



## REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**  
**746 Moss Avenue, Chico, California**  
Date/Time: **Thursday, June 16, 2016 – 6:30 p.m.**

### AGENDA

#### 1. CALL TO ORDER

- 1.1 Roll Call** Chris Fosen, Peter DiFalco, Curtis Anderson, Kristy Cowell, Mark Reiser, Nicole Drummond, Nili Yudice
- 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 May 19, 2016
- 2.2 Finance Team Contracts** Consider approval of contracts for Business Manager and School Accountant for 2016-2017
- 2.3 Memorandum of Understanding with Chico Country Day School** Consider approval of contract with CCDS for employment of School Psychologist
- 2.4 Faculty Contracts** Consider approval of contracts for Sherwood faculty
- 2.5 El Dorado Assurances and Agreement** Consider approval of assurances and agreement to join El Dorado Charter SELPA

#### 3. REPORTS AND COMMUNICATION

- 3.1 Committee Reports**
- 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 Meeting Schedule for the Board of Directors 2016-2017**  
The Board will be asked to set a meeting schedule for the 2016-2017 school year.  
**ACTION REQUESTED:** Approve meeting schedule.
- 5.3 Math Placement Policy**  
SB 359 requires schools with students who will be entering ninth grade to pass a Board-approved policy regarding math class placement.  
**ACTION REQUESTED:** Approve policy.

#### 5.4 1010 Cleveland Renovation

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.

The Board will be asked to accept a bid at cost for the renovation of 1010 Cleveland.

**ACTION REQUESTED:** Accept bid and authorize School Director to expend additional funds directly related to renovation.

**5.5 Advertising Budget**

The Board will be asked to authorize the School Director to spend up to \$8,500 on advertising the school.

**ACTION REQUESTED:** Authorize School Director to spend up to \$8,500 on advertising the school.

**5.6 Interim Officers**

The outgoing Directors will be asked to appoint interim officers for June 30, 2016-August 19, 2016.

**ACTION REQUESTED:** Appoint interim officers.

**5.7 Facilities Use Agreement**

The Board will be asked to approve a Facilities Use Agreement (FUA) with CUSD.

**ACTION REQUESTED:** Approve FUA.

**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 agendaized for a future meeting.

**7. FUTURE AGENDA ITEMS**

**7.1 The Board will approve new signatories for the school bank account.**

**7.2 The Board will receive the Unaudited Actuals report from the 2015-2016 school year.**

**7.3 The Board will appoint a Director to the vacant seat on the Board.**

**7.4 The Board will appoint officers for the 2016-2017 school year.**

**7.5 The Board will receive a report on the outcomes of standardized tests' results.**

**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.



**RESOLUTION 061616a**  
**RESOLUTION OF COMMENDATION**

**WHEREAS, Chris Fosen** was first appointed to serve on the Board of Directors of Sherwood Montessori in June, 2013, and continued his service for a period of 3 years and, during which he missed only one meeting; and

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

**WHEREAS, Chris** has discharged his Board duties as Chair with a high level of competence, preparedness and dedication; and

**WHEREAS, Chris** brought to Sherwood Montessori a tireless work ethic, caring and generosity for the school community, and a commitment to academic excellence; and

**WHEREAS, Chris** 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 Chris Fosen 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 Chris Fosen 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 16<sup>th</sup> day of June, 2016.

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Michelle Yezbick, Director  
Sherwood Montessori

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Peter DiFalco, Vice Chair of the Board  
Sherwood Montessori



**RESOLUTION 061616b**  
**RESOLUTION OF COMMENDATION**

**WHEREAS, Peter DiFalco** was first appointed to serve on the Board of Directors of Sherwood Montessori in June, 2013, and continued her service for a period of 3 years; and

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

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

**WHEREAS,** Peter brought to Sherwood Montessori a dedicated work ethic fueled with a devotion to the children and community of Sherwood Montessori; and

**WHEREAS,** Peter 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 Peter DiFalco 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 Peter DiFalco 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 10<sup>th</sup> day of June, 2016.

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Michelle Yezbick, Director  
Sherwood Montessori

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Chris Fosen, Chair of the Board  
Sherwood Montessori





**RESOLUTION 06162016c**  
**RESOLUTION OF COMMENDATION**

***WHEREAS, Curtis Anderson** was first appointed to serve on the Board of Directors of Sherwood Montessori in June, 2015, and continued his service for a period of 1 year; and during which held the office of Treasurer of the Board; and*

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

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

***WHEREAS,** Curtis brought to Sherwood Montessori acumen, professionalism, and a giving spirit; and*

***WHEREAS,** Curtis 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 Curtis Anderson 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 Curtis Anderson 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 16<sup>th</sup> day of June, 2016.*

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Michelle Yezbick, Director  
Sherwood Montessori

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Chris Fosen, Chair of the Board  
Sherwood Montessori

Regular Meeting, Thursday, May 19, 2016

CALL TO ORDER 1.1 Roll Call Chris Fosen, Peter DiFalco, Curtis Anderson, Nili Yudice, Nicole Drummond

2. CONSENT AGENDA 2.1 Minutes Approval from April 12, 2016 special meeting and April 21, 2016, regular meeting

How much detail needs to be included in the formal minutes.

3. REPORTS AND COMMUNICATION None

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS 5.1 Items Removed From Consent (If any) 5.2 2016-2017 Original Budget

The Board will be asked to approve a budget for the 2016-2017 school year.

Move to strike informal comments and add summary. Amended minutes approved.

5.2 2016-2017 Original Budget The Board will be asked to approve a budget for the 2016-2017 school year. ACTION REQUESTED: Approve 2016-2017 Original Budget.

Pat discussed ADA and enrollment numbers will influence the projected budget. 142.5 ADA representation. Curtis discussed teacher salary increase recommendation. Because of unknown moving expenses difficult to commit to salary adjustments. 2% to pay to offset increase benefit payment and one-time bonus based on longevity. Attempt to increase salaries for teachers with in the next few years. This move should enable us to adjust teacher salaries in the near future to help with retention/ recruitment and correct the disparity between Chico Unified salaries.

Discussion related to adjusting the proposed funding of \$5,000 for training for new teacher hired for lower L.

Potential green energy funds for improvements on the Cleveland property.

Nili motion to approve adjusted budget with professional development adjustment. Approved

5.3 Local Control Accountability Plan (LCAP)

The Board will be asked to adopt the proposed LCAP for the 2016-2017 school year.

ACTION REQUESTED: Adopt the proposed LCAP.

Financial section will be revised and updated with current numbers. Motion to adopt LCAP-Approved

(Kristi Cowell arrived 5:50)

5.4 School Bond Measure

The Board will be asked to approve a bond measure proposal that includes charters in the upcoming school bond. ACTION REQUESTED: Approve bond measure proposal.

Michelle explained history of current bond measure. Advocated for charters to be included. Current language discussed. Peter motion to approve. Approved unanimously.

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

Election committee update from Nili-attempts to recruit, do we have to have an election if there are not enough applications? Discussion of a charter language in relation to necessity of election. Parents and teachers vote. 3 spots elected and 1 year appointed.

Fundraising Committee update from Peter \$6,000 from Sherwoodstock. Music festival a lot of effort from a lot of families. County Permits process very challenging. Thoughts on future continued effort on this event.

1010 Cleveland escrow documents being drawn up. Funds approved to close escrow.

Closed session

No action to report

Meeting adjourned

**Special Education Memorandum of Understanding between  
Sherwood Montessori Charter School  
and Chico Country Day School**

This special education memorandum of understanding ("MOU" or "Agreement") is between Sherwood Montessori Charter School (SMCS) and Chico Country Day School ("CCDS"), which are referred to as the "parties".

**RECITALS:**

- A. SMCS is a charter school authorized by Chico Unified School District (CUSD). SMCS operates as an independent Local Education Agency ("LEA") member of the El Dorado County SELPA for purposes of special education.
- B. CCDS is a charter school authorized by the Chico Unified School District. CCDS operates as an independent LEA member of the Butte County SELPA for purposes of special education.
- C. SMCS wishes to contract with CCDS for CCDS's provision of School Psychology services to SMCS students, as more fully discussed in this MOU.

**NOW, THEREFORE**, in consideration of the promises and the mutual covenants and agreements herein set forth, the parties do hereby agree as follows:

**1. Purpose**

The purpose of the MOU is to ensure that SMCS students are provided with assessments in the area of school psychology services by CCDS when required and in conformity with their IEPs. It is agreed that SMCS shall retain all financial and legal responsibilities under the Individuals with Disabilities Education Improvement Act ("IDEA") and related federal and California laws for SMCS students served by CCDS in accordance with this MOU. SMCS shall remain liable for all complaints, mediations, due process matters and/or other litigation initiated by or on behalf of SMCS students which arise under such laws. CCDS's sole responsibility with respect to SMCS students is to assist SMCS in conducting psychological assessments, assisting in developing IEPs for students, and providing School Psychology services described in the student's IEP. Thus, CCDS shall only be considered a service provider and not the responsible LEA for any SMCS student and shall incur no costs associated with the provision of

these services, all of which shall be paid by SMCS as set forth in this MOU. Unless the parties agree otherwise in writing, CCDS is not required to provide anything beyond what is specifically identified in this MOU. Any and all additional assessments, program, placement and services shall be the responsibility of SMCS.

## **2. Evaluations/Assessments**

At the request of SMCS, CCDS shall timely conduct initial and reevaluation assessments of students limited to the following areas: cognitive, psychological processing, social/emotional, behavior, academic performance, and communication. CCDS shall consult with SMCS staff when selecting and conducting assessments and shall assist SMCS staff in preparing the assessment plan.

## **3. Individualized Education Plan Development/FAPE**

CCDS will assist SMCS in developing written individualized education plans (IEP) for students with exceptional needs through the IEP team process, by providing a School Psychologist at .25 FTE. A calendar outlining the expected workdays of the School Psychologist is attached in Exhibit A. SMCS shall be responsible for ensuring the IEP team shall have all legally mandated members, including but not limited to an ACS administrator or designee. CCDS shall provide collaborative input to SMCS in its development of IEPs. CCDS shall participate in IEP meetings to report on assessments, or any other service provided under this MOU. SMCS and CCDS will collaboratively schedule all IEP meetings in which CCDS may be involved. An SMCS administrator or designee will serve as the Administrator of Record at each IEP meeting. SMCS shall be responsible to make an offer a free appropriate public education ("FAPE") for SMCS students.

CCDS shall do the following to assist in IEP development and implementation for SMCS students who receive Section 2 listed services pursuant to their IEP:

- (a) Track referral, assessment, and all IEP timelines.
- (b) Assist SMCS in drafting IEPs and IEP Addendums including present levels of performance, goals and objectives, accommodations and modification in the areas listed in section 2.
- (c) Assist SMCS in developing its offer of FAPE related to the area listed in Section 2.

- (d) Ensure that progress reports from CCDS service providers are provided to parents in accordance with the student's IEPs.
- (e) Assist SMCS in ensuring that student's services listed in Section 2 are being implemented in accordance with the IEP.
- (f) Assist SMCS with investigating and responding to compliance complaints, special education audits, and other investigations or complaints related to services listed in Section 2.

#### **4. Special Education Services**

The IEP team shall have responsibility for determining the appropriate placements and services for SMCS students with exceptional needs in accordance with applicable laws. SMCS shall be responsible for providing placements for special education students in accordance with the student's IEP, which shall be provided in the least restrictive environment and shall be consistent with state and federal laws and regulations.

CCDS will provide the following services to SMCS related to special education functions, in accordance with the Fiscal Agreement identified in this MOU:

- (a) CCDS will provide only school-based consultation services to special education students in accordance with their IEPs.
- (b) In order to implement the services identified in paragraph 4(a), CCDS shall employ appropriately qualified personnel. CCDS school psychology staff and services will be provided both on and off the SMCS site, as CCDS and SMCS administrators determine appropriate.
- (c) As the school psychology staff may be serving other schools with different calendars, the service provider will follow the calendar of the school site where the greatest percentage of time is spent.

#### **5. Additional SMCS Obligations**

SMCS shall:

- (a) Pay CCDS for services identified herein, consistent with the Fiscal Agreement set forth in paragraph 9 below.

- (b) Provide CCDS personnel with appropriate designated workspace for the delivery of services within SMCS buildings as assigned.
- (c) Provide internet data connections in workspaces designated for CCDS personnel at the SMCS site.
- (d) Be responsible for funding all regional program assessments and services through the El Dorado County SELPA bill-back process.
- (e) Contracting with any and all nonpublic agencies, nonpublic schools, or other providers for assessments, services, and placements of students, as necessary.
- (f) Implement all general education accommodations, modifications, and services specified in students' IEPs.
- (g) Ensure the attendance of appropriate SMCS personnel who are required to attend IEP meetings, including an SMCS administrator or designee and general education teacher(s).
- (h) Store confidential files at the SMCS site.
- (i) Provide all necessary low incidence materials and equipment in accordance with student's IEPs.
- (j) Provide psychologist with assessment results a minimum of 72 hours prior to a scheduled IEP meeting. The CCDS staff will communicate assessment results 24 hours prior to a scheduled IEP meeting.

## **6. Dispute Resolution**

In the event that either party disputes the meaning of the terms of this agreement, the parties shall attempt to resolve the dispute in good faith first through a joint meeting of their representatives. If an agreement cannot be reached through the joint meeting, then the parties agree to attempt to resolve the dispute in a meeting with the El Dorado or Butte County SELPA Director or their designee. If agreement cannot be reached with the assistance of the El Dorado or the Butte County SELPA, then any party may seek remedy in the appropriate court of law.

## **7. Due Process and/or Litigation**

SMCS assumes full responsibility for the provision of communication assessments and speech and language therapy services to SMCS students. It shall be the financial and legal responsibility of SMCS to handle any and all legal disputes and claims, including but not limited to, negotiating settlement agreements, mediations, due process hearings, compliance complaints and any and all other legal actions related to a student's educational program pursuant to this MOU. If CCDS is named as a party to a legal dispute, SMCS will cooperate in dismissing, with prejudice, CCDS as a party. If SMCS is unable to obtain dismissal of CCDS as a party to a dispute, SMCS shall fully defend and indemnify CCDS in said proceedings in accordance with the Indemnification provision in paragraph 8 below. CCDS shall fully cooperate with SMCS in any legal dispute, including making its employees and documents available.

#### **8. Indemnification**

SMCS shall protect, defend, indemnify, forever hold harmless and assume the costs of defense, including attorneys' fees, of CCDS, its Board, officers, members, representatives, agents, guests, invitees, and/or employees, from and against any and all liabilities, claims, losses, judgments, damages, demands or expenses resulting from or related to the policies and procedures of the Butte County SELPA, the requirements of the IDEA, California Education Code section 56000 and following sections, Title 5 of the California Code of Regulations section 3000 and following sections, the Americans with Disabilities Act, and/or Section 504 or any other causes of action, including but not limited to actions related to or arising from CCDS's obligations under this Agreement. SMCS shall indemnify CCDS and its Board, officials, employees and agents against any remedies, including compensatory education, reimbursement, money damages, attorneys fees and/or costs that may be awarded or agreed to, for failure to provide appropriate and/or compliant special education and related services.

#### **9. Fiscal Agreement**

CCDS will bill SMCS in advance for school psychology on a monthly basis, for 10 months, at the rate of:

- School Psychology:
  - a. 0.25 FTE or equivalent of 48.75 days based on the employee's position on the CUSD Certificated Management Salary Schedule and a contract of 195 working days. Any additional days of work required by SMCS shall be requested in writing and approved by both SMCS and CCDS



administrators. SMCS will be billed at the employee's daily rate, daily benefit costs plus a 4% fee based on the daily amounts.

b. Twenty-five percent (25%) of the benefit cost of the employee, including STRS, payroll fees and other fees associated with an employee.

- Mileage rate equal to the IRS Standard Mileage Rates
- Actual costs of translation services as needed and requested by SMCS for any reports and assessments performed by CCDS staff.
- 4% Administrative Fee based upon the salary and benefit rates listed above.

SMCS has thirty (30) days from the date of billing to issue payment to CCDS.

**10. Agreement / Term**

- (a) This MOU constitutes the entire understanding between parties and supersedes any prior or concurrent agreement, oral or written, between or among CCDS and/or SMCS concerning its subject matter. Any modification to this MOU shall be effective only if in writing and signed by all parties. If any provision or any part of this MOU is for any reason held to be invalid or unenforceable or contrary to public policy, law, or statute, and/or ordinance, the remaining provisions of this MOU shall not be affected thereby and shall remain valid and fully enforceable.
- (b) The term of this Agreement and services shall commence on July 1, 2016 and continue through June 30, 2017.
- (c) CCDS will seek advisement and input from SMCS in regards to periodic program evaluation and evaluating delivery of psychological services. SMCS retains the ability to perform an independent evaluation of the School Psychologist services provided. CCDS retains the sole responsibility to perform staff evaluations of CCDS employees who implement services in accordance with this MOU; however, CCDS is invited to collaborate with SMCS staff in this regard as needed.

- (d) This Agreement has been made and entered into the State of California and the laws of said State will govern the validity and interpretation of this Agreement.
- (e) The persons signing this MOU warrant that they are duly authorized to sign it on behalf of the persons and entities being bound.

This Agreement may be executed in counterparts, all of which, taken together, shall be deemed an original.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date and year first above written.

**On Behalf of Sherwood Montessori Charter School**

Date: \_\_\_\_\_ By: \_\_\_\_\_  
SMCS Director

By: \_\_\_\_\_  
SMCS Board Chairperson

**On Behalf of Chico Country Day School**

Date: \_\_\_\_\_ By: \_\_\_\_\_  
CCDS Special Education Director

By: \_\_\_\_\_  
CCDS Board Chairperson

## **AGREEMENT FOR PARTICIPATION**

### **EL DORADO COUNTY CHARTER SELPA**

The El Dorado County Charter Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this Agreement for Participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations (Students). SELPA Membership also ensures compliance with the LEA Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the El Dorado County Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education (EDCOE), and the El Dorado County Charter SELPA, mutually agree as follows:

### **DEFINITIONS**

LEA: as described in Education Code Section 56026.3., shall refer to a specific LEA Member Charter School or Charter School development organization as appropriate.

RLA: Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

Charter SELPA CEO Council: This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

Charter Executive Committee: The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.

Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee serves as an informal advisory body to the Charter SELPA AU.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Executive Director. Each Charter School is entitled to select one representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Executive Director and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Executive Director on the implementation of the El Dorado County Charter SELPA Local Plan for Special Education in Charter Schools (“Local Plan”) as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§ 56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

## **LEA MEMBER RESPONSIBILITIES AND DUTIES:**

Each LEA agrees that it is subject to the following responsibilities and duties under this Agreement, all adopted SELPA policies and procedures, the Local Plan, and governing federal and state laws and regulations (collectively, LEA Member Obligations), compliance with which is a condition precedent to membership, and continuing membership, in the SELPA, and these responsibilities and duties cannot be delegated to another entity.

The LEA Member as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA Member:

- A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.
- B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- C. Conduct and/or contract those programs operated by the LEA Member in conformance with the Local Plan and the state and federal mandates;
- D. Organize and administer the activities of the IEP Teams, including the selection of the LEA Member staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;
- E. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;
- F. Provide facilities as required to house the programs conducted by the LEA;
- G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA Member;
- H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA Member;
- I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;
- J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;
- K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;
- L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;
- M. Conduct the review of individual placements requested by the

- parents and/or legal guardians of the individual in accordance with the Local Plan;
- N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;
  - O. Designate a person to represent the LEA Member on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
  - P. Designate a representative for the LEA Member to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
  - Q. Designate the LEA Member Superintendent/CEO or School Leader by whatever name designated to represent the LEA Member on the Charter CEO Council to supervise and direct the implementation of the Plan;
  - R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.
  - S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.
  - T. Each LEA Member shall annually provide RLA with LEA Member's annual audit report, as conducted according to Education Code Section 47605(b)(5)(I). Annual submission shall be made annually, no later than January 31<sup>st</sup>. LEA Member further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA Member be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA Member shall notify RLA and provide the RLA with a copy of the report.
  - U. Charter LEA Member "Member" hereby agrees to indemnify and hold harmless the El Dorado County Office of Education "EDCOE", the El Dorado Board of Education, the El Dorado County Superintendent of Schools, the El Dorado County Charter SELPA, and attorneys hereby collectively referred to jointly as "SELPA", and all of their officers, directors, employees, agents, and representatives and attorneys against any and all claims, losses, penalties, fines, forfeitures, judgments, reasonable attorney's fees, and related litigation costs, fees, and expenses and amounts actually and reasonably incurred in settlement that result from any act or omission by or on behalf of Member by SELPA under this Agreement, unless the act or omission constitutes gross negligence, willful misconduct, or breach of fiduciary duty by any officer, director, partner, agent, or employee of SELPA in connection with SELPA's performance under this Agreement and the amounts would not have been covered under Members' insurance that result from any act or

omission constituting gross negligence or willful misconduct by any officer, director, or employee of SELPA in connection with SELPA's performance under this Agreement.

### **AU/RLA DUTIES AND RESPONSIBILITIES:**

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

- A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA Member to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;
- B. Coordinate with LEA Member's in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;
- C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;
- D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the AU to coordinate the implementation of the plan pursuant to Education Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;
- E. Coordinate community resources with those provided by LEA Member and the AU, including providing such contractual agreements as may be required;
- F. Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:

1. Monitoring the application of eligibility criteria throughout the Local Plan area;
  2. Coordinating the implementation of the transportation for special education pupils;
  3. Coordinating the system of data collection, management, and evaluation;
  4. Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;
  5. Coordinating the identification, referral, assessment, instructional planning, and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;
  6. Developing interagency referral and placement procedures; and,
  7. Evaluating the effectiveness of special education programs.
- G. Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees and the Charter SELPA Executive Director at meetings;
- H. Provide for regular inservice training for AU and LEA Member staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;
- I. Provide the method and the forms to enable the LEA Member to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;
- J. Provide reasonable assistance to the LEA Member upon request from LEA Member administration, or individual cases, including but not limited to:
1. Complaint issues;
  2. Hearing issues; and
  3. Identification of appropriate programs for specific pupils.
- K. Perform other services reasonable and necessary to the administration and coordination of the Plan;
- L. Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.
- M. Schedule a public hearing at the El Dorado County Office of Education for purposes of adopting the Annual Service Plan and Budget Plan.



## **PROVISIONS OF THE AGREEMENT**

- A. Consistent with this Agreement each LEA Member shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA Member.
- B. No LEA Member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA Member.
- C. The managerial prerogatives of any participating LEA Member shall not be infringed upon by any other participating LEA Member except upon mutual consent of an affected LEA Member(s), or unless as otherwise set forth by this Agreement.
- D. Any LEA Member may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
  - 1. Prior initial written notice of intended termination to the RLA of at least one year, and
  - 2. final written notice of termination to the RLA no more than six months after the LEA Member's initial notice of intended termination.

The RLA County Superintendent of Schools may terminate any LEA Member's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:

- 1. Prior initial written notice of intended termination to the LEA Member of at least one year, and
- 2. Final written notice of termination to the LEA Member no more than six months after the RLA's initial notice of intended termination.
- 3. Summary Termination:  
Notwithstanding anything contained herein to the contrary, the Charter SELPA, in its sole discretion, may initiate and complete the termination process, as provided for herein, in accordance with standards and a reasonable summary timeline as determined by the Charter SELPA.

The summary standards and timeline as determined by the Charter SELPA shall, at a minimum, provide an LEA Member a reasonable opportunity for prior written notice and an opportunity to be heard.

Specifically the timeline and appeal process above does not preclude the Charter SELPA from initiating and completing the termination process in less than 12 months or by June 30th of the year immediately preceding the summary termination, if the member demonstrates:

- a) Egregious disregard of state and federal requirements to provide services to students, and/or
  - b) Demonstrated systemic and material issues that would cause the Charter SELPA AU to make a finding of “going concern” based on leadership, programmatic and/or fiscal solvency that would cause Charter SELPA AU to believe the Charter SELPA would be harmed by the continued membership of the LEA.
- E. Funding received by a charter is subject to the elements of the allocation plan. The Allocation Plan is updated on an annual basis and approved by CEO Council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.
- F. In accordance with their needs, the LEA Members and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.
- G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.
- H. The LEA Members and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special Education in each LEA Member and in the AU will be responsible for the daily operation of their respective programs.
- I. The student program placement is and shall remain the responsibility of the respective LEA Member. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and El Dorado County Board policies and the respective charter, SELPA and El Dorado County procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter enrolling any pupil shall have the exclusive right to approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.
- J. Supervision and other incidents of employment of special education

staff will be the responsibility of the respective LEA Member or AU. Each LEA Member and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA Member or in the RLA as the case may be. All LEA Members shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA Member to provide continuity and service to their special education students.

- K. The Charter SELPA CEO Council shall approve Charter SELPA policies, administrative regulations, the Allocation Plan and material changes to the Local Plan. The El Dorado County Board of Education shall meet the legal requirement of conducting a public hearing and adopting the annual service plan and budget plan. These documents shall be provided to the CEO Council as an information item at their next regularly scheduled meeting.

### **WARRANTIES AND REPRESENTATIONS:**

As a condition of membership, each LEA Member warrants and represents that at no time during such LEA Member's membership in the El Dorado County Charter SELPA shall any such LEA Member, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado County Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA Member from expending funds for certified agency or certified non-public school purposes for the benefit of children served, in accordance with the approved Master Contract as noted in Education Code.

### **STANDARD OF CONDUCT**

Each LEA Member, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA Members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA Member shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

### **RESERVATION OF RIGHTS**

The RLA shall not be responsible for any LEA Member or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

### **INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, each LEA Member agrees to defend, indemnify, and hold harmless the SELPA and its individual other Members, El Dorado County Office of Education, and the Superintendent, and each of their respective directors,

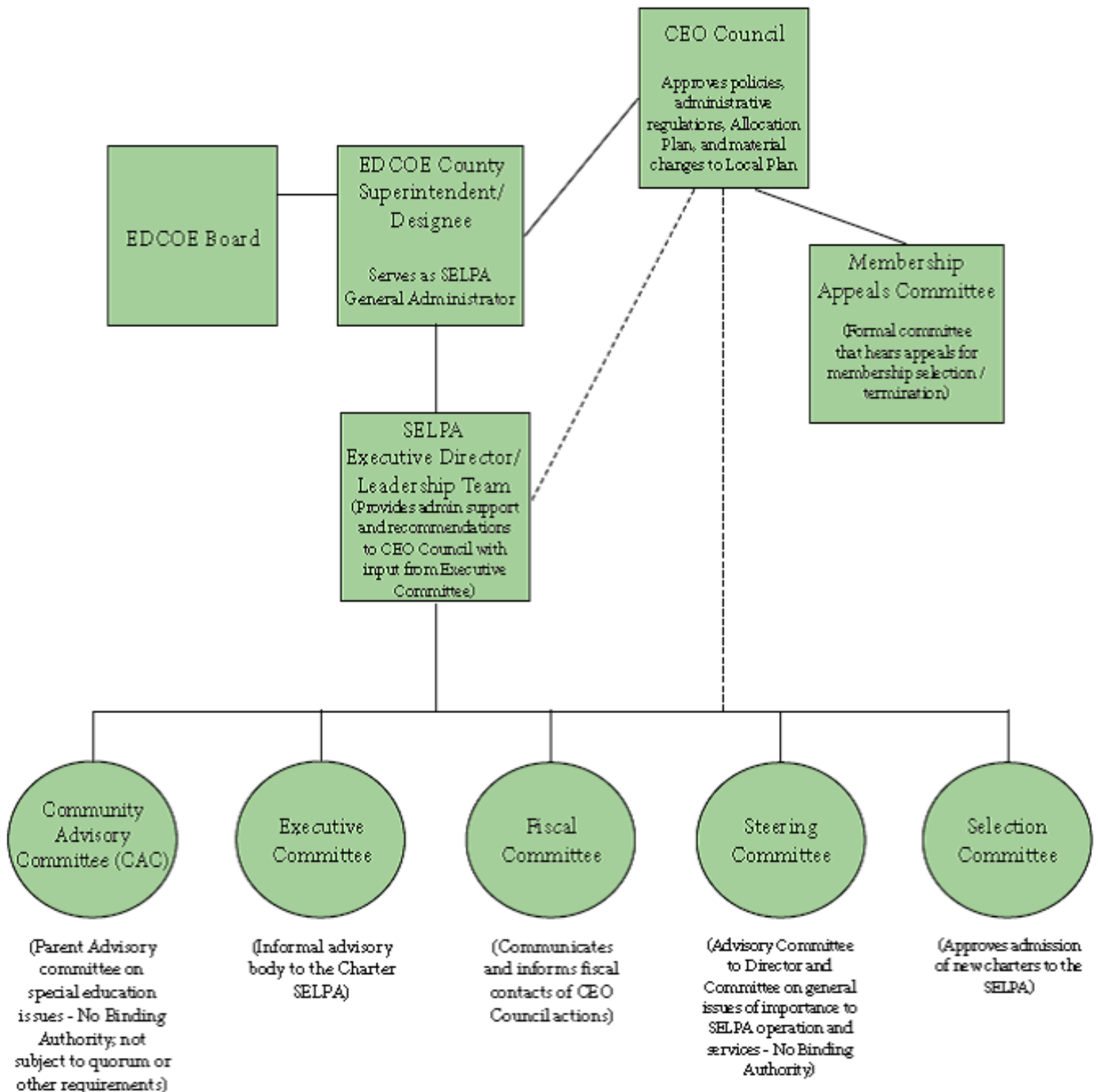
officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arises in any manner from an actual or alleged failure by a LEA Member to fulfill one or more of the LEA Member's Obligations except to the extent that such suit arises from the RLA's negligence.

Further, the El Dorado County Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

### **FULL DISCLOSURE**

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.

# El Dorado County Charter SELPA Flow Chart



This agreement is entered into for the 2016-17 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this \_\_\_\_\_ day of \_\_\_\_\_, 2016.

**CHARTER SCHOOL APPROVAL**

LEA NAME: \_\_\_\_\_

Date: \_\_\_\_\_  
CEO Name, Title

**EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL**

Date: \_\_\_\_\_  
Ed Manansala, Superintendent  
El Dorado County Office of Education

Date: \_\_\_\_\_  
Robbie Montalbano, Deputy Superintendent  
El Dorado County Office of Education

Date: \_\_\_\_\_  
David M. Toston, Associate Superintendent,  
SELPA Programs  
El Dorado County Office of Education



## **SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY ASSURANCES**

### **1. Free Appropriate Public Education 20 *United States Code (USC)* Section (§) 1412 (a)(1)**

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

### **2. Full Educational Opportunity 20 *USC* § 1412 (a)(2)**

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

### **3. Child Find 20 *USC* § 1412 (a)(3)**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

### **4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) 20 *USC* § 1412 (a)(4)**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

**5. Least Restrictive Environment 20 USC § 1412 (a)(5)**

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

**6. Procedural Safeguards 20 USC § 1412 (a)(6)**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

**7. Evaluation 20 USC § 1412 (a)(7)**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

**8. Confidentiality 20 USC § 1412 (a)(8)**

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

**9. Part C, Transition 20 USC § 1412 (a)(9)**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

**10. Private Schools 20 USC § 1412 (a)(10)**

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.



