start-up funding through a state sponsored start-up grant program.

Important Legislative Dates

September 30: Last day for Governor to sign or veto bills.
November 4: General election.
December 1: 2015-16 Organizational session begins.
January 1: New statutes take effect.

CCSA California Charter Schools Association

Opposed Legislation Update

- **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. Held in Committee
- **AB913** Requires charter schools to comply with multiple conflict of interest requirements, including Government Code 1090 Vetoed
- **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. Held in Committee
- **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. Vetoed

29

CCSA California Charter Schools Association

Legislative Update

- **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. **Signed by Gov. Brown**
- **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. Held in Committee, however Gov's proposal is similar
- **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. Held in Committee
-

30

CCSA California Charter Schools Association

Regulatory Updates

- **AB 2109** requires parents who want to exempt their children from immunization requirements for school enrollment to obtain a signed letter from a health professional, beginning on January 1, 2014. The letter must indicate that the health care professional has provided information to the parent or guardian regarding the benefits and risks of immunization, including the health risks to the student
- **Senate Bill 751** amended the Ralph M. Brown Act in an effort to provide greater transparency to the public. This Brown Act amendment requires the votes of each member to be publicly reported, beginning January 1.
- **ASSEMBLY BILL 1266** establishes that it is the policy of the state that school classes be conducted without regard to the gender of the pupil enrolled in these classes. It further requires that students be able to "participate in sex-segregated school programs and activities, and use facilities consistent with his or her gender identity, irrespective of the gender listed in the pupil's records." Referendum to repeal failed. CCSA Guidance:

http://info.calcharters.org/rs/californiacharter/images/AB1266_Guidance.pdf?mkt_tok=3RkMMJWWfF9wsRokvajlZKXonjHpfsX56%2BgkXqW0lMI%2F0ER3fOvrPUfGjl4DT8VmI%2BSLDwEYGJlv6SgFTrfMMaNvzbgIXxI%3D

religious exception

Ad Hoc Standing Committees of the BOD subject to Brown Act

CCSA California Charter Schools Association

September 2014 Deadline

30 Deadline for new charter schools to open in order to be eligible for funding apportionments from the state. Charters which have been approved but have not begun operations by this date cannot receive funding for this fiscal year.

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 10, 2014 for the meeting of October 16, 2014

September Treasurer's Report

A Treasurer's Report is not available at this time. If a report is completed, it will be made available at the Board meeting.

Attachment: October financial Board report

Sherwood Montessori
Balance Sheet
As of September 30, 2014

	Sep 30, 14	
ASSETS		
Current Assets		
Checking/Savings		
9100-Assets		
9120-NCNB Checking	186,462.43	
Total 9100-Assets		186,462.43
Total Checking/Savings		186,462.43
Other Current Assets		
9290 - Due from Grantor Govts.		
ILT Funds Due	50,932.00	
LCFF Funds Due	-25,701.00	
Lottery Due	7,345.87	
Total 9290 - Due from Grantor Govts.		32,576.87
9340-Security Deposit		4,042.50
Total Other Current Assets		36,619.37
Total Current Assets		223,081.80
TOTAL ASSETS		**223,081.80**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
9500-Accounts Payable		1,016.43
Total Accounts Payable		1,016.43
Other Current Liabilities		
9500-Liabilities		
9511-Payroll Liabilities		
Deferred Payroll	4,725.24	
Federal Withholding	1,950.00	
Health and Welfare	-85.39	
Medicare	1,514.66	
OASDI-Social Security	2,742.92	
PERS EE / ER	10,411.55	
State Disability	522.28	
State Employment Training Tax	18.25	
State Unemplyment Tax	620.17	
State Withholding	426.26	
STRS EE / ER	13,034.13	
Total 9511-Payroll Liabilities	35,880.07	
9530 - Oversight Due to CUSD	252.00	
Total 9500-Liabilities		36,132.07
Total Other Current Liabilities		36,132.07
Total Current Liabilities		37,148.50
Total Liabilities		37,148.50
Equity		
9793 - Audit Adjustments		101,516.33
Unrestricted Net Assets		158,933.00
Net Income		-74,516.03
Total Equity		185,933.30
TOTAL LIABILITIES & EQUITY		**223,081.80**

Sherwood Montessori
Profit & Loss - Restricted Funds
September 2014

	Sep 14
Ordinary Income/Expense	
Expense	
1000 Certificated Salaries	
1100-Teacher Salaries	
Resource Teacher Salaries	630.00
Total 1100-Teacher Salaries	630.00
Total 1000 Certificated Salaries	630.00
2000 Classified Salaries	
2100-Instructional Aides	
Classroom Aide Salaries	510.00
Total 2100-Instructional Aides	510.00
Total 2000 Classified Salaries	510.00
3000-Employee Benefits	
3302-OASDI	31.62
3311-Medicare	16.53
3501-Unemployment Ins	38.76
3901-Employee Training Tax	1.14
Total 3000-Employee Benefits	88.05
4000-Books and Supplies	
4100-Textbooks/Core Curricula	885.00
4200-Books/reference Materials	266.53
Total 4000-Books and Supplies	1,151.53
Total Expense	2,379.58
Net Ordinary Income	-2,379.58
Net Income	**-2,379.58**

Sherwood Montessori
Board of Directors - Vendor Payments Report
September 2014

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	09/01/2014		Longfellow Self Storage	9/14 -11/14 C-03 rent	Other Rentals	Government Funds:Gen...	171.00
Bill	09/01/2014	14292	CharterSAFE	September Premium 2014-2015	5400-Liability Insurance	Government Funds:Gen...	1,189.42
Bill	09/01/2014	14292	CharterSAFE	September Workers' Comp 2014-2...	3601-Workers Comp	Government Funds:Gen...	557.00
Bill	09/01/2014	32349	The Creative Apple	Supplies	Instructional Supplies	Government Funds:Lott...	84.58
Bill	09/01/2014	32352	The Creative Apple	Supplies	Instructional Supplies	Government Funds:Lott...	78.01
Bill	09/01/2014	32372	The Creative Apple	Supplies	Instructional Supplies	Government Funds:Lott...	60.88
Bill	09/01/2014	32373	The Creative Apple	Supplies	Instructional Supplies	Government Funds:Lott...	8.58
Bill	09/01/2014	32374	The Creative Apple	Supplies	Instructional Supplies	Government Funds:Lott...	92.32
Bill	09/01/2014	32383	The Creative Apple	Supplies	Instructional Supplies	Government Funds:Lott...	6.45
Bill	09/01/2014		American Janitorial	September services	Housekeeping Services	Government Funds:Gen...	930.00
Bill	09/01/2014		American Janitorial	8/19-8/29 services	Housekeeping Services	Government Funds:Gen...	300.00
Bill	09/01/2014	723230	Ray Morgan Company	Service Invoice	5800-Other Services	Government Funds:Gen...	0.00
Bill	09/02/2014	322265	S & S WHOLESALE PRODU...	Curriculum	Food (Instructional)	Government Funds:Lott...	33.26
Bill	09/02/2014	322265	S & S WHOLESALE PRODU...	Farmers' Market	Farmers' Market	Non Government:Farme...	33.27
Check	09/02/2014	3649	Teresa Shippen	Classroom materials	4200-Books/reference Materials	Government Funds:Lott...	127.16
Check	09/02/2014	3650	Ari Maiello	Livescan	LiveScan and TB Test Services	Government Funds:Gen...	52.00
Check	09/02/2014	DBT	Johnny's Chico Lock and Safe	Keys	Facility Repairs	Government Funds:Gen...	15.42
Check	09/02/2014	DBT	Cartridge World	ink cartridge	Office Supplies	Government Funds:Gen...	27.93
Bill	09/02/2014	201415-4	Pat Casey	Business Manager services	Business Manager Services	Government Funds:Gen...	1,425.00
Check	09/02/2014	DBT	Costco	Stapler	Instructional Supplies	Government Funds:Lott...	12.57
Check	09/02/2014	DBT	Costco	supplies	Office Supplies	Government Funds:Gen...	55.76
Check	09/02/2014	DBT	Pearson Education Inc.	Textbooks Invoice #4023489946	4100-Textbooks/Core Curricula	Government Funds:Res...	442.50
Bill	09/02/2014	17134296...	Office Depot	Supplies	Office Supplies	Government Funds:Gen...	42.49
Bill	09/02/2014		Laura A. Mason	September bookkeeping services	Bookkeeping Services	Government Funds:Gen...	382.50
Check	09/03/2014	DBT	University Box Office	field trips	Field Trips and Assemblies	Non Government:Classr...	74.00
Bill	09/03/2014	981	Growing up Chico	Alternative Education 1 issue	Advertising	Government Funds:Gen...	150.00
Bill	09/03/2014	97314588...	Verizon Wireless	8/4/14-9/3/14	Telephone, Cellular	Government Funds:Gen...	92.72
Check	09/04/2014	3651	Ordaz, Jessica K	social security withheld in error - ref...	3302-OASDI	Government Funds:Gen...	531.26
Check	09/04/2014	DBT	Cash & Carry	supplies	Custodial Supplies	Government Funds:Gen...	85.10
Bill	09/04/2014		California Water Service Co...	8/5/14-9/3/14	Water	Government Funds:Gen...	186.10
Bill	09/04/2014	322358	S & S WHOLESALE PRODU...	Curriculum	Food (Instructional)	Government Funds:Lott...	24.93
Bill	09/04/2014	322358	S & S WHOLESALE PRODU...	Farmers' Market	Farmers' Market	Non Government:Farme...	24.92
Bill	09/05/2014		Tanya King	Sharon A/C	Facility Repairs	Government Funds:Gen...	100.00
Check	09/08/2014	DBT	Costco	Supplies	Office Supplies	Government Funds:Gen...	30.09
Check	09/08/2014	DBT	Costco	Supplies	Custodial Supplies	Government Funds:Gen...	53.72
Check	09/08/2014	DBT	Home Depot	Supplies	Facility Repairs	Government Funds:Gen...	21.21
Check	09/08/2014	DBT	Wufoo	9/8/14 to 10/8/14	Online List Management	Government Funds:Gen...	9.95
Bill	09/08/2014	17153392...	Office Depot	Supplies	Office Supplies	Government Funds:Gen...	106.80
Bill	09/11/2014	322668	S & S WHOLESALE PRODU...	Curriculum	Food (Instructional)	Government Funds:Lott...	26.69
Bill	09/12/2014		Comcast	service 9/17/14-10/16/14	Internet Service Provider	Government Funds:Gen...	99.95
Bill	09/12/2014		Comcast	service 9/17/14-10/16/14	Telephone, Landline	Government Funds:Gen...	99.80
Bill	09/12/2014		Comcast	service 9/17/14-10/16/14	Television, Cable	Government Funds:Gen...	4.95
Bill	09/12/2014		Comcast	taxes	Telephone, Landline	Government Funds:Gen...	1.68
Bill	09/12/2014		Comcast	other charges	Television, Cable	Government Funds:Gen...	10.60
Bill	09/15/2014	16222	Teacher's Book Connection	Books	4200-Books/reference Materials	Government Funds:Lott...	269.91
Check	09/16/2014	DBT	Target	Supplies	Instructional Supplies	Government Funds:Lott...	8.05
Check	09/16/2014	DBT	Target	Supplies	Custodial Supplies	Government Funds:Gen...	5.37
Check	09/16/2014	DBT	Costco	Supplies	Office Supplies	Government Funds:Gen...	131.64
Check	09/16/2014	DBT	Costco	Supplies	Custodial Supplies	Government Funds:Gen...	77.38
Bill	09/16/2014	17176135...	Office Depot	Supplies	Instructional Supplies	Government Funds:Lott...	6.53
Check	09/18/2014	DBT	Collier Hardware	Supplies for broken sink	Facility Repairs	Government Funds:Gen...	8.05
Check	09/18/2014	DBT	Collier Hardware	Office lightbulb	Custodial Supplies	Government Funds:Gen...	2.46
Check	09/18/2014	3666	Tracy Clafin	TB test	LiveScan and TB Test Services	Government Funds:Gen...	20.00
Check	09/18/2014	3667	Celeste Shults	Laptop charger	Instructional Supplies	Government Funds:Gen...	53.72
Check	09/18/2014	3668	Jarynna Chua	Curtain supplies	Custodial Supplies	Government Funds:Lott...	23.61
Check	09/18/2014	3667	Celeste Shults	Books & Headphones	4200-Books/reference Materials	Government Funds:Res...	266.53
Check	09/18/2014	3667	Celeste Shults	Class supplies & planners	Instructional Supplies	Government Funds:Lott...	69.68
Bill	09/18/2014	322977	S & S WHOLESALE PRODU...	Curriculum	Food (Instructional)	Government Funds:Lott...	45.74
Bill	09/18/2014		Redeemer Lutheran Church	October rent	Property Rental - Moss Ave	Government Funds:Gen...	7,950.00
Bill	09/18/2014	CNIN647...	Advanced Document	9/4/14-10/3/14	Copier Lease	Government Funds:Gen...	166.63
Bill	09/18/2014	CNIN647...	Advanced Document	August B&W copier	Copier Lease	Government Funds:Gen...	280.10
Check	09/19/2014	3684	Parish, Eric J	Refund July Account deduction don...	Deferred Payroll	Government Funds:EP...	213.05
Bill	09/19/2014	323009	S & S WHOLESALE PRODU...	Curriculum	Food (Instructional)	Government Funds:Lott...	21.27
Bill	09/20/2014	3226	Forest Ranch Charter School	Accounting services	Business Manager Services	Government Funds:Gen...	712.50
Bill	09/23/2014		PG & E	8/21/14-9/21/14	Electricity	Government Funds:Gen...	1,289.45
Check	09/23/2014	DBT	USPS	postage	Postage	Government Funds:Gen...	55.15
Check	09/23/2014	DBT	Costco	Supplies	Office Supplies	Government Funds:Gen...	39.54
Check	09/23/2014	DBT	Home Depot	Supplies	Instructional Supplies	Government Funds:Lott...	19.22
Check	09/23/2014	DBT	Mr. Kopy	lamination for everyone	Instructional Supplies	Government Funds:Gen...	40.00
Bill	09/24/2014		Recology	September service	Trash/Recycling	Government Funds:Gen...	76.46
Check	09/24/2014	DBT	Pearson Education Inc.	Textbooks Invoice #4023553109	4100-Textbooks/Core Curricula	Government Funds:Res...	442.50
Check	09/30/2014	DBT	Target	Supplies	Instructional Supplies	Government Funds:Lott...	6.21
TOTAL							**20,163.32**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2- Approval of Appointment of Russell Shapiro to Open Director Seat**

Date: October 10, 2014 for the meeting of October 16, 2014

SUMMARY

Dr. Russell Shapiro has agreed to serve a one year term on the Board of Directors.