### **11. Local Compliance Assurances 20 USC § 1412 (a)(11)**

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California *Education Code*, Part 30.

### **12. Interagency 20 USC § 1412 (a)(12)**

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

### **13. Governance 20 USC § 1412 (a)(13)**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

### **14. Personnel Qualifications 20 USC § 1412 (a)(14)**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

### **15. Performance Goals and Indicators 20 USC § 1412 (a)(15)**

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

**16. Participation in Assessments 20 USC § 1412 (a)(16)**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

**17. Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)**

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

**18. Maintenance of Effort 20 USC § 1412 (a)(18)**

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

**19. Public Participation 20 USC § 1412 (a)(19)**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

**20. Rule of Construction 20 USC § 1412 (a)(20)**

(Federal requirement for State Education Agency only)

**21. State Advisory Panel 20 USC § 1412 (a)(21)**

(Federal requirement for State Education Agency only)

**22. SUSPENSION/EXPULSION 20 USC § 1412 (a)(22)**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

**23. Access to Instructional Materials 20 USC § 1412 (a)(23)**

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

**24. Overidentification and Disproportionality 20 USC § 1412 (a)(24)**

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

**25. Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)**

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

**26. Distribution Of Funds 20 USC § 1411(e),(f)(1-3)**

(Federal requirement for State Education Agency only)

**27. Data 20 USC § 1418 (a-d)**

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

**28. Reading Literacy (State Board requirement, 2/99)**

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, Special Education Local Plan Area's (SELPA) Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

**29. Charter Schools EC 56207.5 (a-c)**

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations,

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(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (USC)* 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations (CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Yeas: \_\_\_\_\_ Nays: \_\_\_\_\_

Signed: \_\_\_\_\_

Title: \_\_\_\_\_  
Charter CEO/Charter Governing Board Secretary (or use appropriate title)

## **SELPA ADDITIONAL ASSURANCES.**

Your signature on this application indicates your assurance that you agree to adhere to the following additional requirements:

1. Utilize SELPA approved forms and documents, including the Special Education Information System (SEIS) and all computer hardware necessary;
2. Ensure capability to web-conference;
3. Attend meetings in person or through web-conference as required;
4. Adopt and implement the El Dorado County Charter SELPA Policy and Procedural Guide;
5. Expend all State and Federal special education funds as required by law and defined in the Charter SELPA Allocation Plan;
6. Ensure that students will be instructed in a safe environment;
7. Assume the legal and financial responsibilities to provide a free and appropriate public education to students with special needs. Financial responsibility may include, but is not limited to, instruction, related services, transportation, NPA/NPS placements, intra-SELPA placements, due process hearing proceedings and attorney fees;
8. Hold harmless, indemnify and defend the El Dorado County Charter SELPA, Superintendent and his/her officers, agents and employees from any and all liabilities, claims, costs, expenses and damages arising from or connected with the services to be performed under this agreement.
9. Submit all reports within required time lines (CASEMIS, budget, Maintenance of Effort, etc.);
10. Comply with the requirements of Section 504 of the Rehabilitation Act and develop appropriate plans for students as needed;
11. Ensure facility access compliant with the Americans with Disabilities Act (ADA) or appropriate plans for future implementation;
12. Follow all Federal and State Laws regarding discipline and change of placement of students identified with special needs;
13. Participate in staff development activities as needed to ensure staff understanding of special education laws and regulations.

Date of Board Approval for Application and Assurances \_\_\_\_\_

Signature of Applicant CEO/Director:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date



David M. Toston, Associate Superintendent

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May 25, 2016

Michelle Yezbick  
Sherwood Montessori  
1163 East Seventh St.  
Chico, CA 95928-5903

Dear Ms. Yezbick,

This letter is to confirm that the Sherwood Montessori application has been reviewed and is approved for admission in the El Dorado County Charter SELPA. To complete this process please submit a Letter of Intent, signed by the CEO confirming your intent to join for the 2016-17 school year. Also, please return the original signed copies of the Participation Agreement and the Federal and SELPA Assurances.

We look forward to our continued partnership. Please contact Sam Conway, (530) 295-2282 or [sconway@edcoe.org](mailto:sconway@edcoe.org), if you have any questions.

Sincerely,

David M. Toston  
Associate Superintendent

DMT/sc

cc (w/o enclosures):

Ed Manansala, Ed.D., El Dorado County Office of Education, Superintendent of Schools  
Kelly Staley, Chico Unified, Charter Authorizer  
Rusty Gordon, Butte County, Current/Geographic SELPA  
Tim Taylor, Butte County Office of Education, Administrative Unit

Enclosures (2)



## MEMORANDUM

**To:** Board of Directors

**From:** Sherwood Montessori's Instructional Staff

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

**Date:** June 10, 2016 for the meeting of June 16, 2016

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*The instructional staff were asked to write to the theme: Reflections on the School Year*

### **Kindergarten -Teresa Shippen**

If I had to choose one word to describe our year in Kindergarten it would be "smooth." Our year started smoothly. The kids and families arrived fresh from summer adventures and made an easy transition to our room. The students were respectful, curious and ready to learn from their new environment. They moved quickly into a settled, "normalized" class, able to focus through our morning work period. It was a year of few interruptions to our room, and the year continued in this way.

Kindergarten was also blessed with dedicated parents, who were willing to step up, and step in when needed. They have indeed made each day run more smoothly. Every body found a way to help, from teaching handwriting skills, to driving on our field trips, from helping with big projects to assembling booklets for Zoology, every family found a way to be a part of this class and our larger school community. I am overwhelmed when I think of all the hours the parents volunteered to help our school.

I am also thankful to our intervention and Special Ed. Staff for supporting our kids. They saw a need, and found a solution to make for a more peaceful school environment. While Kindergarten did not have any intense needs, I feel the staff did a great job of intervening so that we could continue to learn in a calm and productive environment.

And lastly, I feel the board did a great job of leading us to a smooth transition to our new school site. They worked hard to explore all of our options, and found a solution that would support our school needs. I think the professional way that they have represented our school is a positive reflection of who we are. And, yes, I know that there is a lot of hard work ahead of us. I am sure there will be chaos, before we settle in. There might be some bumps, before the road is smooth again. I have confidence that, with all the wonderful people pulling together, that next year can be as smooth as this one.

### **1st/2nd/3rd -Marlo Knox**

My reflections of the 2015/2016 school year center around my observations of how well every member of our classroom community worked together. What a joy the entire school year has

been. It's been an exceptional year, in my opinion. On more than one occasion I have been approached by educational professionals (Michelle Yezbick, for example) or the everyday person, with no background in education at all, (Debbie, "The Rat Lady" or the docent at MONCA, for example) and they will comment immediately on the quality of the character of our classroom. I, myself, am often amazed by our students; their creativity, kindness, care for one another, academic growth and flat out fun loving antics.

So, this year has been different, in a positive way, which begs the question, why? Is it the individual students who make up the class? Is it the parents, grandparents, and friends of the students assigned to our classroom? Is it the staff working with our class or Mali or me? Is it fieldtrips, exercise, pen pals, or new math curriculum?

I will claim today that the reason my school year has been so exceptional is that we; adults, children, professionals, and paraprofessionals are growing in our alignment with authentic, traditional, Montessori practices. I personally strive to base my work on keen observations of the child and continue to work towards a deep knowledge of the earliest stages of human development so that I might meet the child where they are at and move them on according to their own interests. I am working to become a better Montessorian and I think it is making a significant difference in my classroom.

In closing, I would like to encourage the board to aid our school in staying true to Montessori practices regardless of the pressure to adopt other educational philosophies that may work well for other communities. I would ask as we develop our own special education services that we design them to fit a Montessori model and guard against adapting to practices that would not align to that goal. We have chosen to approach learning differently. Let's embrace that through excellent professional development and constant collaboration, discussion, and scientific investigations around supporting the personal growth of all members of our community.

### **1st/2nd/3rd-Carin Anderson**

My first reflection is to let you know that I hope that in the future teachers will not be asked to write such a substantial Board Report in the last week of school! I speak for myself, and for others I have seen under stress about this report. To be sure, the time and energy we are spending on packing up and organizing volunteers was an added element this year. I would like to write a much more complete report than I am able at this time, but for now I will give a few reflections.

- As has been true every year, I have felt tremendously supported by Michelle, Jessica, and the staff. I am so grateful to be working in such a rare community of adults.
- And, as is true every year, it has been an absolute joy to work with the children. I have so appreciated all I have learned from them, and have felt so very supported by their families.
- This year, more than any other, I felt in many ways like a special ed teacher. I know this is not a surprise as our school has a high number of students with special needs, but this



year was different from previous ones. My experience was that the number of special needs was greater than my ability to meet those needs and the needs of the class as a whole. I also experienced the consequences for me and the class of having too many adults in the Montessori environment, where the addition of extra adults undermines the child-centered nature of a healthy Montessori classroom. I would not have survived the year very well without the one-on-one aides my students had, but it was nonetheless difficult. The high number of adults was not only due to the aides, but also to the people who needed to come in and observe these students.

- I want to reflect also on the continuing challenge of maintaining a Montessori classroom in the context of Common Core expectations and state testing. Especially for the lower grades, the Common Core pace of concrete to abstract in math is in a number of ways not aligned with Montessori philosophy and practice, and I have concerns both about the way this can impact instruction and how it affects assessment for intervention. It does not make sense to me to instruct a first grader in one way and then assess them in another.
- There are many more reflections I could give, but for now I just want to say thank you for your amazing work supporting and guiding this little school through a big transition, and for all the heart you put into what you do as a Board. This is a hard school to leave, even for a year, and that is because the people in it are so dedicated to creating a place that is worthy of the beautiful children it serves.

### **1st/2nd/3rd –Eric Parish**

Overall it's been a great year. I have seen tremendous growth in all my kids and I am super proud of their efforts. This year we added the i-ready math program to our assessments. I felt this program gave me good insight into how my kids were developing mathematically. I also liked how it showed me their strengths and areas that needed more focus. I was able to teach using the Montessori materials to reinforce the conceptual and concrete understanding. I would have liked to have had the extended lessons available by i-ready. I felt that was an extremely important part of i-ready that was missing. With that added component I could then specifically assign follow up lessons on i-ready that would have targeted the child's weak spots in math. I hope that our school will be willing to make that very important investment next year and add the follow up lesson component.

We are in the midst of a paradigm shift. Changing locations is going to be a massive task. I understand that not all families are going to be up for this new setting. I know that some families will not be returning to Sherwood. For some this is due to location and transportation, for some convenience, and for others it's about the community the school is moving into. We may have a very different student body next year and I am prepared for that. This year I believe we attempted to improve our communication and consistency. I believe that we are going to need to have good communication through all our community layers next year. We are also going to need to have consistency through all our classrooms and extra programs like PE,

cooking/gardening, art, music, and aftercare. These consistencies have to do with our values, rules, and our academic and behavioral expectations.

I am really looking forward to next year and I believe we have the staff, administration, student body, and parent group to create an amazing learning community at our new site.

#### **4th/5<sup>th</sup>-Tanya Parish**

This year has been an amazing year! I am grateful to have been given the opportunity to work with such wonderful colleagues and students. As I reflect on the past year- and simultaneously pack it all into bankers' boxes - I feel excitement for next year because I now have one year as an upper elementary Montessori teacher!

Here is what I have learned:

- Kids are really smart and creative and humorous
- Kids need clear expectations to feel safe in their environment
- Kids like being read to
- Upper Elementary students are really into expressing their opinions freely
- Upper elementary students don't like assignments about expressing their opinions correctly
- Kids love to draw
- Teaching is a lot of work
- Montessori classrooms need more than 500 sq feet for a classroom

Here are things that I think could make next year even better:

- Being more organized
- Having all the materials I need for my classroom
- Having space to put the materials in my classroom
- Weekly meetings with my colleagues
- Clear and consistent rules throughout the school
- More parent volunteers

#### **6<sup>th</sup>/7th/8th-Celeste Shults**

I have had the pleasure of being Sherwood Montessori's Middle School teacher for the past two years. This year Middle school started with a big change with the addition of 19, 6th graders. It was a bit of a rocky road at the beginning when we were getting to know each other's own individual 'nesses'. What this created was a tight knit group of kids whose ages ranged from 10-14 years. The level of flexibility and resilience these kids have shown this year is nothing short of miraculous and a true testament to Maria Montessori's multi-age philosophy. It is due to the excellent Montessori training they've received from my colleagues. I want to say 'thank you' to them for all of their hard work.

As you all know we spent the entire school year fundraising for our trip to Ashland Oregon for

the Shakespearean Festival. I want to take this moment to publicly thank the Sherwood Community for all of their help and support during our fundraising efforts (ChicoBag, Jamba Juice, Taco Night, Gofundme, and Bidwell Park Clean-up). We reached our goal and in May we spent 3 days having a truly life changing experience in Ashland. We saw 3 plays; Gilbert & Sullivan's *The Yeomen of the Guard*, Charles Dickens's *Great Expectations*, and Shakespeare's *The Twelfth Night*. We attended 3 workshops where my students learned about theatre design, *The Yeomen of the Guard*'s prologue and an in depth look into Shakespearean language. We had the unique opportunity to be on stage with the actors during *The Yeomen of the Guard* performance. I did not realize that this was something that should be on my bucket list. Happy to add it and cross it off. We stayed in the Southern Oregon University Dorms with full access to 'The Hawk' (SOU's lunch room). Chaperon groups explored Lithia Park and did some downtown shopping.

We had many other highlights this school year. We ran the mild and spicy haunted mazes during the Fall Festival, our Winter Festival performance with the help and direction of Kara Tupy, several walking field trips to Chico State for Laxson Auditorium performances of *The Giver* and *Seussical Jr.* (where we saw our very own Ivy Sayre as the young kangaroo), we visited The Valene L. Smith Museum of Anthropology to learn about CSI and the Sustainable Engineering department to learn about using sustainable materials to make everyday objects like flying discs. We enjoyed pizza at Celestino's after our visits to Chico State, we also played in the creek 4 times this school year. We had an uneventful visit to Chico Creek Nature Center to learn whether our creek is healthy. We discovered that some adults do not realize how capable middle school age kids truly can be. We creatively left early to spend time in the creek on our own. We worked with Honey Souza at the Butte Humane Society to sponsor two dogs. Our first dog Florence was adopted less than a week after we sponsored her. My class budget had some money leftover this year and when I brought this up to my class they overwhelmingly agreed to use part of the money to sponsor the adoption fees for a butte humane society dog. Our final field trip of the school year was to The Forebay Aquatic Center which was a prize we won through the Greenie Awards at Chico State. We paddle boarded, kayaked, canoed, and pedal boated. It was a fun day in Oroville! We could not have made it to these field trips without our dedicated parent volunteer drivers and chaperones. I of course cannot forget our weekly Friday walking field trips to the Butte County library. These were a great way to bond with each other and to wrap up our week. We were definitely busy this year in middle school.

I am currently preparing my speech for tomorrow's graduation ceremony where I will be wishing a very fond farewell to 4 of my 8th graders. Two of them I have known for 2 years and one I have known for 3 years. I am so excited for them and all of the new adventures that await them at their new high schools. It makes me then turn my attention to all of the exciting beginnings that will be happening in middle school next year. So, I am trying not to look at tomorrow's graduation ceremony and our upcoming move to our new school site as an ending, but as an exciting beginning! Have a wonderful summer and I will see you all at our new school!

### **Intervention Program-Jessica Ordaz and Kelli Kurth**

As I reflect on the year, I am amazed at all that has been accomplished! This year has been one

for us to strengthen and refine our Intervention Program and Services (Tier 2) and prepare for the added Special Education (Tier 3) responsibilities. At first, it was a daunting task to undertake so there were many planning meetings to make sure we were all on the right track, and moving in the same direction. We were convinced that this would be another way for us to continue to provide a quality program dedicated to meeting the needs of each child at his/her unique level. I believe we are well on our way to being able to pioneer innovative ways to help even our most challenging students meet their potential. My heart is full with the many stories of success and support that our students (and their families) were able to find this year. The beauty of Sherwood is the ability to be able to do this very thing for them! As we are reaching the end of this year, I am looking forward to next school year as we are getting the key Special Education personnel into place as well as the appropriate environment (The Learning Center). There is a tangible sense of relief and excitement from those of us on the team as we close this chapter and begin to prepare for the next steps. Again, I want to express my deep gratitude to all the board members and community volunteers that have made this a reality for all of us.

### **Garden-Kitchen Program-Chef Richie Hirshen**

Looking back, I realize that this year was extraordinarily challenging. Producing a class play that I wrote and performed with Marlo's class was a big job. This year's cookbook took a lot more time and energy than in years past. My role expanded exponentially as a media and community liaison. But my biggest challenge was mentoring significantly more students requiring one-on-one attention, students with more serious developmental challenges themselves, than I have ever mentored. I can only hope that I did a good job with them.

In the garden and kitchen, this was a wonderful year. Our four CSU Chico Nutrition Department interns performed at a high level and we had our first two high school age interns on board. My curriculum was almost completely vegan for the first time and we cooked with more school garden-grown ingredients than ever before. Our every Friday farmers' market continued to be a hit with the kids and a lovely Sherwood community gathering.

Overall I feel that my skill/knowledge set has expanded, as has my usefulness as a Montessorian, both locally and globally. Now, more than ever, I feel that I belong here and that I have a meaningful purpose. Thank you for these gifts.



## MEMORANDUM

**To:** Board of Directors

**From:** Jeanette Conery, SMPO Vice President

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

**Report Date:** June 10, 2016 for the meeting of June 16, 2016

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Dear Board of Directors,

As the school year has come to a close, Romie and I have been reflecting and discussing ideas for next year. Most of our discussions are focused on improving volunteer participation and overall community morale. It was suggested by Robyn DiFalco that we should subscribe to a paid on-line volunteer tracking service, which would make this task more streamlined, effective, and accurate. I have taken this idea to heart, and with Michelle's support, I have been shopping around for the best deal for our money. I'll be sure to report on future developments.

Another idea we'd like to try has to do with improving morale around volunteerism by reducing the amount of work we ask of our parent volunteers. We've been discussing dropping a few volunteer events from the calendar, particularly in the parts of the school year where our families are busiest. First, we've merged the Feast of Gratitude Fundraiser with the Fall Festival. Both of these events require many volunteer hours, they are both Fall-Themed, and they are very close together. This will be a free community-building event, where we accept donations for food.

Second, we have moved the Volunteer Tea to February, hoping that this will stir up enthusiasm mid-year as we head into our busy Spring. We've added the Variety Show to this event as entertainment, and we think it will draw more parents, who want to see their precious performers.

Third, we have removed the Spring Faire from the calendar completely. This event requires many volunteer hours, and has been back-to-back with another volunteer-intensive event, Sherwoodstock. Since both event essentially have the same feel for our community, having them both is redundant.

After all the dust has settled from moving the school, we will all be happy to relax into a new school year. We predict that removing these events from the calendar will alleviate some negative feelings among the parents around the amount of volunteer requests the school makes. We're hoping that this, along with our new volunteer accountability system will encourage participation from parents who usually decline.

I personally am very happy with the move that the school is making. I think the Board has found the best possible option for our school at this time, and it's a step in the right direction. Thank you for your hard work and dedication. This is going to be a great year!

Jeanette Conery  
SMPO Vice President



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

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

**Date:** June 10, 2016 for the meeting of June 16, 2016

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- An update on all aspects of the move will be given.
- Our special education staff has been hired, and we hired a teacher to cover the 1/2/3 class while Carin is overseas. We are now searching for one upper elementary teacher and an after care coordinator.
- Jessica Ordaz and I have been preparing to join the El Dorado Charter SELPA by attending a finance webinar, also attended by Pat Casey, and a mandatory in-person meeting for the orientation of new members.
- Peter DiFalco signed paperwork at Bidwell Title and we are now the owners of 1010 Cleveland.
- This is a very busy but very exciting time. The stress I feel about the tremendous amount of work to do is diminished by the anticipation of all the great things the big changes mean for our school and by the fact that I have a great deal of talent and support in our community of parents, teachers, staff, and Board members.



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.2 Board Meeting Schedule**

**Date:** June 10, 2016 for the meeting of June 16, 2016

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**SUMMARY**

A schedule of regular meetings of the Board of Directors has been created by the School Director.

**DISCUSSION**

Sherwood Montessori is a community-based school which gives parents and family members many avenues to involvement in the students' school life. Attendance at Board meetings is one way this is accomplished. Having a schedule of Board meetings allows community members to plan to attend the governance meetings of the school. The schedule created offers times for the Board to have working meetings, regular meetings, and a retreat.

**ACTION REQUESTED**

Approve Board Meeting Schedule

Attachment: Board of Directors Meetings 2016-2017



## Board of Directors Meetings 2016-2017

<b>July Board Meeting</b>	<b>Recess</b>
<b>August Board Meeting</b> 8/18/2016 6 p.m.  Location: Sherwood Montessori	Unaudited actuals approved Committee assignments Employee Handbook changes Policies for new year Election of new officers Resolution to change signatories on bank account
<b>September Board Meeting</b> 9/15/2016 6p.m. Committee Work  Location: Sherwood Montessori	Committee work Charter revision work
<b>October Board Meeting</b> 10/20/2016 6p.m.  Location: Sherwood Montessori	Prop 39 Request Growth Model Annual Financial Audit Report of Standardized Test Results
<b>November Board Meeting</b> 11/17/2016 6p.m.  Location: Sherwood Montessori	First Interim Budget Next Year's Calendar Committee work
<b>December Board Meeting</b>	<b>Recess</b>
<b>January Board Retreat</b> Saturday, January 14, 2017 14 9:00 a.m.-3:00 p.m. Location TBD	<b>Planning Retreat</b>
<b>February Board Meeting</b> 2/16/2017 6p.m.  Location: Sherwood Montessori	SARC Report Second Interim Budget Prop 39
<b>March Board Meeting</b> 3/23/2017 6p.m.  Location: Sherwood Montessori	Committee work

<b>April Board Meeting</b> 4/20/2017 6p.m.  Location: Sherwood Montessori	Annual Meeting Approve BOD candidates Adopt LCAP Closed Session: Review of Director
<b>May Board Meeting</b> 5/18/2017 6p.m.  Location: Sherwood Montessori	<div>Committee work</div> <hr/> Next Year's Budget Closed Session: Review of Director
<b>June Board Meeting</b> 6/15/2017 6p.m.  Location: Sherwood Montessori	Orientation materials to new directors Resolutions for outgoing directors Set meeting dates/times for year Contracts (Finance Team, Faculty, Services) Closed Session: Evaluation/Contract for Director



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.3: Math Course Placement Policy**

**Date:** June 10, 2016 for the meeting of June 16, 2016

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**SUMMARY**

SB 359 requires public schools that serve 8<sup>th</sup> graders to adopt a Math Course Placement Policy.

**DISCUSSION**

On October 5, 2015, the Governor signed approval Senate Bill 359 which requires governing boards of all California Local Education Agencies (LEAs) to adopt a Math Course Placement Policy. The attached policy draft covers all requirements of the law.

**ACTION REQUESTED**

Adopt proposed Math Course Placement Policy.

Attachment: DRAFT Math Course Placement Policy



**DRAFT**

## **SHERWOOD MONTESSORI MATHEMATICS COURSE PLACEMENT POLICY**

### **Advising Graduating 8th Grader Students on 9th Grade Mathematics Course Selection and Placement**

#### **Findings And Declaration Of Purpose**

The Board of Directors of Sherwood Montessori recognizes that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, engineering and mathematics (STEM). A student's 9th grade mathematics placement in particular is crucial to ensuring future educational success.

The Board of Directors of Sherwood Montessori affirms that 8th grade teachers play an important role in providing mathematics course placements recommendations to high school districts and in counseling graduating 8th grade students on their mathematics course selection when they enroll in high school. A fair, objective, and transparent protocol for advising and recommending mathematics placement that strictly limits the use of subjective criteria will result in an appropriate 9th grade mathematics student placement and will prevent mathematics misplacement, particularly of students of color.

Pursuant to California Education Code Section 260, the Board of Directors of Sherwood Montessori has the primary responsibility for ensuring that school district programs and activities are free from discrimination based upon enumerated characteristics, including race and ethnicity. Because the Board of Directors of Sherwood Montessori is responsible for ensuring that all students, regardless of race or ethnic background, receive an equal chance to advance in mathematics, the Board of Directors of Sherwood Montessori desires to ensure that the school implements a fair, objective and transparent protocol for advising outgoing students on their high school mathematics course selection.

The Board of Directors of Sherwood Montessori therefore directs Sherwood staff to create, implement, and monitor a protocol for 9th grade mathematics placement recommendations that includes the following elements:

#### Reliance On Objective Determinations

Recommendations made to the high school district and any advising of 8th grade students regarding their mathematics placement in 9th grade shall be based on objective measures. These measures may include:

- Diagnostic placement tests aligned to state-adopted content standards;

- Standardized tests that reflect statewide mathematics assessments;
- Student grades that reflect comprehension and mastery of the subject matter, from both semesters of the 7th and 8th grade year; and
- Other objective indicators of student performance and proficiency in mathematics.

#### Limitation On The Use of Subjective Measures for Recommendations

Subjective measures may not be considered when making recommendations to 8th grade students and to the high school district on their 9th grade mathematics placement. However, recognizing that teachers are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to recommend advancing a student to a higher mathematics class than objective data indicates.

#### Implementation, Monitoring, And Accountability

Sherwood Montessori staff involved in advising students on mathematics course placement, or involved in sending recommendations to the high school district for placement, shall be properly trained on the protocol and its use. The protocol shall also include steps for ensuring that it is being followed in practice.

Sherwood Montessori's recommendation and advising protocol shall be developed and implemented in coordination the corresponding high school district. Once finalized, Sherwood shall work with its partner high school district to ensure that mathematics teachers and counselors at those schools are aware of the recommendation and advising protocol and are appropriately trained on its proper use, implementation, and monitoring.

#### Board of Directors of Sherwood Montessori Approval And Review

Sherwood Montessori staff shall report to the Board of Directors of Sherwood Montessori on a regular basis while the recommendation and advising protocol is being developed. When the protocol is finalized, staff shall return to the Board of Directors of Sherwood Montessori to seek approval of the protocol. Once approved, the protocol shall be prominently posted on the school's website and shall be made readily accessible to parents/students and administrators. School staff shall subsequently report to the Board of Directors of Sherwood Montessori on implementation on an annual basis.

#### **Legal References**

##### *Education Code*

California Education Code Section 200

California Education Code Section 201

California Education Code Section 260

##### *Government Code*

California Government Code Sections 11135 *et seq.*

*Court Cases Serrano v. Priest*, 18 Cal. 3d 728 (1976), *cert. denied*, *Clowes v. Serrano*, 432 U.S. 907 (1977) *Butt v. State of California*, 4 Cal. 4th 668 (1992)

*California Constitution*

Cal Const., Art. IX, Sec. 5

*Federal Law*

42 U.S.C. § 2000d (Title VI of the Civil Rights Act of 1964); 34 C.F.R. § 100.3(b)(2)

Background:

If students are placed below their level of proficiency in 9th grade mathematics courses, their ability to complete the recommended sequence of mathematics courses for admission to the University of California and California State University systems and other higher education institutions will be compromised. If admitted to college, students who were forced to repeat lower level mathematics courses in high school will be behind other students, and less likely to be competitive for careers in the STEM fields upon graduation. Mathematics misplacement has also been shown to affect students' confidence and their overall educational experience. Finkelstein, N., Fong A., Tiffany-Morales, J., Shields, P. & Huang, M. (WestEd 2012) *College Bound in Middle School & High School? How Math Course Sequences Matter*; Waterman, S. (2010) *Pathways Report: Dead Ends and Wrong Turns on the Path Through Algebra*  
[http://www.noycefdn.org/documents/Pathways\\_Report.pdf](http://www.noycefdn.org/documents/Pathways_Report.pdf).

Mathematics misplacement can occur with successful students, and disproportionately affects successful students of color. Studies have shown that successful students, particularly from minority populations, may receive passing grades in mathematics coursework and/or demonstrate proficiency on standardized tests in 8th grade mathematics course work, and yet nonetheless be held back and forced to repeat the same course in the 9th grade rather than advancing.



## **MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.4: 1010 Cleveland Renovation**

**Date:** June 10, 2016 for the meeting of June 16, 2016

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### **SUMMARY**

Jeff Page Construction has submitted a bid to renovate the 1010 Cleveland property at cost. Authorizing the School Director to make payments directly related to this project will ensure a prompt completion.

### **DISCUSSION**

A bid to complete the renovations necessary to have 1010 Cleveland ready for instruction for the 2016-2017 school year. Authorizing the School Director to expend monies directly related to the renovation will facilitate timely achievement of the project.

### **ACTION REQUESTED**

Accept bid and authorize School Director to expend additional funds directly related to renovation.



## **MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.5: Advertising Budget**

**Date:** June 10, 2016 for the meeting of June 16, 2016

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### **SUMMARY**

The School Director is requesting funds to advertise the school.

### **DISCUSSION**

A committee to address retention, recruitment, and communication met and developed a plan to actively retain and recruit students. We have current openings at all grade levels except kindergarten/transitional kindergarten for the 2016-2017 school year. To advertise in targeted areas, we will need to spend monies that were not included in the original budget but that will likely exceed the Director's \$2,000 discretionary spending limit.

Just one enrolled student from these efforts will cover and exceed the amount requested.

### **ACTION REQUESTED**

Authorize School Director to spend up to \$8,500 on advertising the school.





## **MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.6: Interim Officers**

**Date:** June 13, 2016 for the meeting of June 16, 2016

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### **SUMMARY**

It would benefit the school to have Board officers in place for the period of time June 30, 2016-August 18, 2016.

### **DISCUSSION**

Most years, the Board of Directors enjoys a recess during the month of July when no school employees are working. This summer, as the school is moving locations and has recently acquired a property, it may be necessary to have interim officers should a Board-level task need completing in a timely manner.

In the case of the Office of Treasurer, the following Bylaws guide action:

#### **SECTION 4. REMOVAL AND RESIGNATION**

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the Chair or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

In the case of the Office of Chair, the following Bylaws guide action:

#### **SECTION 5. VACANCIES**

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as

the board shall determine. An Interim Chair may be appointed by the outgoing Chair in the case where the position of Vice-Chair is vacant, and/or the current Vice-Chair unable to accept the longer term duties of the Chair and /or there are less than four current Directors to fulfill the requirements of a voting quorum. The Interim Chair shall serve in this capacity until the next annual election of the Board of Directors, typically held in April.

## **ACTION REQUESTED**

Appoint interim officers.



## **MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.7: Facilities Use Agreement**

**Date:** June 13, 2016 for the meeting of June 16, 2016

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### **SUMMARY**

In order to move in to the offered Chapman classrooms, a Facilities Use Agreement (FUA) must be in place before August 1, 2016.

### **DISCUSSION**

A draft FUA has been written by CUSD and vetted by our attorney, Sarah Kollman. We will be allowed to move into the Chapman classrooms only after a FUA has been negotiated and signed. Sherwood's Board Chair, Chris Fosen, and School Director, Michelle Yezbick, have attended two meetings to negotiate the FUA as of June 13, 2016.

### **ACTION REQUESTED**

Approve FUA with amendments noted by attorney.



## REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 5**  
**746 Moss Avenue, Chico, California**  
Date/Time: **Thursday May 19, 2016 – 5:00 p.m.**

### AGENDA

**1. CALL TO ORDER**

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Curtis Anderson, Nili Yudice, Nicole Drummond

**2. CONSENT AGENDA**

**2.1 Minutes Approval from April 12, 2016 special meeting and April 21, 2016, regular meeting**

**3. REPORTS AND COMMUNICATION**

**None**

**4. NOTICED PUBLIC HEARINGS**

**None**

**5. REGULAR BUSINESS**

**5.1 Items Removed From Consent (If any)**

**5.2 2016-2017 Original Budget**

The Board will be asked to approve a budget for the 2016-2017 school year.

**ACTION REQUESTED:** Approve 2016-2017 Original Budget.

**5.3 Local Control Accountability Plan (LCAP)**

The Board will be asked to adopt the proposed LCAP for the 2016-2017 school year.

**ACTION REQUESTED:** Adopt the proposed LCAP.

**5.4 School Bond Measure**

The Board will be asked to approve a bond measure proposal that includes charters in the upcoming school bond.

**ACTION REQUESTED:** Approve bond measure proposal.

**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.

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. FUTURE AGENDA ITEMS**

**7.1 Welcome New Board Members**

**7.2 Board Meeting Schedule for 2016-2017**

**7.3 Assign Board Officers**

**7.4 Signatories on the Bank Account**

**7.5 Contracts for Business Services 2016-2017**

**8. CLOSED SESSION**

**8.1 Personnel Issue**

The Board will meet in closed session to discuss a personnel issue. Any actions will be reported in Open Session.

**8.2 Public Employee Performance Evaluation**

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

**9. ADJOURNMENT (Est. 7:00 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.

APRIL 12, 2016 SMPO MEETING WITH BOARD PRESENTING SCHOOL DISTRICT  
PROP 39 OFFER: SCHOOL MOVE TO CHAPMAN ELEMENTARY

BOARD MEMBERS PRESENT: Chris Fosen, , Kristy Cowell, Mark Reiser, Curtis Anderson,  
Nili Yudice, Nicole Drummond , Peter DiFalco

Meeting opened @ 5:45 PM with a plea by Chris Fosen for new board members as 3 members  
will term out soon.

Michelle gave an intro that explained we need a facility. We have been in operation for 6 years  
and need space to grow

Peter gave a short history of the school and explained that as a Charter there are 3 options

1. Lease a facility
2. Own a facility
3. Accept School District Prop 39 offer

Prop 39 Offer

Move Sherwood Montessori Charter to Chapman Elementary School

1. 9 classrooms approximately 9000 sq ft
2. 10 acre campus
3. Shared space to include library, multi-purpose room, playground

Added space is possible at 1010 Cleveland; the old Neighborhood Community Center

1. Property is county owned
2. Property is zoned public/educational
3. County will sell to Sherwood Montessori Charter for \$1.00
4. Property included 1/3 acre
5. House is 800 sq ft with a large kitchen

Michelle talked again about the vision for Sherwood Montessori Charter

1. Educating the Whole Child
2. Educating the full potential of the Child
3. This move would allow more activities to help with this vision
  - a. Art
  - b. Music
  - c. Gardening
  - d. Science Lab
  - e. Literature Program (Danielle's program)

- f. Learning Center Module; space for Special Ed program in the making as we form our own CHELPA
- g. Teacher support
- h. PE program that includes grass
  - i. Baseball diamonds, tennis courts in nearby 20<sup>th</sup> street park
- i. Erdkinder Space – our oldest children
- j. Space for community events that would include school wide gatherings

Michelle asked the community for support

- 1. Board Support on April 21
- 2. Recruitment of new families
- 3. Facilities negotiation
- 4. Renovation of 1010 Cleveland
- 5. Moving the school

Mark addressed the community regarding the Path Forward

- 1. We need to move to the next level
- 2. There will be challenges
- 3. There have been schools that have had success in this situation
- 4. We have a large pool of parent skills that can help
- 5. We will succeed

It was announced that there will be a whole school survey soon.

**PUBLIC COMMENT:**

Several members of the public made comments regarding a potential move to Chapman.

## **REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS**

**Location: Sherwood Montessori Room No. 5 746 Moss Avenue, Chico, California**

**Date/Time: Thursday April 21, 2016 – 6:00 p.m.**

### **AGENDA**

#### **1. CALL TO ORDER 6:00 PM**

##### **1.1 Roll Call**

Chris Fosen, Peter DiFalco, Kristy Cowell (late), Mark Reiser, Curtis Anderson, Nili Yudice, Nicole Drummond

#### **2. CONSENT AGENDA**

##### **2.1 Minutes Approved by the board**

#### **3. REPORTS AND COMMUNICATION**

##### **3.1 Instructional Staff Report**

##### **3.2 Sherwood Montessori Parents Organization Report**

##### **3.3 School Director Report**

Possible bond issue coming Fall 2016...could mean money for Charter schools. Will be presented to SCUD board for consideration.....will represent millions

##### **3.4 Treasurer Report –presented by Curtis Anderson**

##### **3.5 Committee Reports - no reports**

#### **4. NOTICED PUBLIC HEARINGS**

#### **5. REGULAR BUSINESS**

##### **5.1 Items Removed From Consent -none**

##### **5.2 Prop 39 Offer**

Discussion by the board: We need to accept or decline this offer

Discussion by public: 24 comments pro and con for the offer

### **ACTION REQUESTED:**

**MOTION TO APPROVE: PETER DiFalco MOTION TO ACCEPT**



**SECOND: Kristy Cowell second the motion**

**Further discussion: Board and public comments**

**Vote: passed unanimously**

5.3 1010 Cleveland

The Board considers approving the purchase of the property at 1010 Cleveland, Chico, CA 95926 from the County of Butte.

Discussion: pros and cons by the board and the public

**ACTION REQUESTED: approve the purchase**

**MOTION TO APPROVE: Mark Reiser motion to approve**

**SECOND: Chris Fosen second**

**Vote: Approved unanimously**

**Discussion: form focus groups; work closely with SMPO and Board**

5.4 Proposed Organization Chart for SBIT

A proposed organization chart for the 2016-2017 school year presented for approval.

**ACTION REQUESTED: Peter DiFalco.... recommend that SBIT director report to school director**

**MOTION TO APPROVE as amended: Peter DiFalco**

**Ammendment: approve the organizational chart with exception that the SBIT director will report to school director and not board**

**SECOND: Nili Yudice seconds**

**Board Approves organization chart as amended.**

## **6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA**

**Peter DiFalco: Discussion of 6<sup>th</sup> grade move to middle school**

## **7. FUTURE AGENDA ITEMS**

7.1 LCAP A final draft of the LCAP for 2016-2017 will be presented for adoption.

7.2 Contracts for Business Services The Board will be asked to approve contracts for the 2016-2017 fiscal year for the Business Manager and Accountant.

7.3 2016-2017 Original Budget 7.4 Approval of Board Candidates

**8. CLOSED SESSION**

8.1 Personnel Issue

The Board will meet in closed session to discuss a personnel issue. Any actions will be reported in Open Session.

8.2 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.)**



## **MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.2: 2016-2017 Original Budget**

**Date:** May 13, 2016 for the meeting of May 19, 2016

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### **SUMMARY**

The Budget Committee met on March 22, 2016 and again on May 11, 2016 and a proposed budget was drafted following the Budget Committee Meeting.

### **DISCUSSION**

Assumptions for creating the proposed budget included:

- Teacher salaries increase by 2% with an additional bonus that increases for longevity
- Substitutes remain roughly 6% of teacher salaries
- Classified salaries increase by 1% per year
- Increase in salaries both certificated and classified to cover special education program, offset by decrease in billing from CUSD and funding through El Dorado CHELPA
- Cost of move and renovation of 1010 Cleveland covered by reserves
- Facilities costs covered with 2% of revenues under Prop 39

### **ACTION REQUESTED**

**Approve 2016-2017 Original Budget**

	FCMAT 5-13-16 CALCULATOR v17.1b P2 ADA = 145.12 2015-16	FCMAT 5-13-16 CALCULATOR 150 Enrollment = EST. 143 ADA 2016-17	CHANGE
<b>Revenue</b>			
8011 Local Control Funding	558,123	602,970	
8012 Education Protection Act	194,814	184,312	
8096 In Lieu Taxes	306,571	306,571	
#REF!	1,059,508	1,093,853	34,345
8590 One Time Discretionary	74,804	34,320	(40,484)
8550 Mandates Block Grant	12,946	1,946	(11,000)
8560 State Lottery	24,155	24,155	-
8587 Special Education- CHELPA	12,492	71,500	59,008
8673 Parent Fees	18,458	18,458	-
8699 Fundraising / Donations	37,716	37,716	-
8710 Other Local Revenue	-	-	
<b>TOTAL REVENUES</b>	<b>1,240,079</b>	<b>1,281,948</b>	<b>41,869</b>
<b>Expense</b>			
1000 Certificated Salaries	348,006	383,003	34,997
2000 Classified Salaries	290,466	302,095	11,629
3000 Employee Benefits	156,580	179,221	22,641
4100 Texts and Core Curricula	5,090	5,000	(90)
4200 Reference Materials	3,790	5,000	1,210
4300 Materials and Supplies	27,302	30,000	2,698
4400 NonCap Equipment	3,506	4,000	494
4700 Food (Nutrition)	-	500	500
5200 Travel and Conferences	2,042	14,000	11,958
5300 Dues and Memberships	950	1,000	50
5400 Property/Liability Insurance	16,626	10,000	(6,626)
5500 Operations / Housekeeping	26,617	3,600	(23,017)
5600 Rentals, Leases, and Repairs	104,884	5,600	(99,284)
5800 Prof. & Consulting Services	85,226	119,900	34,674
5900 Communications	4,516	1,740	(2,776)
7141 Special Ed Encroachment	106,600	-	(106,600)
<b>TOTAL EXPENDITURES</b>	<b>1,182,201</b>	<b>1,064,659</b>	<b>(117,542)</b>
<b>Excess/(Deficiency)</b>	<b>57,878</b>	<b>217,289</b>	<b>159,411</b>

2016/17

BONUS PER TEACHER

Years	6	5	4	3	2	1	NEW
Bonus/Teacher	2,000	1,750	1,500	1,250	1,000	750	500
7	1.1	1		1	2	1	1
\$ 8,450	2,200	1,750	-	1,250	2,000	750	500
2.87%	Kurth	Parish, E		Knox	Perez	Parish, T	
	Shippen				Shults		

SALARY INCREMENT COST BY TEACHER

	2015/16	2016/17	Increment	% Increase	FTE	Net Increase	
NEW	36,920	37,580	660	1.79%	1.00	660	37,580
Knox	46,930	47,724	794	1.69%	1.00	794	47,724
Kurth	37,625	38,352	727	1.93%	0.50	364	19,176
Parish	39,806	40,533	727	1.83%	1.00	727	40,533
Parish	42,714	43,441	727	1.70%	1.00	727	43,441
Perez	40,220	40,880	660	1.64%	1.00	660	40,880
Shippen	46,349	47,076	727	1.57%	0.60	436	28,246
Shults	40,533	41,260	727	1.79%	1.00	727	41,260
TOTAL	\$ 294,177		\$ 5,749	1.95%		\$ 5,095	\$ 298,840
\$ 4,435							
1.51%							

ESTIMATED COST OF 2% INCREASE TO SALARY SCHEDULE

\$ 5,977  
2.00%

\$ 18,861 TOTAL COST OF INCREASE - BONUS+INCREMENT+2% SCHEDULE INCREASE  
6.31%



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **2016-2017 LCAP (Local Control and Accountability Plan)**

**Date:** May 13, 2016 for the meeting of May 19, 2016

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**SUMMARY**

Each public school, public school district, county office of education, and charter school in California must adopt an updated LCAP by July 1, 2016.

**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 1<sup>st</sup>. 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 2016-2017

**Introduction:**

**LEA:** Sherwood Montessori **Contact (Name, Title, Email, Phone Number):** Michelle Yezbick, Director, michelle@sherwoodmontessori.org, (530) 345-6600 **LCAP Year:** 2016-2017

### ***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 May 19, 2016.*

*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 24, 2015, October 1, 2015, October 8, 2015 and the October 15, 2015 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.	No one responded to the announcements, so the School Director reached out to members of the focus group from last year. Two parents from last year's focus group 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	The focus group participants were able to build on knowledge they received

focus group throughout the year was sent to the five members. The 2014-2015 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.

Stakeholder survey: The focus group reviewed questions for a stakeholder survey that were based on LCAP goals from the 2015-2016 adoption. The survey was available online and in paper from November 12, 2015-January 14, 2016. Parents, teachers, board members, community members and staff had access to the survey. Reminders to participate were sent in the School Announcements every week for the seven weeks the survey was available.

Student interviews: Every student in the school was given an opportunity to give feedback for the LCAP. The two questions asked were: What do you like best about your school? What ideas do you have to make it better? Students in the kindergarten class were asked in circle. Students in the middle school were invited to write a response on the school's Google Drive. Students in grades 1-5 were interviewed in person in a one-on-one interview by the School Director. The interviews took place during the three-hour morning work period in their regular classrooms.

last year as focus group members. The group met at the home of one of the members with the School Director on February 4th. Materials shared with the group included the one page summary of how our LCAP changed from '14-'15 to '15-'16, survey results, and responses from the students.

Stakeholder survey results were examined by the focus group. The group made suggestions for revisions for the LCAP based on stakeholder input.

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:**

Focus group recruitment: In the September 24, 2015, October 1, 2015, and the October 15, 2015 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. The announcement read:

#### **LCAP FOCUS GROUP**

Are you interested in getting involved in school improvement efforts? Would you like a chance to have your ideas heard and have a say in the future of Sherwood? We are forming an LCAP Focus Group to do this work. The LCAP is our Local Control and Accountability Plan, a document that identifies goals for school improvement and describes how these goals will benefit kids. The LCAP is required for all California public schools, and input from all stakeholders is taken into consideration: parents, teachers, students, and staff are consulted. If you are interested in being a part of this important work, please let Michelle know in person, in email, or via phone. Thank you.

#### **Annual Update:**

The item in the School Announcements did not generate interest in the community, so the School Director reached out to members of the focus group who worked on the 2015-2016 LCAP. Two parents who had been involved with the group the previous year agreed to continue the work for the 2016-2017 adoption.

Because the members of the 2016-2017 LCAP focus group were familiar with the adoption process and had been introduced to the materials the previous school year, less time was taken by the Director to explain the process. The three member focus group met on February 4, 2016 at one of the parent's house and reviewed the materials in the LCAP binder from the previous year. Guiding the discussion was a two-page document that was a matrix with essential information about goals, metrics, budget, and progress made on the goals. Focus group members reviewed survey results and made revisions to the LCAP based on survey results.

A draft of the 2016-2017 LCAP was presented in a public meeting at the regular meeting of the Board of Directors on Thursday, March 24th. The meeting was attended by seven Board members and twenty-two members of the community. No attendees to the meeting had further input to offer, so no further revisions were made.

The final draft of the 2016-2017 LCAP was presented in a public meeting at the regular meeting of the Board of Directors on Thursday, May 19, 2016

The focus group reviewed responses from stakeholder surveys that were based on LCAP goals from the 2015-2016 adoption so that data collected would directly measure the stakeholders perceptions of progress made on goals written.

None of the goals were significantly changed for the 2016-2017 LCAP adoption. The only changes proposed were in spending, based on actual spending, or whether or not a goal had been accomplished. Goals that were accomplished or were successful either had no change in funding or a decrease in funding as staff's efficiency increased. Goals that the focus group wanted to see more improvement towards saw an increase in funding.

The Board of Directors of Sherwood Montessori voted to adopt the proposed final draft of the 2016-2017 LCAP.

## 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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  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: 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	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$350
Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,500
The director will work with the parents' organization and contractors to ensure that the facility is in good repair.	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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 \$2,000
PE and recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,500
Continue regular meetings with SBIT team: Coordinator, director, parents and intervention instructors to make continued improvement to the SBIT program and review	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$11,782

<p>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.</p>		<p> <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)         </p>	
	<p>All/whole school</p>	<p> <input checked="" type="checkbox"/> All            -----            OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)         </p>	

## LCAP Year 2: 2017-2018

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 4 to stage 5: Implement CCSS in schools and district.
	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 4 to stage 5: Implement CCSS in schools and district.
	Priority #7 Course Access
	Maintain materials in good repair and replace/add to materials as needed.
	Move from stage 4 to stage 5: Implement CCSS in schools and district.
	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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000 2000-2999: Classified Personnel Salaries General

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund/LCFF Supplemental Funds \$350
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 \$1,500
The director will work with the parents' organization and contractors 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 \$1,000
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 _ Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,500
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	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$11,960

		Other Subgroups: (Specify)	
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	<p>Priority #1 Basic Services</p> <p>Maintain 100% highly qualified credentialed teachers.</p> <p>Maintain materials in good repair and replace/add to materials as needed.</p> <p>Maintain and improve school facility, encourage walking trips to nearby branch of public library, add to PE/recess equipment.</p> <p>Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.</p> <p>Collect data to determine which students need access to the SBIT process.</p> <p>Track down individual students' growth to show movement towards identified SBIT goals.</p> <p>Priority #2 Implementation of State Standards</p> <p>Move from stage 5 to stage 6: Evaluate assessment data to make systemic changes and supports.</p> <p>Priority #3 Parent Involvement</p> <p>Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.</p> <p>Priority #4 Pupil Achievement</p> <p>Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.</p> <p>Move from stage 5 to stage 6: Evaluate assessment data to make systemic changes and supports.</p> <p>Priority #7 Course Access</p> <p>Maintain materials in good repair and replace/add to materials as needed.</p> <p>Move from stage 5 to stage 6: Evaluate assessment data to make systemic changes and supports.</p> <p>Priority #8 Other Pupil Outcomes</p> <p>Provide a facility in good repair and improve PE/recess equipment.</p>		
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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$350
Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$1,500
The director will work with the parents' organization and contractors to ensure that the facility is in good repair.	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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 \$1,000
PE and recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,500
Continue regular meetings with SBIT team: Coordinator, director, parents and intervention instructors to make continued improvement to the SBIT program and review	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$12,164



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.		<ul style="list-style-type: none"><li>_ Low Income pupils</li><li>_ English Learners</li><li>_ Foster Youth</li><li>_ Redesignated fluent English proficient</li><li>_ Other Subgroups: (Specify)</li></ul>	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

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 for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 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 surveys, volunteer tracking data, parent education night sign-in sheets, teacher input surveys, suspension data, attendance rates and chronic absenteeism rates.		
Goal Applies to:	Schools: All/whole school  Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2016-2017</b>			
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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,700  1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$300

		_ Redesignated fluent 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 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 \$1,000
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 \$750

## LCAP Year 2: 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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,700 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$300
The value of parent education opportunities will be communicated to the parent community.	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$750

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>Priority #3 Parent Involvement</p> <p>Parent survey results will reflect an increase in positive responses to questions about communication from school to home.</p> <p>Parent education sign-in sheets will reflect an increase in the number of parents accessing these opportunities.</p> <p>Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.</p> <p>Priority #5 Pupil Engagement</p> <p>Continue conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions.</p> <p>Priority #6 School Climate</p> <p>Parent survey results will reflect an increase in positive responses to questions about communication from school to home.</p> <p>Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.</p>		
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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,700 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$300

The value of parent education opportunities will be communicated to the parent community.	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.	All/whole school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000
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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 3:	Socioeconomically disadvantaged students will have access to free or reduced lunch.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
	Identified Need : Need: Students need nourishment to access success in school.		
	Metrics: Credentials – CALPADS annual Credential Report; CCSS Training Pro.Dev. Sign-In, Records of Montessori training,		
	Goal Applies to: Schools: _____ Applicable Pupil Subgroups: _____ Low income pupils		
<b>LCAP Year 1: 2016-2017</b>			
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
The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	Low income pupils	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental \$500

**LCAP Year 2: 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
The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	Low income pupils	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental \$500

**LCAP Year 3: 2018-19**

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
The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	Low income pupils	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2000-2999: Classified Personnel Salaries Supplemental \$500



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

GOAL 4:	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 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	Metrics: Credentials – Sign-in sheets, applications for free child care  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	
<b>LCAP Year 1: 2016-2017</b>			
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
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: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	2000-2999: Classified Personnel Salaries Supplemental \$5,000

		(Specify)	
y.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental \$5,000

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2000-2999: Classified Personnel Salaries Supplemental \$5,000

**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. 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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: All/whole school Applicable Pupil Subgroups: All students		
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: Implement CCSS in classrooms.  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	Actual Annual Measurable Outcomes:	Progress on Priority#1 Basic Services Maintained 100% highly qualified credentialed teachers. Maintained materials in good repair and replaced/added to materials as needed. Maintained school facility, some improvements made, several classrooms walked to local library, some PE equipment purchased. Qualified SBIT Coordinator was retained.  Progress on Priority#2 Implementation of State Standards CCSS are being implemented in all classrooms.  Progress on Priority #3 Parent Involvement Qualified SBIT Coordinator retained. Data collected to guide inclusion of students in SBIT process. Data collected for SBIT meetings to show student growth in relation to SBIT goals.

<p>director, teachers, and parents. Move from stage 2 to stage 3 of CCSS implementation: Implement CCSS in classrooms.</p> <p>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: Implement CCSS in classrooms.</p> <p>Priority #8 Other Pupil Outcomes Provide a facility in good repair and improve PE/recess equipment.</p>	
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Continue to monitor teacher credentials and assignments.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,200	Office staff monitored teacher credentials and assignments.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,200
<div>Scope of Service</div> <div>All/whole school</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>All/whole school</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
1.2 Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$1,700 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$300	Teachers worked in grade-level teams and with school director to assess progress on implementing CCSS.	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$1,700 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$300
<div>Scope of Service</div> <div>All/whole school</div>		<div>Scope of Service</div> <div>All/whole school</div>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.3 Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$2,100	Teachers reviewed curriculum materials and requested replacement or repair for missing or damaged materials.	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$2,100
<div>Scope of Service</div> <div>All/whole school</div>		<div>Scope of Service</div> <div>All/whole school</div>	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.4 The director will work with the parents' organization and the landlord to ensure that the facility is in good repair.	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	Director worked with the parents' organization and the landlord to ensure that the facility was maintained (e.g.: new locks on all doors, a/c repair, painted support poles, interior paint, shade structure over sand box).	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
<div>Scope of Service</div> <div>All/whole school</div>		<div>Scope of Service</div> <div>All/whole school</div>	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	



_ Other Subgroups: (Specify)			
1.4 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 of using the library.	1000-1999: Certificated Personnel Salaries Supplemental \$500	Middle school teacher shared the positive experience she had with the local library expanding their young adult area to accommodate her larger class size. Lower elementary teachers shared their experiences walking their classes to the library.	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$500
<div> <div>Scope of Service</div> <div>All/whole</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>Scope of Service</div> <div>All/whole</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
1.4 PE and recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,500	PE and recess equipment was inspected for its condition and completeness. Missing or damaged equipment was replaced.	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,500
<div> <div>Scope of Service</div> <div>All/whole school</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>Scope of Service</div> <div>All/whole school</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
1.5 Continue regular meetings with SBIT team: Coordinator, director, parents and intervention instructors to make continued improvement to the SBIT program and review student	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$10,960	Continued regular meetings with SBIT team: Coordinator, director, parents and intervention instructors made continued improvement to the SBIT program and reviewed student	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$10,960

progress. Collect data to determine which students need access to the SBIT process. Track individual student's growth to show movement towards identified SBIT goals.		progress. Collected data to determine which students needed access to the SBIT process. Tracked individual student's growth to show movement towards identified SBIT goals.									
<table border="1"> <tr> <td data-bbox="100 345 247 427">Scope of Service</td> <td data-bbox="247 345 569 427">All/whole school</td> </tr> <tr> <td colspan="2" data-bbox="100 427 569 735">           X All            -----            OR:            _ Low Income pupils            _ English Learners            _ Foster Youth            _ Redesignated fluent English proficient            _ Other Subgroups: (Specify)         </td> </tr> </table>	Scope of Service	All/whole school	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 345 1178 427">Scope of Service</td> <td data-bbox="1178 345 1514 427">All/whole school</td> </tr> <tr> <td colspan="2" data-bbox="1031 427 1514 735">           X All            -----            OR:            _ Low Income pupils            _ English Learners            _ Foster Youth            _ Redesignated fluent English proficient            _ Other Subgroups: (Specify)         </td> </tr> </table>	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										
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?	1.1 Goal was accomplished and will be maintained, no changes. 1.2 Longer-term goal, significant progress made. Progress monitoring was aligned with CCSS by using iReady for math assessment. Increase in spending planned for next year moving to stage 4 implementation and adding teacher evaluation alignment. 1.3 Materials purchased included: upper elementary Montessori math materials, lower elementary Montessori reading materials, middle school science materials. Decrease in spending planned for next year. 1.4 Some improvements and repairs were made to the property. Increase in spending planned for next year, spending likely to exceed LCAP budgeted amount as the school will relocate to the Chapman Elementary campus. PE/recess spending will remain about the same. A library is available at Chapman Elementary, so promoting walks to the local branch will not be necessary. 1.5 Significant improvements were made to the SBIT program due to regular meetings of the leadership team. This progress will be maintained for next year as the program is more comprehensively integrated with the special education program. This will be accomplished by the school being an independent LEA for special education and joining the El Dorado CHELPA. The SBIT Coordinator's role will expand to become the Director of Multi-Tiered Systems of Support (MTSS), which will include overseeing the SBIT process and the special education program. Spending for this goal is increased to cover the raise for the SBIT portion of the Director of MTSS job.										

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 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 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All/whole school Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	<p>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.</p> <p>Priority #5 Pupil Engagement Continue conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions.</p> <p>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.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority #3 Parent Involvement Parent survey results did reflect an increase in positive responses to questions about communication from school to home. Parent education sign-in sheets showed that the number of parents accessing these opportunities remained about the same. Records of parent involvement and volunteerism were maintained (sign-in sheets, tracking hours) and did show an increase over the previous year's.</p> <p>Priority #5 Pupil Engagement Continued conferences with parents of chronically absent students and implemented SBIT process as appropriate for students with suspensions.</p> <p>Priority #6 School Climate Parent survey results reflected an increase in positive responses to questions about communication from school to home. Records of parent involvement and volunteerism were maintained (sign-in sheets, tracking hours) and showed an increase.</p>
<b>LCAP Year: 2015-2016</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Office staff will review enrollment to ensure that each family has updated	2000-2999: Classified Personnel	Office staff reviewed enrollment to ensure that each family had updated 2000-2999: Classified Personnel

<p>contact information. Teachers will assess parents' understanding of communication procedures at conferences.</p>	<p>Salaries General Fund/LCFF Supplemental Funds \$6,000</p> <p>1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$140</p>	<p>contact information. Updated databases were sent to all employees and volunteers who used school communication systems. School director worked with the Board of Directors to initiate a Communications Committee. Teachers informed parents of communication procedures at conferences.</p>	<p>Salaries General Fund/LCFF Supplemental Funds \$6,000</p> <p>1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$140</p>
<p>Scope of Service All/whole school</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All/whole school</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The value of parent education opportunities will be communicated to the parent community.</p>	<p>2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$500</p>	<p>The value of parent education opportunities were communicated to the parent community.</p>	<p>2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$500</p>
<p>Scope of Service All/whole school</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All/whole school</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The school director will meet with the parent group leaders and office staff to continue to refine the parent volunteer opportunities communication &amp; tracking system.</p>	<p>2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$4,000</p>	<p>The school director met with the parent group leaders and office staff to continue to refine the parent volunteer opportunities communication &amp; tracking system. An online system was adopted and a parent volunteer informed</p>	<p>2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$4,000</p>

		parents of how many hours they had volunteered at points throughout the year.	
<div>Scope of Service</div> <div>All/whole school</div>		<div>Scope of Service</div> <div>All/whole school</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
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.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,200	The office staff, school director, and SBIT Coordinator collaborated and held conferences with parents of chronically absent students. SBIT process was initiated or continued for students who had earned suspensions.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,200
<div>Scope of Service</div> <div>All/whole school</div>		<div>Scope of Service</div> <div>All/whole school</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>2.1 Work on this goal resulted in parents having a better understanding of how the school communicates with families. Redundancies in information being shared by the parent organization and the school were reduced. The school's weekly announcements were improved using Mail Chimp and data from the website showed a usage rate higher than the standard for the education industry. Some survey responses still indicated a need for improvement, and work on the Board level was begun but not completed. A slight decrease to the funding is planned for next year to continue to build on the work done this year.</p> <p>2.2 Although attempts were made to communicate the importance of parent education, they were not as effective as hoped. A slight increase in the funding for this goal is planned for next year. The relocation of the school to a facility that can</p>		

	<p>accommodate a large gathering of parents will help in realizing this goal as parents can be addressed as a whole community rather than in smaller groups.</p> <p>2.3 Records of parent volunteerism suggest an increase occurred. As the system in place is established and successful, a decrease in funding is planned to maintain work done this past year.</p> <p>2.4 Use of Independent Studies and Attendance Make-Up Day have improved attendance rates. Office staff clarity on SARB (Student Attendance Review Board) procedures and involvement in SARB proceedings have also resulted in improved attendance; conferences have been used to communicate clear expectations around attendance. A decrease in funding is planned for next year.</p>
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**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:	Socioeconomically disadvantaged students will have access to free or reduced lunch.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 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:	<p>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.</p> <p>Priority#5 Student Engagement Students who are well-nourished will be more engaged in all aspects of their school day.</p> <p>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.</p>		Actual Annual Measurable Outcomes:	<p>Students were well-nourished and able to achieve academically more so than they would have been able if they were hungry.</p> <p>Students were well-nourished and therefor more engaged in all aspects of their school day.</p> <p>Students were well-nourished and therefor contribute to a positive school climate.</p>
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Socioeconomically disadvantaged students will have access to free or reduced lunch.	2000-2999: Classified Personnel Salaries Concentration \$1,600	Socioeconomically disadvantaged students had access to free or reduced lunch.	2000-2999: Classified Personnel Salaries Concentration \$1,600	
Scope of Service	Low income pupils	Scope of Service	Low income pupils	
All OR: <input checked="" type="checkbox"/> Low Income pupils		All OR: <input checked="" type="checkbox"/> Low Income pupils		

**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:	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 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 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:	<p>Priority #3 Parent Involvement</p> <p>With child care being provided, low income students' parents will have access to participate in school events.</p> <p>Priority #5 Student Engagement</p> <p>The child care program will assist low income students in completing homework/ practicing academic skills during quiet work time.</p> <p>The child care program will provide engaging activities to low income students.</p> <p>Priority #6 School Climate</p> <p>Parents of low income students will be more connected and able to support the educational success of their students by attending school events.</p> <p>Low income students with access to supportive after care will have positive outlooks about school following academic success and/or involvement in engaging activities.</p>		Actual Annual Measurable Outcomes:	<p>With child care being provided, low income students' parents were given access to participate in school events.</p> <p>The child care program assisted low income students in completing homework/ practicing academic skills during quiet work time.</p> <p>The child care program provided engaging activities to low income students.</p> <p>Parents of low income students were more connected and able to support the educational success of their students by attending school events.</p> <p>Low income students had access to supportive after care and had positive outlooks about school following academic success and/or involvement in engaging activities.</p>
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Socioeconomically disadvantaged students will have access to free child care after school and during school events.	2000-2999: Classified Personnel Salaries Concentration \$3,600	Socioeconomically disadvantaged students had access to free child care after school and during school events.	2000-2999: Classified Personnel Salaries Concentration \$3,600	

<div> <div>Scope of Service</div> <div>Low income pupils</div> </div>		<div> <div>Scope of Service</div> <div>Low income pupils</div> </div>	
<div> <div> <div>All</div> <div>OR:</div> <div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div> </div>		<div> <div> <div>All</div> <div>OR:</div> <div> <div><input checked="" type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div> </div>	
<div> <div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div> </div>	<div>While the program was successful, costs exceeded those budgeted. An increase in funding is planned for next year.</div>		

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:	\$XXXX
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For the 2016-17 school year, Sherwood Montessori projects an enrollment of 154 students, 35 of which will be low income, foster youth or English learners, resulting in an unduplicated pupil percentage of XXX%. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplemental and Concentration Grant funding for 2016-17 to be \$XXXX. Additional Supplement and Concentration Grant spending for the 2016-17 school year is projected to exceed the increased funding. Anticipated total spending is \$33,382. A description of this spending is as follows:

\$11,782 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.