DISCUSSION

Currently, the Sherwood Board of Directors has one open seat left by a member who had one year remaining in the term. Dr. Russell Shapiro, Chair of our Founding Board and author of our Charter, has agreed to serve this one-year term.

ACTION REQUESTED

Approve appointment.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3-Growth Model**

Date: October 10, 2014 for the meeting of October 16, 2014

SUMMARY

A decision now regarding growth will help school staff make good choices in terms of enrollment and staff training for next year.

DISCUSSION

The school is once again facing significant overcrowding due to limited space in our current facility. If classroom configurations and the previously adopted plans are implemented, we will need eight classrooms next year. This year, we are using seven classrooms. The room that was very unpopular as one of two middle school classrooms is the only room over 195 square feet that is not being used as a classroom all day; it is being used as a math annex for Lindsey's classroom, as a math intervention classroom for all grades, and as our SBIT Coordinator's office space.

Four possible growth models are presented here for consideration. The model titled "Growth Model-Attrition Only" shows the enrollment next year and into the future where only current students move through the program and no enrollment is added to the grades with fewer students. This model is not practical from a financial standpoint, but is presented to illustrate that overcrowding is a problem even if we curtail efforts to enroll new students.

The model titled "Old Growth Model-23 Each Grade" represents the growth model that was developed by a previous Board to ensure financial security for the school. These enrollment numbers retain small class sizes and result in a student population that is still small overall, but large enough to adequately fund our program.

The model titled "Growth Model-Evenly Approaching Old Growth Model" represents a model that seeks to cap transitional kindergarten and kindergarten enrollment to create a more age-balanced class. This cap would create the need to enroll more first graders the following year

to keep class sizes age-balanced. For each of these three models, the school would need an additional classroom.

The fourth growth model titled "Attrition Only-Move 6th" demonstrates that there is one way to keep the classrooms to seven for the next school year, but some challenges would be encountered. If the sixth grade moved to middle school, this would create one larger middle school classroom and the upper elementary classrooms would be housed in two classrooms with fourth and fifth graders only. This is a step away from the traditional Montessori age groupings. This would also require that the current middle school classroom be traded with a larger classroom that is currently housing a lower-aged class. Using this model would only temporarily solve the problem of being one classroom short as the need for an additional classroom would arise the following year, in 2016-2017.

ACTION REQUESTED: Choose a Growth Model to adopt that will inform enrollment procedures, give parents advanced notice of significant changes, and give teachers notice of potential grade-level assignment changes.

Attachments: Four possible Growth Models

Growth Model-Attrition Only

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms	2016-2017	total per level	#classrooms
TK	0	0		4			5			6		
K	23	23	1	19	23	1	18	23	1	17	23	1
lower el 1	25	69	3	20	64	3	19	66	3	18	57	3
2	23			27			20			19		
3	21			17			27			20		
upper el 4	20	50	2	25	52	2	17	61	3	27	69	3
5	11			19			25			17		
6	19			8			19			25		
middle 7	11	26	1	4	7	1	8	12	1	19	27	1
school 8	15			3			4			8		
Total	168		7	142		7	157		8	170		8

grades	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms	2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
TK	7			8			9			10		
K	16	23	1	15	23	1	14	23	1	13	23	1
lower el 1	17	54	3	16	51	3	15	48	3	14	45	3
2	18			17			16			15		
3	19			18			17			16		
upper el 4	20	64	3	19	66	3	18	57	3	17	54	3
5	27			20			19			18		
6	17			27			20			19		
middle 7	25	44	2	17	42	2	27	44	2	20	47	2
school 8	19			25			17			27		
Total	178		9	174		9	163		9	159		9

Old Growth Model-23 Each Grade

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms	2016-2017	total per level	#classrooms
TK	0	0		4			5			6		
K	23	23	1	19	23	1	18	23	1	17	23	1
lower el 1	25	69	3	20	64	3	21	69	3	23	69	3
2	23			27			21			23		
3	21			17			27			23		
upper el 4	20	50	2	25	52	2	22	69	3	27	69	3
5	11			19			25			17		
6	19			8			22			25		
middle 7	11	26	1	4	7	1	10	16	1	19	29	1
school 8	15			3			6			10		
Total	168		7	142		7	172		8	184		8

grades	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms	2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
TK	7			8			9			10		
K	16	23	1	15	23	1	14	23	1	13	23	1
lower el 1	23	69	3	23	69	3	23	69	3	23	69	3
2	23			23			23			23		
3	23			23			23			23		
upper el 4	21	69	3	21	69	3	23	69	3	23	69	3
5	27			21			23			23		
6	21			27			23			23		
middle 7	25	44	2	21	46	2	27	48	2	23	50	2
school 8	19			25			21			27		
Total	198		9	199		9	200		9	201		9

Growth Model-Evenly Approaching Old Model

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms	2016-2017	total per level	#classrooms
TK	0	0		4			11			11		
K	23	23	1	19	23	1	12	23	1	12	23	1
lower el 1	25	69	3	20	64	3	21	69	3	23	69	3
2	23			27			21			23		
3	21			17			27			23		
upper el 4	20	50	2	25	52	2	22	69	3	27	69	3
5	11			19			25			17		
6	19			8			22			25		
middle 7	11	26	1	4	7	1	10	16	1	19	29	1
school 8	15			3			6			10		
Total	168		7	142		7	166		8	179		8

grades	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms	2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
TK	11			11			11			11		
K	12	23	1	12	23	1	12	23	1	12	23	1
lower el 1	23	69	3	23	69	3	23	69	3	23	69	3
2	23			23			23			23		
3	23			23			23			23		
upper el 4	21	69	3	21	69	3	23	69	3	23	69	3
5	27			21			23			23		
6	21			27			23			23		
middle 7	25	44	2	21	46	2	27	48	2	23	50	2
school 8	19			25			21			27		
Total	194		9	196		9	198		9	200		9

Growth Model-Attrition Only/Move 6th

grades	2013-2014	total per level	#classrooms	2014-2015	total per level	#classrooms	2015-2016	total per level	#classrooms	2016-2017	total per level	#classrooms
TK	0	0		4			5			6		
K	23	23	1	19	23	1	18	23	1	17	23	1
lower el 1	25	69	3	20	64	3	19	66	3	18	57	3
2	23			27			20			19		
3	21			17			27			20		
upper el 4	20	50	2	25	52	2	17	42	2	27	44	2
5	11			19			25			17		
6	19			8			19			25		
middle 7	11	26	1	4	7	1	8	31	1	19	52	2
school 8	15			3			4			8		
Total	168		7	142		7	157		7	170		8

grades	2017-2018	total per level	#classrooms	2018-2019	total per level	#classrooms	2019-2020	total per level	#classrooms	2020-2021	total per level	#classrooms
TK	7			8			9			10		
K	16	23	1	15	23	1	14	23	1	13	23	1
lower el 1	17	54	3	16	51	3	15	48	3	14	45	3
2	18			17			16			15		
3	19			18			17			16		
upper el 4	20	64	3	19	66	3	18	57	3	17	54	3
5	27			20			19			18		
6	17			27			20			19		
middle 7	25	44	2	17	42	2	27	44	2	20	47	2
school 8	19			25			17			27		
Total	178		9	174		9	163		9	159		9

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 School Mascot and Colors**

Date: October 10, 2014 for the meeting of October 16, 2014

SUMMARY

SMPO leadership and membership have been seeking input regarding the school colors and mascot and will present three options to the Board of Directors from which to choose.

DISCUSSION

Early in the first year of the school's operation, the SMPO organized a vote among students regarding school colors and a school mascot. The colors red and black were chosen and the wolf was chosen to be the school mascot. Recently, these choices have been examined in terms of their fitness to represent our school.

The SMPO conducted a survey to see if our community was open to changing the mascot and colors to choices that reflected more accurately our school's values of community-mindedness and commitment to sustainability. The idea that a mascot could be a symbol of these values, and could also possibly represent a local animal or animal group that has shown positive response to humans' conservation attempts, was considered among Sherwood's community members. Sarah Lowe, SMPO president, will present three choices for the Board to consider.

ACTION REQUESTED

Approve a school mascot and school colors that represent our Mission Statement.

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 18, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser

1.2 Recognition of Service

The Board wishes to recognize the service of outgoing Directors Steve Lucas, Erwin Williams, Robyn Faraone, and Corin Meester.

2. CONSENT AGENDA

2.1 Approval of Minutes from Special Meeting, June 30, 2014 and Regular Meeting August 14, 2014.

2.2 Teacher Contract

The Board will receive a draft of a teacher contract for the 2014-2015 school year.
ACTION REQUESTED: Approve teacher contract for 2014-2015.

2.3 *Evaluating Montessori Education*

The Board will receive a copy of the article by Lillard & Quest from *Science* magazine.
ACTION REQUESTED: Receive article.

2.4 *Understanding the Brown Act*

The Board will receive information about the Brown Act.
ACTION REQUESTED: Receive article.

2.5 Unaudited Actuals

The Board will receive the Unaudited Actuals report from the 2013-2014 school year.
ACTION REQUESTED: Approve Unaudited Actuals 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

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 REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Board Retreat

The Board will be asked to choose a date and potential location for a Board retreat.

ACTION REQUESTED: Discuss Board Retreat ideas and advise School Director as to next steps towards planning and implementing a successful board retreat.

5.3 Transitional Kindergarten Policy

A draft of a policy for transitional kindergarten enrollment has been prepared for Board approval.

ACTION REQUESTED: Approve Transitional Kindergarten policy.

5.4 Change of Signatories on School Bank Account

The Board will be asked to appoint designees to be named signatories for the School bank account.

ACTION REQUESTED: Approve signatories.

5.5 After Care Restructure

A committee has prepared a job description for an After Care Coordinator to facilitate a restructuring of the current after care program.

ACTION REQUESTED: Approve After Care restructure

5.6 Organization Chart

An Organization Chart has been completed by the School Director

ACTION REQUESTED: Approve Organization Chart.

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 copy of the Annual Performance Report.

7.2 The Board will be presented with some possible school colors and mascots.

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.

Agenda Item 1.2
Attachment 1

SHERWOOD MONTESSORI

RESOLUTION 09182014a
RESOLUTION OF COMMENDATION

WHEREAS, Steve Lucas *was first appointed to serve on the Board of Directors of Sherwood Montessori in April, 2011; and served as the Secretary of the Board during his first term followed by two terms as the Chair of Board in August, 2012, and July, 2013; and served Sherwood Montessori for a period of three years and two 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, *Steve has discharged his Board duties as Secretary and as Chair and with a high level of competence, preparedness and objectivity; and*

WHEREAS*, Steve brought to Sherwood Montessori a tireless work ethic, professionalism, and a tenacious spirit; and*

WHEREAS, *Steve 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 Steve Lucas 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 Steve Lucas 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 18th day of September, 2014.*

Michelle Yezbick, Director
Sherwood Montessori

Chris Fosen, Chair of the Board
Sherwood Montessori

Agenda Item 1.2
Attachment 2

SHERWOOD MONTESSORI

RESOLUTION 09182014b
RESOLUTION OF COMMENDATION

WHEREAS, Robyn Faraone *was first appointed to serve on the Board of Directors of Sherwood Montessori in June, 2012 and was appointed Board Secretary for two terms, in August, 2012 and July 2013; and served for a period of 2 years 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, *Robyn has discharged her Board duties as Secretary with a high level of competence, attentiveness and care; and*

WHEREAS*, Robyn brought to Sherwood Montessori a tireless work ethic, wisdom, and a giving spirit; and*

WHEREAS, *Robyn 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 Robyn Faraone 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 Robyn Faraone 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 18th day of September, 2014.*

Michelle Yezbick, Director
Sherwood Montessori

Chris Fosen, Chair of the Board
Sherwood Montessori

Agenda Item 1.2
Attachment 3

SHERWOOD MONTESSORI

RESOLUTION 09182014c
RESOLUTION OF COMMENDATION

WHEREAS, Erwin Williams *was first appointed to serve on the Board of Directors of Sherwood Montessori in April, 2011, and continued his service for a period of three years and two 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, *Erwin has discharged his Board duties as Chair and with a high level of competence, decisiveness and objectivity; and*

WHEREAS*, Erwin brought to Sherwood Montessori a tireless work ethic, a delightful sense of humor, and an analytical perspective; and*

WHEREAS, *Erwin 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 Erwin Williams 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 Erwin Williams 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 18th day of September, 2014.*

Michelle Yezbick, Director
Sherwood Montessori

Chris Fosen, Chair of the Board
Sherwood Montessori

Agenda Item 1.2
Attachment 4

SHERWOOD MONTESSORI

RESOLUTION 09182014d
RESOLUTION OF COMMENDATION

WHEREAS, Corin Meester *was first appointed to serve on the Board of Directors of Sherwood Montessori in June, 2012, and continued her service for a period of 2 years; and during her second year of service held the office of Secretary of the Board; and*

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

WHEREAS, *Corin has discharged her Board duties as Secretary with a high level of competence, attentiveness and care; and*

WHEREAS*, Corin brought to Sherwood Montessori a tireless work ethic, professionalism, and a giving spirit; and*

WHEREAS, *Corin 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 Corin Meester 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 Corin Meester 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 18th day of September, 2014.*

Michelle Yezbick, Director
Sherwood Montessori

Chris Fosen, Chair of the Board
Sherwood Montessori

Agenda Item 2.1

SHERWOOD MONTESSORI

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

Called to order at 6:06pm

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

Not attending: Corin Meester, Robyn Farone

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.

- Williams motions to approve, Fosen seconds, passes 5-0

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.

- Kuperman motions to adopt the LCAP, Fosen seconds, passes 5-0.

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.

-DiFalco moved to approve the budget, Fosen seconds. Passes 5-0.

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.