\$5,400 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.

\$5,000 in after care staff salaries to cover cost of providing free after care for low income students.

\$650 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.

\$2,250 includes portions of the School Director's time that will be used to communicate with parents about the Montessori method of education, the importance of volunteerism to the school, and the importance of good attendance for student achievement.

\$3,000 for CCSS-aligned trainings for faculty.

\$1,500 in Montessori materials that address Common Core State Standards.

\$1,500 in PE/recess equipment.

\$2,000 in contracted work to improve facilities.

\$300 in teachers' salaries to explain to parents the ways the school communicates with families.

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 XXXX% results in a 2016-17 school year estimated Supplemental and Concentration Grant funding amount of \$XXXXX. 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.

XXX	%
X	

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 last year's LCAP 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 exceeded this amount; details are available in the Annual Update section of this document.

For the 2016-2017 school year, Sherwood's proportionality percentage of XXXX% results in a 2016-17 school year estimated Supplemental and Concentration Grant funding amount of \$XXXX.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	42,000.00	36,800.00	50,422.00	49,500.00	30,414.00	130,336.00
Concentration	5,200.00	5,200.00	0.00	0.00	0.00	0.00
General Fund	0.00	0.00	0.00	0.00	0.00	0.00
General Fund/LCFF Supplemental Funds	34,700.00	31,600.00	43,322.00	42,400.00	24,914.00	110,636.00
Supplemental	2,100.00	0.00	7,100.00	7,100.00	5,500.00	19,700.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	42,000.00	36,800.00	50,422.00	49,500.00	30,414.00	130,336.00
1000-1999: Certificated Personnel Salaries	13,300.00	13,300.00	15,222.00	15,400.00	16,964.00	47,586.00
2000-2999: Classified Personnel Salaries	23,800.00	18,600.00	30,200.00	30,100.00	10,950.00	71,250.00
4000-4999: Books And Supplies	3,600.00	3,600.00	3,000.00	4,000.00	1,500.00	8,500.00
5000-5999: Services And Other Operating Expenditures	1,300.00	1,300.00	2,000.00	0.00	1,000.00	3,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	42,000.00	36,800.00	50,422.00	49,500.00	30,414.00	130,336.00
1000-1999: Certificated Personnel Salaries	General Fund/LCFF Supplemental Funds	12,800.00	13,300.00	15,222.00	15,400.00	16,964.00	47,586.00
1000-1999: Certificated Personnel Salaries	Supplemental	500.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Concentration	5,200.00	5,200.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	General Fund/LCFF Supplemental Funds	17,000.00	13,400.00	23,100.00	23,000.00	5,450.00	51,550.00
2000-2999: Classified Personnel Salaries	Supplemental	1,600.00	0.00	7,100.00	7,100.00	5,500.00	19,700.00
4000-4999: Books And Supplies	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	General Fund/LCFF Supplemental Funds	3,600.00	3,600.00	3,000.00	4,000.00	1,500.00	8,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	General Fund/LCFF Supplemental Funds	1,300.00	1,300.00	2,000.00	0.00	1,000.00	3,000.00

**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).





## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** Approval of Bond Measure Proposal

**Date:** May 13, 2016 for the meeting of May 19, 2016

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### SUMMARY

Charter leaders, Chico Unified School District (CUSD) leaders, and California Charter Schools Association (CCSA) representatives worked together to see how Chico charter schools could be included in the upcoming school bond.

### DISCUSSION

Beginning in December, 2015, charter leaders and CUSD administration have been discussing the possibility of charters being included in the bond measure in November 2016 with guidance from CCSA experts. CCSA was able to share with CUSD how other districts in the state of California have been able to include local charters in their bond measures. CUSD will be promoting a \$152 million bond measure to fund facilities and technology needs.

The attached document details the guidelines agreed upon by CUSD and charter leaders in discussions. The final revision of this document will show 15.34% of bond proceeds allocated to charters, explained by Assistant Superintendent of Business Services Kevin Bultema:

15.34% of bond proceeds for use in charter schools operating within the district's boundaries. This percentage is determined by considering the in-district enrollment for charter schools as recorded in 2015-16 at 16.3% and then applying an allocation consideration for the district's management of the bond program consistent with our management of other restricted programs utilizing the district's indirect cost rate in 2015-16 of 5.88%. Thus, the remaining balance represents 15.34% of the total new bond program if approved by voters.

### ACTION REQUESTED

Approve Bond Measure Proposal

Attachment: Draft of Bond Measure Proposal

## **Joint Proposal to Include Charter Schools in Potential November 2016 Bond Measure**

Developed by:

**Chico Charter School Leadership Group**  
and  
**Chico Unified School District Administrative Staff**

### **1. Introduction**

Families in Chico have a wide range of public school options. Our common vision is to partner with students, staff, families and the community to ensure all students achieve high levels of academic and personal success, contribute to our community, and confidently compete in a changing global society by engaging in quality educational programs that address diverse students' needs and promote learning through life. Our community is strengthened by offering a variety of programs that meet the unique needs of individual students. One-in-five students in Chico public schools are enrolled in charter public schools with approximately 16% residing within Chico Unified School's District boundaries.

Proposition 39, passed by the voters of California on November 7, 2000, lowered the threshold for passing local school bonds from two-thirds to fifty-five percent. It also 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 schools' 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. According to the law, 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)).

Working together, we hope to develop bond language and companion accountability measures that will provide a share of local facilities bond proceeds to students attending charter public schools.

### **2. Policy Principles**

**Equity:** All public school students, whether district or charter, should have equally safe, clean environments and access to 21<sup>st</sup> Century classroom technology.

**Autonomy:** Charter leaders are best positioned to identify facilities projects and priorities for charter schools, and provide collective recommendations to the Chico Unified School District (CUSD) Board of Education on how to best utilize those resources over the life of the bond.

**Fiduciary Responsibility:** The CUSD Board of Trustees is ultimately responsible for issuing bonds in compliance with the law and for ensuring the proper use of bond proceeds as described in a ballot measure. All bond financial activity must be accounted for in CUSD financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and according to the California Schools Accounting Manual (CSAM).

**Efficiency:** As stewards of public funds, the efficient and timely disbursement of public funds in line with the intent and proposed promises made to students, without unnecessary delays, is essential.

**Flexibility:** Just as no two students are the same, the facility needs of each public charter school in Chico vary; therefore flexibility is key.

**Transparency:** Financial reporting of bond proceeds and expenditures should be readily available to charter public schools and the public at large. Specific accounting codes authorized in the Standard Accounting Code Structure (SACS) should be maintained to account for projects authorized for the benefit of students attending charter public schools separately and distinctively from CUSD facility projects.

**Timing/Access to Funds:** Charter schools access to bond funds should be timely, predictable, and without unnecessary complications.

**Accountability:** In order to maintain trust with the voting public, the CUSD Board of Education should maintain continuous representation of charter school representatives on the bond oversight committee.

### 3. Commitments

- Set aside fifteen percent (15%) of bond proceeds to be utilized for charter school facilities as stated in the ballot language of a bond measure.
- Support charter schools located on non-district owned property in developing affordable, long term facilities arrangements. Possible options include charter ownership with a reversionary interest to the district as allowed under the state bond program and federal law, long term ground leases, credit enhancement, or direct financial assistance in lieu of Prop 39 accommodations.
- Establish a charter facility advisory committee, made up of a majority of charter leaders in order to directly advise the Board of Education on the implementation of the charter portion of the bond proceeds. This committee will develop by-laws, evaluate project proposals, make recommendations for projects to the CUSD board of trustees and comply with the Brown Act.
- Develop a single bond agreement between the school district and the charter schools to articulate and memorialize the intended use and allocation of bond funds.
- Include a charter representative on the District Bond Oversight Committee.
- Include a charter representative on the district's Superintendent Advisory Committee.

### 4. Draft Ballot Language

Bond Language must be reviewed by Legal Counsel:

Intent of language, in concert with all legal requirements, would be to notify voters that fifteen (15%) of bond proceeds will be used for charter schools. The district has identified the absolute need for credibility that the district will use bond proceeds according to bond ballot language.

There are two version of the ballot language. One is the 75-word statement and the other is the Full Ballot Text which includes the Bond Project List. As an example CUSD would propose the following:

In the 75-word statement, include the following phrase: "repair, construct, and acquire classrooms, sites, fields, facilities and equipment, including at local charter schools."

In the Bond Project List, CUSD would propose the following be included: 15% of all bond proceeds will be spent for the construction, renovation, modernization, site acquisition, field improvements, facilities and equipment at local charter schools.



## REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 5**  
**746 Moss Avenue, Chico, California**  
Date/Time: **Thursday April 21, 2016 – 6:00 p.m.**

### AGENDA

#### 1. CALL TO ORDER

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Curtis Anderson, Nili Yudice, Nicole Drummond

#### 2. CONSENT AGENDA

**2.1 Minutes Approval**

#### 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**

**3.5 Committee Reports**

#### 4. NOTICED PUBLIC HEARINGS

**None**

#### 5. REGULAR BUSINESS

**5.1 Items Removed From Consent (If any)**

##### **5.2 Prop 39 Offer**

The Board will consider a Prop 39 final offer of facilities made by Chico Unified School District.

**ACTION REQUESTED:** Accept Prop 39 Offer.

##### **5.3 1010 Cleveland**

The Board will consider approving the purchase of the property at 1010 Cleveland, Chico, CA 95926 from the County of Butte.

**ACTION REQUESTED:** Approve purchase of the property at 1010 Cleveland.

##### **5.4 Proposed Organization Chart**

A proposed organization chart for the 2016-2017 school year will be presented for approval.

**ACTION REQUESTED:** Approve organization chart.

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 agendaized for a future meeting.

**7. FUTURE AGENDA ITEMS**

**7.1 LCAP**

A final draft of the LCAP for 2016-2017 will be presented for adoption.

**7.2 Contracts for Business Services**

The Board will be asked to approve contracts for the 2016-2017 fiscal year for the Business Manager and Accountant.

**7.3 2016-2017 Original Budget**

**7.4 Approval of Board Candidates**

**8. CLOSED SESSION**

**8.1 Personnel Issue**

The Board will meet in closed session to discuss a personnel issue. Any actions will be reported in Open Session.

**8.2 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.

## **REGULAR MEETING MINUTES OF THE BOARD OF DIRECTORS**

**Location: Sherwood Montessori Room No. 4 746 Moss Avenue, Chico, California Date/Time: Thursday March 24, 2016 – 6:00 p.m.**

### **AGENDA 1. CALL TO ORDER 6: 10**

#### **1.1 Roll Call**

Chris Fosen, , Kristy Cowell, Mark Reiser, Curtis Anderson, Nili Yudice, Nicole Drummond

ABSENT: Peter DiFalco

### **2. CONSENT AGENDA**

#### **2.1 Minutes Approval**

Motion to approve-Curtis

Second to motion-Nili APPROVED

### **3. REPORTS AND COMMUNICATION**

#### **3.1 Director Report**

### **4. NOTICED PUBLIC HEARINGS None**

### **5. REGULAR BUSINESS**

#### **5.1 Items Removed From Consent (If any)**

#### **5.2 Board of Directors Committees**

It was decided that the board needs goals and objectives for the committees. This will be revisited possibly this June. It was decided that no action needed tonight.....we need long term goals and short term objectives.

#### **5.3 Local Control Accountability Plan**

The Director presented a draft of the 2016-2017 LCAP.

This draft was created to get input from stakeholders. Focus group will present final draft to the board for adoption.

#### **5.4 Special Education Program**

The Board of Directors was asked to consider membership in the Butte County Office of Education (BCOE) Special Education Local Plan Area (SELPA) or El Dorado Office of Education (EDOE) Charter Special Education Local Plan Area (CHELPA).

**ACTION REQUESTED:**

Approve membership in El Dorado CHELPA.

Motion to approve-Mark

Second to motion–Nicole      APPROVED

### **5.5 After Care Finances**

The Board Treasurer, School Director and School Business Manager met to discuss the current care financial situation and discuss solutions.

6 recommendations – all options were discussed – lost costs cannot be recouped by the end of the year –

Recommendation by Curtis:

Recommendation 1 : Keep the same

Recommendation 2: minimum 1 hour for 1<sup>st</sup> hour....15 minutes after that

Recommendation 3: eliminate 5:30-6:00 slot

Recommendation 4 : letter to families to explain changes

Recommendation 6: follow up

#### **ACTION REQUESTED:**

Approve recommendations.

Motion to approve as amended-Curtis

Second to motion –Kristy      APPROVED AS AMENDED

### **5.6 School Logo**

#### **ACTION REQUESTED:**

Approve recommended logo. HOWLING AT THE MOON!

Motion to approve logo - Nili

Second to motion Mark      APPROVED

### **6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA**

SMPO April meeting presentation re: Prop 39 offer from district.....PROP 39 offer needs our decision by May 1<sup>st</sup>.

**ITEMS NOT COVERED ON THI AGENDA:**

**7. COMMITTEE MEETINGS** time is late 8:30

*Ad-Hoc and Standing Committees of the Board of Directors may meet after business items are completed. Standing Committees of the Board that may meet at this time include the Curriculum Committee and the Policy and Charter Review Committee.*

**8. FUTURE AGENDA ITEMS**

**8.1 LCAP**

*A final draft of the LCAP for 2016-2017 will be presented for adoption.*

**8.2 Prop 39 Offer**

*The Board will consider a Prop 39 final offer of facilities which will be made by Chico Unified School District by April 1st.*

**9. ADJOURNMENT (Est. 8:30 p.m.)**





## MEMORANDUM

**To:** Board of Directors

**From:** Sherwood Montessori's Instructional Staff

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

**Date:** April 15, 2016 for the meeting of April 21, 2016

*The instructional staff were asked to write to the theme: How could an improved facility impact your work with Sherwood Montessori?*

### **Kindergarten -Teresa Shippen**

#### Kindergarten Board Report:

When I think of what I would wish for in an improved facility for our school many things come to mind. The first is space. I would like space so that we could create cozy corners and quiet areas for students who work best on their own, and with less distraction. A reading corner, or loft with cozy chairs would be a great space for students who need to cool off, or gather themselves. I would love for this classroom to have kindergarten bathrooms, and sinks for washing up. It would be wonderful if the classroom opened to the outdoors, where students could have access to works such as raking, sweeping, hammering, or just messy work. And of course a large rug area for our work mats and for us to gather as a classroom community. All of these would make a classroom beautiful and enticing to the students. It would also be wonderful to have a small room for students who need a break, or for the intervention team to pull students for speech, language or math help as needed. This would cut down on the time spent traveling to another work space. All of this should be bathed in beautiful, soothing colors and big windows with lots of natural light. Our plants would thrive and so would our children!

As an overall school facility, I think a large open space for gatherings is necessary. This space should be large enough for us to gather with our big buddies to work on projects together. It would also be nice to incorporate a music room, an art center and a computer lab for classrooms to visit. A school garden, green house and shed for tools would also be a part of this plan. We would need a school kitchen with some Kindergarten sized sinks, counters and other tools needed for cooking. All of these things would have big impacts on our students' work. Their sense of independence, and ability to perform tasks is centered around the environment they are in. It is very difficult to ask an easily distracted kid to stay focused in an overcrowded environment. Each student performs best when given the time and space, one that is age appropriate and relevant to their needs. And the outside playground is equally vital. Age appropriate areas where kindergarten kids can play, and also areas that are enticing to the middle school kids. Everyone needs quality outside time. It would be wonderful if these areas held challenges such as

balancing activities, rope bridges or perhaps a walking path to soothe restless students. This area should have a wide variety of trees to study and observe.

As you can see, my dreams are big. Given the right environment, our students could have more independence to engage in meaningful work. Giving the students a chance to think and dream in an environment that is age appropriate, and calm will enhance their ability to develop and grow in ways that are meaningful to themselves and their communities.

### **1st/2nd/3rd -Marlo Knox**

How could an improved facility impact your work with Sherwood Montessori?

It's my pleasure to apply what I learned through the North American Montessori Center in order to respond to this question. To practice the Montessori method one must first consider the design of the environment you will be practicing in. An improved facility would allow for environment design to take it's rightful place as one of the essential educators of our students. Aspects of a designed environment include a very particular classroom set up, full use of all available space, purposeful materials, and an outdoor area. Because of our current location much of my energy is spent attempting to maximize available space. A balanced approach to classroom design would be restored to my personal practice if available space was not so limited.

With adequate space the Montessori classroom setup could include the following:

- at least one large, open area, suitable for gathering as a group
- large unobstructed area for loud activities or gross motor activities
- A permanent snack area with table and two chairs
- Storage area for food
- Music area
- Library with many books, one or two chairs for reading, large table and two chairs for research
- Sink with towels
- Bathroom with toilet, sink, soap and towels at child height
- Storage for materials not in use
- Administrated area for office equipment and secure storage of forms, files, assessments, interviews, and cleaning supplies not suitable for use by students.
- A cloak room with a long bench to sit on to take off and put on shoes, hooks, mirror, a place for indoor/outdoor shoes

Montessori classrooms demand open space so that the students can move around easily and comfortably. We know the development of the child moves our students towards an interest in working in pairs and small groups in lower elementary. They need to spread out across several tables or in a large area of the floor, they stretch out as they work. They talk often with their peers. Space fosters students' independence.

Pets, plants, easels, drying racks, books displayed face up rather than spine outward, musical instruments, are just a few of the purposeful materials that could be made available in an improved facility.

I wish I had more time to improve my comments but I think I've made it clear. An improved facility is one of the most important ways I can be supported as a guide for our students at Sherwood. Thank you for your hard work towards making this goal a reality.

### **1st/2nd/3rd-Carin Anderson**

How could an improved facility impact your work with Sherwood Montessori?

1. Having a modified classroom in which children with special needs could spend some of the school day doing academic work in a less distracting environment would benefit all of the children. There would be less disruption in my classroom during worktime, and children with the need for this different environment could have their needs met more fully. The mainstreaming of these children could then be more effective and focused.
2. Having actual athletic fields would dramatically change our school experience. Children's need to run and move and play would finally be met in a spacious outdoor environment. And they would be able to play real soccer!
3. A school library is, in my mind, an essential part of a school community. Having access to a library would change the way my children research, read, and relate to books and information.
4. Having a space for music equipment, a potter's wheel, and other art materials would deepen our students' experience of music and art.
5. I wouldn't feel guilty about having a bigger classroom than most of my colleagues.
6. There would be space for shared materials, like computers, science and art materials, supplies, etc.
7. We could have a more functional kitchen program with a more functional kitchen.
8. The community could be strengthened by having a space in which to regularly gather; we could develop more of a sense of ourselves as part of a whole.

### **1st/2nd/3rd –Eric Parish**

How could an improved facility impact your work with Sherwood Montessori?

I currently teach in one of two classrooms that has adequate space for a class of students. However when they move on to upper elementary they go into classrooms that do not have enough space for the students or materials. Dr. Montessori spoke deeply about the liberty of movement and how important it was for a child's development. I try to create an environment where there is a good flow of movement in the classroom and there needs to be enough space and appropriate placement of the materials for this movement to take place. When the child moves into the upper elementary or junior high that flow and freedom of movement needs to continue. I would hope that an improved facility would enable all classroom teachers at Sherwood Montessori the chance to create environments with the appropriate space to allow for the placement of all the Montessori materials and good flow of movement.

### **4th/5th-Kellee Perez**

An improved facility would/could:

...provide a larger classroom where it would be feasible to set up, and leave set up, more of the Montessori materials for use.

..provide more work space for students.

..allow me to put more space between working students who have trouble staying focused.

..allow for more center type spaces in upper elementary for the sciences, arts, and computer based work.

...provide students with a larger more suitable place for outdoor games and activities.

...provide students with an enclosed space for lunch (especially when the weather is undesirable.)

...(possibly) provide staff with an adults only bathroom and a staff/break room.

...provide more space for the display of student work.

...provide space within the classroom where small groups can be held without disruption from those who are not working in the group, but are working with others and necessarily communicating.

...provide space for students to leave unfinished work in progress set up and ready to be continued at a later time.

#### **4th/5<sup>th</sup>-Tanya Parish**

Cycles consist of relationships between their components. For example, the water cycle consists of evaporation, condensation, and precipitation. The water molecules evaporate from the soil, lakes, and oceans only to condense again in the atmosphere by creating clouds of all types. The clouds then release these molecules to form the rain that replenishes the soil, lakes, and oceans. At each stage of this cycle, there are certain moments when the shift from one component to another is triggered. For example, the clouds fill with moisture, and they release rain.

In *Smart by Nature*, Michael Stone (2009) explains how schools also follow these natural cycles: Schools resemble ecosystems. They participate in the great cycles of matter and flows of energy. They are nested within larger ecosystems. The laws of physics and thermodynamics govern them. They require resources, which they transform, incorporate, and then recycle or discharge into other systems. They follow seasonal cycles. Some members spend much of their time inside their territory, while others migrate through them. They are organized as interdependent webs of relationship. Ideas and information function as energy does in a natural ecosystem, altering the system through complex feedback loops. School “ecosystems” coevolve with their members, while new patterns emerge through surprising nonlinear processes that their members can only partially direct. (p. 9)

A Montessori classroom is full of movement, integration, and interconnectedness.

Developmental levels in three-year increments, rather than by age, define the classroom groupings. Materials are displayed in an attractive manner around the Montessori classroom, and the “teacher” is the dynamic link between the child and the environment. Children are mostly responsible for their own choices of subject matter throughout the day and are observed and guided by teachers to ensure steady progress toward achieving developmental skills.

A Montessori classroom provides room for physical movement and socialization. To define an area within the classroom that is to be used as individual working space, children may choose to work on the floor with a rug or at a table. Again, this is the choice of the child. In *The Secret of Childhood*, Maria Montessori (1966) wrote, “Movement, or physical activity, is an essential factor in intellectual growth” (p. 97). By having control over their activities and movement within the environment, children become part of their environment as well as an active participant in the learning process.

The Montessori curriculum places the environment, the child, and the teacher in direct connection with each other. The child is learning from the environment and the teacher, and the teacher is learning from the child and the environment. As the cycle of learning continues, the teacher is able to adjust the environment to meet the needs of both.

Having an improved facility would impact my ability to provide the children with the movement and physical activity that is essential to the academic growth. The environment is so crucial to survival of our classroom ecosystem. With an improved facility I would actually be able to set the environment up so that it functioned as an integral part of the learning process. I would love to see myself connecting the children to the environment that had space to hold the materials that are currently inaccessible to the children, due to space constraints.

I see an improved facility allowing us to implement the Montessori philosophy and curriculum in a way that it was intended. To function as a cycle of interconnectedness that runs as naturally as the water cycle that, through the relationship of its components provides us life.

**6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>-Celeste Shults**

## **Middle School Board Report**

**April 2016**

**Theme:** How could an improved facility impact my work with Sherwood Montessori?

This is again a wonderful question to ask me as an educator at Sherwood Montessori. I think I should start by defining what I believe ‘improved facility’ means to me. I think an environment which provides adequate if not abundant space for a variety of learning to take place indoors. A facility that has technology set-up to be used readily and conveniently so that it can be used as a tool readily. Also, outdoor space so that kids and adults have the freedom to roam and discover. Lastly, an environment where kids and adults can create pockets of spaces which can showcase all of the creativity that our school has to offer.

Now, that I have defined what an improved facility would feel and look like, now I can answer the question above. It would impact my teaching at Sherwood Montessori on a minute by minute and hour by hour basis. As most of you already know since you were once a teenager is that teenagers crave space. They crave time to sit with themselves and think. A facility with ample room for small, medium, and large pockets of individual and small group space would be amazing. My students would flourish! My ability to work with kids without interruption and distraction I believe cannot be measured or quantified. I know that the payoffs will be huge in respect to the opportunities of self-growth and discovery for my students.

As an educator at Sherwood Montessori it would help me to have the tools I need ready to go instead of having to search for them in boxes or on shelves because they need to be tucked away due to a lack of space. To have them readily available to me and to my students will be wonderful. It will also help to have these tools out on a daily basis so that kids get used to seeing them and having an awareness of their daily use, so that when asked to use them independently they can do it readily with no apprehension or guidance needed. This will free up my time to work on the deep and meaningful learning environment that I want to create so that all kids can achieve their own personal best.

At the end of the day that is what my real work is all about at Sherwood Montessori. Helping each child that enters my classroom to learn what their true passion or calling in life is and how to go about obtaining more experience and knowledge in regards to their own unique passion. What questions do they need to ask? What tools do they need to acquire? What are the steps that they will need to take to get there?

I am looking forward to experiencing all that there is to offer in an improved facility. Thank you so much for asking me this incredibly important and impactful question. I will leave you with a picture of my kiddos, Michael, and I on our Bidwell Park scavenger hunt which ended at the Cheese in Caper Acres last month. Yes, they thought it would be cool to dab on the Cheese. This way they didn't have to say 'Cheese'. It looks like I might have been trying to make the 'Y' in YMCA!



### **Intervention Program-Jessica Ordaz and Kelli Kurth**

An improved facility is pivotal to the success of the services we provide for intervention and special education. It is no surprise to anyone that we have been piecing together appropriate settings for these services. While we have done our best to make do with the converted P.E. shed or little spaces here and there around campus, it is far from adequate for really providing the quality services that we have to offer. It has been increasingly clear that we cannot continue in this way. Over the past few years, our intervention program at the Tier 2 and 3 Levels has become solid with assessment, instruction, re-evaluation, parent meetings, and highly-trained personnel to run these practices. These include both academic and behavioral interventions. We are continually expanding and improving upon the structure and systems needed to reach our most complicated students. Now, as we look to the future of becoming our own LEA and providing our own special education services, it is crucial we have the space to be able to provide high-quality services. The Learning Center model is our ideal way to accomplish these goals. Having one classroom designated for intervention and special education groups would greatly enhance our ability to provide a continuum of appropriate services. These can range from having a beautiful environment, much like their own general education classroom, for students that need to continue to learn necessary academic skills to having an independent work station for students that need to learn how to work independently and in a quiet environment. There are so many things that can be accomplished in that type of setting! Best of all, a Learning Center can provide a space where all students can go to access what they need, free from the constraints that inadequate facilities impose. I appreciate that the Board of Directors, members from our community, and Michelle have been working tirelessly to secure a viable option for the benefit of our school. I am deeply grateful.

### **Garden-Kitchen Program-Chef Richie Hirshen**

Report from Richie to the Sherwood BOD.

I guess I've been so busy trying to make...making...it work with what I have, the little kitchen and garden, that until now I haven't stopped to dream. But this month's teachers' meeting, some recent peripheral conversations and the theme of this report triggered something in me. Now I have some big ideas.

The school's move will first make my garden bigger. That's already in place as well as a significant part of its infrastructure. If, as I've heard, there will be a (more) professional kitchen in the house 'adjacent' to the school, I envision stepping up our program...expanding community involvement, our farmers' market and publishing a 'real' (hardcover or at least fancy/professionally published) cookbook. I'm dreaming of replicating Dr. Montessori's Casa. Beyond dreaming, now I'm planning.



**MEMORANDUM**

**To:** Board of Directors

**From:** Romie Steffeson, SMPO President

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

**Report Date:** April 15, 2016 for the meeting of April 20, 2016

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April's SMPO Meeting was short and sweet, due to the school wide parent meeting regarding the Prop 39 offer. We received great feedback from the parents to volunteer for upcoming events and the SMPO revealed our new "swag" logo for the community. The Board will have to decide what the SMPO will do with the money collected in the 2016-2017 school year.

Romie Steffeson  
SMPO President





## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

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

**Date:** April 15, 2016 for the meeting of April 21, 2016

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- We are in our busy spring season! The end of the year brings a lot of excitement and activity as our students take their big field trips and get ready for testing in May. We have many celebrations and events to look forward to in the final months of school.
- Our Attendance Make Up Days netted a total of 57 attendance days and our efforts with Independent Studies have so far recouped 187 days that would have otherwise gone unfunded. Together, these efforts recovered 244 attendance days, which roughly represents \$11,468 in revenues earned that would have otherwise been lost.
- On April 6<sup>th</sup>, we were visited in the morning by Jed Wallace, the President and CEO of the California Charter Schools Association (CCSA) with Laura Kerr, our CCSA Managing Regional Director, and Casey Taylor, our Member Council Representative. That afternoon, we had our annual site visit from our authorizer, Chico Unified School District (CUSD). CUSD representatives included John Bohannon, Director, State and Federal Programs; Joanne Parsley, Assistant Superintendent, Student Services; David McKay, Director, Secondary and Alternative Programs; and Ted Sullivan, Director, Curriculum and Instruction, K-6 Oversight.
- I am deeply appreciative for the time Board Member Nili Yudice has been sharing with me weekly as we work on the Organizational Plan and leadership coaching.



**MEMORANDUM**

**To:** Board of Directors  
**From:** Curtis Anderson, Board Treasurer  
**Subject:** **Agenda Item 3.4 Treasurer Report**  
**Date:** April 15, 2016 for the meeting of April 21, 2016

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To: Sherwood BOD  
From: Curtis Anderson  
Date: April 14, 2016  
Subject: Monthly Treasurers Report

On April 6th I met with Business Manager Pat Casey and Mark Reiser from the New Facilities Subcommittee to review and discuss what the differences would be from a financial perspective between staying at our current site and moving to Chapman Elementary. We also discussed the additional cost estimates that would be required if we acquired and improved the 1010 Cleveland property. We compared the changes in costs and expenses against our estimated cash flow for the next three years and it is apparent that moving to Chapman will decrease our yearly expenses by around \$100k per year. There will be additional moving costs and renovation costs the first year so we estimate the savings the first year will be around \$30k and then \$100k for subsequent years. We ran some financial scenarios for the chance of decreased enrollment due to the disruption of the move. It appears Sherwood has adequate reserve funding to withstand a slight drop in enrollment for the first year after the move but it would be important to get enrollment back up as soon as possible. Pat agreed to generate a report that clearly depicts the differences between the different scenarios. I will have copies of this available at the next BOD meeting.

If we were to stay at our current site and at an enrollment of 150 students we would start having deficit spending starting in school year 2017/18 and the deficit would increase in the out years. We all agreed that moving to Chapman Elementary was in the best financial interest of Sherwood. If we stayed at our current location we would need to increase enrollment to overcome the increased expenses by increasing the number of children in each class.

Sincerely,

Curtis Anderson, Treasurer



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.2: Prop 39 Response to Final Offer**

**Date:** April 15, 2016 for the meeting of April 21, 2016

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**SUMMARY**

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

**DISCUSSION**

The Facilities Committee has made tremendous efforts to vet the offer from CUSD with District staff, the Sherwood community, and legal counsel.

This is by far the best offer we have received, and it comes at a critical time as Sherwood has outgrown our facility and needs access to more space to increase enrollment and become financially viable.

It is unlikely that we will see an offer of facilities in the future that works as well as this offer does for our needs.

**ACTION REQUESTED**

Accept CUSD's offer of facilities under Prop 39.

Attachment: CUSD's Final Offer of Facilities Under Prop 39



**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**

March 31, 2016

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 2016/17

Dear Ms. Yezbick:

This letter constitutes the Chico Unified School District's (CUSD's) Final Offer of Facilities to Sherwood Montessori (Sherwood) under Education Code Section 47614 ("Proposition 39") and California Administrative Code of Regulations, Title 5 Section 11969.9(h). CUSD offers the shared use of CUSD facilities at Chapman Elementary School, 1071 East 16<sup>th</sup> Street, Chico, CA 95928 for your Grades K-8 program.

**FINAL OFFER**

**Teaching and Non-Teaching Space Offered**

***Chapman Elementary School Campus***

CUSD offers the Chapman Elementary School Campus on a shared use basis. The campus is located at 1071 East 16<sup>th</sup> Street, Chico, CA 95928. The campus is on approximately 9.72 acres. The total square footage of CUSD-owned buildings being offered to Sherwood is approximately 9,272 sq. ft. and contains the following:

**Non-Shared Space**

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

**Shared Space**

Should you accept our offer, Sherwood would also be sharing a multiuse room, a library, staff restrooms and grounds with Chapman 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.

Ms. Michelle Yezbick  
March 31, 2016

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

151.40	Sherwood Projected ADA
<u>323.70</u>	Chapman Elementary School Projected ADA
475.10	Total ADA

31.87 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 45 minutes per day for each shared facility (library, multiuse room, grounds). Parking will be based on the current 137 parking spaces, allowing 44 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 Chapman Elementary School students, identification of Sherwood staff and students versus Chapman Elementary School staff and students, etc.

Relative to Nutrition Services, Chapman Elementary School is 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 Chapman Elementary School campus, integration of Sherwood students into the scheduled lunch periods will need to be negotiated and arranged.

### **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**

#### **Location of Allocated Space**

Page 2, "Location of Allocated Space", Paragraph 2 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.

#### **Allocation of Teaching Stations to the Charter School**

Since Sherwood has applied to the SELPA to be its own LEA for Special Education, CUSD has amended its offer to increase the number of classrooms from seven to eight to accommodate Sherwood's special education program.

Ms. Michelle Yezbick  
March 31, 2016

### Allocation of Specialized Classroom and Non-Teaching Stations Space

On Page 4 of Sherwood's response, you indicate that you will need one classroom divided into at least four interior rooms to meet your needs for specialized services. Many of our portable classrooms will accommodate your needs, if needed CUSD can assist with alterations to existing classrooms in order to accommodate your needs including constructing partition walls.

With respect to the use of the Chapman Elementary School grounds, Chapman students currently have the following:

Kindergarten: One 20 minute lunch/recess  
Grades 1-3: One 20 minute morning recess  
                  One 40 minute lunch/recess  
                  One 10 minute afternoon recess  
Grades 4-6: One 20 minute morning recess  
                  One 45 minute lunch/recess

CUSD will provide Sherwood the same access to its grounds as it provides for CUSD students. Use of shared field space for PE will need to be negotiated with the site administrator.

Regarding Sherwood's gardening program, Chapman Elementary School has numerous outdoor water sources. Sherwood is welcome to place a secure gardening shed on the Chapman Elementary School campus. Gardening sheds and equipment are donated by PTA/PTO for CUSD schools.

### Safety Considerations

CUSD has completed the perimeter fencing project at Chapman Elementary School as planned in the Phase 1 Safety & Security Project (See attached page detailing work at Chapman Elementary School). The entire plan can be reviewed by following this link: <http://www.chicousd.org/Departments/Facilities--Construction/Phase-I-Projects-FMP/index.html>. Any additional fencing requested by Sherwood will need to be negotiated.

### Facilities Use Agreement

While California Code of Regulations, Title 5, Section 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.

Ms. Michelle Yezbick  
March 31, 2016

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,

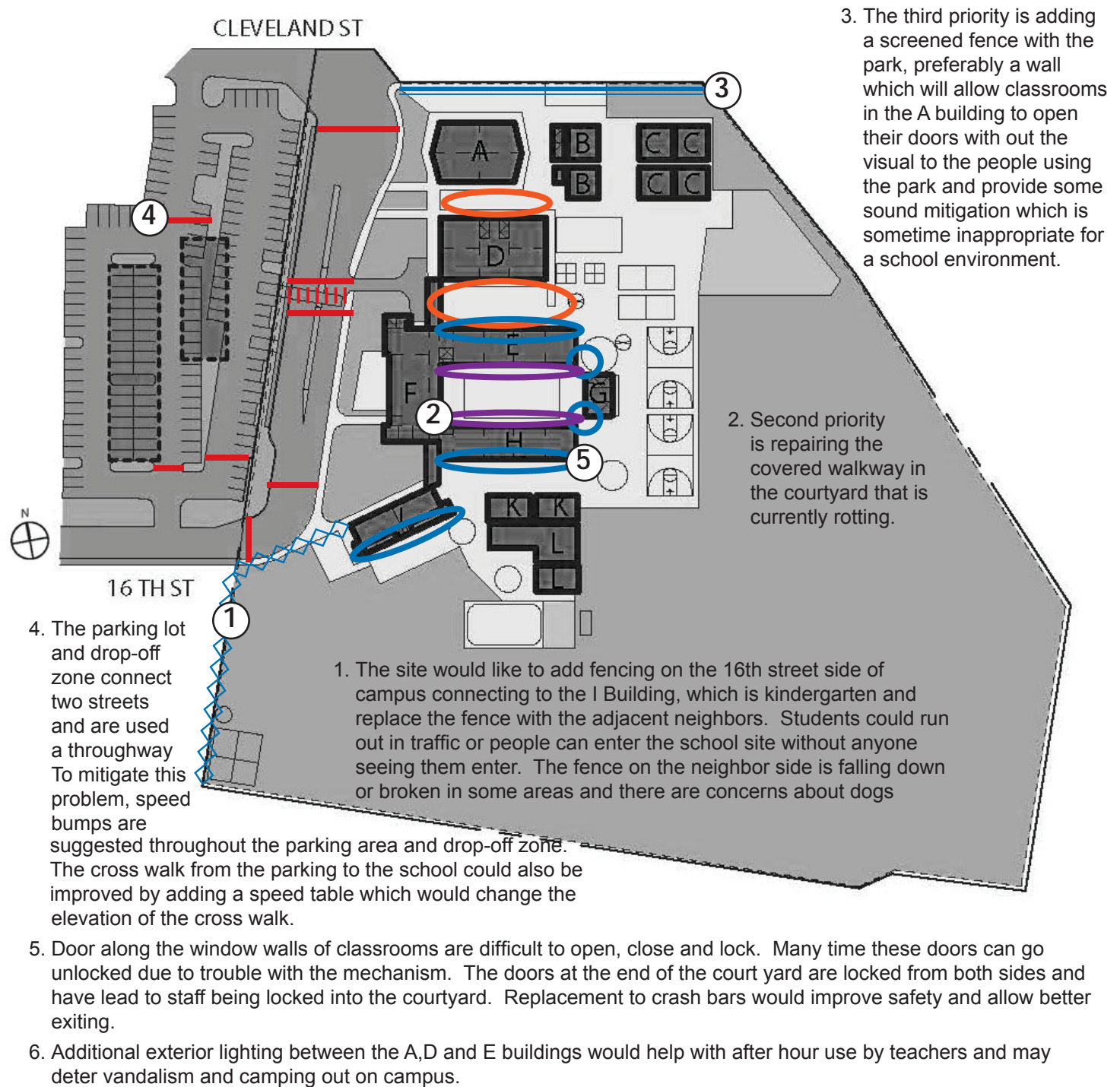
A handwritten signature in cursive script that reads "Julie M. Kistle". The signature is written in dark ink and is positioned above the printed name and title.

Julie Kistle  
Director, Facilities and Construction

Enclosures

Cc John Bohannon, Director, State and Federal Programs  
Kevin Bultema, Assistant Superintendent, Business Services  
Kelly Staley, Superintendent

# Chapman Elementary School



## Legend

#	Priority Number	◇◇◇◇	New Fence / Gates	■	Additional Striping
○	Additional Lighting	—	New Wall		New Cross Walk
○	Camera Coverage	○	Replace Door Locks/Doors	—	Speed Bumps
○	Other	////	Wood Replacement	⊗	New Sign





## **Chico Unified School District**

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

**Board Policy:**

**#7160**

**Section: 7000**

**Facilities**

**Page 1 of 2**

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### **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*



## ***Chico Unified School District***

*1163 East Seventh Street, Chico, CA 95928-5999  
(530) 891-3000*

**Board Policy:**

**#7160**

**Section: 7000**

**Facilities**

**Page 2 of 2**

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*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>*



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.3: Purchase of 1010 Cleveland**

**Date:** April 15, 2016 for the meeting of April 21, 2016

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**SUMMARY**

Sherwood Montessori has an opportunity to purchase the property at 1010 Cleveland, Chico for \$1.

**DISCUSSION**

The County of Butte is the current owner of the property at 1010 Cleveland Street in Chico. The property is 0.3 acre with an existing 800 square foot structure in good repair. The structure includes a kitchen and two rooms. The property was slated to go to auction because the County couldn't find a suitable long-term use or tenant. Upon researching our organization, County representatives were pleased to discover that we qualify as an agency to which they can transfer ownership. 1010 Cleveland shares a property line with Chapman Elementary and is zoned for use aligned with our program.

**ACTION REQUESTED**

Approve the purchase of 1010 Cleveland from the County of Butte for \$1.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.4: Proposed Organization Chart**

**Date:** April 16, 2016 for the meeting of April 21, 2016

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### SUMMARY

The School Based Intervention Team (SBIT) has created a proposed organization chart for the 2016-2017 school year.

### DISCUSSION

The School Director, SBIT Coordinator, and Math Intervention teacher meet weekly to monitor the SBIT program and plan for its optimal functioning. It has become clear, in this process, that it would be in the best interest of the school if an administrator, positioned laterally from the School Director on the organization chart, was given the authority to supervise the special education and intervention programs, collectively referred to as Multi-Tiered System of Support (MTSS). This change would increase efficiency in communications and functioning of these aspects of the program.

This administrator position would be best filled by an individual with expertise in special education and interventions. Currently, our SBIT Coordinator, Jessica Ordaz, is the employee best suited for this role.

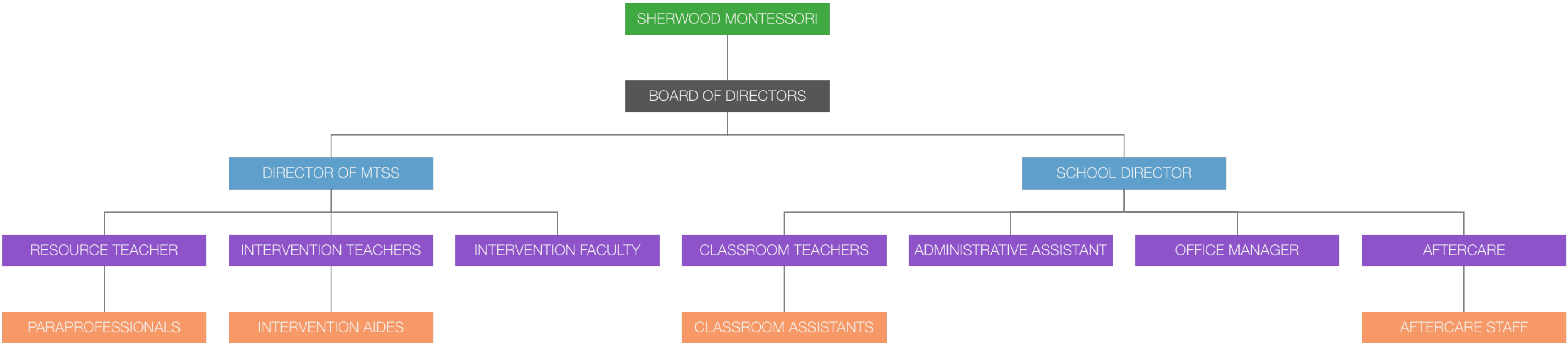
The position would be a 0.5 FTE with a proposed beginning annual salary of \$30,000. The position would not include benefits as it is half-time.

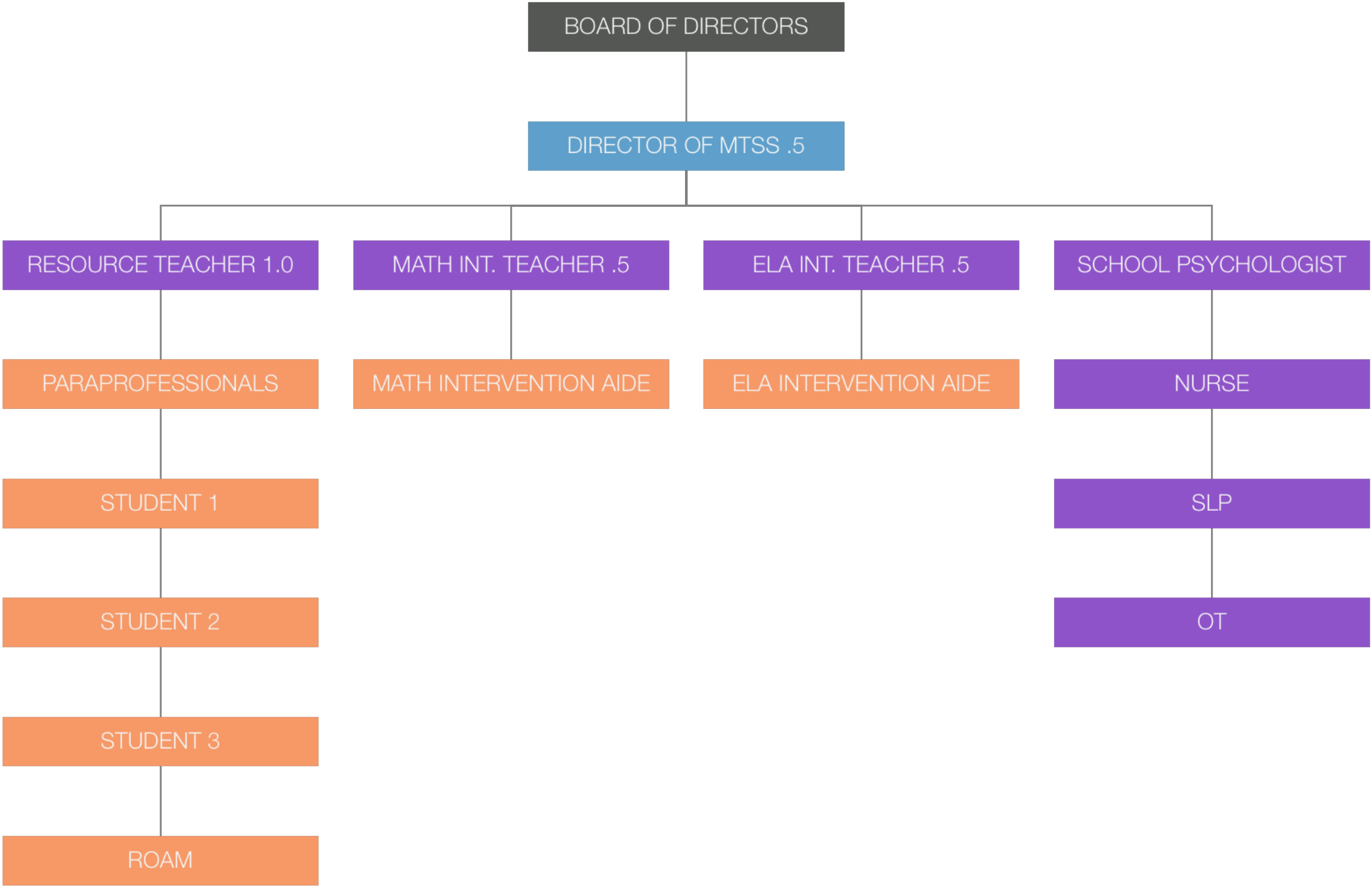
Approval of this position would require the Board evaluate the employee directly approve a contract on an annual basis.

### ACTION REQUESTED

Approve the proposed organization chart.

Attachments: Proposed organization chart, detail of MTSS.







## **SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS**

**Location:** Chico Country Day Middle School  
1054 Broadway St, Chico, California  
**Date/Time:** Tuesday, April 12, 2016 – 5:30 p.m.

### **AGENDA**

#### **1. CALL TO ORDER**

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Nicole Drummond, Nili Yudice, Curtis Anderson

#### **2. CONSENT AGENDA**

**None**

#### **3. REPORTS AND COMMUNICATION**

##### **3.1 School Facilities 2016-2017**

Members of the Facilities Committee will present a report to the Sherwood community regarding the decision facing the Board to secure facilities for the school for the 2016-2017 school year. The parents, teachers, and community members invested in Sherwood are encouraged to attend and ask questions and give feedback to the Board. No decision regarding facilities will be made at this meeting, a decision will be made at the Regular April Meeting on April 21<sup>st</sup>, 6:00 p.m., in Room 5 at Sherwood Montessori, 746 Moss Ave., Chico, CA.

#### **4. NOTICED PUBLIC HEARINGS**

**None**

#### **5. REGULAR BUSINESS**

**None**

#### **6. ADJOURNMENT (Est. 8:00 p.m.)**

Note: the regular SMPO meeting will also be held. Please refer to the SMPO agenda for items related to the SMPO meeting.

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.



## REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**  
**746 Moss Avenue, Chico, California**  
Date/Time: **Thursday March 24, 2016 – 6:00 p.m.**

### AGENDA

#### 1. CALL TO ORDER

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Curtis Anderson, Nili Yudice, Nicole Drummond

#### 2. CONSENT AGENDA

**2.1 Minutes Approval**

#### 3. REPORTS AND COMMUNICATION

**3.1 Director Report**

#### 4. NOTICED PUBLIC HEARINGS

**None**

#### 5. REGULAR BUSINESS

**5.1 Items Removed From Consent (If any)**

##### **5.2 Board of Directors Committees**

An idea to revamp existing Board of Directors Committees will be presented.

**ACTION REQUESTED:** Approve committees revamp.

##### **5.3 Local Control Accountability Plan**

The Director will present a draft of the 2016-2017 LCAP.

**ACTION REQUESTED:** Discuss LCAP, take feedback from stakeholders, and suggest potential revisions.

##### **5.4 Special Education Program**

The Board of Directors will be asked to consider membership in the Butte County Office of Education (BCOE) Special Education Local Plan Area (SELPA) or El Dorado Office of Education (EDOE) Charter Special Education Local Plan Area (CHELPA).

**ACTION REQUESTED:** Approve membership in El Dorado CHELPA.

##### **5.5 After Care Finances**

The Board Treasurer, School Director and School Business Manager met to discuss the current care financial situation and discuss solutions.

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**ACTION REQUESTED:** Approve recommendations.

#### **5.6 School Logo**

The SMPO has collected parent input regarding a school logo and has a recommendation for approval.

**ACTION REQUESTED:** Approve recommended logo.

#### **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 agendaized for a future meeting.

#### **7. COMMITTEE MEETINGS**

**Ad-Hoc and Standing Committees of the Board of Directors may meet after business items are completed. Standing Committees of the Board that may meet at this time include the Curriculum Committee and the Policy and Charter Review Committee.**

#### **8. FUTURE AGENDA ITEMS**

##### **8.1 LCAP**

A final draft of the LCAP for 2016-2017 will be presented for adoption.

##### **8.2 Prop 39 Offer**

The Board will consider a Prop 39 final offer of facilities which will be made by Chico Unified School District by April 1<sup>st</sup>.

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

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## **REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS**

**Location: Sherwood Montessori Room No. 4 746 Moss Avenue, Chico, California**

**Date/Time: Thursday February 18, 2016 – 6:00 p.m. AGENDA 1.**

### **CALL TO ORDER**

**1.1 Roll Call Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Curtis Anderson, Nili Yudice, Nicole Drummond**

### **2. CONSENT AGENDA**

**2.1 Minutes Approved by unanimous vote**

**2.2 School Accountability Report Card (SARC) pull from agenda**

**2.3 Field Trip Approval**

**2.4 Budget Committee Member Approval**

**Mark motion to approve...Nili second**

### **3. REPORTS AND COMMUNICATION**

**3.1 Instructional Staff Report Board is pleased with teacher input...how do we help?**

**3.2 Sherwood Montessori Parents Organization Report –Romi\_ working on parental participation....all group leaders have agreed to stay on for one more year....**

**3.3 School Director Report**

**LEA approved\_**

**BCOE SELPA making positive changes\_**

**El Dorado.....relevance...may be able to recommend staying with BCOE...possible brief comparison for the board?**

**Decide by April**

**3.4 Treasurer Report**

**- budget subcommittee meeting – we are good**

### **3.5 Committee Reports**

#### **New School Site Committee**

Find a new site looking at everything.....

Looking at additional space for middle school.....Unitarian church.....they need an educational permit.....presented to board and they are ready to receive info....things are moving....

Prop 39 process

#### **Winter Performance –**

funds development committee – Mark -\

Tried to raise \$ for school....done

Focusing on community.....done

Catalog the experience .... A LOT of work.... A work in progress

#### **SHERWOODSTOCK –**

planning team meets tomorrow..... permit needed this year...submitted and in process.... hearing March 22....county planning commission....property owner wants to see that everyone is working together....all schools...

#### **OPERATIONAL PLAN.....**

template....address communication Nili....Mark....Curtis.....Michelle

#### **EXISTING SITE COMMITTEE-**

renewing contract with Lutheran church....

meeting.....request new room? Renew contract for remaining time.....???

Contract expires April 2016 Chris will have info next month

### **3.6 Literacy Specialist Report – Danielle Mennucci –**

Was here 5.5 years-with 20 years' experience-would love to see program continue – program will need space and \$. Reading literature combined with writing. Motivation – maturity – skill combined the groups 4<sup>th</sup>-8<sup>th</sup>

### **4. NOTICED PUBLIC HEARINGS None**

## **5. REGULAR BUSINESS**

### **5.1 Items Removed From Consent (If any)**

#### **2.2 School Accountability Report Card (SARC)**

**Report received by the board.**

### **5.2 Spanish and Literacy Instruction**

**The Director will request Board approval for next steps in addressing changes in Literacy and Spanish program.**

**Teachers would like the opportunity to attend a Montessori conference on a biennial basis to access professional development to inform and inspire literacy instruction in the classroom instead of a pull-out model.**

- Teachers feel the needs of our student population would be best suited with an English language intervention teacher on staff to address needs in reading and writing for students needing more support than can be provided by the classroom teacher.**

**ACTION REQUESTED: Discuss next steps and give guidance to Director.**

To director: budget for ProDev and planning for ProDev

### **5.3 Annual Financial Audit The Board of Directors will be asked to approve the annual audit.**

**ACTION REQUESTED: Approve annual audit.**

**Discussion: Accept audit.....not approve. DONE!**

### **5.4 Proposition 39 We have received an offer of facilities through the Prop 39 process.**

**ACTION REQUESTED: Approve or reject offer.**

....Prop 39 We have been offered 8 classrooms....7+1....av.950 sqft @ Chapman Elementary. Chapman Capacity 500 now 350. Look @ offer and reply by March 1.

April 1 for final offer from district.

May 1 we need to accept or decline. Accept means we enter into negotiations with district. Will save us \$....

Counter offer? CHRIS: no decision tonight.....Director draft a counter offer to keep lines open. Need one more room for Special Ed. More facility time use.....45%? Fencing? Kitchen....garden area. Time to research....statement from the board about the process.

**5.6 Second Interim Budget**                      A second interim budget has been created by the Budget Committee.                      **ACTION REQUESTED:** Approve budget.      Curtis motion to approve...Peter second....**APPROVED**

**5.8 Middle School Trip Funds Request**                      Our middle school teacher is requesting funds to assist in taking all students to Ashland for the Shakespeare Festival.

**ACTION REQUESTED:** Approve funds for the trip.

**DISCUSSION:** We need a policy.....we should fund this and go from there Kristy move to Approval for Michelle to spend over her 2000 mark. Up to 2500....second Mark Voted in!

**Cautions:** one of a few trips.....diligence is necessary.

**6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA - none**

**7. FUTURE AGENDA ITEMS**

**7.1 LCAP Draft** A draft of the LCAP for 2016-2017 will be presented for public feedback and feedback from the Board.

**5.5 Board of Directors Committees**                      An ideas to revamp existing Board of Directors Committees will be presented.                      **MOVE TO NEXT AGENDA**

**ACTION REQUESTED:** Consider committees revamp and advise School Director on next steps.

**5.7 Home School Program**                      The School Director will present information gathered on the viability of opening a home school program.

**ACTION REQUESTED:** Advise School Director on next steps.                      **MOVE TO NEXT AGENDA**

**8. MEETING ADJOURNED 8:00 PM**



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 3.1 School Director Report**

**Date:** March 18, 2016 for the meeting of March 24, 2016

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A presentation will be given on our visit to High Desert Montessori School, Reno.  
Information regarding developing an Independent/Home School Program will be shared.  
Information regarding the developments with the school bond will also be shared.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.2 Board Committees**

**Date:** March 18, 2016 for the meeting of March 24, 2016

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### SUMMARY

The Board has formed several committees it foresees as useful for completing work this school year. An alternative model to these has been proposed.

### DISCUSSION

Some committees of the Board are required and need to remain in place. However, it may be more efficient to approach the idea of Board Committees differently. Director Nili Yudice shared an idea that may be a more efficient use of directors' time. Her proposal would be to form committees around specific events or projects the Board wishes to accomplish.

For example, When SMPO approached the Board about a logo, a committee could be formed to move that project forward. Board members could volunteer to help lead the project and recruit parents and others who could move the project forward. This could also apply to fundraising events, needs of the director, board members' projects, or other needs of the school as they arise. This model may be a better model for a volunteer group of directors who have limited time, but want to see the time spent have impact.

### ACTION REQUESTED:

Review Board Committees that have been formed already and decide if alternative proposal should be adopted.

Attachment: Board Committees 2015-2016



## Committees of the Board of Directors 2015-2016

<u>Board Name</u>	<u>Req'd?</u>	<u>Ad hoc /Standing</u>	<u>Charge/Priorities</u>	<u>Members</u>
Safety committee	Yes	Ad-Hoc	Review the Safety Policies and to bring any needed changes to the Board for approval.  Must perform an audit	Mark Director  Kristy  <i>Invite/Recruit</i>
Executive committee	Exists by default, may be invoked	Standing	As needed for executive needs, only acts if the Board asks them to meet.	Chair - Chris  Vice Chair - Peter  Secretary - Kristy  Treasurer - Curtis
Elections	Yes	Ad-Hoc	Must have 2 Board members who are not terming out this year, + SMPO member.	Nili  Mark  <i>Needs SMPO member</i>
Audit Committee	Yes	Standing	Certifies the work of the Auditor in Nov/Dec to certify/investigate  Only if necessary, hire a new Auditor	Curtis
Budget Committee	Yes	Ad-Hoc	Review budget information, make recommendations for future budgets.  Could investigate capital.	Treasurer - Curtis  Kelli Kurth  Director





### Committees of the Board of Directors 2015-2016

Communication Sub-committee	No	Ad-Hoc	Develop communication strategy (branding, encouraging participation, etc).	Nili Nicole Mark <i>Invite/Recruit</i>
Curriculum Committee	No	Standing	Oversight of the curriculum and alignment with the mission of the school. Support needs	Nili Kristy Chris
Campus Improvement Committee	No	Ad-Hoc	To be responsive to the needs of the school occupying our current site and to ensure it supports the Montessori education mission.	Nicole Chris Kristy
New Site Committee	No	Ad-Hoc	Continue the ongoing work in developing the business case and relationship with investors and real estate professionals with the goal of obtaining a new site for the school.	Peter probably Jeff Page Curtis Mark
Fundraising Committee	No	Ad-Hoc	Work with SMPO to raise funds for the school, and coordination of fundraising efforts	Mark Peter Nili
Policy and Charter Review Committee	No	Standing		Chris Curtis



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **2016-2017 LCAP (Local Control and Accountability Plan)**

**Date:** March 18, 2016 for the meeting of March 24, 2016

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### SUMMARY

Each public school, public school district, county office of education, and charter school in California must adopt an updated LCAP by July 1, 2016.

### 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 1<sup>st</sup>. 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.

This updated LCAP was created by focus group members who looked at input gleaned from surveys answered by stakeholders, including: students, parents, teachers, staff, and community members. The purposes of this presentation is to take further suggestions in a public meeting for the creation of the final draft of the LCAP for 2016-2017 to be presented for adoption before July 1.

### ACTION REQUESTED:

Discuss LCAP, take feedback from stakeholders, and suggest potential revisions.

*Note: A hard copy summary of the LCAP will be available at the meeting. The summary will be posted on the school's website, for stakeholders' access, as a separate document from this agenda.*



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.4-Special Education**

**Date:** March 18, 2016 for the meeting of March 24, 2016

### SUMMARY

Sherwood will need to join a SELPA or CHELPA to become a Local Education Agency (LEA) for special education. The Board will choose between BCOE SELPA or El Dorado CHELPA.

### DISCUSSION

In order for Sherwood to become an independent provider of special education services, rather than contracting services with Chico Unified School District (CUSD), we must belong to a SELPA or CHELPA. SELPAs and CHELPAs are regional special education service delivery systems that have traditionally been based on geographical area. Sherwood has an opportunity to join our local SELPA, or a charter SELPA, or CHELPA, that is based in El Dorado County.

The main factors to compare between the two are summarized in the chart below:

	<b>BCOE SELPA</b>	<b>El Dorado CHELPA</b>
<b>Voice</b>	Voting structure is being worked on at the SELPA. Past voting structures has Sherwood sharing one of ten votes with CUSD. Latest proposed change gave Sherwood one shared vote with charters.	Each LEA that is a member of the CHELPA gets one vote. Almost all decisions are made by consensus.
<b>Support</b>	Excellent local providers with whom we have relationships.	Sherwood would need to hire or contract all service providers.
<b>Relevance</b>	Charters in Butte have space for addressing charter issues as parts of meetings or in separate meetings.	All members are charters, so all material presented in all meetings is relevant to charters.