Williams motioned that we not close the middle school and ask the Director and hiring committee to re-recruit to serve a limited middle school. Director Lucas seconded.

Motion passes 4-1.

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.

Cameout of closed session at 9:00pm with no reportable action.

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

Adjourned at 9:05 pm

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: 2014-2015 Teacher Contract

Date: September 12, 2014 for the meeting of September 18, 2013

SUMMARY

A draft of a teacher contract is ready for Board approval.

DISCUSSION

The teachers' contracts have been reviewed by our attorney and suggested changes have been made. The attached contract has been prepared with careful review of teacher's credentials, past work history and education units. This contract is being approved separately from the nine contracts the Board approved previously because it follows the Board's approval of a job share. Lindsey Serrao's contract has been modified to reflect the approved job share, decreasing from a 1.0 FTE to a 0.8 FTE contract.

ACTION REQUESTED

Approve contract.

Attachment: Draft of teacher contract

SHERWOOD MONTESSORI

Agenda Item 2.2
Attachment

DRAFT

FIXED TERM EMPLOYMENT AGREEMENT

Between

SHERWOOD MONTESSORI

and

BRANDON WINTERS

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 **BRANDON WINTERS** hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School desires to employ **BRANDON WINTERS** 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. 0.4 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: 40% 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 $14,240 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***
Single Subject Teaching Credential, Preliminary, Science: Geosciences, Physical Education, And Introductory Social Science	02/01/2016
130223299	
110199873	
110015243	

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 2.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.3 – *Evaluating Montessori Education***

Date: September 12, 2014 for the meeting of September 18, 2014

SUMMARY

Members of the Board of Directors have been provided with an article reporting outcomes findings for students enrolled in a Montessori school.

DISCUSSION

In 2006, the attached article by Lillard and Quest received attention for publishing findings that indicated that children who had been educated in a Montessori school performed better on multiple measures than a control group in a traditional education setting. Areas where Montessori education seemed to have positive outcomes included: early reading skills, creative writing, executive functioning, ability to peacefully solve social conflict and feelings about school. This article is often cited as being a well-designed outcomes research piece on Montessori education.

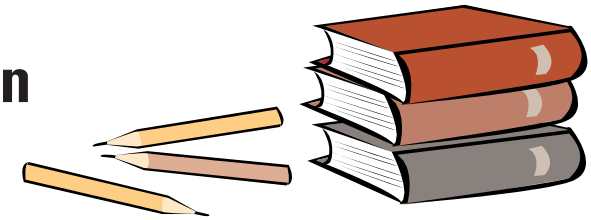
ACTION REQUESTED

Receive article.

Attachment: *Evaluating Montessori Education,* article by Angeline Lillard and Nicole Else-Quest first appearing in *Science* Magazine in September, 2006.

THE EARLY YEARS

Evaluating Montessori Education



Angeline Lillard[1]* and Nicole Else-Quest[2]

An analysis of students' academic and social scores compares a Montessori school with other elementary school education programs.

Montessori education is a 100-year-old method of schooling that was first used with impoverished preschool children in Rome. The program continues to grow in popularity. Estimates indicate that more than 5000 schools in the United States—including 300 public schools and some high schools—use the Montessori program. Montessori education is characterized by multi-age classrooms, a special set of educational materials, student-chosen work in long time blocks, collaboration, the absence of grades and tests, and individual and small group instruction in both academic and social skills (*1*). The effectiveness of some of these elements is supported by research on human learning (*2*).

We evaluated the social and academic impact of Montessori education. Children were studied near the end of the two most widely implemented levels of Montessori education: primary (3- to 6-year-olds) and elementary (6- to 12-year-olds). The Montessori school we studied [located in Milwaukee, Wisconsin (*3*)], which served mainly urban minority children, was in its ninth year of operation and was recognized by the U.S. branch of the Association Montessori Internationale (AMI/USA) for its good implementation of Montessori principles (*4*).

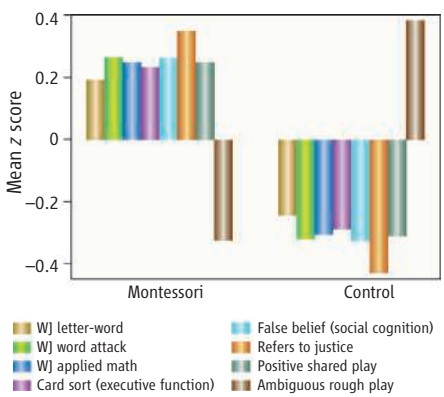
Because it was not feasible to randomly assign children to experimental and control educational groups, we designed our study around the school lottery already in place. Both the experimental and the control group had entered the Montessori school lottery; those who were accepted were assigned to the experimental (Montessori) group, and those who were not accepted were assigned to the control (other education systems) group. This strategy addressed the concern that parents who seek to enroll their child in a Montessori school are different from parents who do not. It is crucial to control for this potential source of bias, because parents are the dominant influence on child outcomes (*5*).

Recruitment

We contacted parents of children who had entered the Montessori school lottery in 1997 and 2003 and invited them to be in the study. All families were offered $100 for participation.

Because the lottery, which was conducted by the school district, was random, the Montessori and control groups should contain similar children. Ninety percent of consenting parents filled out a demographic survey. Parents from the Montessori and control groups had similar average incomes ($20,000 to $50,000 per year) at each student age level. This addressed a concern with a retrospective lottery loser design that the final samples might be different for reasons other than the treatment. Another variable, ethnicity, was not surveyed because parent income contributes more to child outcomes than does ethnicity (*6*). We were also concerned that requesting ethnicity data would reduce participation in this racially divided city.

Overall, 53 control and 59 Montessori students were studied (table S1). The 5-year-old group included 25 control and 30 Montessori children, and the 12-year-old group included 28 control and 29 Montessori children. Gender balance was imperfect, but gender did not contribute significantly to any of the differences reported here. Children at the Montessori school were drawn from all six classrooms at the primary level and all four at the upper elementary level. The control children were at non-Montessori schools: 27 public inner city schools (40 children) and 12 suburban public, private/voucher, or charter schools (13 children). Many of the public schools had enacted special programs, such as gifted and talented curricula, language immersion, arts, and discovery learning.



Results for 5-year-olds. Montessori students achieved higher scores [converted to average *z* scores (*18*)] for both academic and behavioral tests.

Children in both groups were tested for cognitive/academic and social/behavioral skills that were selected for importance in life, not to examine specific expected effects of Montessori education. Our results revealed significant advantages for the Montessori group over the control group for both age groups.

Results: 5-Year-Olds

Cognitive/Academic Measures. Seven scales were administered from the Woodcock-Johnson (WJ III) Test Battery (*7*). Significant differences favoring Montessori 5-year-olds were found on three WJ tests measuring academic skills related to school readiness: Letter-Word Identification, Word Attack (phonological decoding ability), and Applied Problems (math skills) (see chart, left). No difference was expected or found on the Picture Vocabulary test (basic vocabulary) because vocabulary is highly related to family background variables (*8*). Two WJ tests of basic thinking skills—Spatial Reasoning and Concept Formation—also showed no difference.

Five-year-olds were also tested on executive function, thought to be important to success in school. On one such test, children were asked to sort cards by one rule, switch to a new rule, and (if they did well) then switch to a compound rule. Montessori children performed significantly better on this test. A test of children's ability to delay gratification (a treat) did not indicate statistically significant differences.

Social/Behavioral Measures. Children were given five stories about social problems, such as another child hoarding a swing, and were asked how they would solve each problem (*9*).

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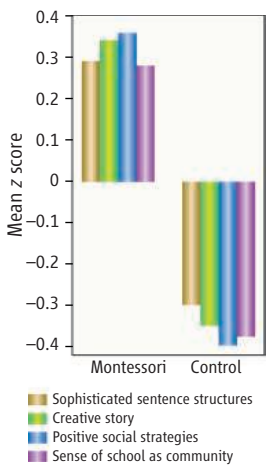
Montessori children were significantly more likely (43% versus 18% of responses) to use a higher level of reasoning by referring to justice or fairness to convince the other child to relinquish the object. Observations at the playground during recess indicated Montessori children were significantly more likely to be involved in positive shared peer play and significantly less likely to be involved in rough play that was ambiguous in intent (such as wrestling without smiling).

The False Belief task was administered to examine children's understanding of the mind (*10*). Recognition that people represent the world in subjective as well as objective ways is a landmark achievement in social cognition (*11*). Social negotiation and discussion about mental states leads to this advance in children (*12*). Whereas 80% (significantly more than chance) of the Montessori 5-year-olds passed, the control children were at chance, with 50% passing.

Results: 12-Year-Olds

Cognitive/Academic Measures. Twelve-year-olds were given 5 minutes to complete a story beginning "____ had the best/worst day at school." The Montessori students' essays were rated as significantly more creative and as using significantly more sophisticated sentence structures (see chart, below). Control and Montessori essays were similar in spelling, punctuation, and grammar. Unlike the 5-year-olds, the 12-year-olds did not perform differently on the WJ tests. This is surprising, because early reading skills normally predict later reading (*13*). Either the control group had "caught up" by age 12 to the Montessori children, or the 12-year-old Montessori children were not more advanced in these early reading skills when they were 5. If the latter, one possible explanation is that the 12-year-olds started at the school when it was in its third year. The Montessori method relies on peer teaching and modeling, so those who are in the early classes of a new school lack some advantages relative to those who begin later.

Social/Behavioral Measures. As a social skills test, 12-year-olds read six stories about social problems (such as not being asked to a party) and were asked to choose among four responses. Montessori 12-year-olds were significantly more likely to choose the positive assertive response (for example, verbally expressing one's hurt feelings to the host). On a questionnaire regarding their feelings about school, Montessori children indicated having a greater sense of community, responding more positively to items such as, "Students in my class really care about each other" and "Students in this class treat each other with respect."



Results for 12-year-olds. Students in the Montessori program wrote more sophisticated and creative stories and showed a more developed sense of community and social skills. Scores were converted to average *z* scores (*18*).

Benefits of Montessori Education

On several dimensions, children at a public inner city Montessori school had superior outcomes relative to a sample of Montessori applicants who, because of a random lottery, attended other schools. By the end of kindergarten, the Montessori children performed better on standardized tests of reading and math, engaged in more positive interaction on the playground, and showed more advanced social cognition and executive control. They also showed more concern for fairness and justice. At the end of elementary school, Montessori children wrote more creative essays with more complex sentence structures, selected more positive responses to social dilemmas, and reported feeling more of a sense of community at their school.

These findings were obtained with a lottery loser design that provides control for parental influence. Normally parental influence (both genetic and environmental) dominates over influences such as current or past school and day-care environments. For example, in the large National Institute of Child Health and Human Development (NICHD) study of early child care, correlations between parenting quality and WJ early academic tests had effect sizes comparable to those seen here, whereas school effects were much smaller (*5*). An evaluation of *Success for All*, considered a highly successful reading intervention, reported a quarter of a standard deviation as its largest effect size (for Word Attack) in a randomized field trial, and stated that it was equal to a 4.69-month advance in reading skills (*14*). Stronger effects are often found in the first years of pilot programs when researchers are involved in implementation of their own programs (*15*), termed the "super-realization effect" (*16*). In our study, the school did not anticipate an evaluation. Especially remarkable outcomes of the Montessori education are the social effects, which are generally dominated by the home environment (*17*).

Future research could improve on the research design here by following lottery participants prospectively and by tracking those who drop out and examining their reasons. It would be useful to replicate these findings in different Montessori schools, which can vary widely. The school involved here was affiliated with AMI/USA, which has a traditional and relatively strict implementation. It would also be useful to know whether certain components of Montessori (e.g., the materials or the opportunities for collaborative work) are associated with particular outcomes.

Montessori education has a fundamentally different structure from traditional education. At least when strictly implemented, Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools.

References and Notes

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15. M. W. Lipsey, *Ann. Am. Acad. Polit. Soc. Sci.* **587**, 69 (2003).
16. L. J. Cronbach *et al*., *Toward Reform of Program Evaluation: Aims, Methods, and Institutional Arrangments* (Jossey-Bass, San Francisco, 1980).
17. NICHD Early Child-Care Research Network, *Am. Ed. Res. J.* **42**, 537 (2005).
18. The *z*-score conversion was used for the graph to give all tests the same metric. A *z* score sets the mean (in this case of the entire sample) at 0, one standard deviation above the mean at 1.68, and one standard deviation below the mean at −1.68.
19. Funding was provided by the Jacobs and Cantus Foundations and sabbatical fellowships from the Cattell Foundation and the University of Virginia to A.L. J. DeLoache, B. Detmer, L. Ma, A. Pinkham, R. Tai, and J. van Reet provided helpful comments, and E. Turkheimer provided valuable statistical advice. We thank the Milwaukee schools that participated; the children and their families; and A. Hart, T. Nishida, A. Pinkham, J. van Reet, and B. Rosen.

Supporting Online Material

www.sciencemag.org/cgi/content/full/313/5795/1893/DC1

10.1126/science.1132362

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Agenda Item 2.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.4 - *Understanding the Brown Act***

Date: September 12, 2014 for the meeting of September 18, 2014

SUMMARY

It is important for all Board members to understand the Brown Act. This article from the California Charter Schools Association (CCSA) gives a good overview of the law.

DISCUSSION

The Brown Act is California law designed to protect the public's access to information that surrounds the use of public funds in organizations. The CCSA provides the attached useful article outlining the law on the members only content area of its site.

ACTION REQUESTED:

Receive article.

Attachment: Young, J.E. (May, 2010) *Understanding the Brown Act*. Retrieved from: http://www.calcharters.org/2010/05/understanding-the- brown-act.html

Agenda Item 2.4
Attachment

Young, J.E. (May, 2010) *Understanding the Brown Act*. Retrieved from: http://www.calcharters.org/2010/05/understanding-the- brown-act.html

Understanding the Brown Act

SUMMARY

This article was written by James E. Young of vendor member, Middleton, Young & Minney, LLP

Overview

The Ralph M. Brown Act ("Brown Act") also known as California's "Open Meeting Law," can be found in the California Government Code, beginning at Section 54950. Admittedly, a discussion of the Brown Act is not an exhilarating adventure within the realm of possible charter school topics. There are no intriguing plot twists or dangerous characters - just rules. Nevertheless, they are important rules, and a Board and administration well-versed in the Brown Act's requirements can avoid unnecessary distraction, negative publicity, and the expense of defending against such claims. Therefore, in the interest of providing at least an "ounce of prevention," the goal of this article is not necessarily to excite but to ensure your School Board understands the basics for holding legally compliant meetings.