<b>Funding</b>	<p>Changes in the funding model have been proposed but it is not likely that they will happen before 2017-2018. Current funding model has a significant amount of money diverted from charters and small districts to support big district programs.</p> <p>AB 602 State \$44,101 Federal \$15,595 Total \$59,696</p>	<p>Funding model is based on ADA, no funds are diverted from one LEA to any other LEA.</p> <p>AB 602 State \$74,487 Federal \$18,394 Total \$92,881*</p> <p>*Less set-aside &amp; administrative fee</p> <p>Administrative fee: Year 1=6% Year 2=5% Year 3=4% or 5% Year 4=4%</p> <p>Set-aside: Set-aside is a one time payment, adjusts downward over time, to protect for future instability. Resides with the CHELPA and earns interest. "Vests" after completion of 4 years. If a charter leaves before 4 years, set-aside stays behind. Starts at 5%, reduces over 5 years to 1% with a maximum of \$50,000.</p>
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Although changes may occur in the near future with our local SELPA, currently it appears at this time that El Dorado CHELPA would be a better choice for Sherwood.

**ACTION REQUESTED:**

Approve membership in the El Dorado SELPA.



## MEMORANDUM

**To:** Board of Directors

**From:** Curtis Anderson, Board Treasurer

**Subject:** **Agenda Item 5.5 After Care Finances**

**Date:** March 18, 2016 for the meeting of March 24, 2016

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### SUMMARY

A meeting was held to discuss after care finances that resulted in several recommendations for the Board to consider.

### DISCUSSION

Sherwood Aftercare Finance Meeting Summary

Date: March 3, 2016  
Attendees: Michelle, Pat, Curtis

Summary:

1. At a previous budget meeting Michelle had mentioned the Aftercare Program was underfunded this year by about \$5,000. We scheduled this meeting to discuss the details and to develop recommendations to the BOD to address the issues. Michelle thought this was due to not collecting enough money for each hour, and from about \$2,000 of non-payment by parents.
2. Pat had done a preliminary analysis based on hourly cost of employees and incoming revenue and had estimated the shortfall to be about \$15,000 for the year. Michelle thought this was more than the actual amount. Pat estimated that we needed to bring in about \$30 per hour for every hour we are offering service to break even.
3. So we focused on two main priorities: Making sure we cover our operating cost, and recovering past debt owed.

4. We do not charge for teachers that use aftercare.
5. We do not charge students that use aftercare that participate in the free and reduced lunch program.
6. We looked at the morning program:
  - a. We are charging by the minute at \$5.00 per hour which translates to 8.3 cents per minute. We reviewed the in and out time for several students and there are lots of students for only a few minutes. For example one student was present for 4 minutes and they got a charge of 33 cents for the day. We can't recover the cost of the personnel using this per minute charge.
  - b. **Recommendation 1**: Charge everybody a flat fee of \$3.00 for every morning they use the service. We need to have an employee available so this is the simplest way of recovery the cost. We can review this in a few months to see if we can lower this cost based on usage.
7. We looked at the after school program:
  - a. It was difficult to create a breakdown of usage because of the way the time was logged for timekeeping. Pat manually created a grid of student-hour usage for 2-3 on Wednesdays, 3-4, 4-5, 5-:530, and 5:30-6. It appears that there is lots of usage during 3-4. It appears there is slightly less usage from 4-5. Most of the usage from 5-5:30 is teachers and staff. There is very little usage from 5:30-6.
  - b. **Recommendation 2**: Change the minimal charge from one minute to 15 minutes. We can't have employees come and go every minute so we need to recover our employee costs better. The cost will be \$1.25 per 15 minute increment.
  - c. **Recommendation 3**: Eliminate the 5:30 to 6:00 time slot and look at the 5:00 to 5:30 time slot to see if that could be eliminated too.
8. We looked at the past due bill data. Michelle explained that Adriane is quite frustrated by the lack of response to her emails to try and get past due bills paid. There are about eight families that are past due on their payment.
  - a. **Recommendation 4**: Have Curtis Generate a letter to all families with past due bills requesting immediate payment. The letter should ask them to contact Adriane immediately if they need to make arrangements for a payment plan to get current.
  - b. **Recommendation 5**: ~~Make a new rule that families that are more than 30 days past due on paying their after care bill will be prohibited from participating until they have paid their bill.~~
9. We discussed that the law states that the school has some type of liability from the time kids are out of the custody of the parents (drop off, leaving home, etc.) until they are back home again. We need to consider this as we develop new rules.
10. **Recommendation 6**: Follow up with a check after a month or two of the new system to make sure we are recovering our costs.

11. **Recommendation 7:** Discuss these issues with the BOD and ask them to consider approving all these recommendations at the next BOD meeting.

Recommendation 5 above is stricken due to information received via referral from Lisa Speegle, CBO of Forest Ranch Charter School. Lisa referred us to the following:

Retrieved from <http://www.cde.ca.gov/re/lr/fm/fma1202.asp>, March 11, 2016 at 3:33 p.m.



## FISCAL MANAGEMENT ADVISORY 12-02

**DATE:** April 24, 2013

**TO:** County and District Superintendents  
Charter School Administrators

**FROM:** Jeannie Oropeza, Deputy Superintendent  
Services for Administration, Finance, Technology, and Infrastructure  
Branch

**SUBJECT: Pupil Fees, Deposits, and Other Charges**

This Advisory updates Fiscal Management Advisory 12-01. It reflects the most recent legislation, including AB 1575 (Stats. 2012, c. 776) which noted that it was “declarative of existing law.” It also reflects the most recent California Supreme Court interpretations.

### Child Care and Development

T. Fees for child care and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in EC Section 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (EC

Sections 8239, 8250(d)(3), 8263(g),(h), 8265, 8447(g), 56000.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (EC Sections 8487 and 8488.)

### **After School Programs**

- X. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee. (EC Section 8482.6)

**ACTION REQUESTED:** Approve recommendations 1-4, 6, &7.





**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.6: School Logo**

**Date:** March 18, 2016 for the meeting of March 24, 2016

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**SUMMARY**

The SMPO would like to have Board approval of a new school logo.

**DISCUSSION**

SMPO President, Romie Steffenson, has coordinated with SMPO member and parent volunteer, Danielle Kappenman, to create a new school logo. Danielle is a professional graphic designer. She came up with several versions of a logo with our school mascot: the wolf pack, and school colors: green and brown. Parents were asked to give input, and a finalist was chosen.

**ACTION REQUESTED:**

Approve school logo.

### Sherwood Montessori LCAP Progress 2016-2017

Goal	Difference/improvement	Metrics	Cost (change from 2015-16)	Rationale for changes
Goal 1.1: Provide highly qualified teachers for all students.	Maintain 100% highly qualified credentialed teachers	Credentials – CALPADS annual Credential Report; CCSS Training Pro.Dev.	\$1,200 (no change in funding)	Goal was accomplished, so there will be no changes.
Goal 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	Provide professional development on CCSS and the Montessori method. Fund teachers' professional development for attendance to AMS Conference.	Sign-In, Records of Montessori training, <b>Metrics:</b> Credentials – CALPADS annual Credential Report; CCSS Training Pro.Dev.	\$3,350 (Increase from \$2,000)	Long-term goal, not yet done/met. Next steps identified. Expenditures increased to allow teachers to attend AMS Annual Conference.
Goal 1.3: Provide a broad range of Montessori materials.	Maintain materials in good repair and replace/add to materials as needed.	Sign-In, Records of Montessori training	\$1500 (slight decrease in funding)	Projected expenditures based on actual spending. <i>Could be increased if budget allows.</i>
Goal 1.4: Provide a facility in good repair and improve PE/recess equipment.	Maintain and improve school facility-add to PE/recess equipment. Improve cleanliness of lunch area.		\$3,800 (increase from \$3,500)	There has been an increased focus by parent volunteers to improve the facility. Bathrooms and exterior features were painted. Funding for promoting library use is eliminated as goal of promoting use of the local branch of the library was accomplished. Improvement is needed in custodial, especially around lunch area. Funds for a leaf blower are allocated, as well as staff time to clean the lunch area. PE/recess equipment to be maintained and expanded as needed.
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.	Retain qualified MTSS Director to work collaboratively with Director, teachers, and parents overseeing the SBIT/intervention and special education programs.	Literacy- Benchmark reading and writing assessments. Math - Smarter Balanced Assessment in Math	\$11,782 (increase from \$10,960)	The SBIT program has been very successful and will continue in terms of actions and services. An increase in funding covers anticipated salary increase as a portion of the MTSS (Multi-Tier Systems of Support) Director's job duties. Sherwood will be an independent LEA for the purposes of special education in

### Sherwood Montessori LCAP Progress 2016-2017

Goal	Difference/improvement	Metrics	Cost (change from 2015-16)	Rationale for changes
	Collect data to determine which students need access to the SBIT process.			2016-2017, and the current SBIT Coordinator position will become the MTSS Director position.
Goal 2.1: Ensure that parents understand the ways the school communicates with students' families.	Parent survey results will reflect an increase in positive responses to questions about communication from school to home.	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	\$4,000 (decrease from \$6,140)	Survey results showed that parents felt there was improvement in communication, but there is still room for growth.
Goal 2.2: Ensure that parents understand the nature of the Montessori method of education.	Parent education sign-in sheets will reflect an increase in the number of parents accessing these opportunities.		\$500 or \$800 (no change or increase by \$300)	Expenditures will remain at \$500 to cover Director's salary/time or increase to include a facilities rental, depending on facilities decisions made.
Goal 2.3: Improve parent involvement and volunteerism.	Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.		\$1,000 (decrease in funding)	The school community has made significant progress in this area. Funding decrease reflects the decrease in attention needed in this area as parent volunteers take more leadership roles.
Goal 2.4: Increase attendance and graduation rates for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Implement conferences with parents of chronically absent students.		\$750 (decrease from \$1,200)	Use of Independent Studies and Attendance Make-Up Day have improved attendance rates. Office staff clarity on SARB (Student Attendance Review Board) procedures and involvement in SARB proceedings have also resulted in improved attendance; conferences have been used to communicate clear expectations around attendance.
Goal 3: Socioeconomically disadvantaged students will have access to free or reduced lunch	The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	Applications for free or reduced lunch.	\$500 (decrease from \$1,600)	Strategies have been identified to increase paid participation in the lunch program. Expenditures decreased to reflect actual spending.

### Sherwood Montessori LCAP Progress 2016-2017

Goal	Difference/improvement	Metrics	Cost (change from 2015-16)	Rationale for changes
Goal 4: Socioeconomically disadvantaged students will have access to free child care after school and during school events	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.	Applications for free child care.	\$5,000 (increase from \$3,600)	Increase in funding is based on actual spending.



## REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**  
**746 Moss Avenue, Chico, California**  
Date/Time: **Thursday February 18, 2016 – 6:00 p.m.**

### AGENDA

#### 1. CALL TO ORDER

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Curtis Anderson, Nili Yudice, Nicole Drummond

#### 2. CONSENT AGENDA

- 2.1 Minutes Approval**
- 2.2 School Accountability Report Card (SARC)**
- 2.3 Field Trip Approval**
- 2.4 Budget Committee Member Approval**

#### 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**
- 3.5 Committee Reports**
- 3.6 Literacy Specialist Report**

#### 4. NOTICED PUBLIC HEARINGS

None

#### 5. REGULAR BUSINESS

##### 5.1 Items Removed From Consent (If any)

##### 5.2 Spanish and Literacy Instruction

The Director will request Board approval for next steps in addressing changes in Literacy and Spanish program.

**ACTION REQUESTED:** Discuss next steps and give guidance to Director.

##### 5.3 Annual Financial Audit

The Board of Directors will be asked to approve the annual audit.

**ACTION REQUESTED:** Approve annual audit.

##### 5.4 Proposition 39

We have received an offer of facilities through the Prop 39 process.

**ACTION REQUESTED:** Approve or reject offer.

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.

### **5.5 Board of Directors Committees**

An ideas to revamp existing Board of Directors Committees will be presented.

**ACTION REQUESTED:** Consider committees revamp and advise School Director on next steps.

### **5.6 Second Interim Budget**

A second interim budget has been created by the Budget Committee.

**ACTION REQUESTED:** Approve budget.

### **5.7 Home School Program**

The School Director will present information gathered on the viability of opening a home school program.

**ACTION REQUESTED:** Advise School Director on next steps.

### **5.8 Middle School Trip Funds Request**

Our middle school teacher is requesting funds to assist in taking all students to Ashland for the Shakespeare Festival.

**ACTION REQUESTED:** Approve funds for the trip.

## **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 LCAP Draft**

A draft of the LCAP for 2016-2017 will be presented for public feedback and feedback from the Board.

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

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

## MEETING NOTICE OF THE BOARD OF DIRECTORS BOARD RETREAT

Date/Time: January 21, 2016 6:00 p.m. Location: 746 Moss Ave., Chico, CA 95926

### AGENDA

#### 1. CALL TO ORDER

1.1 Roll Call Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Nicole Drummond, Nili Yudice, Curtis Anderson

#### 2. CONSENT AGENDA

2.1 Minutes Approval APPROVED

#### 3. REPORTS AND COMMUNICATION None

##### BOARD COMMITTEE REPORTS:

Peter-funds.....date set for Sherwoodstock....committees forming

New school site committee.....Peter.....unitarian board meeting last Tues. no word back.....

Campus improvement.....Nicole.....Celeste and door project.....brainstorming ideas on grass....Chris.....renewal of contract.....lapses April 1.....will meet with head trustee next week.....

Curtis....prop 39 questions

Michelle.....charter issues and bond with CUSD board report.....positive forward movement with CCSA's help Curtis.....SB740 % changes???

Curtis.....financials looking good....no concerns

Board received Financial Statements and Supplementary information with independent auditors' report June 30, 2015

#### 4. NOTICED PUBLIC HEARINGS None

#### 5. REGULAR BUSINESS

5.1 Items Moved from Consent (If any) NONE

5.2 Director as Signatory for Paychecks The Director will request to be added as a signatory to the bank account for signing paychecks only.

Discussion: just for signing paychecks....no other issue here. Motion to accept with change to add Nili.....Curtis.....Nicole second. APPROVED

Motion to accept Michelle and Nili as signators.....motion by  
Chris.....second.....Curtis....APPROVED

ACTION REQUESTED: Approve request.

5.3 Independent Study Program A proposal to add an Independent Study/Home School Program will be presented.

ACTION REQUESTED: Approve proposal. Motion to research and come back with real proposal..... APPROVED

5.4 Operational Plan An outline for an Operational Plan will be presented to the Board.

ACTION REQUESTED: Give feedback to Director regarding Operational Plan.

5.5 School Calendar ACTION REQUESTED: Approve calendar amendment.

One day must be removed from our academic calendar for the 2015-2016 school year.

13<sup>th</sup> of May....Motion by Kristy..... second.....Chris.....APPROVED

5.6 Spanish and Literacy Instruction

The Director will request Board approval for next steps in addressing changes in Literacy and Spanish program.

ACTION REQUESTED: Discuss next steps and give guidance to Director.

DISCUSSION: Go to teachers and let them choose how to use the \$ that would best suit their needs.... Bring to next agenda.

## 6. CLOSED SESSION

6.1 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.

Board reconvened ..... 8:55

7. ADJOURNMENT 9:00 p.m.





**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 2.2: School Accountability Report Card**

**Date:** February 12, 2016 for the meeting of February 18, 2016

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**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 2014-2015 school year.

**DISCUSSION**

The SARC includes data on enrollment demographics, facilities, learning materials, school spending, discipline data and assessment data. The 2014-2015 data includes standardized test results from the Smarter Balanced Assessment. For classes and groups with fewer than ten students, there will be no data to preserve students' confidentiality. All information in the report is public information.

**ACTION REQUESTED**

Receive report.

Attachment: 2014-2015 SARC

# Sherwood Montessori

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### Contact Information (Most Recent Year)

School Contact Information	
School Name	Sherwood Montessori
Street	746 Moss Ave.
City, State, Zip	Chico, Ca, 95926-2009
Phone Number	530-345-6600
Principal	Michelle Yezbick, Director
E-mail Address	<a href="mailto:info@sherwoodmontessori.org">info@sherwoodmontessori.org</a>
Web Site	<a href="http://www.sherwoodmontessori.org">www.sherwoodmontessori.org</a>
Grades Served	K-8
CDS Code	04614240121475

District Contact Information	
District Name	Sherwood Montessori
Phone Number	(530) 345-6600
Superintendent	Michelle Yezbick
E-mail Address	info@sherwoodmontessori.org
Web Site	www.sherwoodmontessori.org

### 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.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	23
Grade 1	19
Grade 2	27
Grade 3	17
Grade 4	25
Grade 5	19
Grade 6	8
Grade 7	4
Grade 8	3
Total Enrollment	145

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.8
Hispanic or Latino	14.5
White	75.9
Two or More Races	6.9
Socioeconomically Disadvantaged	24.1
English Learners	7.6

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	8	7.8	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	99.1	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January 2016

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Traditional Montessori materials Reading/Language Arts McDougal-Littell California Edition/2010	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Traditional Montessori materials McDougal-Littell Math California Edition/2010 grades 6-8 enVision Math grades 1-5 California College Preparatory Mathematics (CPM) grades 6-8 Ready for Common Core	Yes	0.0
<b>Science</b>	Traditional Montessori materials McDougal-Littell Science California Edition/2010	Yes	0.0
<b>History-Social Science</b>	Traditional Montessori Materials McDougal-Littell History California Edition/2010	Yes	0.0

#### 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 comparable 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.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/29/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		One broken fountain, cold water only in student bathrooms
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Muddy field during rainy season-previously planted grass failed

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/29/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	51	48	44
Mathematics	33	41	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	19	17	89.5	12	24	41	24
	4	24	24	100.0	21	33	25	17
	5	19	17	89.5	29	18	41	12
	6	7	7	100.0	--	--	--	--
	7	7	7	100.0	--	--	--	--
	8	5	5	100.0	--	--	--	--
Male	3		8	42.1	--	--	--	--
	4		13	54.2	23	38	31	0
	5		9	47.4	--	--	--	--
	6		4	57.1	--	--	--	--
	7		2	28.6	--	--	--	--
Female	3		9	47.4	--	--	--	--
	4		11	45.8	18	27	18	36
	5		8	42.1	--	--	--	--
	6		3	42.9	--	--	--	--
	7		5	71.4	--	--	--	--
	8		5	100.0	--	--	--	--
American Indian or Alaska Native	3		1	5.3	--	--	--	--
	4		1	4.2	--	--	--	--
	8		2	40.0	--	--	--	--
Hispanic or Latino	3		4	21.1	--	--	--	--
	4		2	8.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		2	10.5	--	--	--	--
	7		2	28.6	--	--	--	--
	8		1	20.0	--	--	--	--
White	3		12	63.2	0	17	50	33
	4		19	79.2	21	26	32	21
	5		13	68.4	23	15	46	15
	6		7	100.0	--	--	--	--
	7		5	71.4	--	--	--	--
	8		1	20.0	--	--	--	--
Two or More Races	4		2	8.3	--	--	--	--
	5		2	10.5	--	--	--	--
	8		1	20.0	--	--	--	--
Socioeconomically Disadvantaged	3		7	36.8	--	--	--	--
	4		6	25.0	--	--	--	--
	5		4	21.1	--	--	--	--
	6		4	57.1	--	--	--	--
	7		2	28.6	--	--	--	--
	8		2	40.0	--	--	--	--
English Learners	3		3	15.8	--	--	--	--
	5		2	10.5	--	--	--	--
	7		1	14.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	19	17	89.5	18	35	29	18
	<b>4</b>	24	23	95.8	26	52	22	0
	<b>5</b>	19	17	89.5	41	35	18	6
	<b>6</b>	7	7	100.0	--	--	--	--
	<b>7</b>	7	7	100.0	--	--	--	--
	<b>8</b>	5	4	80.0	--	--	--	--
<b>Male</b>	<b>3</b>		8	42.1	--	--	--	--
	<b>4</b>		12	50.0	25	67	8	0
	<b>5</b>		9	47.4	--	--	--	--
	<b>6</b>		4	57.1	--	--	--	--
	<b>7</b>		2	28.6	--	--	--	--
<b>Female</b>	<b>3</b>		9	47.4	--	--	--	--
	<b>4</b>		11	45.8	27	36	36	0
	<b>5</b>		8	42.1	--	--	--	--
	<b>6</b>		3	42.9	--	--	--	--
	<b>7</b>		5	71.4	--	--	--	--
	<b>8</b>		4	80.0	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>3</b>		1	5.3	--	--	--	--
	<b>4</b>		1	4.2	--	--	--	--
	<b>8</b>		1	20.0	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>		4	21.1	--	--	--	--
	<b>4</b>		1	4.2	--	--	--	--
	<b>5</b>		2	10.5	--	--	--	--
	<b>7</b>		2	28.6	--	--	--	--
	<b>8</b>		1	20.0	--	--	--	--
<b>White</b>	<b>3</b>		12	63.2	0	33	42	25
	<b>4</b>		19	79.2	16	63	21	0
	<b>5</b>		13	68.4	31	38	23	8
	<b>6</b>		7	100.0	--	--	--	--
	<b>7</b>		5	71.4	--	--	--	--
	<b>8</b>		1	20.0	--	--	--	--
<b>Two or More Races</b>	<b>4</b>		2	8.3	--	--	--	--
	<b>5</b>		2	10.5	--	--	--	--
	<b>8</b>		1	20.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>		7	36.8	--	--	--	--
	<b>4</b>		6	25.0	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		4	21.1	--	--	--	--
	6		4	57.1	--	--	--	--
	7		2	28.6	--	--	--	--
	8		1	20.0	--	--	--	--
English Learners	3		3	15.8	--	--	--	--
	5		2	10.5	--	--	--	--
	7		1	14.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57	61	41	66	67	64	59	60	56

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.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64
All Students at the School	41
Male	--
Female	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	46
Two or More Races	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

## Career Technical Education Programs (School Year 2014-15)

n/a

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
% of pupils completing a CTE program and earning a high school diploma	n/a
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				59	62	42	57	56	58
Mathematics				66	65	45	60	62	59

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.80	27.80	33.30

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.

## 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 defacto 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.

### State Priority: Pupil Engagement

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)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate							13.10	11.40	11.50
Graduation Rate							78.87	80.44	80.95

#### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State

### State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.69	1.19	1.37	6.43	5.36	3.44	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.31	0.28	0.25	0.13	0.10	0.09

## 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.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		1		23		1		12	2		
1	8	2			8	3			6	3		
2	10	2			8	3			9	3		
3	9	2			11	2			6	3		
4	9	1			10	2			13	2		
5	15	1			6	2			10	2		
6	13	1			10	2			4	2		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0.5	N/A
Other	1.7	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,330	61154	199295	38965
District	N/A	N/A	\$5,642	\$62,700
Percent Difference: School Site and District	N/A	N/A	3432.3	-37.9
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	3626.5	-45.5

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

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 Wilson Programs for reading and spelling, guided reading using leveled texts, Focus Math intervention, 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.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$43,062
Mid-Range Teacher Salary	\$53,749	\$67,927
Highest Teacher Salary	\$85,671	\$87,811
Average Principal Salary (Elementary)	\$90,079	\$110,136
Average Principal Salary (Middle)	\$102,761	\$115,946
Average Principal Salary (High)	\$101,472	\$124,865
Superintendent Salary	\$170,000	\$211,869
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		N/A

\* Cells with N/A values do not require data. Where there are student course enrollments.

**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, implementing a Multi-Tiered System of Support/Response to Intervention and Instruction model, the Nurtured Heart Approach, working with students with Autism Spectrum Disorder, balanced literacy instruction in a Montessori classroom, 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.



## MEMORANDUM

**To:** Board of Directors

**From:** Tanya Parish, Upper Elementary Teacher

**Subject:** Field Trip to Age of Sale

**Date:** February 12, 2016 for the meeting of February 18, 2016

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### SUMMARY

Tanya Parish's upper elementary class would like to take an overnight field trip.

### DISCUSSION

Field Trips that involve a significant cost, a trip out of the state, or an overnight stay should be reviewed and approved by the Board of Directors.

The class would leave from Sherwood on Wednesday, May 4<sup>th</sup> at 8:00 a.m. and travel by private vehicles to the San Francisco Maritime Museum. They will spend the night aboard the museum's ship and participate in their *Age of Sail Program*. Program details can be found at this web address: <http://www.maritime.org/edu/nmmaedu2.htm>. The cost of the trip is \$68 plus transportation costs, and the class has been fundraising for the expenses. The students would return the following day, Thursday, May 5<sup>th</sup>, at approximately 8:00 p.m./

### ACTION REQUESTED

Approve trip.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 2.4 Budget Committee Member Addition**

**Date:** February 12, 2016 for the meeting of February 18, 2016

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### SUMMARY

The bylaws of the Board of Directors state that the Board shall approve members of the Budget Committee.

### DISCUSSION

The Budget Committee is a committee of the School Director that meets prior to the drafting of an original budget, a first interim budget, and a second interim budget. Traditionally, this committee has been kept to 3-4 members to facilitate efficiency. The School Director and the Board Treasurer are always members. The Business Manager is a consultant at the meetings. The third member has traditionally been either a parent, or a teacher, or a teacher who is a parent. In October, the Board approved Kelli Kurth, a teacher and parent who has served on the Budget Committee in past years, as a third member.

At this time, I would like to request that Jessica Ordaz be approved by the Board as a fourth member of the Budget Committee. Jessica's knowledge of special education is needed for the committee to make reasonable decisions as we move forward in becoming independent for the purposes of special education. Jessica participated in the meeting for creating the second interim budget as a consultant, this approval would formalize her as a member of the Budget Committee in accordance with the bylaws of the Board of Directors.

**ACTION REQUESTED:** Approve Jessica Ordaz as a member of the Budget Committee.





## MEMORANDUM

**To:** Board of Directors

**From:** Sherwood Montessori's Instructional Staff

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

**Date:** February 12, 2016 the meeting of February 18, 2016

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### **Kindergarten -Teresa Shippen**

What can the Board do to support the Teachers?

Over the past years working at Sherwood, I have in many ways felt the support of the Board. Any classroom needs and help with challenging students has been granted upon request. I am thankful that Sherwood will have its own charge of our future "Special Ed" department, and that the board is supportive of hiring support staff and specialists for Art, Literacy, Music, and Gardening/cooking. These add a richness to our program and enhance the lives of our students. I am also thankful for the opportunity to visit other campuses and to become part of a larger Montessori community. I feel the Board has been responsive to our needs and interested in making Sherwood a successful, vital part of the Chico Community.

I have a few suggestions on how to further support the teachers:

1. Visit our classrooms! Please come in to quietly observe, or volunteer to do a project with us. Get to know all the students and get a feel for the unique differences of our classroom communities. Please do this without evaluation, but more of a "hands on" way to see all the good things happening.
2. Work hard to find a solution to our need for a new campus. This seems obvious, but as a teacher I think often about where, how, and when this may happen. This security would allow me to feel like I can really own my space and make it everything it can be.( for example: I have a beautiful catalog of some natural, outside playground things that would really enhance the kindergarten recess time. These need to be installed into the ground, but in our new space would be beautiful, permanent additions to our school!)
3. Look into Grants and hiring Grant writers. Does Chico State have some interns that might need experience in this area? I think feeling financially secure would go a long way in feeling supported.
4. Come to a teacher's meeting and present some of the work you have done. Let us know what is in the works, and that you are open to suggestions.
5. Continue to ask this question! As the current teacher representative to the Board, I see that

you are all very dedicated to working together to make Sherwood a wonderful school. When I am not able to attend meetings regularly, it seems there are long stretches of time without information. I forget that the board might be interested in what I am feeling and what I need to feel successful. Asking this question really opens the door for each of us individually to let you know what our current needs and desires are.

Thank you!

### **1st/2nd/3rd -Marlo Knox**

I'm writing to our board in response to their desire to know how they might best support me. It might seem strange, but the opportunity triggers mixed emotions of both excitement and vulnerability. Do I approach this task from a positive stance, revealing information that might extend my perceived strengths? Do I have the courage to talk transparently about my weaknesses clinging to the hope that by doing so I will be nurtured to grow rather than judged?

I think the best approach is to begin with a comment on the power of visiting High Desert Montessori in Reno, Nevada, with my colleagues and collaboration partners, Carin, Eric, Teresa, and Michelle. That was an incredible experience which provided an important support to me. The school was similar enough to Sherwood that I could see myself, a teacher at a public Montessori charter school. We are doing what the staff of High Desert Montessori are doing in some really important ways. At the same time, High Desert Montessori is further along in their development as a school. They have figured out facility issues, their school mission, staffing and created a system/culture that reflects their additional years of practice and struggle. I left that visit with a strong idea of what a high quality public Montessori charter looks like and feels like.

During this visit the topic of teacher training was stated quickly and clearly. All teachers at High Desert Montessori are AMS or AMI trained. These are the two main interpretations of the Montessori philosophy according to many sources. These programs are offered in only a few locations within the entire United States. Consequently, high-quality distance education training centers, such as the program I completed, are trying to offer an alternative. This alternative provided me with a great start, but I have come to realize that Montessori is a hands on, multi-modality integrated method of education, it is hard to truly understand and learn well enough to run your own classroom simply by reading about it and looking at videos on the web. The paradigm shift from traditional education is so great that most, if not all people, need time to really observe and experience everything in action. I feel good about the work I do at Sherwood but I also believe the best way to support me as a teacher is to secure AMS training for me. It is an enormous expense and would possibly require financial support for food and shelter. The investment of time is another consideration. In my opinion, excellent training is the key to my work.

### **1st/2nd/3rd-Carin Anderson**

What Can the Board Do to Support Teachers:

- Continue to provide in-class support for children with behavioral challenges (extra aides, other adult support to teachers, such as Jessica)
- More intervention specialists, especially in guided reading and in writing (we have no

writing intervention that I know of at this point).

- More opportunities for teachers to observe at other Montessori schools - several times a year. This kind of observation is incredibly helpful.
- Montessori training for teachers: When we visited High Desert Montessori, they stressed the importance of teacher training. They fund all of their teacher training, and require that the training is either AMI or AMS. I don't imagine our school could provide these funds, but I do think that the consistency of the kind of training teachers get makes for a stronger school. I would hope that eventually Sherwood teachers would all have the same training background, and that they would have some financial support for it. I benefited greatly from being on the first staff team whose training was funded by the school.
- I also was lucky enough to be sent to an AMS conference in the first couple of years, and my teaching is still benefiting from it. If teachers could be sent to the upcoming conference, it would enrich the school.
- Montessori coaches and support people, in the role that Tracy played for a while: Someone able to give demo lessons in classrooms and act as a Montessori guide for teachers.

### **1st/2nd/3rd –Eric Parish**

I had the opportunity last month to go on a road trip with my colleagues to visit High Desert Montessori in Reno, Nevada. We were able to make some wonderful observations. We were invited to observe all the classroom environments on both campuses.