It should be noted that there has yet to be a case or statute in California which expressly indicates whether the Brown Act applies to charter schools.

There has been some discussion over whether California's public schools are subject to the Brown Act's requirements. While there has yet to be a case or statute in California which expressly states whether the Brown Act applies to charter schools, most school law practitioners believe it does apply, and there are many strong reasons for strict compliance as follows:

- Granting agencies will likely require a charter school petitioner to agree to comply with the Brown Act as well as other transparency laws to ensure accountability in decision-making and prevent liability claims
- Stakeholders in the charter school such as parents, employees and community members often expect compliance with the Brown Act
- District Attorneys, believing the Brown Act applies, have investigated charter schools for violation(s) of the Brown Act
- Failure to comply with the Brown Act has been alleged as an actionable "violation of law," by several granting agencies in charter revocation proceedings throughout California.

What Is The Purpose Of The Brown Act?

The first major step in understanding the Brown Act is to reflect upon its primary purpose - to ensure access by the public to the decision-making process of the charter School Board. To that end, the Brown Act makes the following democratic proclamation:

> "In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and other public agencies in this state exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.
>
> The people of the State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created." (Government Code § 54950.)

Based upon this over-arching principle, the strong presumption of any Board should be to assume agenda items are placed on the open session portion of the agenda, unless a specific basis for meeting behind closed doors is authorized under the Brown Act. As will be discussed below, there are only a handful of specific times when closed sessions are specifically authorized, and when meeting in closed session, there are very specific ways such items must be described on the agenda.

What is a Meeting?

If a majority of the Board "meets," specific notice and agenda requirements are triggered (discussed below). Therefore, it is critical to understand what constitutes a meeting under the Brown Act so proper written notice and posting of an agenda may occur in advance of such a meeting.

Since the purpose of the Brown Act is to ensure public access to decision-making and the information gathering process, it is not surprising that meetings are broadly defined under the Act. Specifically, a meeting is defined as follows:

"Meeting includes any congregation of a majority of the members of a legislative body at the same time and location, including teleconference locations as permitted by Section 54953, to hear, discuss, deliberate or take action on any item that is within the subject matter jurisdiction of the legislative body."

As one can readily see from reading the definition above, a meeting can occur any time a majority of the members of the Board are together at the same place and time and hear and/or discuss matters within the jurisdiction of the School Board. While there are exceptions to this rule, it is important to note that a meeting not only occurs when a time has been scheduled and set aside during which members of the Board formally show up at the school to conduct business. Meetings can also occur (under the legal definition) whenever a majority of the Board receives information and/or conducts the school's business, even in an informal way.

The most prevalent form of unagendized and therefore "private" Board meetings occurs when Board members exchange e-mails concerning school business. Specifically, the Brown Act prohibits such meetings (which are labeled as "serial" meetings) when such communications take place between a

majority of the Board members. For example, if a Board member e-mails or telephones other Board members, such that a majority of the Board has engaged in communications for the purpose of developing consensus on a school issue, then a meeting has likely occurred. Such serial meetings are defined as follows:

"§ 54952.2. Specified communications of legislative body of local agency prohibited outside meeting thereof (b) (1) A majority of the members of a legislative body shall not, outside a meeting authorized by this chapter, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the legislative body."

When such serial meetings occur, there has been no posting of an agenda and there has been no opportunity for the public to access the information gathering or decision-making process which has taken place.

Meetings amongst staff or with staff and a single Board member (or less than a majority of the Board) generally do not trigger these legal requirements. However, recent amendments clarify that even discussions amongst less than a majority of the Board can run afoul. Consider the following admonition:

"(2) Paragraph (1) shall not be construed as preventing an employee or official of a local agency from engaging in separate conversations or communications outside of a meeting authorized by this chapter with members of a legislative body in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the local agency, if that person does not communicate to members of the legislative body the comments or position of any other member or members of the legislative body."

What are the Brown Act requirements for agenda item descriptions? As to the Brown Act's requirement for the content of the description which needs to be placed on the agenda, the Brown Act requires a brief description containing approximately twenty (20) words for each matter to be considered or discussed on the agenda.

There are exceptions under the Brown Act for many forms of communication involving Board members when such conduct does not constitute a meeting. Specifically, individual School Board members may communicate with each other so long as a majority does not discuss school business. Additionally, the chief administrative officer or a staff member of a charter school can communicate with individual Board members via written updates or telephone calls so long as the information is transmitted as information only and as a "one way" communication--not for decision-making. A majority of a Board may also attend a conference or similar gathering under the Brown Act so long as school business is not discussed or transacted.

Requirements

What Are the Notice and Agenda Requirements?

The notice and agenda requirements of the Brown Act are basic and straightforward. Essentially, there are only three types of meetings under the Brown Act: regular, special, and emergency. With each

meeting, there is a different requirement for the amount of time in advance of the meeting that the agenda needs to be posted for the public.

Meeting	Advance Notification
Regular	72 hour advance notice requirement
Special	24 hour advance notice requirement
Emergency	1 hour advance notice requirement

All postings must occur in a place that is reasonably accessible to the general public. Every agenda must provide an opportunity for members of the public to address the Board on any item under the subject matter jurisdiction of the body, before or during consideration. Regular meetings must also set aside a reasonable amount of time for the public to comment on non-agenda items, but the Board may not take action on such items.

Is an e-mail posting considered to be "reasonably accessible" for a meeting notice posting?

Specifically, an e-mail "posting" alone would not satisfy this requirement, as only a pre-defined group of individuals would receive the notice, and those who do not have access to a computer would not receive notice at all.

For closed session agendas, all items to be considered in closed session must be identified in the agenda for the meeting. To accomplish this goal properly, a model ("safe harbor") description for closed session items is recommended by statute. The Brown Act also requires that, prior to each closed session, the Board must orally announce the subject matter(s) of the closed session, and, if action is taken by the Board in closed session, the Board generally must report the action taken, in an open session following the closed session. The Board must also report, in open session following a closed session, if no action was taken. It should also be noted that meetings of certain types of advisory or standing committees may also be deemed meetings for purposes of the Brown Act, and such meetings may be subject to the notice and agenda requirements.

Does the Brown Act include a directive related to the posting of meeting minutes?

No. The Brown Act does not require that minutes be taken or that they be posted, except in very specific circumstances, only one of which may be relevant for charter schools. After a local agency holds an emergency meeting under Government Code 54956.5, the agency must post meeting minutes, which must include

"a list of persons who the presiding officer of the legislative body, or designee of the legislative body, notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting [and these minutes] must be posted for a minimum of 10 days in a public place as soon after the meeting as possible." (§54956.5(e).) In general, emergency meetings may be called with less than 24-hour notice, but only in order to handle very extreme situations such as "work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both."

We advise you to check your charter and bylaws to first determine whether your school must comply with the Brown Act, and consult legal counsel should you have any questions about how to comply.

What are the Rights of the Public?

Under the Brown Act, the public enjoys numerous rights. As noted, the public must be afforded the opportunity to comment on agenda items before or during consideration of the items by the Board, and time must also be set aside for public comment on any other matters under the School Board's jurisdiction but not on the agenda. School Board meetings may also be taped or broadcast by members of the public without permission so long as the activity does not constitute a disruption of the meeting. Members of the public also possess the right, under the Brown Act, to attend meetings in a facility that does not exclude persons on the basis of their race, religion, color, national origin, ancestry, or sex, or that is inaccessible to disabled persons.

Any member of the public may also request to be placed on a mailing list to receive a copy of any public agency's agenda and supporting materials, and such must be provided to the requester whenever the Board receives such information.

What are the Closed Session Requirements?

It cannot be overstated that, unless there is a specific statutory basis for meeting in closed session, the closed session is unlawful. Because closed sessions involve highly sensitive and confidential communications, the Brown Act specifically provides that a person may not disclose confidential information that has been acquired by attending a proper closed session to a person not entitled to receive it, unless the Board authorizes the disclosure. The Brown Act provides remedies for wrongful disclosure including injunctive relief, disciplinary action, referral to grand jury and other available legal remedies. Accordingly, Board members, administrators or others who attend such closed sessions must be advised of this requirement and cannot disclose such closed session information to any third party unless authorized to do so.

The Board may enter closed session only for the following initial reasons:

Personnel To consider appointment, employment, evaluation of performance, discipline or dismissal of an employee. However, if a complaint or charge is to be "heard" by the Board, an employee must be given at least twenty-four (24) hours prior written notice of his or her right to have any such specific complaint or charge against the employee heard in public. This can be a confusing area, especially in determining what constitutes the hearing of a complaint or charge, and any Board facing this situation should consult with legal counsel to consider what must be done under the specific facts in order to meet legal obligations.

Pending or Anticipated Litigation A Board may meet in closed session to receive advice from its legal counsel concerning existing litigation, initiating litigation, or situations involving a significant exposure to litigation as defined by statute. Litigation is broadly defined to include administrative disputes before public agencies.

Real Estate Negotiations A Board may meet in closed session with its negotiator to consider price and terms of payment in connection with the purchase, sale, exchange or lease of property.
Labor Negotiations: A Board may meet in closed session with its negotiator to consider labor

negotiations with represented and unrepresented employees. Issues related to budgets and available funds may be considered, although final decisions regarding salaries of unrepresented employees must be made in public.

Public Security Exception A Board may meet in closed session with the Attorney General, District Attorney, Sheriff, or Chief of Police on matters posing a threat to the security of public buildings and public services or facilities.

While the Brown Act does not specifically address closed session meetings for the purpose of discussing pupil discipline or other situations which may arise wherein a pupil's identifiable information may be disclosed, closed session discussions for such purposes may be held under the state and federal constitutional right to privacy as well as applicable statutory law.

As to keeping a record of what happens in closed session, the Board may keep a confidential minute book with respect to matters discussed in closed session. Such a practice is not advisable. Further, all formal action taken by the Board should be reported out after closed session in an open session meeting.

What are the Consequences for Violation of the Brown Act?

If it is believed violation of the Brown Act has occurred, the District Attorney may seek misdemeanor penalties against a member of a Board only where it can be proven the Board member who attended the meeting intended to deprive the public of information which the member knows or has reason to know the public was entitled to receive. Furthermore, any person or the District Attorney may file a civil lawsuit for injunctive, mandatory or declaratory relief, or to void an action taken in violation of the Brown Act. Attorneys' fees are available to prevailing plaintiffs. However, before a civil lawsuit may be commenced, the plaintiff must demand the entity "cure and correct" the violation.

1. Demand for cure must be made within thirty (30) days of the violation for action taken in open session in violation of the agenda requirement;
2. For all other alleged violations, demand for cure must be made within ninety (90) days of the alleged violation

If the school Board cures the violation within thirty (30) days, civil suit on the violation is barred.

All School Boards should have a clear policy and agenda system in place to ensure legal compliance with provisions of the Brown Act, and when there is difficulty in ascertaining the appropriate solution, legal counsel should be consulted. It is also recommended that Board members receive periodic training in the requirements of open meeting law and related topics. In the end, particularly in this area of the law, an ounce of prevention is truly worth the effort!

- To test your knowledge of the Brown Act, visit Middleton, Young & Minney, LLP.
- Learn more about legal requirements from the California Attorney General
- Read Government Code 54956

This document does not constitute legal advice. As the information contained here is necessarily general, its application to a particular set of facts and circumstances may vary. We do not recommend that you act on this information without consulting legal counsel.

Agenda Item 2.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.5 – Approval of Unaudited Actuals for 2013-2014**

Date: September 12, 2014 for the meeting of September 18, 2014

Summary

The Board is required to approve the Unaudited Actuals for 2013-2014 prepared by Lisa Speegle, Sherwood's Financial Consultant.

Discussion

While the Board did see the prior fiscal year's expenditures and revenues in the Business Manager's report at the regular August meeting, it has not yet approved them in the format requited by the California Department of Education.

The Unaudited Actuals in this format will need to be approved for submitting to CUSD, BCOE, and the CDE.

ACTION REQUESTED: Approve Unaudited Actuals for 2013-2014

Attachment: Unaudited Actuals for 2013-2014

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick

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

Date: September 12, 2014 for the meeting of September 18, 2014

Kindergarten -Teresa Shippen

The kindergarten class has been a joyful, happy and busy place these first few weeks of school. The students have spent some time exploring the room and discovering all the materials that are available in a Montessori classroom. They have been busy making puppets and puppet shows, counting beads, reading our language materials, putting together puzzles of maps, animals, plants
and practicing their practical life skills. Our lessons have primarily focused on our social and emotional skills. We have read books and had class discussions on topics such as sharing, handling emotions, cooling off, and what language we will use to find solutions. It is wonderful to hear the students practicing this language when we work and play together! This will lead us into our Second Step curriculum.

We also feel fortunate to have a wonderful group of involved parents! We had a good turn out at Back to School night as well as many volunteers to our room. They have helped to scrub our classroom, make curtains, signed up to help Richie, volunteered to be room parents and offered to help out in the room when needed. Each year we feel lucky to have so many parents involved in our classroom and school. It is such a wonderful community feeling!

1st/2nd/3rd -Marlo Knox

It is a pleasure to take time to update our Board of Directors about the beginning of our school year.

What a difference a year makes! I feel as if our class is off to a very positive start. Our classroom community dedicated numerous hours over the summer in order to create educational materials, improve the physical space we would be using, and strengthen our own knowledge of how Montessori methods work for students and adults alike. Preparing in this way has made a world of difference to us all.

In addition, our lower elementary team worked diligently with our Kindergarten Teacher (Teresa) and our director (Michelle) to create balance in our 1,2,3 classrooms. This was no easy task but was well worth the time we expended.

Our classroom in nearly full with 21 students enrolled and space for one more. We have only two new families to Sherwood arriving to us from other schools in Chico. Everyone else is either returning to Sherwood after an exciting kindergarten year with Teresa or returning to me. It is thrilling to experience the growth over time I am seeing in my returning students. In a traditional classroom you work all year with your students, you send them off, and never see the rest of their development. This year I'm able to bask in the positive changes I see everyday in our students. Changes academically, socially, and emotionally.

We have started special enrichment classes such as third grade writing with Danielle, Spanish Classes with Danielle, movement/physical education with Brandon, and cooking with Richie. We have students who have begun their speech therapy and special education services.

Our teacher assistant is Karli, who is a credentialed teacher new to Montessori but gifted as an educator. Karli has fit in well although she has only been with us a short time.

My focus is observing our children in the environment we have prepared. After that I work towards completing some agreed upon assessments that will be used to determine instruction, support learning or identify areas where acceleration would be appropriate.

1st/2nd/3rd-Carin Anderson

1st/2nd/3rd –Eric Parish

4th/5th/6th-Kellee Perez

*Students are all organized into their instructional groups, both in and out of the classroom (math intervention, Richie, and Reading).
*We are approaching the end of the first unit in math (place value).
*Elective Drama class has been a success, so far the students are enjoying it, as well as the other electives offered to 4-6th graders (Computer programming, Spanish, and Strategic Games).
*Math intervention started this week.
*Friday enrichment has been a success. Student enjoy the standards based Math Games, they are getting good reports from the Kinder and Lower EL teachers after working with their buddies, and the Geography class has been a success.
*Reading assessments will begin next week.
*Students are adapting well to some of the new routines, and are quickly taking ownership over their specific schedules (groups, etc.)

*We have had an opportunity to learn about and work with oil pastels for art.
*Richie groups were a success last week.
*Field trip to Laxon Auditorium is planned and the room parent Meghan is in the process of organizing drivers.
*Spelling program has been revamped to include the standards based spelling patterns for each grade; students will take their first test on Friday.

4th/5th/6th-Lindsey Serrao & Brandon Winters

Welcome back to school all!
What a great start! There is an overall joyous energy floating amongst the staff which seems to be contagious to the students:).
We just had back to school night which (once again) showed me the commitment our families have to this school! (Standing room only!)
We have started the year inspiring our students through the wonderful story telling of the Great Lessons.
After a bit of shuffling, our groups have settled in! Our students are busy creatively reading and writing with Danielle, cooking up a storm and problem solving with Richie, and making their hearts smile with aerobic exersize with Brandon.
Our job share has started off with a bang! Our students (we feel) are highly benefiting from what Brandon and I offer to the children.
So far all is running smooth!

7th/8th-Celeste Shults

What an exciting beginning to our Middle School year! We may be small in number, but mighty in our impact on our community. Our overarching theme for this year is in a form of a question… 'How does what I do today affect our tomorrow?'

So, I am excited to announce that we will be partnering with some wonderful groups in our community. To start we have begun a yearlong Phenological Citizen Science Project with the Chico Creek Nature Center. We are helping them to create their phenological garden where our very own middle school students will be deciding which plants and animals will be included. We will also be in charge of labeling and keeping observational data on the National Phenological Network using Nature's Notebook. We'll keep you up to date on our progress and when you can stop by Chico Creek Nature Center to check it out. We will also be installing a rain gauge with the help of our very own Steve Duke to begin working with CoCoRaHs(Community Cooperative Rain, Hail & Snow) to track the amount of rain fall at our school. The other program that we will be partnering with is Kids and Creeks. We will start a school year long project looking at the Life Sciences with the assistance of Kurt at Kids and Creeks. He has some exciting ideas that I look forward to sharing with you in future Middle School News. Finally, we will be working with Grub. This is a wonderful organization that will be partnering with our very own Chef Richie to teach

our middle school students about the importance of sustainability and healthy food choices.

Our students are having such a positive impact on our community and I am looking forward to watching them grow as the year progresses. Speaking of growing I am happy report that our Middle School enrollment will be increasing by one on September 17, with an addition of a 7th grader. She was able to spend a half day as a Sherwood Montessori Middle School Student and I am proud to say that she has decided that we would be a good fit!

I feel so fortunate to have joined such a warm and welcoming community. From the first day I stepped foot on the Sherwood Montessori campus I have felt welcome and at home. This is a special place to work, teach, learn, and have fun!

Math Intervention-Kelli Kurth

This year we have a new position at Sherwood Montessori, math intervention teacher. As math intervention teacher it is my job to work with all of our students that need a little extra help or remediation to be more successful in math. The first step in figuring out which students needed some help was to gather and analyze data, meaning we needed to assess our students. Thus far, every 3rd-8th grade student has been given an assessment to find out their strengths and areas of concerns in math. The assessment used broke our math sequences down into topics, making it easier to pinpoint the exact needs of our students. The goal for this year is to individually identify all of our students' specific needs and work with them in 6-8 week sessions, targeting the identified needs, to fill any holes or gaps in knowledge. The students in the groups will change every 6-8 weeks depending on which students need extra help with the topics being taught during that session. The goal is to give our students an extra boost and get them successfully back into their classrooms. Not only does this allow for the students to fill gaps or holes in their individual knowledge but it also gives them success. You've learned what you needed to and you're ready to move out of this math group and succeed in your classroom. This model allows for more students to get help because students are constantly revolving in or out of groups as individually needed. Currently, I have started groups in the 5th-8th grades and I am wrapping up gathering and analyzing data for the lower elementary classes. The students that have begun groups have been such a pleasure to work with. The positive attitudes and desire to learn is infectious and after 6 ½ months off (on maternity leave) it is wonderful to come back to such a great school and great students.

SBIT-Jessica Ordaz

The beginning of the school year has presented some challenges for our intervention program in finding enough support for our students with behavioral needs. The good news is that Chico Unified will be providing additional support for some of those students with IEPs which will help me focus on a more school-wide training and support approach. The followup meetings from intervention plans last year are scheduled and will be happening over the next several weeks as

well as initial meetings for new referrals. Finding the right amount of support for our struggling students, both academically and behaviorally, is the goal.

Literacy/Spanish-Danielle Mennucci

The Literacy Room is looking very nice with bookshelves floor to ceiling filled with books. The 1st-3rd graders are all becoming acquainted with my Spanish lessons and the 3rd graders have come in for weekly writing lessons. We have been writing poems and learning to write dialogue.

The 4th-8th grades have been divided into 6 groups which are tentative for the next week as we coordinate with SBIT and math groupings. I see each of the 6 groups for writing on Monday, Spanish on Tuesday, and literature on Wednesday and Thursday. We have started out with light RAFT assignments in writing but will dive into persuasive writing beginning next week. I will have the students read from a series of articles on a topic and present their arguments in 5 paragraphs. The literature groups are reading The Giver, Milkweed, Wrinkle in Time, Wonder, and Cirque du Freak. The students take their books home on Thursdays with some reading and writing assignments and return with their homework completed the following Wednesdays. We spend time in class sharing our views of the content of the books and sharing our written work. I feel we are off to a good start and I do look for input from parents regarding the homework and when adjustments are called for, we all work together as a staff to make sure that the students are comfortable and loving their books. I am looking forward to this new year and sense that our students are willing to take on the challenges given them, seeing these challenges as opportunities!

Garden-Kitchen Program-Chef Richie Hirshen

The new school year is filled with projects...garden overhaul this week and fall-winter planting next week, orientation of/hitting the ground running with our two new CSU Chico nutrition dept volunteer interns, newsletters in Lindsey's and Celeste's classes (that will become our next cookbook), getting ready to take Feb '14's book Grow-Cook-Eat to the Slow Food Terra Madre conference in Torino and to Montessori Int'l headquarters in Bergamo in October, Rose Scott School is confirmed as community outreach sister school philanthropy program visitors every first Tuesday of the month this school year starting in October and some kids and I are working on a donation request to get a new Vitamix mixer for our weekly smoothyaganza. Please see the attachment, written by Jessica McDougal, former California State University Chico intern who volunteered for our cooking and gardening program.

FOR BOD SEPT

BOD SEPT '14 ADD TO MINE

NFSC 455- Career Path Assignment Part 3-Informational Interview

Jessica McDougal

When I think of all the people in town who really seem like they love their work, Richie Hirshen always comes to mind. His job over at the Sherwood Montessori School in Chico has a blend of working with children, being a community leader, working in a garden, cooking and teaching life skills that I find particularly attractive when thinking about what my "dream career" might look like.

Richie Hirshen works at the Sherwood Montessori School in Chico, as their Garden/Kitchen Program Leader. This position was created when the school was being founded back in 2010. At this point in his life, Richie was leaving Oregon and after his lustrous chef career in Europe and Oregon ended; "tragically crashing and burning", he came back to Chico with his heart open to new experiences. When he heard about the opening at Sherwood, it seemed like a perfect fit. Having studied at Chico State University with a degree in Psychology and Child Development ('85), the job posting incorporated everything he loved and had been doing his whole life. They conducted three interviews with him, and at the end of the third interview, he broke down and cried and told the interviewers that "he hoped it would be the last job he ever had." He was hired on and became a founding member of a rare public, no-tuition K-8 Montessori school.

Everyone who lives in Chico can speak of the work that Richie does over at the Montessori school because we hear about it often. His program has been acclaimed in the local newspaper 23 times in the past 4 years. He described his teaching methods as "side-by-side learning". He leads by example, yet stays open to learning from the children and the work himself. A typical day for him starts early. He puts a call into S&S foods to get an order ready of anything extra he might need for the program that day. The day we spoke it was Arbor Day, so his lesson plan with the kindergarteners involved making fruit skewers that the children would stick into pineapple tops to make a forest of fruit trees. After picking up his order, he heads to school and pauses at the front door, giving thanks with his hand over his heart. His gardening work covers the school, as you come up to the building you see a huge blooming rose bush, poppies, calendulas, flowers and artichokes beaming. The side of the school has a series of raised beds filled with seasonal produce. He is welcomed by a group of kindergarteners' out on the playground who come running to him upon seeing him arrive, doing their "Richie Chant" and giving him hugs. He walks in the door and sees the fruits of his labor so clearly; from the rich gardens he

manages, to the excited children, to the health and community his program fosters at the school, all of it is so precious to him.

The program he runs he describes as a "garden/kitchen/journalism/agri-preneurism/ and philanthropy mix". The food he makes with the students feeds the whole school. They take what's available in the garden and mix it with donated items from parents and the little that they buy to make "100% vegetarian, super healthy, plant-based whole foods". He buys products and gets donations from community members like Mooney Farms, who gladly donate 5-gallons of their local olive oil whenever needed. There are parent donators like Doug Hayes, who gives his fresh citrus, nuts and other crops from his farm to the school. Local farmers like Matthew Martin from Pyramid Farms come to the school to work directly with the kids and will share their gardening secrets and special seeds with the school. He supports local baker Dave Miller and purchases Dave's fresh ground kamut, spelt and whole wheat flours. The organic brown rice used in the program comes from Massa in Orland. He talked with great passion as he described how he feels his program is responsible for the nutrition of so many in the Montessori community. The super-healthy whole foods they make in his kitchen sustain the children of the school, the teachers, the interns and the staff. He described to me a pesto they had made last week that was a mixture of kale, chard, olive oil, garlic and ginger that they used on a freshly-made-dough pizza, topped with veggies and a little bit of cheese.

One of the main values of a Montessori education is a system of student- led mentorship. The children are grouped in multi-age classrooms, and the older grades mentor the younger. He spoke very highly of one particular 7th grade mentor, Flynn Creswall, who works every day in the morning with Richie as his Sous Chef and regularly helps out with the kindergarteners.

Along with the cooking and gardening classes he teaches throughout the week, he is also responsible for creating a weekly Farmer's Market held at the school on Friday afternoons. The student's sell vegetable and flower starts, seeds, fresh vegetables harvested from their garden, also some donated vegetables from parent's gardens, and food made fresh from the school's kitchen. A weekly special treat sold is their popcorn, which is seasoned with olive oil, nutritional yeast and a little salt. In the first year of getting the program running, Richie had worked with the students to produce a cookbook, called "Smart Garden", which includes the recipes they use at the school for the children to share with their parents. In addition to that, he also was awarded with a grant from Michelle Obama's "Let's Move" campaign and was able to set the school up with a really nice set of All-Clad pans, and a "Healthy French-Fry Maker." The French-fry maker is an air fryer that allows them to make "really great

healthy french-fries" out of about two pounds of potatoes, yams, and broccoli to every tablespoon of oil. These they also sell at their Friday Market.

Richie had a list of reasons prepared for me as to why "he is the happiest person on the planet" about his job, so I will share them. The first was he considers himself very lucky to have" the fairest, wisest, and most compassionate boss ever", the director of the school, Director Michelle. The second thing he described was the circle of love and appreciation that the work he contributes brings to the world, and then comes back to him. Everyone in that circle shares PROPS ("proper respect") to one another. In being part of a nurturing circle of love, Richie described his concept of being a "steward of happiness." He feels like the more love and happiness he gets from his work community, the more he's able to put out to others. The third thing he mentioned was the satisfaction he gets from seeing the children learning hands-on information, which they then take and share with their parents. Many of the parents report back to him that the only things their children talked about regarding their day at school was what they did in the garden, or in the kitchen that day. The final thing he spoke about was the joy of getting to be an "ecological, self- sustainable teacher of self-sufficiency who works expanding and extrapolating the community of the planet on a daily basis". He is very proud of the program he runs; he has an amazing support system of co-workers and students who just adore him. I was fully impressed with his program and believe this educational model he created is surely something that will positively affect generations of children to come.

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 12, 2014 for the meeting of September 18, 2014

An SMPO Report is not available at this time. If one is completed, it will be available at the Board 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: September 14, 2013 for the meeting of September 18, 2013

ADMINISTRATIVE ITEMS:

- New hires/changes of assignments for this school year include:

Kellee Perez	Teacher, 4th/5th/6th
Brandon Winters	Teacher, 4th/5th/6th P.E. Teacher, all grades
Celeste Shults	Teacher, 7th/8th
Ari Maiello	Teacher's Aide, 1st/2nd/3rd, Carin's class
Karli Cooper	Teacher's Aide, 1st/2nd/3rd, Marlo's class
Jessica Ordaz	SBIT Coordinator
Libby Grinton	Intervention & Special Education Instructional Aide
Leslie Ferrante	Substitute teacher
Meghan Callahan	Substitute teacher
Kristina Besnard	Substitute teacher
Socorro Wiley	Substitute classified staff
Maribel DeLaCerda	Substitute classified staff

- We held our annual mandatory training meetings for classified and certificated staff.