We were able to observe teachers give their presentations to the students and how they interacted in the environment. We also observed the aide support given to the teacher and how the team worked together. We were given the opportunity to tour the classrooms and see up close the setup of the shelves, tables, rug space for floor work and students working with the materials.

Our meeting with principal, Tammie Stockton and assistant principal, Tamra Hopkins gave us the chance to consult with fellow Montessorians. They gave us feedback and insight into the growth of their school, the Montessori training of the teachers, their methods of student assessment and special education. We also learned about the history of the facility and its future.

This was a valuable trip. I gained a lot of knowledge and made connections to our own school. The American Montessori Society will be holding its annual conference in March 2017. This will be another amazing opportunity for the staff of Sherwood to gain knowledge and insight from fellow Montessorians. The support from the board towards professional development will always be appreciated.

### **4th/5th-Kellee Perez**

The board can help the staff by:

Helping keep our campus cleaner: We have custodian, but we do not have one who is here throughout the day to keep the campus clean.

Help communicate with our lease holders to improve the playground areas that should have grass.

#### **4th/5<sup>th</sup>-Tanya Parish**

How can the Board support staff?

Educate yourselves and others:

- Visit our classrooms, observe and ask questions.
- Visit aftercare, observe and ask questions.
- Send all lead teachers to a Montessori Conference every other year.
- Allocate and approve adequate training for all Sherwood staff including support staff and aftercare staff, specifically in Nurtured heart, Montessori and child development.

Health and Safety

- Please get hot water in the bathrooms so students will wash their hands adequately.
- Arrange for new sand in the sandbox and a cover to keep it clean.
- Never give up on a new site.
- Allocate funds for a better and more thorough janitorial service that vacuums.
- Visit at lunchtime, observe and ask questions.

Community

- Improve public relations through advertising and attending community events.
- Actively engage in fundraising year round.
- Make a visible presence within the school community, by attending school events and introducing yourselves to parents.
- Invite parents individually and personally to attend board meetings.
- Build and nurture relationships with teachers and support staff.
- Create an exit survey for families and staff to learn more about the reasons people choose to leave our school.

#### **6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>-Celeste Shults**

##### **News From Middle School**

How Can Sherwood Montessori's Board of Directors Support Me?

This is quite a question! I was humbled actually by its simplicity and forthrightness. How can OUR Sherwood Montessori Board of Directors support me? How can our Montessori School Board of Directors SUPPORT me? How can our Montessori School Board of Directors support ME? Do you see what I did there? There are really many ways to look at this question. At its most straightforwardness it is asking ME what I need from my board of directors so that I can be the most effective and efficient as a Montessori educator? At its most obscure it is asking what does it mean to receive support from my Board of Directors?

The fact that the question(s) are being asked of me the Montessori Educator is appreciated and acknowledged as a gift in and of itself. So, let me start by stating how grateful I am for the question. Now, I am going to get to the heart of what you truly want to know and that is what

can you do to support me as a Montessori Educator at Sherwood Montessori School?

The first thing is to acknowledge the work that I am putting into creating a middle school from the ground up. When I was hired a year and a half ago I started with 20 years of teaching experience, a wonderful support staff in Kelli Kurth and Jessica Ordaz and a wonderful director who believed that I could breath some life into the middle school. They believed in my vision of creating a truly Erdkinder experience for our incoming middle school students. I have reached out to many community partners to get our Middle school out into the 'real' world. Helping to discover where their true passions lie and to pursue those dreams with vigor. I believe that you have done this by recognizing that the middle school needs more space. When I attended the November Sherwood Montessori Board of Directors meeting I was relieved to find out that an alternative growth plan created by Jessica Ordaz and Heather Fisher allowed for the middle school to remain a vital part of Sherwood Montessori. I also learned that you are looking into another space for the middle school to be located which would provide us with classroom space and access to a garden. These are two things that are vital in my middle school program. I walked out of that meeting feeling valued by our Sherwood Montessori Board of Directors.

The second thing that you can do, is to continue to advocate for our middle school to continue at Sherwood Montessori. The fact that you value the program that I am creating is appreciated. I see this program as not only as an effective way to teach adolescents, but for some kids it is a lifeline. In other programs they are just a number and in my program because they are one of six like last year or one of twenty-six this year they are appreciated for their unique'ness'. This is still vastly different than being one of one hundred and eighty. The kids in my program come from a variety of experiences from long time (5-6 years) of Montessori education to this is their first year experiencing the Montessori Method of Educating the whole child. So, I have a gamut of not only ages (10-14), but also experience in the concepts and ideology that I am teaching. This makes for a rich and unique experience daily in my classroom.

Next, you can show your support financially. I am specifically thinking of our trip to Ashland this May 4-6. We are working diligently to raise the \$4,566.00 it will take to send all of our middle school students to Ashland for 3 days. I am looking forward to discussing this proposal with you at an upcoming Board of Director's meeting.

Lastly, encouraging growth in the middle school through advertising either by word of mouth or mass media. The way this program will grow is through our community becoming aware of my program as an alternative to other middle school or Junior High experiences. One size does not necessarily fit all. This is why it is my belief that by offering a variety of educational opportunities this will insure success for every child.

Thank you for taking the time to read my board report and Happy New Year from Middle School

Land! Please feel free to come by and visit anytime!

Sincerely,  
Celeste Shults  
Middle School Teacher  
Sherwood Montessori School

Positive  
Energy  
Always  
Corrects  
Error



We recently had books donated to our author. My students didn't even give them a pair of scissors to open the and were devouring them right away! author's book *Fat Angie* last week and when we are finished reading her book she will come in to talk to us about it. My kids can't wait!

classroom by a local me a chance to get box. They tore into it We started reading this

### **Intervention Program-Jessica Ordaz and Kelli Kurth**

We are in full swing with our interventions, both academically and behaviorally. This year I've focused on refining the system we use to assess and identify those students that need intervention and adequately chart progress. We are also creating a clearer path to determining whether or not the data indicates a student needs further special education testing. We have a strong team of teachers and paraprofessionals that are working together to serve the needs of our students and I look forward to continuing to increase our effectiveness as we become our own special education provider next year.

As I think about the support that you, as a board, could provide to the intervention (Tier 2) and special education (Tier 3) team, it falls under two categories: 1. continuing to approve agenda items that directly affect our program and how we effectively serve our students. This can be done through reading the reports/recommendations and making decisions at board meetings; and 2. gaining more understanding of how those needs directly affect our school as a whole. This can be done through observing and meeting with myself or our intervention teachers.

Here is a list of most immediate needs that will need to be addressed as we move forward into next year:

1. Adequate space for intervention groups to be held, for special education service providers (OT, RSP, Psych, etc.) to teach and assess, and for students to take a behavioral break from the classroom setting.
2. An ELA Intervention Specialist to coordinate and teach Reading and Writing assessments/interventions (Kelli Kurth provides that part for our Math interventions).
3. Increased administrative support for overseeing intervention and special education services.
4. Monetary resources to purchase the classroom/assessment materials to launch our own special education program.

Thank you for supporting us!

**Garden-Kitchen Program-Chef Richie Hirshen**

Dear Sherwood Board of Directors,

I've taken big steps to solidify my second consecutive trip to Slow Food International's (biannual, I was there in '14 representing Sherwood) Terra Madre Conscious Food Conference, the largest in the world, in Torino, Italy in late September, representing Sherwood, the North-Central California Valley as Regional Delegate and presenting, to the Slow Food US and International School Garden Coalitions and to the conscious food world, our soon to be published (3rd) school garden-kitchen program cookbook. I have raised, through donations, about \$1K of the \$1,250 publishing cost. And I will raise the rest before the book goes to press in early March. My trip to Italy will also include honoring invitations to assist in starting and/or evolving the gardens of three Montessori programs in Perugia, including the oldest Montessori preschool in the world, promoting Sherwood, the Montessori Method and sustainable education.

And I will be presenting the book this March 24 at, as a 5th consecutive year presenter...all 5 times with Michelle as co-presenter supporting my program with a presentation about the Montessori Method and Sustainable Education...at CSU Chico's (my alma mater) This Way to Sustainability XI, the largest student-run sustainability conference in North America. We are again nominated for a Greenie Award for excellence in sustainability, which we've won the past 2 years (see the wall near the north kitchen door), and we'll have a Sherwood/book signing table in the BMU as part of the conference's K-12 Sustainability Faire, with our middle school class in attendance. The best way the board can help me, without me asking you for funds nor costing the school any money other than the standard accounting/administrative/secretarial assistance (I believe that Michelle will back all of this up) is to approve my use of the proceeds from the sale of the book and any profits from my farmers' market account, which are separate from my program's curriculum budget (both farmers' market and cookbook accounts have, as part of Sherwood's accounting, their own income details/reportage), at the end of the school year after my curriculum budget is satisfactorily reconciled, for my approximately \$1,500 air fare to/from Terra Madre (I will provide the original air fare receipt) and, after I return, with all original receipts provided, projected to be \$500-750, travel/basic room and board costs for the approximately 1 week in Perugia, volunteering at the Montessori programs there. I will use all my own money for all up front costs including any non-school related and therefore unbilled costs for the trip and I will also, upon my return, work up an academic report about the entire trip, to present to you, to include in Sherwood's "portfolio" and act as documentation of my plan to sister with the Perugia programs, plan a subsequent trip to honor an invitation to help start school gardens in Uganda and further the promotion/evolution of this wonderful school. I have attached an mp4 of our last week's Action News Now (and Wake Up..aired several times), during which I speak my heart about my values and purpose here at Sherwood.

Respectfully,

Richie



## MEMORANDUM

**To:** Board of Directors

**From:** Romie Steffeson, SMPO President

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

**Report Date:** February 12, 2016 for the meeting of February 18, 2016

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The February SMPO meeting went well. The Director's Report from Michelle was informative and gave insight on what is going on regarding Bond E and new school site offerings. Michelle has been working on the website and making updates. The SMPO will be reaching out to a parent who has shown interest in assisting with a website, redesign and maintenance. The Green Committee has placed new recycle bins and discussion on how to have the bins monitored during lunch, so that the proper recyclables are disposed correctly. Event coordinators/teams have been assigned and we are looking forward to hearing about their progress at the next meeting. The SMPO President would like to meet with Sherwoodstock Planning Committee and Rummage Sale Committee. The SMPO is attempting to address the issue of parent participation and presence at the SMPO meetings. At times, there continues to be a disconnect in communication between the SMPO, school and parents and we are working towards a more cohesive parent organization for the rest of this school year and to prepare for the next.

Romie Steffeson  
SMPO President





## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

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

**Date:** February 12, 2016 for the meeting of February 18, 2016

### ADMINISTRATIVE ITEMS:

- New hires since late October include:

Gabriel Estrada	Paraprofessional Aide
Amy Bartelink	Resource Specialist Aide
Morea Milgram	Art Instructor
Andrea Avina	Child Care Aide
Madeline Donk	Child Care Aide
Mackenzie Delorefice	Child Care Aide
Kacey Del-Rio Lugo	Child Care Aide
Jae Greenwald	Child Care Aide
Michael Whittemore	Teacher's Aide
Cassie Hilton	Substitute Teacher
Erica Charlesworth	Substitute Teacher

- As of February 9, I have collected observation notes from 137 informal observations in all aspects of the school's programs as well as four formal, one-hour long observations of teaching staff.
- Director Nili Yudice has been generously sharing her time with me so I might benefit from her background in leadership. I have also been meeting with charter school leaders in the area to learn more about their school's operations and the different ways in which they go about doing their work.
- Teachers completed two professional development workshops on balanced literacy instruction in the Montessori classroom. This was to establish a framework for thinking about changes going forward in our literacy program.
- I have been to several meetings with other Chico charter leaders in working out our inclusion in the upcoming school bond measure that will appear on the November ballot. We have also met with CUSD leadership including Superintendent Kelly Staley, Assistant Superintendent Kevin Bultema, and Directors Linda Hovey and Elizabeth Griffin. We are hopeful that we can come to agreements that will support all students so that we may join the effort to get the bond passed.

- Both the El Dorado CHELPA and Butte County SELPA have accepted our applications. Next steps include evaluating the two options to see which is best for the school. Changes in the BCOE SELPA may compel us to stay with BCOE, if these changes are certain to be implemented.
- I traveled to Reno, Nevada to visit High Desert Montessori School with teachers Teresa Shippen (K), Carin Anderson (1/2/3), Marlo Knox (1/2/3), and Eric Parish (1/2/3). The administration was generous with their time and the teachers welcomed us into their classrooms. I will have photos and more comments to share at the meeting.
- I have attended two professional development opportunities in special education. The Diagnostic Center presented on the Patterns of Strengths and Weaknesses, a new method of identifying students needing services. A representative from Placer County SELPA presented on the Positive Behavioral Interventions and Supports (PBIS) Mutli-Tier Systems Framework.
- Sherwood has recently appeared on Action News with the gardening program and on the cover of North State Parent magazine.

#### **FISCAL ITEMS:**

- The Winter Festival made \$1,814.25 for the school's music program and priceless memories for the kids and families.
- Attendance make up day was attended by 35 kids, which will generate over \$1,400 for the school.

#### **SAFETY ITEMS:**

- We have conducted safety drills, including: October 15<sup>th</sup> earthquake drill, October 23<sup>rd</sup> fire drill, November 18<sup>th</sup> fire drill, and January 14<sup>th</sup> code red drill.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 3.4 Treasurer Report**

**Date:** February 12, 2016 for the meeting of February 18, 2016

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### January Treasurer's Report

*Note: The Treasurer's Report contains relevant information to the regular financial reports, which will be available in hard copy at the meeting, to the Second Interim Budget (agenda item 5.6) and to Agenda Item 2.4 which requests that Jessica Ordaz be added to the Budget Committee.*

February 5, 2016 Sherwood Budget Subcommittee Meeting Notes

Attendees: Michelle Yezbick, Kelli Kurth, Jessica Ordaz, Pat Casey, Curtis Anderson

Item #1: Danielle Mennucci's salary and benefits of approximately \$2,600/month will be reallocated following Board discussion of the teachers' recommendation put forth by School Director Michelle Yezbick in regular agenda item 5.2

Item #2: Sherwood has an "Educator Effective Professional Development Fund" of \$10,999 restricted (to specific things) that needs to be spent by 2018.

Budget Discussion:

Item #3: The current budget assumes enrollment at 152 and an ADA of 144. At this ADA we are looking at running an annual deficit of \$24,000. We are currently at an enrollment of 149 as of 2/8/16 which is about 141 ADA @ 94.5%. Pat will do the next budget projections assuming enrollment of 149.

Item #4: Discussion of prop 39. If we accepted the offer the following costs would be eliminated:

\$30,000 on utilities less (need to check if utilities are included in the offer)  
\$100,000 for rent less

But we would have to pay an additional \$20,000 (2% of revenue) we would have to pay. So by moving and accepting the offer we would decrease our yearly expenses by about \$110,000. At currently enrollment and everything else the same we would go from an annual deficit of \$24,000 to a surplus of \$86,000.

Item #5: Check Signing. There was a discussion to explore options to be proactive for check signing to reduce the amount of time Heather has to spend tracking down people to sign checks. For the most part checks will need to be signed on the first and third Friday of each month. Curtis will see if he can make arrangements to come to school and sign on a certain day. Pat gave Curtis the expected dates when checks will be brought to the school. They are 2/18, 3/11, 3/24, 4/8, and 4/22.

Item #6: At the next BOD meeting we need to make a motion to add Jessica to the Budget Subcommittee. See agenda item 2.4  
End of the meeting.



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 3.5 Committee Reports**

**Date:** February 12, 2016 for the meeting of February 18, 2016

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Committees of the Board of Directors may make verbal reports at the February 18<sup>th</sup> , 2016 meeting during this time.



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 3.6 Literacy Specialist Report**

**Date:** February 12, 2016 for the meeting of February 18, 2016

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Danielle Mennucci, our Literacy Specialist who has worked at Sherwood since its inaugural year, has retired. Danielle will address the Board regarding her program so that they may understand the scope of the work she did for our school.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.2 Spanish and Literacy Instruction**

**Date:** February 12, 2016 for the meeting of February 18, 2016

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### SUMMARY

Danielle Mennucci, Sherwood's literacy and Spanish language teacher, has retired. This change in our program is significant enough to warrant discussion and action at the Board level.

### DISCUSSION

Danielle Mennucci's literacy and Spanish language instruction program was part of the founding Board's original model when Sherwood opened in 2010 to less than 100 kindergarten through 8<sup>th</sup> grade students. The School has been through a lot of changes in the past six years.

A change of this importance to the school should be decided by the board with a recommendation from me that is informed by the teachers' input.

On December 9, 2015, at staff meeting, Danielle and the teachers had a discussion about what she had provided students in her program and the ways the benefits the students received might continue beyond her retirement. The discussion identified pros and cons of continuing the program as it has been implemented, and some alternative models that might be implemented instead.

On February 3, 2016, a follow up discussion to the December discussion took place. This discussion was to come to consensus about what to recommend to the Board regarding the future of the Spanish and literacy program. A consensus was reached regarding the literacy component of the program. More discussion around the Spanish language is warranted before a proposal can be made to the Board. A summary of the teachers' ideas follows:

- Teachers would like the opportunity to attend a Montessori conference on a biennial basis to access professional development to inform and inspire literacy instruction in the classroom instead of a pull-out model.
- Teachers feel the needs of our student population would be best suited with an English language intervention teacher on staff to address needs in reading and writing for students needing more support than can be provided by the classroom teacher.

**A breakdown of financial resources/cost to attend AMS conferences follows:**

Yearly salary (at 0.5 FTE): 25,350

Salary remaining: 12,675

Proposals included sending teachers to a Montessori conference. Cost of this would be:

**2016 AMS Conference in Chicago**

Round trip airfare \$400

Cab to/from airport \$120

Hotel \$199/night 3 nights

Conference attendance: \$\*590 per teacher late registration (after 1/16/2016), plus \$75 processing fee for the group \*\$100 discount to AMS members, membership is \$79 per year

Meals \$74/day/person

\$1,929 per attendee total (six could attend)

**2017 AMS Conference in San Diego**

Round trip airfare \$175

Cab to/from airport \$52

Conference attendance: \$ \*520 per teacher early bird registration (before 1/16/2016), plus \$75 processing fee for the group

Hotel \$126/night 3 nights

Meals \$64/day/person

\$1,317 per attendee total (nine could attend)

**ACTION REQUESTED:** Discuss next steps and give guidance to Director.





## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** Annual Financial Audit

**Date:** February 12, 2016 for the meeting of February 18, 2016

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### 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 2014-2015 school year.

### DISCUSSION

Our audit was done by Dawn Buchanan of Matson & Isom. Findings related to CALPADS data entries were expected and unavoidable this year. Steps have been taken to ensure that these errors will not appear in next year's CALPADS data and therefor will not result in findings. The work has been reviewed by the school's Business Manager and Director and appears accurate and thorough.

### ACTION REQUESTED

Approve report.

Attachment: Annual Financial Audit *Note: This file is a locked pdf which must be sent and posted separately from the complete agenda.*



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** Agenda Item 5.4-Proposition 39

**Date:** February 12, 2016 for the meeting of February 18, 2016

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### 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 Chapman Elementary campus. The offer includes shared use of the playground, library, and multiuse room. A request to meet with Chapman principal, Erica Sheridan, has been made.

Sherwood could save about \$90,000-\$140,000 annually by accepting the offer. The upper figure on the range would represent savings if space from the Unitarian Church was secured, the lower figure represents savings from renting the current facilities alone.

The deadline to respond to CUSD regarding the offer is March 1<sup>st</sup>.

### ACTION REQUESTED:

Receive Prop 39 offer and advise the School Director on next steps.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.5 Board Committees**

**Date:** February 12, 2016 for the meeting of February 18, 2016

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### SUMMARY

The Board has formed several committees it foresees as useful for completing work this school year. An alternative model to these has been proposed.

### DISCUSSION

Some committees of the Board are required and need to remain in place. However, it may be more efficient to approach the idea of Board Committees differently. Director Nili Yudice shared an idea that may be a more efficient use of directors' time. Her proposal would be to form committees around specific events or projects the Board wishes to accomplish.

For example, When SMPO approached the Board about a logo, a committee could be formed to move that project forward. Board members could volunteer to help lead the project and recruit parents and others who could move the project forward. This could also apply to fundraising events, needs of the director, board members' projects, or other needs of the school as they arise. This model may be a better model for a volunteer group of directors who have limited time, but want to see the time spent have impact.

**ACTION REQUESTED:** Review Board Committees that have been formed already and decide if an alternative proposal should be adopted.

Attachment: Board Committees 2015-2016



## Committees of the Board of Directors 2015-2016

<u>Board Name</u>	<u>Req'd?</u>	<u>Ad hoc /Standing</u>	<u>Charge/Priorities</u>	<u>Members</u>
Safety committee	Yes	Ad-Hoc	Review the Safety Policies and to bring any needed changes to the Board for approval.  Must perform an audit	Mark Director  Kristy  <i>Invite/Recruit</i>
Executive committee	Exists by default, may be invoked	Standing	As needed for executive needs, only acts if the Board asks them to meet.	Chair - Chris  Vice Chair - Peter  Secretary - Kristy  Treasurer - Curtis
Elections	Yes	Ad-Hoc	Must have 2 Board members who are not terming out this year, + SMPO member.	Nili  Mark  <i>Needs SMPO member</i>
Audit Committee	Yes	Standing	Certifies the work of the Auditor in Nov/Dec to certify/investigate  Only if necessary, hire a new Auditor	Curtis
Budget Committee	Yes	Ad-Hoc	Review budget information, make recommendations for future budgets.  Could investigate capital.	Treasurer - Curtis  Kelli Kurth  Director



### Committees of the Board of Directors 2015-2016

Communication Sub-committee	No	Ad-Hoc	Develop communication strategy (branding, encouraging participation, etc).	Nili Nicole Mark <i>Invite/Recruit</i>
Curriculum Committee	No	Standing	Oversight of the curriculum and alignment with the mission of the school. Support needs	Nili Kristy Chris
Campus Improvement Committee	No	Ad-Hoc	To be responsive to the needs of the school occupying our current site and to ensure it supports the Montessori education mission.	Nicole Chris Kristy
New Site Committee	No	Ad-Hoc	Continue the ongoing work in developing the business case and relationship with investors and real estate professionals with the goal of obtaining a new site for the school.	Peter probably Jeff Page Curtis Mark
Fundraising Committee	No	Ad-Hoc	Work with SMPO to raise funds for the school, and coordination of fundraising efforts	Mark Peter Nili
Policy and Charter Review Committee	No	Standing		Chris Curtis



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** Agenda Item 5.6: Second Interim Financial Report

**Date:** February 12, 2016 for the meeting of February 18, 2016

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**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.

*Note: The Second Interim Report will be available in hard copy at the February 18, 2016 meeting.*



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.7 – Independent Study Program**

**Date:** February 12, 2016 for the meeting of February 18, 2016

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### SUMMARY

An independent study/home school program added to Sherwood's current program would address needs of the School as well as needs in the Chico community.

### DISCUSSION

At the January meeting of the Board of Directors, I presented an idea that it may be mutually beneficial to open a home school/independent study program. The Board asked me to come back with more information on the following topics:

- Home School Model Options
- Value of Home School Programs
- Challenges to Implementing a Home School Program
- Funding for Home School Programs
- Space for a Home School Program
- Plan for Administration/Leadership of a Home School Program
- Time lime for Implementation
- Relevance of Prop 792

While I have gathered some of this information, four weeks has proven not enough time to write a comprehensive report or to make a recommendation I feel is solid.

Recommendation: No recommendation is made at this time other than to allow more time to do research.

**ACTION REQUESTED:** Receive report.



## MEMORANDUM

**To:** Board of Directors

**From:** Celeste Shults, Middle School Teacher

**Subject:** **Agenda Item 5.8-Middle School Field Trip**

**Date:** February 12, 2016 for the meeting of February 18, 2016

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### SUMMARY

The middle school will be attending the Shakespearean Festival in Ashland, Oregon, from May 4-6, 2016. We plan to leave in private vehicles on the morning of Wednesday, May 4 and return late on Friday, May 6. While in Ashland we will stay at the Southern Oregon University Dorms and all meals will be provide by them.

### DISCUSSION

#### Educational Implications

While in Ashland the students will attend three plays: The Yeomen of the Guard, Great Expectations, and The Twelfth Night. They will attend three workshops; The Prologue for The Yeomen of the Guard and 10 students will be on stage during the play. They will also attend an Exploring Design workshop where they will learn what inspires the designs for this season's productions. They will finally attend a two hour workshop where they will experience on their feet exercises led by two company members, designed to explore themes, characters, and language of the plays. Prior to our departure to Ashland all students will experience all three plays that they will see at the festival through reading the works in class.

#### Fiscal Implications

The cost per student is \$209.25 and per chaperon is \$249.25. This includes food for 3 days (\$58.25), 3 tickets (\$87), housing (\$60 student & \$100 chaperon), and admission to Science Works (\$4). This does not include the cost of the 3 workshops (\$370), gas (\$approx. \$40), and parking(\$20).

#### Additional Information

We have been fundraising all school year. We started the year off with a Jamba Juice Fundraiser, where we raised \$240. Then we sold Chicobags and raised \$923. We are planning a Taco Bar dinner fundraiser for Friday, March 4 and a Clean-up Bidwell Park fundraiser for Saturday, March 5. We will wrap up our fundraising with a Gofundme account that we just



recently completed our video for last week. All money is due 30 days prior to our departure (4/4). We are asking for help in paying for our 3 workshops (\$370) and the cost for Celeste (middle school teacher), Michael (middle school assistant) and Danielle Menucci to attend (\$747.75). This would bring the total to \$1,117.75. If the board would be willing to add any additional monies for scholarships for students that would also be appreciated. We are hopeful that at the conclusion of our fundraising that every student's total will be significantly reduced. My students have been actively seeking businesses in our community to make a pledge for their Clean-up Bidwell Park fundraiser. Every child who participates keeps 100% of the money they raise in pledges to go toward their trip to Ashland. We talk about it daily and one student has raised \$200 already. It is one part fundraiser and one part community service. I call that a win-win!

### **Lasting Impact**

A big part to any end of the year field trip is its lasting impact on the student. We attended Science Camp last year at Caritas Creek in Occidental, CA and my 8th graders talk about their experiences there almost daily. I heard stories from my 8th graders last year about how amazing their trip to Ashland was the year before as 7th graders. To spend three days immersed in the life of a college student, staying with friends, and experiencing some amazing plays and workshops, too. I am looking forward to having this time with my students to get to know them outside of the classroom.

### **Thank You**

I would like to Thank You in advance for your time and attention in considering my proposal. Please feel free to email me if you have any questions at [celeste@sherwoodmontessori.org](mailto:celeste@sherwoodmontessori.org).

Sincerely,  
Celeste Shults  
Middle School Teacher

Positive  
Energy  
Always  
Corrects  
Error

**ACTION REQUESTED: Approve funds for trip.**



**MEETING NOTICE OF THE BOARD OF DIRECTORS  
BOARD RETREAT**

**Date/Time:** January 21, 2016 6:00 p.m.  
**Location:** 746 Moss Ave., Chico, CA 95926

**AGENDA**

**1. CALL TO ORDER**

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Nicole Drummond, Nili Yudice, Curtis Anderson

**2. CONSENT AGENDA**

**2.1 Minutes Approval**

**3. REPORTS AND COMMUNICATION**

None

**4. NOTICED PUBLIC HEARINGS**

None

**5. REGULAR BUSINESS**

**5.1 Items Moved from Consent (If any)**

**5.2 Director as Signatory for Paychecks**

The Director will request to be added as a signatory to the bank account for signing paychecks only.

**ACTION REQUESTED:** Approve request.

**5.3 Independent Study Program**

A proposal to add an Independent Study/Home School Program will be presented.

**ACTION REQUESTED:** Approve proposal.

**5.4 Operational Plan**

An outline for an Operational Plan will be presented to the Board.

**ACTION REQUESTED:** Give feedback to Director regarding Operational Plan.

**5.5 School Calendar**

One day must be removed from our academic calendar for the 2015-2016 school year.

**ACTION REQUESTED:** Approve calendar amendment.

**5.6 Spanish and Literacy Instruction**

The Director will request Board approval for next steps in addressing changes in Literacy and Spanish program.

**ACTION REQUESTED:** Discuss next steps and give guidance to Director.

**6. CLOSED SESSION**

**6.1 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.

**The Board of Directors of Sherwood Montessori will have a Board Retreat following the business items for the purposes of planning for the organization. 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. Standing Committees of the Board that may meet at this time include the Curriculum Committee and the Policy and Charter Review Committee.**

**7. ADJOURNMENT 9:00 p.m.**

# **Board of Director Minutes 10-15-15**

Meeting was called to order at 6:07 pm on Thursday, October 15, 2015. Board members present were Chris Fosen, Curtis Anderson, Nili Yudice, Kristy Cowell, Peter DiFalco, Mark Reiser, and Nicole Drummond.

## **CONSENT AGENDA**

**2.1 Minutes Approval-not approved or discussed**

**2.2 LEA for Special Education Application Status-talked about in School Director Report**

**2.3 Bylaw Amendment for Secretary Duties-not addressed**

**2.4 Bylaw Amendment for Meetings –moved from consent agenda**

**2.5 Revision of Discipline Policy Language-not addressed**

**2.6 2016-2017 Calendar-moved from consent agenda**

## **REPORTS AND COMMUNICATION**

### **3.1 Instructional Staff Report**

Looking for grant writers

Board will answer letters from the children that were sent to the Board

### **3.2 Sherwood Montessori Parents Organization Report**

All is well; good start to the year

### **3.3 School Director Report**

SB740 discussion

Sherwood has gotten the go ahead to create and maintain their own LEA.

Charters are being credited for championing change!

Steps: create a sub committee, move towards straight ADA model

### **3.4 Treasurer Report**

Expect surplus of funding by end of year...ADA based on 152.95

### **3.5 Committee Reports**

Charter renewal –We can do a better job and this is a work in progress

Policies and Procedures

Facilities report by Peter –No result now....no site now..... We now have the specs to share with investors and realtors

Potential grants for new site development.

Communications committee and fundraising committees – importance of connecting with SMPO to unify.... Look at past years fundraisers and talk about what really works.

Date for Sherwoodstock is earlier in May this year...May 14<sup>th</sup>. Working on a permit application that has to go forward before we close the date in.

Curriculum committee – connect with teachers; align board with verbiage to support teachers.

**NOTICED PUBLIC HEARINGS None**

## **5. REGULAR BUSINESS**

### **5.1 Items Removed From Consent (If any)**

2.4 change the wording-Amendment approved

2.6 color coding changes –Calendar approved

### **5.2 Growth Plan**

Agenda asks for approval.....

Peter recommends we adopt this model.

Needs to be done before the lottery draw.

A to-do list need developed....teachers.....students.....

Nili motions to postpone this discussion until next month.....Kristy seconds....

Vote is unanimous....one month postpone.

**ACTION REQUESTED:**

### **5.3 Proposition 39**

EVERY year looks the same.....same denial....same rebuttal.....same turn down.