FISCAL ITEMS:

- We are conducting both Annie B's and Maria M's this year and will analyze the results in comparison with other years' to determine the best fundraiser model to use at this time of the year.
- Board member Joe Wilson secured $2,500 in granted funds from PG&E for our child care restructure project.
- I have applied for and secured Mandates Block Grants Funds for this school year.
- Our enrollment is full in the upper elementary classrooms and the kindergarten

classroom. There are available spaces in the middle school and the lower elementary.

GENERAL ITEMS:

- Certificated staff participated in two days of professional development meetings prior to the start of school regarding the implementation of Common Core State Standards, the essential Montessori lessons, and an introduction to Sherwood's school culture.
- Other professional development topics identified for future meetings include: Common Core Standards implementation and alignment to report cards, Nurtured Heart Approach, and helping students with impaired executive functioning succeed in school.
- I met recently with Megan Neely, principal of Chico Country Day, to explore the possibility of collaborating for professional development on implementing Common Core Standards from California State University, Chico Math Department professors.
- I have begun meeting weekly with Board Chair Chris Fosen on Thursday mornings immediately following drop-off. I encourage other Board members to join us (but not a majority) on these Thursdays.
- The teacher evaluation system has been presented to all teachers.
- Teachers participated in a professional development meeting in which we presented our
- Response to Intervention and Instruction (RTI) program and how the School Based Intervention Team (SBIT) works as part of RTI.
- The new Director of Special Education Services, Eric Snedeker, responded positively to my request for a meeting with the special education team assigned for Sherwood for the 2014-2015 school year. We met on August 27 with an agenda including an orientation to the RTI and SBIT program as it is implemented at Sherwood, the Montessori approach to education and special education in general, legal requirements for finding students eligible for special education services, and our population's needs and next steps to serving those needs in collaboration. It was a positive meeting and those present felt we could accomplish our goals by working cooperatively.
- Some changes to the campus room assignments and rearranging room configurations have made improvements to our comfort and to the attractiveness of our school. Efforts to keep the grounds free of refuse have also been successful.

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 12, 2014 for the meeting of September 18, 2014

September Treasurer's Report

A Treasurer's Report is not available at this time. If a report is completed, it will be made available at the Board meeting.

Attachment: September financial Board report

Sherwood Montessori
Profit & Loss YTD Comparison
August 2014

	Aug 14	Jul - Aug 14
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	139,203.00	139,203.00
8012-Education Protection Act	0.00	59,549.00
8015-Gen. Purpose Entitlement	-2,415.00	-2,415.00
8096-In Lieu of Property Taxes	18,079.00	18,079.00
Total 8010-8099 Revenue Limit Sources	154,867.00	214,416.00
8300-8599 Other State Revenue		
8560-State Lottery Revenue		
8560-State Lottery Revenue - Other	6,125.72	6,125.72
Total 8560-State Lottery Revenue	6,125.72	6,125.72
8590-Categorical Funds		
All Other State Revenue	237.16	237.16
Total 8590-Categorical Funds	237.16	237.16
Total 8300-8599 Other State Revenue	6,362.88	6,362.88
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-After School Program	1,504.16	2,563.32
8673-Camp fees	0.00	484.00
8673-Parent Fees - Other	0.00	15.00
Total 8673-Parent Fees	1,504.16	3,062.32
8673-Rebates	4.03	4.03
8699-Fundraising and Donations		
8699-Fundraising	535.26	760.26
8699-Fundraising and Donations - Other	53.13	53.13
Total 8699-Fundraising and Donations	588.39	813.39
8699-Other Local Income	100.00	195.00
8600-8799 Other Local Revenue - Other	0.00	10.00
Total 8600-8799 Other Local Revenue	2,196.58	4,084.74
Total 8000-Revenues	163,426.46	224,863.62
Total Income	163,426.46	224,863.62
Gross Profit	163,426.46	224,863.62
Expense		
1000 Certificated Salaries		
1100-Teacher Salaries		
Lead Teacher Salaries	30,809.28	30,809.28
Teacher Bonus	2,933.04	2,933.04
Total 1100-Teacher Salaries	33,742.32	33,742.32
Total 1000 Certificated Salaries	33,742.32	33,742.32
2000 Classified Salaries		
2100-Instructional Aides		
Classroom Aide Salaries	662.16	707.16
Total 2100-Instructional Aides	662.16	707.16
2200-Support Salaries		
After School Salaries	147.75	147.75
Facilities Development	556.20	556.20
Total 2200-Support Salaries	703.95	703.95
2300-Administration Salaries	5,833.33	11,666.66
2400-Clerical and Office Sal		
Administration Support	773.50	1,148.00

Sherwood Montessori
Profit & Loss YTD Comparison
August 2014

	Aug 14	Jul - Aug 14
Clerical Salaries	261.00	412.00
Total 2400-Clerical and Office Sal	1,034.50	1,560.00
Total 2000 Classified Salaries	8,233.94	14,637.77
3000-Employee Benefits		
3101-STRS, Certificated	2,996.30	2,996.30
3202-PERS, Classfied	1,523.44	1,546.98
3302-OASDI	-47.73	326.43
3311-Medicare	594.97	682.47
3401-Health Benefits	3,533.69	7,126.73
3501-Unemployment Ins	411.10	417.76
3601-Workers Comp	557.00	557.00
3901-Employee Training Tax	12.09	12.29
Total 3000-Employee Benefits	9,580.86	13,665.96
4000-Books and Supplies		
4200-Books/reference Materials	422.52	961.52
4300-Materials and Supplies		
Custodial Supplies	213.74	213.74
Food (Instructional)	29.14	29.14
Instructional Supplies	505.20	1,418.60
Office Supplies	1,016.85	1,099.98
Total 4300-Materials and Supplies	1,764.93	2,761.46
4700-Food (Nutrition)	0.00	337.00
Total 4000-Books and Supplies	2,187.45	4,059.98
5000 Services/Other Op. Exp.		
5200-Travel and Conferences	35.39	35.39
5400-Liability Insurance	1,189.42	1,189.42
5500-Operations / Housekeeping		
Electricity	973.83	1,587.68
Housekeeping Services	930.00	1,860.00
Pest Control	65.00	65.00
Security System Services	0.00	125.64
Trash/Recycling	76.43	152.93
Water	158.92	322.59
5500-Operations / Housekeeping - Other	131.69	131.69
Total 5500-Operations / Housekeeping	2,335.87	4,245.53
5600-Rental/Leases/Repairs		
Copier Lease	236.04	433.99
Facility Repairs	222.23	1,214.83
Property Rental - Moss Ave	7,950.00	15,688.21
Total 5600-Rental/Leases/Repairs	8,408.27	17,337.03
5800-Other Services		
Bank Fees	0.00	275.00
Bookkeeping Services	300.00	600.00
Business Manager Services	912.50	1,262.50
District Oversight	733.00	733.00
Duplication Services	200.00	200.00
Extracurricular Services	0.00	344.00
Field Trips and Assemblies	0.00	2,682.00
LiveScan and TB Test Services	49.00	49.00
5800-Other Services - Other	209.50	561.49
Total 5800-Other Services	2,404.00	6,706.99
5900-Communications		
Internet Filtering (CIPA)	2,400.00	2,400.00
Internet Service Provider	99.95	199.90
Online List Management	9.95	19.90
Postage	48.75	88.35
Telephone, Cellular	93.86	187.75
Telephone, Landline	101.48	202.96

Sherwood Montessori
Profit & Loss YTD Comparison
August 2014

	Aug 14	Jul - Aug 14
Television, Cable	15.55	31.15
Website, Hosting	0.00	29.97
Total 5900-Communications	2,769.54	3,159.98
Total 5000 Services/Other Op. Exp.	17,142.49	32,674.34
Total Expense	70,887.06	98,780.37
Net Ordinary Income	92,539.40	126,083.25
Net Income	**92,539.40**	**126,083.25**

Sherwood Montessori
Balance Sheet
As of August 31, 2014

	Aug 31, 14
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	
9120-NCNB Checking	201,003.26
Total 9100-Assets	201,003.26
Total Checking/Savings	201,003.26
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	199,787.37
TOTAL ASSETS	**199,787.37**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	2,213.22
Total Accounts Payable	2,213.22
Other Current Liabilities	
9500-Liabilities	
9511-Payroll Liabilities	
Deferred Payroll	2,672.23
Federal Withholding	1,673.00
Health and Welfare	4,599.10
Medicare	1,152.28
OASDI-Social Security	858.06
PERS EE / ER	6,727.00
State Disability	397.35
State Employment Training Tax	10.80
State Unemplyment Tax	366.95
State Withholding	569.59
STRS EE / ER	7,723.68
Total 9511-Payroll Liabilities	26,750.04
9530 - Oversight Due to CUSD	-117.99
9590 - Other Accts Payable	-82,198.00
Total 9500-Liabilities	-55,565.95
Total Other Current Liabilities	-55,565.95
Total Current Liabilities	-53,352.73
Total Liabilities	-53,352.73
Equity	
9793 - Audit Adjustments	101,516.33
Unrestricted Net Assets	25,540.52
Net Income	126,083.25

Sherwood Montessori
Balance Sheet
As of August 31, 2014

	Aug 31, 14
Total Equity	253,140.10
TOTAL LIABILITIES & EQUITY	199,787.37

Sherwood Montessori
Board of Directors - Vendor Payments Report
August 2014

Type	Date	Num	Name	Memo	Account	Class	Amount
Bill	08/01/2014	14049	CharterSAFE	August Premium 2014-2015	5400-Liability Insurance	Government Funds:General - Govt	1,189.42
Bill	08/01/2014	14049	CharterSAFE	August Workers' Comp	3601-Workers Comp	Government Funds:General - Govt	557.00
Bill	08/01/2014		American Janitorial	August services	Housekeeping Services	Government Funds:General - Govt	930.00
Bill	08/03/2014	9729761589	Verizon Wireless	7/4/14-8/3/14 service	Telephone, Cellular	Government Funds:General - Govt	93.86
Bill	08/04/2014	201415-3	Pat Casey	Business Manager services	Business Manager Services	Government Funds:General - Govt	800.00
Bill	08/05/2014	15914562	Clark Pest Control	8/5/14 pest service	Pest Control	Government Funds:General - Govt	65.00
Check	08/05/2014	DBT	Costco	supplies	Office Supplies	Government Funds:General - Govt	30.09
Bill	08/05/2014		California Water Service Comp...	7/3/14-8/4/14 service	Water	Government Funds:General - Govt	158.92
Check	08/07/2014	3609	Nicki DiMaggio	Folders/dividers for Carin	Instructional Supplies	Government Funds:Lottery - Unrestricted	38.70
Check	08/07/2014	3610	Johanna, Polsan	1st aid kit	Office Supplies	Government Funds:General - Govt	20.73
Check	08/07/2014	3611	Kellee Perez	Livescan	LiveScan and TB Test Services	Government Funds:General - Govt	49.00
Check	08/07/2014	DBT	Montessori Outlet	class supplies	4200-Books/reference Materials	Government Funds:Lottery - Unrestricte...	110.11
Check	08/07/2014	DBT	Costco	office supplies	Office Supplies	Government Funds:General - Govt	143.73
Check	08/07/2014	DBT	Target	Supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	35.61
Check	08/07/2014	DBT	Walmart	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	126.84
Check	08/08/2014	DBT	Wufoo	8/8/14 to 9/8/14 Invoice #972084	Online List Management	Government Funds:General - Govt	9.95
Check	08/08/2014	DBT	Amazon.com	Colored pencils	Instructional Supplies	Government Funds:Lottery - Unrestricted	45.33
Check	08/09/2014	DBT	Safeway	Cleaning supplies	Custodial Supplies	Government Funds:General - Govt	80.90
Check	08/09/2014	DBT	Lowe's	Plants for 1/2 barrels	5500-Operations / Housekeeping	Government Funds:General - Govt	131.69
Check	08/10/2014	DBT	Target	Supplies	Instructional Supplies	Government Funds:Lottery - Unrestricted	38.50
Bill	08/11/2014	CNIN646675	Advanced Document	8/4/14-9/3/14 service	Copier Lease	Government Funds:General - Govt	166.63
Bill	08/11/2014	CNIN646676	Advanced Document	7/1/14-7/31/14 service	Copier Lease	Government Funds:General - Govt	69.41
Check	08/11/2014	DBT	Quill.com	supplies	Instructional Supplies	Government Funds:General - Govt	80.98
Bill	08/12/2014		Comcast	service 8/17/14-9/16/14	Internet Service Provider	Government Funds:General - Govt	99.95
Bill	08/12/2014		Comcast	service 8/17/14-9/16/14	Telephone, Landline	Government Funds:General - Govt	99.80
Bill	08/12/2014		Comcast	service 8/17/14-9/16/14	Television, Cable	Government Funds:General - Govt	4.95
Bill	08/12/2014		Comcast	taxes	Telephone, Landline	Government Funds:General - Govt	1.68
Bill	08/12/2014		Comcast	other charges	Television, Cable	Government Funds:General - Govt	10.60
Check	08/15/2014	DBT	Costco	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricte...	44.67
Check	08/15/2014	DBT	Costco	office supplies	Office Supplies	Government Funds:General - Govt	201.74
Check	08/15/2014	DBT	Office Depot	office supplies	Office Supplies	Government Funds:General - Govt	69.85
Check	08/15/2014	DBT	Costco	Stamps	Postage	Government Funds:General - Govt	48.75
Bill	08/15/2014	1706892622	Office Depot	supplies	Office Supplies	Government Funds:General - Govt	69.85
Check	08/15/2014	DBT	Newegg	NBADP Disco/DF-HPCQ42LH-A599 R	Office Supplies	Government Funds:General - Govt	28.48
Bill	08/17/2014	1707582953	Office Depot	supplies	Office Supplies	Government Funds:General - Govt	60.20
Check	08/17/2014	DBT	Costco	supplies	Custodial Supplies	Government Funds:General - Govt	93.53
Check	08/17/2014	DBT	Costco	supplies	Instructional Supplies	Government Funds:General - Govt	45.96
Check	08/18/2014	DBT	Home Depot	Bulletin Board	Facility Repairs	Government Funds:Lottery - Unrestricte...	31.17
Bill	08/19/2014		Laura A. Mason	August bookkeeping	Bookkeeping Services	Government Funds:General - Govt	300.00
Check	08/19/2014	3623	Heather S. Fisher	Mileage	5200-Travel and Conferences	Government Funds:General - Govt	35.39
Bill	08/19/2014		Redeemer Lutheran Church	September rent	Property Rental - Moss Ave	Government Funds:General - Govt	7,950.00
Bill	08/19/2014		Securly, Inc.	Three year license starting 9/1/14	Internet Filtering (CIPA)	Government Funds:General - Govt	2,400.00
Check	08/19/2014	DBT	Sutherland Landscape Center	1 yard Plaster Sand & delivery	Facility Repairs	Government Funds:General - Govt	126.85
Bill	08/20/2014	3162	Forest Ranch Charter School	assist payroll questions	Business Manager Services	Government Funds:General - Govt	112.50
Check	08/20/2014	DBT	Montessori Outlet	Class supplies	4200-Books/reference Materials	Government Funds:Lottery - Unrestricted	110.11
Check	08/21/2014	DBT	Costco	supplies	Custodial Supplies	Government Funds:General - Govt	9.66
Check	08/21/2014	DBT	Costco	supplies	Office Supplies	Government Funds:General - Govt	113.91
Bill	08/22/2014	363910	KP Corporation	supplies	Office Supplies	Government Funds:General - Govt	133.31
Bill	08/22/2014		PG & E	7/22/14-8/20/14 service	Electricity	Government Funds:General - Govt	973.83
Bill	08/26/2014	1711230007	Office Depot	supplies	Office Supplies	Government Funds:General - Govt	99.83
Bill	08/26/2014	1711230007	Office Depot	supplies	Instructional Supplies	Government Funds:Lottery - Unrestricte...	31.65
Bill	08/26/2014	010447	In Tech	Deposit 2014-15 Yearbooks	Duplication Services	Non Government:General - Non Govt	200.00
Bill	08/26/2014	1573653	Ray Morgan Company	parts & labor	5800-Other Services	Government Funds:General - Govt	209.50
Check	08/26/2014	DBT	Lowe's	supplies	Facility Repairs	Government Funds:General - Govt	64.44
Check	08/26/2014	DBT	Costco	Hanging files	Instructional Supplies	Government Funds:Lottery - Unrestricte...	16.96
Check	08/26/2014	DBT	Costco	supplies	Custodial Supplies	Government Funds:General - Govt	29.65

Sherwood Montessori
Board of Directors - Vendor Payments Report
August 2014

Type	Date	Num	Name	Memo	Account	Class	Amount
Check	08/26/2014	DBT	Costco	supplies	Office Supplies	Government Funds:General - Govt	9.67
Check	08/26/2014	DBT	Nienhuis Montessori		4200-Books/reference Materials	Government Funds:General - Govt	202.30
Bill	08/27/2014		Recology	August service	Trash/Recycling	Government Funds:General - Govt	76.43
Check	08/27/2014	DBT	Lowe's	supplies	Facility Repairs	Government Funds:General - Govt	8.36
Bill	08/28/2014	322065	S & S WHOLESALE PRODUCE	Curriculum	Food (Instructional)	Government Funds:Lottery - Unrestricte...	29.14
Check	08/29/2014	DBT	HP Home & Home Office Store	HP ink cartridge	Office Supplies	Government Funds:General - Govt	35.46
TOTAL							19,162.53

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
August 2014

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Fundraising			
Deposit	08/28/2014	Maria M's	15.00
Deposit	08/28/2014	Farmers Market	30.26
Deposit	08/28/2014	Maria M's	490.00
Total 8699-Fundraising			535.26
8699-Fundraising and Donations - Other			
Deposit	08/28/2014	Donation	53.13
Total 8699-Fundraising and Donations - Other			53.13
Total 8699-Fundraising and Donations			588.39
Total 8600-8799 Other Local Revenue			588.39
Total 8000-Revenues			588.39
TOTAL			**588.39**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2-Board Retreat**

Date: September 12, 2014 for the meeting of September 18, 2014

SUMMARY

Because the organization will benefit from a well-informed governing board that has clarity of purpose, the School Director requests that a board retreat be planned.

DISCUSSION

During the last school year, a consultant was hired to review operations at Sherwood and make suggestions that would strengthen the school and guide it in its future development. One suggestion was that it was time to develop a Strategic Plan. First steps in this work would be to calibrate the majority new Board members to the history of the organization so far, the vision of the founding directors, and the anticipated future issues facing the school. A board retreat was suggested as a way to accomplish this.

A board retreat can be structured in many ways, in terms of length of time spent, location, and resources to draw on to make it a success. The Board should come to consensus as to how they would like to proceed with their retreat.

ACTION REQUESTED: Discuss Board Retreat ideas and advise School Director as to next steps towards planning and implementing a successful board retreat.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 Transitional Kindergarten Policy**

Date: September 12, 2014 for the meeting of September 18, 2014

SUMMARY

Currently, Sherwood does not have a policy for Transitional Kindergarten. The School Director has prepared a draft of a Transitional Kindergarten Policy that reflects the Mission of the school.

DISCUSSION

The State of California has passed laws and regulations to include transitional kindergarten programs in the continuum of free and public education options for its residents. It is in the interest of the school to develop a policy to give clarity to the community regarding the type of program we offer and who may enroll.

ACTION REQUESTED

Approve Transitional Kindergarten Policy.

Attachments: Draft of Transitional Kindergarten Policy

SHERWOOD MONTESSORI

DRAFT Transitional Kindergarten Policy

The Board of Directors of Sherwood Montessori wishes to offer a high-quality, Montessori methods based transitional kindergarten program for families seeking a Montessori education for their young children.

The transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate and offers opportunities for each child to reach his or her own potential academically, personally, and socially. As the traditional Montessori curriculum for ages 3-6 develops the whole child intellectually, physically, and psychologically, it will be the foundation for this curriculum. Because the Montessori philosophy embraces multi-age groupings, transitional kindergarten students will be enrolled in a class that includes kindergarten students.

Sherwood shall allow children who will have their fifth birthday between September 2 and December 2 to enroll in a transitional kindergarten program in accordance with state law. Enrollment shall follow admission requirements outlined in Sherwood Montessori's Charter (Section 8.0). Exemptions from the lottery that exist in the Charter will be valid for students entering transitional kindergarten. Enrollment in the transitional kindergarten program shall be voluntary.

The number of instructional minutes will meet or exceed the minimum legal requirement.

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level. Additionally, the teacher assigned will be Montessori trained or will obtain Montessori training. The School Director may provide other professional development as needed.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 – Change of Signatories on Bank Account**

Date: September 12 for the meeting of September 18, 2014

SUMMARY

Consideration of request to authorize a change of signatories on the School's bank account.

DISCUSSION

Our bank account at Northern California National Bank requires that we have a Board adopted resolution to name signatories for the account. Our current resolution, Resolution 071013d, names David Kuperman, Chris Fosen, and Robyn Faraone as signatories on the account and should be replaced with Resolution 091814e naming signatories for the current school/fiscal year, to be determined in discussion.

ACTION REQUESTED

Discuss who will be signatories on the School's bank account and adopt Resolution 091814e with chosen names.

Attachment: Resolution 091814e

Agenda Item 5.4
Attachment

SHERWOOD MONTESSORI

DRAFT RESOLUTION 091814e
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, David Kuperman 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 David Kuperman, Robyn Faraone, and Chris Fosen and removing outgoing Board Secretary Robyn Faraone, who shall:

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 Robyn Faraone no longer has signatory authority nor any other access to the NCNB account. David Kuperman shall have signatory authority on the NCNB account. The second and third signatories on the School back account shall be Robyn Faraone and Chris Fosen. Robyn Faraone, outgoing Secretary 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, David Kuperman.

PASSED AND ADOPTED by the **Sherwood Montessori Board of Directors** at a public meeting held on **18 September, 2014.**

_____ _____

Chris Fosen, Chair of the Board of Directors, Sherwood Montessori **Date**

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 –After Care Restructure**

Date: September 12, 2014 for the meeting of September 18, 2014

SUMMARY

As discussed at the August Board meeting our after school care program is in need of resources to strengthen and improve the program.

DISCUSSION

At the August meeting of the Board of Directors, the School Director was given direction to meet with a committee to restructure the aftercare program. A team of parents, teachers, and board members met and created a job description for an Aftercare Coordinator position.

The budget was analyzed for the program's potential financial impact. The program has historically fluctuated between not making money for the school and making up to $10,628 last year. This year, we also have $2,500 in granted funds from PG&E to use towards materials to develop the program thanks to Trustee Joe Wilson. The cost of the salary for an Aftercare Coordinator would be about $12,866 for the year.

It is the intention of the committee to hire a coordinator for the program as described in the job description attached. This coordinator will implement the vision of the committee to improve the program in terms of enrichment opportunities for children, structure and organization, and alignment with Sherwood Montessori's community values.

ACTION REQUESTED

Approve restructure of After Care Program

Attachment: After Care Coordinator job description

Agenda Item 5.5
Attachment

Sherwood Aftercare Coordinator DRAFT

Job Title:	Aftercare Coordinator
Status:	Part time; nonexempt; hourly up to 30 hrs per wk; starting pay $14/hour

The Aftercare coordinator manages both before-care and after-care activities and programs for Sherwood Montessori. He/she acts as the supervisor to the aftercare staff, assuring that the needs of the children, parents/guardians, and staff are being met. Aftercare Coordinator will design and implement curriculum, oversee staff and students, report to school Director, and meet with parents or teachers as needed to ensure smooth running of the program.

Times: M/W/F afternoons, times to be determined with School Director (T/R times are possible depending on number of children)

RESPONSIBILITIES

Program Goals

- Design, implement, and maintain a fun, safe, and structured environment
- Handle paperwork related to the before/aftercare program, such as injury reports and discipline issues for children and childcare staff
- Ensure adequate resources, food, and staffing is provided for the number of students that attend the program
- Attend interviews of childcare staff and staff meetings and meet with school Director as needed
- Address questions and concerns from parents/guardians

Supervision

- Supervise children and childcare staff
- Support Aftercare staff in implementing aftercare program
- Give direction to staff to enhance supervision or facilitation of children and suggest ways to implement positive behavior strategies
- Develop training for employees at regularly scheduled meetings
- Evaluate staff performance with Director, families, and children as needed
- Ensure that staff enforce school health and safety policy and procedures
- Ensure that the program is in line with Montessori Principles and Sherwood Montessori's Mission Statement

Family Support

- Communicate activities and schedule to parents or guardians
- Meet with families as needed in order to ensure that families feel connected to the program
- Be available to meet with teacher or classroom aide as needed in order to carry over other strategies developed in the classroom or IEP

Qualifications

- BA or higher in a field related to Elementary or Early Childhood Education, experience supervising children and adults, and experience working with school-aged children.
- Strong organizational leadership skills.
- Discipline style that reflects the philosophies of the *Nurtured Heart Approach* by Howard Glasser and *Positive Discipline* by Jane Nelson.
- Interest in and openness to the Montessori method.

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 –Organization Chart**

Date: September 12, 2014 for the meeting of September 18, 2014

SUMMARY

A draft of an organization chart has been created by the School Director for approval by the Board of Directors.

DISCUSSION

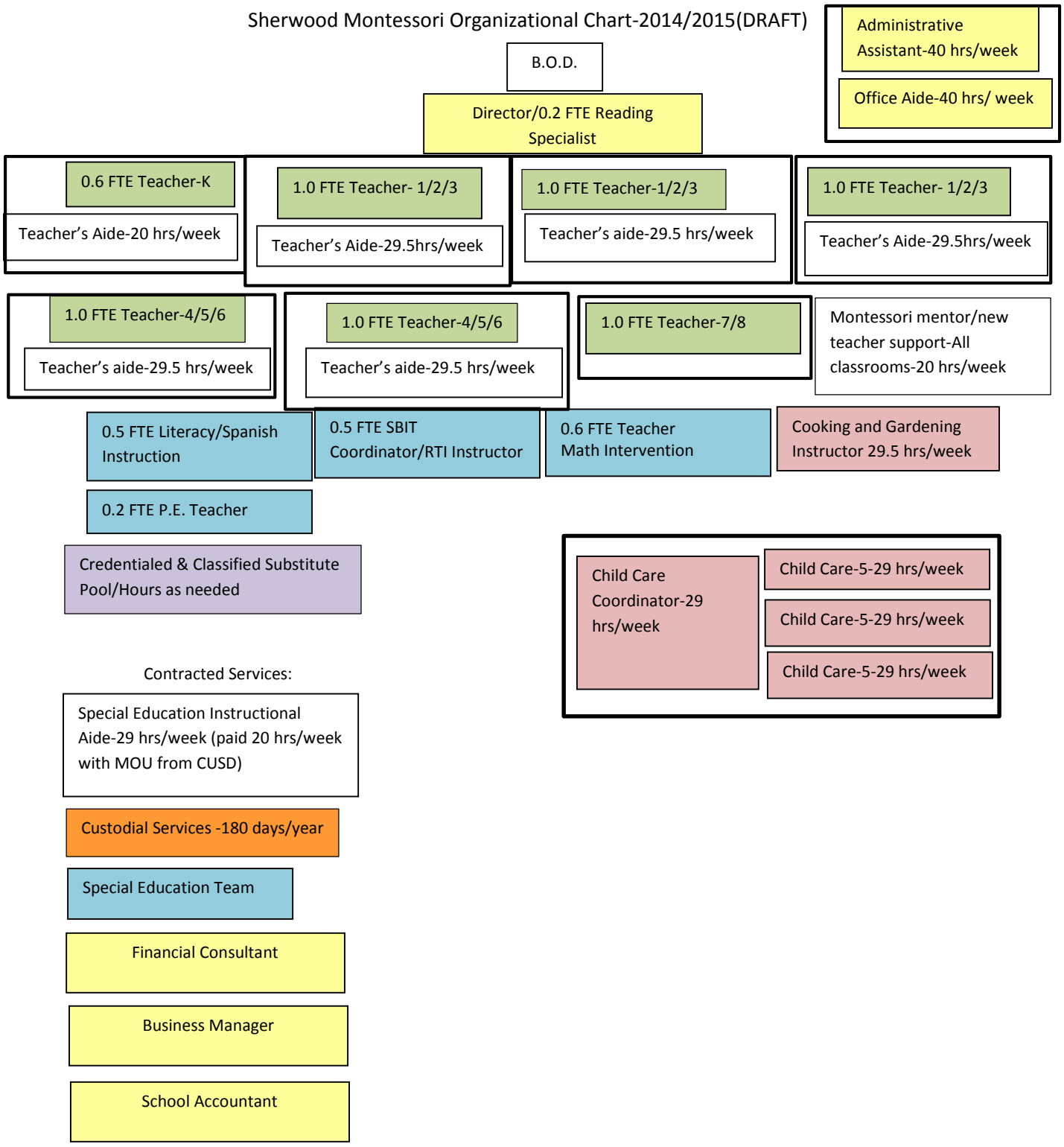
Traditionally, an organization chart is presented to the Board of Directors by the School Director prior to or alongside with a budget plan for the next school year. Because the future of the middle school program was not decided when the budget was due, the draft of the organization chart was not presented.

ACTION REQUESTED

Approve Organization Chart for 2014-2015 school year.

Attachment: DRAFT Organization Chart

Sherwood Montessori Organizational Chart-2014/2015(DRAFT)



Contracted Services:

Special Education Instructional Aide-29 hrs/week (paid 20 hrs/week with MOU from CUSD)

Custodial Services -180 days/year

Special Education Team

Financial Consultant

Business Manager

School Accountant

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3**
746 Moss Avenue, Chico, California
Date/Time: **Thursday, August 14, 2014 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, David Kuperman, Peter DiFalco, Joe Wilson, Kristy Cowell, Mark Reiser

2. CONSENT AGENDA

2.1 Approval of Minutes from Special Meeting June 30, 2014.

2.2 Teacher Contract

The Board will receive a draft of a teacher contract for the 2014-2015 school year.
ACTION REQUESTED: Approve teacher contract 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 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.

5.3 Board Committee Assignments

The Chair will appoint Board members to committees.
ACTION REQUESTED: Assign Board members.

5.4 Employee Handbook

The Board will receive a draft of the school's Employee Handbook 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 updated Employee Handbook.

5.5 Job Share Proposal

The Board will be asked to consider a job share proposal that would allow Lindsey Serrao and Brandon Winters an 80/20 job share (4 days/1 day).

ACTION REQUESTED: Accept job share proposal.

5.6 After Care Restructure

The Board will be asked to consider a restructuring of the current child care model at Sherwood to allow for improvements to the program.

ACTION REQUESTED: Approve the proposed changes.

5.7 Physical Education Proposal

The Board will be asked to consider creating a 20% P.E. teaching position to support the school-side P.E. program at Sherwood.

ACTION REQUESTED: Approve 20% P.E. teaching position.

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 presented with the Unaudited Actual Financial Report for approval.

7.2 The Board will present exiting Directors with Resolutions of Commendation

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

Agenda Item 2.1

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

Called to order at 6:06pm

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

Not attending: Corin Meester, Robyn Faraone

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.

- Williams motions to approve, Fosen seconds, passes 5-0

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.

- Kuperman motions to adopt the LCAP, Fosen seconds, passes 5-0.

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.

-DiFalco moved to approve the budget, Fosen seconds. Passes 5-0.

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.

Williams motioned that we not close the middle school and ask the Director and hiring committee to re-recruit to serve a limited middle school. Director Lucas seconded.

Motion passes 4-1.

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.

Came out of closed session at 9:00pm with no reportable action.

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

Adjourned at 9:05 pm

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: 2014-2015 Teacher Contract

Date: August 11, 2014 for the meeting of August 14, 2013

SUMMARY

A draft of the middle school teacher's contract will be ready for Board approval.

DISCUSSION

The teachers' contracts for the 2014-2015 have been reviewed by our attorney and approved by the previous Board of Directors. One more contract for our middle school teacher who was hirted after the others' contracts were completed will be prepared by August 14 with careful review of credentials, past work history and education units.

ACTION REQUESTED

Approve contract.

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Election of Officers for the Board of Directors**

Date: August 11, 2014 for the meeting of August 14, 2014

SUMMARY

Each year, the Board of Directors elects the following officers: Chair, Vice-Chair, Treasurer, Secretary. New officers for the 2014-2015 school year need to be elected.

DISCUSSION

During the 2013-2014 school year, Board Officers were as follows:

Steve Lucas-Chair
Corin Meester-Vice-Chair
David Kuperman-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 2014-2015 school year.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 – Board Committee Assignments**

Date: August 11, 2014 for the meeting of August 14, 2014

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.

During the 2013-2014 school year, we had the following standing committees and members:

Management Committee: Kupperman, Lucas, Williams
School Development:: Lucas, Meester, Williams
Practices: DiFalco, Fosen, Meester
Finance: DiFalco, Faraone, Kupperman

We also had the following ad hoc committees: Director Contract Committee, Facilities Committee and Election Committee.

ACTION REQUESTED

Discuss needed comittees and assign Directors to each committee for the upcoming year.

Attachment: Sherwood Montessori Board of Directors Committees

Agenda Item 5.3
Attachment

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

<u>Purpose</u>

- 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 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: August 11, 2014 for the meeting of August 14, 2014

SUMMARY

The School Director has reviewed the 2013-2014 Employee Handbook and has proposed revisions.

DISCUSSION

A draft of the 2014-2015 Employee Handbook will be available at the August 14 meeting with proposed revisions.

ACTION REQUESTED

Adopt revisions to Employee Handbook.

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 –Job Share Proposal**

Date: August 11, 2014 for the meeting of August 14, 2014

SUMMARY

After some ups and downs with job shares at Sherwood, the School Director now feels prepared to support certain teaching job shares with specific understandings and agreements.

DISCUSSION

Sherwood Montessori has had job sharing arrangements since the school's second year, and they have been mostly positive. In the interest of creating clarity around expectations for job sharing teachers, the Contracted Hours for Lead Teachers document was created. Since then, some questions as to whether job shares were in the best interest of the students or the school have been raised. At the end of the 2013-2014 school year, the School Director did not feel it was in the best interest of the program to continue to allow job shares at Sherwood.

At the request of teachers striving to achieve life and work balance, the School Director spent time this summer researching job sharing in the teaching profession to make a judgement based on data rather than hunches. What was revealed was that job shares can be not only successful but preferable, when they are done right.

The teachers requesting a job share have familiarized themselves with the research findings and are in agreement with them. Lindsey Serrao would like to propose a job share with Brandon Winters where she would teach four days per week and he would teach one. Brandon has worked as a teacher's aide in our upper elementary classrooms in the past and holds a Physical Education credential. He has experience teaching all academic areas and is able to acquire the credential needed to be job sharing with Lindsey. The impact on the budget would not be significant.

ACTION REQUESTED

Approve job share proposal.

Attachments: Job Share Proposal letter from Lindsey and Brandon, Contracted Hours for Lead Teachers

Agenda Item 5.5
Attachment 1

Dear Board Members,

We (Lindsey Serrao and Brandon Winters) are presenting a proposal to you for an 80%/20% job share. We are presenting this proposal in hopes that you will consider letting Lindsey change her contract from a 100% position to an 80% position and hiring Brandon for the 20% position. This is so very important to both of us that you highly consider this proposal. We are very aware of the importance of a healthy balanced life style, and with this job share, we feel it will create a better balance for both of us. We truly feel like this is a solid package having the both of us working together. This job share will allow Lindsey to have Fridays to work in her own children's classroom, focus on her Montessori training and focus on her last year of BTSA. This job share will allow Brandon to be able to be a part of a school that he has grown to be very fond of and do what he loves to do and that is teach children and at the same time attend school.

Our Background:

Fortunately we have already worked together at Sherwood two years ago when Lindsey Long term subbed in Kristina's classroom. Brandon was the aide in the class. This allowed us to see that we already have a very good working relationship. We have a very similar approach to education and with our students.

How it would look:

Lindsey would be the 80% Position and work Monday-Thursdays

Brandon would be the 20% Position and Work Fridays.

We would both attend the Wednesday staff meetings, parent/teacher conferences, back to school night, SBIT's, IEP's.

Positives about a Job Share Contract
*Subbing: We could be each other's substitute!
*Collaboration: We would be working together and sharing collaboratively, while benefiting from each other's areas of expertise. We compliment each other to bring a solid education. For example, Lindsey is stronger in Math, Language Arts and History and Brandon is stronger in Science, Geography and PE.

*Benefit for Students: Most important it will be a great benefit for the
Students, it's like having two teachers for the price of one. We really do both work very well together and we know this will be a very positive experience for everyone.

Thanks for your time! We look forward to hearing from you.

Lindsey and Brandon

Agenda Item 5.5
Attachment 2

SHERWOOD MONTESSORI

Contracted Hours for Lead Teachers

Regarding hours, contract states:

a. 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.

Duty Free Rest Periods: Duty free lunch period and an additional duty free break of at least 15 minutes will be provided (excepting rainy day schedule)

Duty free lunches are minimum 30 minutes by law, at Sherwood teachers have 1 hour duty free excepting Middle School teachers who opted for a 45 minute lunch. With 15 minute duty free rest break, this is 1 hour-1 hour 15 minutes break each day.

Monday, Tuesday, Thursday and Friday a 1.0 FTE has 1 hour paid prep per day and 5.75-6 hours' other work related duties (usually, with students). On Wednesdays, a 1.0 FTE has 1 hour prep and 1.5 hours required staff meeting with 4.75-5 hours' other work related duties (usually, with students).

Week total for 1.0 FTE:

5 hours paid prep time/week
1.5 meeting time/week
27.75-29 hours' work related duties (usually, with students)/week
2.4 hours IEP meeting time/year

Parent Conference Prep time is accommodated by having 4 days early dismissal the week of conferences and one full day with no students.

IEP meetings' time demand is impossible to predict ahead of time. If 5%-10% of a school population is the norm for students with IEPs, teachers may expect to attend an hour long annual or triennial meeting for 10% of their students per year. If a teachers' class exceeds 10% with IEPs, adjustments should be made in terms of additional time off. In a class of 24 (current average class size at this writing), 10% is 2.4 so 2.4 hours additional work duty per year is expected.

At Sherwood, we have a Response to Intervention and Instruction program that requires additional meeting time. These meetings are not part of the teachers' contractual obligations and so should be scheduled within the work day with release coverage provided by the school. If this is not possible, additional time off should be offered to the teacher.

When a teacher is less than 1.0 FTE, work hours and prep time should be proportionate to the percent of time for which the teacher is being compensated. For example, a 0.5 FTE teacher should have:

2.5 hours paid prep time/week
13.875-14.5 hours' work related duties (usually, with students)/week

Meeting time obligations do not change. All employees are required to attend meetings stated as obligatory in the contract. Therefore, a 0.5 FTE teacher will also be expected to attend:

1.5 hours meeting time/week
2.4 hours IEP meetings/year

Regarding days off, the Employee Handbook states:

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

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.

For example, a 0.5 FTE employee is entitled to all paid holidays during the school year and may use up to 5 days off per year. Employees who exceed these days off will have those days subtracted from their gross pay.

	Prep time/week	Meeting time/week	Work related duties/week	IEPs/year	Paid Sick Days
10%	.5 hours	1.5 hours	2.8 hours	2.4 hours	1
20%	1 hours	1.5 hours	5.55 hours	2.4 hours	2
30%	1.5 hours	1.5 hours	8.3 hours	2.4 hours	3
40%	2 hours	1.5 hours	11.1 hours	2.4 hours	4
50%	2.5 hours	1.5 hours	13.9 hours	2.4 hours	5
60%	3 hours	1.5 hours	16.65 hours	2.4 hours	6
70%	3.5 hours	1.5 hours	19.4 hours	2.4 hours	7
80%	4 hours	1.5 hours	22.2 hours	2.4 hours	8
90%	4.5 hours	1.5 hours	25 hours	2.4 hours	9
100%	5 hours	1.5 hours	27.75 hours	2.4 hours	10

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 –After Care Restructure**

Date: August 11, 2014 for the meeting of August 14, 2014

SUMMARY

Currently, our after care program is in need of resources to strengthen and improve the program.

DISCUSSION

Our after care program has grown in the years since we have opened the school, and we have responded by hiring more staff. However, the staff that is hired need more structure and support than they are currently getting. As a result, contact with the School Director is minimal and the program is stagnating.

As the 2013-2014 school year came to a close last year, the possibility of having CARD take over the after care program was explored. As part of that probe, a budget analysis revealed that the after care program was generating revenues for the school and the idea of contracting the work out was exchanged for the idea of putting some of those resources back in the program to improve and strengthen it.

The School Director would like to hire an After Care Coordinator who would provide the program with more direct oversight of the program and supervision of the employees. Currently, there are three After Care Staff. The new model would be two After Care Staff members and one Coordiator. The Coordinator would be the first to respond to concerns from parents, would set schedules responsive to the program's needs, would work with community members to enhance the program and would model and encourage best practices in child care. The impact on the budget would be the result of increasing the pay rate of one employee from $10 to $12 per hour for a cost of about $2,400 per year. The change would also increase the amount of money spent on materials and supplies for the after care program; currently no funds are allocated to this program.

ACTION REQUESTED

Approve restructure of After Care Program

Agenda Item 5.7

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.7 – Physical Education Proposal**

Date: August 11, 2014 for the meeting of August 14, 2014

SUMMARY

Our Physical Education program is not currently operating at its optimal capacity. Adding a 20% P.E. teacher is a small step in the right direction towards making a comprehensive schoolwide physical education program a reality for Sherwood.

DISCUSSION

Each of our lead teachers works hard to give our students a comprehensive, authentically Montessori education. To that end, each has implemented physical education in their classrooms in a way that works best for their class. Ideally, a physical education teacher would be employed and it would be the focused work of that dedicated professional that would ensure that the program was complete, inclusive, and developmentally appropriate.

Our teachers have benefited from professional development with Sherwood parent Marci Pope, who introduced accessible curriculum for P.E. and how to adapt it for futher accessibility for students with disabilities. They have implemented what they learned, but there is room for more improvement.

The proposal is to hire a P.E. teacher at 20% full time equivalency to meet with all classes on a schedule to be determined to teach physical education. The teacher would also be available for staff members as a consultant for P.E. expertise. The impact on the budget would be an increase in spending of about $7,200.

ACTION REQUESTED

Approve proposal for a 20% P.E. teacher.