Motion to approve Nili. Second Nicole. Vote is unanimous....approved

**ACTION REQUESTED:**

### **5.4 Budget Committee Members**

Mark motion to approve

Curtis second

Vote is unanimous

**ACTION REQUESTED:**

**5.5 Performance Audit**

Montessori philosophy vs standardized teaching.....communication is key....we can reject the notion and we can show growth

Job is to receive this.....done.

**ACTION REQUESTED:**

**5.6 Board of Directors Committees**

Goal is to add committees when needed.....review committees....

Proposing subcommittee to look at the school as a whole to see if we are doing this.

Curtis will write up an explanation/summary

**PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA**

SMPO – Romi - new logo designs-two to look at....what is the process? Peter says it should be an action item on the agenda.

More discussion in the future.

**Meeting adjourned 9pm**

# **Board of Director Minutes 11-19-15**

## **1. CALL TO ORDER 6:04**

1.1 Roll Call Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Nicole Drummond, Nili Yudice, Curtis Anderson

## **2. CONSENT AGENDA**

None

## **3. REPORTS AND COMMUNICATION**

Pat Casey's report – Curtis projected enrollment;

## **4. NOTICED PUBLIC HEARINGS**

None

## **5. REGULAR BUSINESS**

5.1 Growth Model- consider revised model; will revisit yearly;

OPEN QUESTIONS?

Motion to approve with corrected TK #s Nili second Peter.....done!

5.2 Lease Negotiations –lease to expire in April 2016;

**ACTION REQUESTED:** Appoint Directors to negotiate leases with Redeemer Lutheran Church and the Unitarian Universalist Fellowship. Authorize School Director to expend approximately \$3,000 to support the Unitarian Fellowship by applying for an education use permit.

**REDEEMER LUTHERAN** –negotiations near? 2-3 year? Appoint directors: Curtis....Nili.....Chris have volunteered. Voted and passed

**UNITARIAN UNIVERSALISTS** –Appoint Directors to negotiate: Chris nominates Peter-Curtis-Mark....all OK...invite David.....Celeste....voted.....passed

Authorize director to spend: up to 5000 voted....passed

5.3 Revision of Injury Report Procedures

**ACTION REQUESTED:** Approve revision Change report form?

Peter....motion to amend.....Nicole seconds.....voted...all I's.....Mark abstains.

#### **5.4 First Interim Budget**

**The Business Manager has prepared the First Interim Budget Report for approval.**

**ACTION REQUESTED: Approve report. Motion to approve Curtis....second Chris...APPROVED!**

#### **6. COMMITTEE MEETINGS**

**The Ad-Hoc and Standing Committees of the Board of Directors will meet to collaborate on Action Plans for the 2015-2016 school year. Standing Committees of the Board that may meet at this time include the Curriculum Committee and the Policy and Charter Review Committee.**

#### **7. ADJOURNMENT (Est. 9:00 p.m.)**





## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 52. – Change of Signatories on Bank Account**

**Date:** January 15, 2016 for the meeting of January 21, 2016

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### SUMMARY

Consideration of request to authorize a change of signatories on the School's bank account.

### DISCUSSION

Our current Board resolution for signatories on the bank account includes Curtis Anderson, Peter DiFalco, and Mark Reiser. Adding the School Director as a signatory for employee paychecks only will ensure that employees are paid in a timely manner in accordance to labor law without creating a conflict of interest. This change will not violate any current fiscal policy.

### ACTION REQUESTED

Approve request.

Attachment: Resolution 012116



**RESOLUTION 012116**  
**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, **Curtis Anderson** 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 Michelle Yezbick who shall be granted authority to sign paychecks for employees of the organization.

NOW, THEREFORE BE IT RESOLVED In addition to Curtis Anderson, Mark Reiser and Peter DiFalco, members of the Board of Directors, Michelle Yezbick, School Director, shall be added as a signator for employee paychecks. The power to request transfers will reside with the school Director, Michelle Yezbick or the Board Treasurer, Curtis Anderson.

PASSED AND ADOPTED by the **Sherwood Montessori Board of Directors** at a public meeting held **January 21, 2016**.

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**Chris Fosen, Chair of the Board of Directors,**  
**Sherwood Montessori**

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**Date**



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.3 – Independent Study Program**

**Date:** January 15, 2016 for the meeting of January 21, 2016

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### SUMMARY

An independent study/home school program added to Sherwood's current program would address needs of the School as well as needs in the Chico community.

### DISCUSSION

With the passage of SB277, many families in the Chico area are looking for home school programs in which to enroll their children. Our current facility will not allow us to grow our enrollment to a sustainable level. A home school program would allow us to grow our enrollment without overcrowding our classrooms while also addressing a critical need in our community.

**ACTION REQUESTED:** Approve proposal to begin the work to add an independent study/home school program.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.4 Operational Plan**

**Date:** January 15, 2016 for the meeting of January 21, 2016

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### SUMMARY

An outline of an Operational Plan has been drafted by the School Director and is submitted for feedback.

### DISCUSSION

The 2014-2015 evaluation of the School Director included the following under Goals and Objectives for Next Evaluation Period (2015-16):

Develop an operational plan. Research different kinds of operational plans, learn the value of such documents, and propose a specific operational plan for Sherwood and a timeline for achieving it. Then, working with a subcommittee of the Board, draft a plan for approval by the full Board by the January meeting of the Board.

Attached is an outline for this document.

**ACTION REQUESTED:** Give feedback to Director regarding Operational Plan.

Attachment: Draft of Outline of Operational Plan

About this Document

Attendance-staff

Attendance-students

Birthdays

Board of Directors

Cell Phones

Certifications and Credentials

Child Abuse & Neglect Reporting Procedures

Child Care

Clothing

Communication

Confidentiality

Criminal Background Checks

Curriculum

Discipline Policy

Diversity

FERPA

Field Trips

Fundraising

Grievances

Guidance/Discipline

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Injuries, First Aid & CPR

Job Assignment Policies

Job Descriptions

Lunch

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Mission Statement

Office Hours

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Playground Supervision

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Report Cards

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Security & Emergency Protocols

SMPO

Snack

Special Education

Staff Evaluations

Teacher in Charge

Teacher Evaluations

Toys and Electronics at School

Volunteering

Attendance Policy

Campus Search & Seizure Policy

Conflict of Interest Policy

Discipline Policy

Independent Study Policy

Internet Safety Policy

Lottery Policy

Overview of Fiscal Operations

Parent Complaint Policy

Parent Participation Policy

Payroll Policy

Personnel Committee Policy

Purchasing Policy

Sexual Harassment Policy

Student Transportation Policy

Travel Policy

Visitation Policy

Wellness Policy



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.5 – School Calendar Change**

**Date:** January 15, 2016 for the meeting of January 21, 2016

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### SUMMARY

One day must be removed from the current school calendar.

### DISCUSSION

Our current school calendar has a total of 181 instructional days. The maximum number of days funded and allowed by teacher contracts is 180. One instructional day must be removed from the current calendar.

### ACTION REQUESTED

Approve a calendar amendment to remove one instructional day.

Attachment: School Calendar 2015-2016

# 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

	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	Attendance 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
August	17	18	19	20	21		600	930	0	0	270	330	330
Sept	24	25	26	27	28		1000	1590	330	330	270	330	330
Aug/Sept	31	2	3	4	5		1000	1590	330	330	270	330	330
Sept	7	8	9	10	11	Labor Day Holiday	800	1260		330	270	330	330
Sept	14	15	16	17	18		1000	1590	330	330	270	330	330
Sept	21	22	23	24	25		1000	1590	330	330	270	330	330
Sept/Oct	28	29	30	1	2		1000	1590	330	330	270	330	330
Oct	5	6	7	8	9		1000	1590	330	330	270	330	330
Oct	12	13	14	15	16		1000	1590	330	330	270	330	330
Oct	19	20	21	22	23		1000	1590	330	330	270	330	330
Oct	26	27	28	29	30	Conference Week	800	1080	270	270	270	270	0
Nov	2	3	4	5	6		1000	1590	330	330	270	330	330
Nov	9	10	11	12	13	Veterans Day Holiday	800	1320	330	330		330	330
Nov	16	17	18	19	20		1000	1590	330	330	270	330	330
Nov	23	24	25	26	27	Thanksgiving Break	0	0					
Nov/Dec	30	1	2	3	4		1000	1590	330	330	270	330	330
Dec	7	8	9	10	11		1000	1590	330	330	270	330	330
Dec	14	15	16	17	18		1000	1590	330	330	270	330	330
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
Jan	11	12	13	14	15		1000	1590	330	330	270	330	330
Jan	18	19	20	21	22	Martin Luther King, Jr.	800	1260		330	270	330	330
Jan	25	26	27	28	29		1000	1590	330	330	270	330	330
Feb	1	2	3	4	5		1000	1590	330	330	270	330	330
Feb	8	9	10	11	12	Lincoln's Birthday Holiday	800	1260	330	330	270	330	
Feb	15	16	17	18	19	Presidents Day Holiday	800	1260		330	270	330	330
Feb	22	23	24	25	26		1000	1590	330	330	270	330	330
Feb/Mar	29	1	2	3	4		1000	1590	330	330	270	330	330
March	7	8	9	10	11		1000	1590	330	330	270	330	330
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
March/April	28	29	30	31	1	Travel Day	1000	1260	0	330	270	330	330
April	4	5	6	7	8		1000	1590	330	330	270	330	330
April	11	12	13	14	15	Conference Week	800	1080	270	270	270	270	0
April	18	19	20	21	22		1000	1590	330	330	270	330	330
April	25	26	27	28	29		1000	1590	330	330	270	330	330
May	2	3	4	5	6		1000	1590	330	330	270	330	330
May	9	10	11	12	13		1000	1590	330	330	270	330	330
May	16	17	18	19	20		1000	1590	330	330	270	330	330
May	23	24	25	26	27		1000	1590	330	330	270	330	330
May/June	30	1	2	3	4	Memorial Day Holiday	800	0	330	330	270	330	330
June	6	7	8	9	10		600	930	330	330	270	0	0
TOTAL							36600	55830					

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



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.6 Spanish and Literacy Instruction**

**Date:** January 15, 2016 for the meeting of January 21, 2016

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### SUMMARY

Our beloved Literacy Specialist and Spanish teacher, Danielle Mennucci, is retiring. This change in our program is significant enough to warrant discussion and action at the Board level.

### DISCUSSION

Danielle Mennucci's literacy and Spanish language instruction program was part of the founding Board's original model when Sherwood opened in 2010 to less than 100 kindergarten through 8<sup>th</sup> grade students. The School has been through a lot of changes in the past six years. At this point in time, response to the vacancy created by Danielle's retirement should be carefully considered in terms of the school's resources, needs, and capacity.

**ACTION REQUESTED:** Discuss next steps and give guidance to Director.



## REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**  
**746 Moss Avenue, Chico, California**  
Date/Time: **Thursday, November 19, 2015 – 6:00 p.m.**

### AGENDA

**1. CALL TO ORDER**

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Nicole Drummond, Nili Yudice, Curtis Anderson

**2. CONSENT AGENDA**

**None**

**3. REPORTS AND COMMUNICATION**

**None**

**4. NOTICED PUBLIC HEARINGS**

**None**

**5. REGULAR BUSINESS**

**5.1 Growth Model**

The Board will be asked to approve a growth plan to inform the lottery draw and enrollment.

**ACTION REQUESTED: Adopt proposed growth model.**

**5.2 Lease Negotiations**

The Board will be asked to open lease negotiations with Redeemer Lutheran Church and the Unitarian Universalist Fellowship. The Board will also be asked to authorize the School Director to expend approximately \$3,000 for fees related to securing an educational use permit.

**ACTION REQUESTED: Appoint Directors to negotiate leases with Redeemer Lutheran Church and the Unitarian Universalist Fellowship. Authorize School Director to expend approximately \$3,000 to support the Unitarian Fellowship applying for an education use permit.**

**5.3 Revision of Injury Report Procedures**

The Board will be asked to approve a revision to the Injury Report Procedures.

**ACTION REQUESTED: Approve revision.**

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

#### **5.4 First Interim Budget**

The Business Manager has prepared the First Interim Budget Report for approval.

**ACTION REQUESTED:** Approve report.

#### **6. COMMITTEE MEETINGS**

**The Ad-Hoc and Standing Committees of the Board of Directors will meet to collaborate on Action Plans for the 2015-2016 school year. Standing Committees of the Board that may meet at this time include the Curriculum Committee and the Policy and Charter Review Committee.**

#### **7. ADJOURNMENT (Est. 9:00 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.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.1 Growth Model**

**Date:** November 13, 2015 for the meeting of November 19, 2015

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### SUMMARY

Each year, the Board of Directors must adopt a growth model to guide the lottery, planning, and enrollment.

### DISCUSSION

At the November 2014 meeting of the Board of Directors, a growth model was adopted that would work with the school remaining at its current facility. The model was chosen because it was financially sustainable under the new funding model and does not cause us to outgrow our current facility.

Major drawbacks to the adopted model was that it would require losing one lower elementary classroom and increasing to three upper elementary classrooms in 2016-2017. In 2017-2018, the model would go to two lower elementary and two upper elementary classrooms, eliminating one full-time teaching position.

To avoid this plan, the 6<sup>th</sup> grade class of 2016-2017 could be split into three different environments: the two upper elementary classrooms would have 6<sup>th</sup> grade, and a group of 6<sup>th</sup> graders would move to middle school. As we do with any grade that moves up, we would take parent input into consideration and the teachers would work together to create optimal class lists.

To continue to have a financially sustainable model, students would be added not only in kindergarten but in the lower elementary as well. This would ultimately sustain upper elementary classrooms at class sizes of near thirty, which is larger than desirable. However, the 6<sup>th</sup> grade could become the grade that is split between upper elementary and middle school. If

we continue to have attrition in the middle school grades as some students seek a larger school environment, this model would also help to stabilize the middle school.

**ACTION REQUESTED:**

Adopt proposed growth model.

Attachment: Growth Model With Sixth Grade Splits

DRAFT Growth Plan 2015-2016

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			6			6		
K	23	23	1	18	22	1	17	23	1	17	23	1
lower el 1	25	69	3	16	60	3	22	60	3	21	60	3
2	23			27			17			22		
3	21			17			21			17		
upper el 4	20	50	2	24	51	2	18	42	2	21	54	2
5	11			19			24			18		
6	19			8			19			24(7/8/9)		
middle 7	11	26	1	4	8	1	4	28	2	19	31	2
school 8	15			4			5			4		
Total	168		7	141		7	153		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	18	60	3	19	58	3	19	58	3	19	58	3
2	20			19			19			19		
3	22			20			20			20		
upper el 4	17	56	2	22	60	2	20	59	2	20	62	2
5	21			17			22			20		
6	18			21			17			22		
middle 7	24	43	2	18	42	2	21	39	2	17	38	2
school 8	19			24			18			21		
Total	182		8	183		8	179		8	181		8

Each classroom will have one teacher and one teacher's aide with this model.





## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.2 Lease Negotiations**

**Date:** November 13, 2015 for the meeting of November 19, 2015

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### SUMMARY

The need to secure facilities for the 2016-2017 school year requires that members of the Board of Directors initiate lease negotiations.

### DISCUSSION

Our current lease with Redeemer Lutheran Church is set to expire in April, 2016. We have used our two two-year term extensions that were previously negotiated.

Also, it would be in the best interest of the school as a whole to look into options to lease space from the Unitarian Universalist Fellowship to alleviate some of our crowding issues. To do so, the Board must appoint Directors who will be in communication with the leadership of these churches to negotiate terms.

### ACTION REQUESTED:

Appoint Directors to negotiate leases with Redeemer Lutheran Church and the Unitarian Universalist Fellowship.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.3 Revision of Injury Report Procedures**

**Date:** November 13, 2015 for the meeting of November 19, 2015

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### SUMMARY

Sherwood staff would like a revision to the current injury reporting procedures which are onerous and not in line with best practices.

### DISCUSSION

Currently, our procedures when a student is injured are to send an injury report when there will be a mark left by the injury, as described in the Family Handbook:

#### Injuries

Sherwood staff has been trained in first aid and CPR. If your child is hurt at school, appropriate care will be given. If the injury results in a bump or mark, an injury report will be sent home to inform parents of the nature of the injury. If your child needs to be picked up from school for medical attention, school staff will call all numbers on the Emergency Form until an adult can be reached. *Please keep us updated regarding changes to phone numbers and contact information.* For serious injuries, staff will call 911 and see that the injured child is transported to the emergency room for treatment.

The practice of writing an injury report every time a student gets injured in such a way that it would leave a mark is consuming an inordinate amount of time for office staff and playground supervision staff. When a staff member needs to write a report, they are also not able to actively supervise students, causing a safety problem.

Our office staff consulted with our school nurse, and she felt that our current procedures were not in line with best practices. Her suggestions included revising the procedure to one that is described below, and to replace the many injury reports with a one-page log that would keep a record for the Safety Committee, but would not be wasteful of staff

time and paper. The proposed revised language follows:

## **Injuries**

Sherwood staff has been trained in first aid and CPR. If your child is hurt at school, appropriate care will be given. If the injury results in a bump or mark, ~~an injury report~~ an injury that will require follow up care at home, an injury report will be sent home to inform parents of the nature of the injury. If your child needs to be picked up from school for medical attention, school staff will call all numbers on the Emergency Form until an adult can be reached. *Please keep us updated regarding changes to phone numbers and contact information.* For serious injuries, staff will call 911 and see that the injured child is transported to the emergency room for treatment.

### **ACTION REQUESTED:**

Approve revision of procedures.

Attachment: Sample accident log from CUSD

Codes: SW = Soap/Water  
SW/B = Soap/Water/Bandaid  
C = Cold Pack  
BR = Bed Rest

SCHOOL \_\_\_\_\_

MONTH \_\_\_\_\_

[illegible]



## **MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.4 First Interim Financial Report**

**Date:** November 13, 2015 for the meeting of November 19, 2015

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### **SUMMARY**

Business Manager Pat Casey has prepared a First Interim Financial Report that needs to be approved by the Board before being sent to CUSD, BCOE, and the CDE.

### **DISCUSSION**

The Budget Committee met in early November with the original budget for the 2015-2016 fiscal year and actual spending through October. 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 2015-2016 fiscal year.

### **ACTION REQUESTED**

Approve report.

Attachment: First Interim Financial Report

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: Sherwood Montessori  
(continued) Charter School  
CDS #: 04-61424-0121475  
Charter Approving Entity: Chico Unified School District  
County: Butte  
Charter #: 1166  
Fiscal Year: 2015-16

This charter school uses the following basis of accounting:

- ☒ **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	673,394		673,394	154,682		154,682	624,827		624,827
Education Protection Act Funding	8012	182,002		182,002	44,646		44,646	171,828		171,828
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		855,396	-	855,396	199,328	-	199,328	796,655	-	796,655
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	66,440	16,774	83,214			-	66,440	16,774	83,214
Special Education - State	StateRevSE	2,141	12,492	14,633			-	2,141	12,492	14,633
All Other State Revenues	StateRevAO	21,277	4,000	25,277	333		333	21,277	4,000	25,277
Total, Other State Revenues		89,858	33,266	123,124	333	-	333	89,858	33,266	123,124
4. Other Local Revenues										
Charter Schools Funding in Lieu of Property Taxes	8096	260,552		260,552	67,432		67,432	256,753		256,753
All Other Local Revenues	LocalRevAO	60,391		60,391	9,782		9,782	60,391		60,391
Total, Local Revenues		320,943	-	320,943	77,214	-	77,214	317,144	-	317,144
5. TOTAL REVENUES		1,266,197	33,266	1,299,463	276,875	-	276,875	1,203,657	33,266	1,236,923
B. EXPENDITURES										
1. Certificated Salaries										
Teachers' Salaries	1100	391,482	3,474	394,956	97,214	1,320	98,534	356,359	3,474	359,833
Certificated Pupil Support Salaries	1200			-			-			-
Certificated Supervisors' and Administrators' Salaries	1300			-			-			-
Other Certificated Salaries	1900			-			-			-
Total, Certificated Salaries		391,482	3,474	394,956	97,214	1,320	98,534	356,359	3,474	359,833
2. Non-certificated Salaries										
Instructional Aides' Salaries	2100	113,822	30,673	144,495	32,005	1,083	33,088	116,129	32,301	148,430
Non-certificated Support Salaries	2200	15,450		15,450	9,182	30	9,212	21,432		21,432
Non-certificated Supervisors' and Administrators' Sal.	2300	70,000		70,000	24,083		24,083	72,746		72,746
Clerical and Office Salaries	2400	32,856		32,856	9,515		9,515	32,856		32,856
Other Non-certificated Salaries	2900	17,309		17,309			-	31,682		31,682
Total, Non-certificated Salaries		249,437	30,673	280,110	74,785	1,113	75,898	274,845	32,301	307,146
3. Employee Benefits										
STRS	3101-3102	39,628		39,628	10,444		10,444	36,425		36,425
PERS	3201-3202	19,360	480	19,840	5,360		5,360	19,840		19,840
OASDI / Medicare / Alternative	3301-3302	24,352	475	24,827	7,142		7,142	24,530		24,530
Health and Welfare Benefits	3401-3402	58,868		58,868	17,184		17,184	54,710		54,710
Unemployment Insurance	3501-3502	16,224	238	16,462	2,346	77	2,423	16,814		16,814
Workers' Compensation Insurance	3601-3602	6,685		6,685	3,745		3,745	10,800		10,800
Retiree Benefits	3701-3702			-			-			-
PERS Reduction (for revenue limit funded schools)	3801-3802			-			-			-
Other Employee Benefits	3901-3902			-			-			-
Total, Employee Benefits		165,117	1,193	166,310	46,221	77	46,298	163,119	-	163,119
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	6,763		6,763	3,100		3,100	6,763		6,763
Books and Other Reference Materials	4200	1,000	1,000	2,000	936		936	1,000	1,000	2,000
Materials and Supplies	4300	33,263		33,263	12,124		12,124	33,263		33,263
Noncapitalized Equipment	4400			-	1,950		1,950			-
Food	4700			-	316		316			-
Total, Books and Supplies		41,026	1,000	42,026	18,426	-	18,426	41,026	1,000	42,026
5. Services and Other Operating Expenditures										
Home to School Transportation	5100			-			-			-
Travel and Conferences	5200	5,253		5,253	989		989	5,253		5,253
Dues and Memberships	5300	1,342		1,342			-	1,342		1,342
Insurance	5400	26,827		26,827	7,253		7,253	26,827		26,827
Operations and Housekeeping Services	5500	29,657		29,657	9,185		9,185	29,657		29,657
Rentals, Leases, Repairs, and Noncap. Improvements	5600	127,915		127,915	34,042		34,042	127,915		127,915
Professional/Consulting Services and Operating Expend.	5800	65,419	400	65,819	18,415		18,415	65,419	400	65,819
Communications	5900	5,766		5,766	1,525		1,525	5,766		5,766
Total, Services and Other Operating Expenditures		262,179	400	262,579	71,409	-	71,409	262,179	400	262,579
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Sites and Improvements of Sites	6100			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Detail**

Charter School Name: Sherwood Montessori  
(continued) Charter School  
CDS #: 04-61424-0121475  
Charter Approving Entity: Chico Unified School District  
County: Butte  
Charter #: 1166  
Fiscal Year: 2015-16

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for full accrual only)	6900			-			-			-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	132,000		132,000			-	106,608		106,608
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7280-7299			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal	7439			-			-			-
Transfers of Indirect / Direct Support Costs	7300-7399			-			-			-
Total, Other Outgo		132,000	-	132,000	-	-	-	106,608	-	106,608
8. TOTAL EXPENDITURES		1,241,241	36,740	1,277,981	308,055	2,510	310,565	1,204,137	37,175	1,241,312
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		24,956	(3,474)	21,482	(31,180)	(2,510)	(33,690)	(480)	(3,909)	(4,389)
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	-			-	(3,909)	3,909	-
4. TOTAL OTHER FINANCING SOURCES / USES		(10)	10	-	-	-	-	(3,909)	3,909	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		24,946	(3,464)	21,482	(31,180)	(2,510)	(33,690)	(4,389)	-	(4,389)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	138,940	50,204	189,144	260,449		260,449	138,940	50,204	189,144
b. Adjustments to Beginning Balance	9793, 9795			-			-	-		-
c. Adjusted Beginning Balance		138,940	50,204	189,144	260,449	-	260,449	138,940	50,204	189,144
2. Ending Fund Balance, June 30 (E + F.1.c.)		163,886	46,740	210,626	229,269	(2,510)	226,759	134,551	50,204	184,755
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	163,886	46,740	210,626	229,269	(2,510)	226,759	134,551	50,204	184,755



## REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**  
**746 Moss Avenue, Chico, California**  
Date/Time: **Thursday October 15, 2015 – 6:00 p.m.**

### AGENDA

#### 1. CALL TO ORDER

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Curtis Anderson, Nili Yudice, Nicole Drummond

#### 2. CONSENT AGENDA

- 2.1 Minutes Approval**
- 2.2 LEA for Special Education Application Status**
- 2.3 Bylaw Amendment for Secretary Duties**
- 2.4 Bylaw Amendment for Meetings**
- 2.5 Revision of Discipline Policy Language**
- 2.6 2016-2017 Calendar**

#### 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**
- 3.5 Committee Reports**

#### 4. NOTICED PUBLIC HEARINGS

None

#### 5. REGULAR BUSINESS

##### **5.1 Items Removed From Consent (If any)**

##### **5.2 Growth Plan**

The Board of Directors will be asked to adopt a growth model to guide the lottery, planning, and enrollment.

**ACTION REQUESTED:** Adopt proposed growth model.

##### **5.3 Proposition 39**

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

**ACTION REQUESTED:** Approve draft of Prop 39 Initial Request.

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



#### **5.4 Budget Committee Members**

The bylaws of the Board of Directors state that the Board shall approve members of the Budget Committee.

**ACTION REQUESTED:** The bylaws of the Board of Directors state that the Board shall approve members of the Budget Committee.

#### **5.5 Performance Audit**

The School Director has written a school performance report based on standardized test results.

**ACTION REQUESTED:** Receive report.

#### **5.6 Board of Directors Committees**

The Board has formed several committees it foresees as useful for completing work this school year. This item is to allow for any discussion of other potential committees that may be needed.

**ACTION REQUESTED:** Review Board Committees that have been formed already and decide if there will be any added. Assign Directors to any newly formed committees.

### **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 agendaized for a future meeting.

### **7. FUTURE AGENDA ITEMS**

#### **7.1 First Interim Financial Report**

#### **7.2 Annual Financial Audit**

### **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.

Minutes of the Regular Meeting  
Board of Directors, Sherwood Montessori  
September 17, 2015, 6:00 p.m.

Present - Chris, Peter, Mark, Nicole, Nili, Curtis

Absent - Kristy

Others - Michelle, Teresa

Item 5 - Discussion of LEA Petition draft emailed to BOD. Question - Are there identified people to fill these positions? Michelle answered no.

At Sherwood we have seven IEP's and one pending

Comment to change Discipline Policy to say "Special Needs Children" to "Child with Special Needs"

Michele mentioned this would be revisited so hold that thought.

Question - Is it required that we supply transportation to children with IEP's if the parents ask for it? We need to check to see if we need to offer this.

**On the item for discussion**

Nili - motioned

Nicole seconded

Approved unanimous

**Committee Meetings**

Have each subcommittee write a one page summary about what the descriptions and what the needs are and what is to be accomplished.

Chris and Peter organized the sub committees per different time slots. We broke into our respective subcommittees.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** Agenda Item 2.2 LEA for Special Education Application Status

**Date:** October 9, 2015 for the meeting of October 15, 2015

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### Summary

The Board approved an application for LEA (Local Education Agency) status with the BCOE SELPA (Butte County Office of Education Special Education Local Plan Area) Coordinating Council and was approved.

### Discussion

The Board of Directors approved an application to be submitted to the BCOE SELPA Coordinating Council. The Council approved the application as it was written on Tuesday, September 29<sup>th</sup>. Jessica Ordaz, our SBIT Coordinator, went as my designee as I was attending the Learning-Focused Conversations training in Paradise. Next, the Governing Council of the BCOE SELPA will vote on whether or not to approve the application with the recommendation to do so from the Coordinating Council. This meeting will happen on the morning of Wednesday, October 14<sup>th</sup> and I will attend.

**ACTION REQUESTED:** Receive report.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** Agenda Item 2.3 Bylaw Amendment for Secretary Duties

**Date:** October 9, 2015 for the meeting of October 15, 2015

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### Summary

The proposed amendment will bring bylaws in line with desired practices.

### Discussion

By changing the highlighted text to "The Secretary or Secretary's designee shall:" Board members may share the duties of the Secretary.

### SECTION 8. DUTIES OF SECRETARY

#### The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;
2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;
3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;
4. Be custodian of the records;
5. Exhibit at all reasonable times to any Director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

**ACTION REQUESTED: Approve amendment.**



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** Agenda Item 2.4 Bylaw Amendment for Meetings

**Date:** October 9, 2015 for the meeting of October 15, 2015

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### Summary

Proposed changes to the bylaws will bring the bylaws in line with desired practices.

### Discussion

Currently, the bylaws as they are written do not allow for recesses of the Board:

### SECTION 2. REGULAR AND ANNUAL MEETINGS

Regular meetings of Board of Directors shall be held **at least monthly** on a day and time which is agreed upon by the Directors and/or may be changed by agreement of all the Directors. The Board of Directors shall conduct an annual meeting each April.

By changing the highlighted text to read “generally on monthly basis”, the desired schedule of meetings and the bylaws will be in agreement.

**ACTION REQUESTED:** Approve amendment.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 2.5 Revision of Discipline Policy Language**

**Date:** October 9, 2015 for the meeting of October 15, 2015

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### Summary

The proposed change of language resolves the issue of dehumanizing children with special needs by identifying them as special needs children.

### Discussion

Currently, our Discipline Policy refers to special needs children. The more sensitive, humanizing terminology would be children with special needs.

**ACTION REQUESTED: Adopt proposed revision.**



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 2.6: 2016-2017 Calendar**

**Date:** October 9, 2015 for the meeting of October 15, 2015

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**SUMMARY**

A draft of a calendar for the 2016-2017 school year has been created.

**DISCUSSION**

The attached draft of a school calendar for the 2016-2017 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 2016-2017 School Year

# Sherwood Montessori

## 2016-2017 School Calendar

August 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	EP	EP	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 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	

October 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					

November 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			

December 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

January 2017						
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 2017						
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 2017						
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 2017						
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 2017						
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 2017						
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 2017						
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 15-16	Planning/Development Days
Aug 17	First Day of School for students
Sep 5	Labor Day-no school
Oct 28	Parent/Teacher Conferences - no school
Nov 11	Veterans Day - no school
Nov 21-25	Thanksgiving Break-no school
Dec 22-Jan 6	Winter Break-no school
Jan 16	Martin Luther King Jr. Day-no school
Feb 17 & 20	Presidents Day-no school
Feb 17	Attendance Make-Up Day-8:30-12:00

Mar 13-17	Spring Break - no school
April 14-17	Spring Break 2- no school
Apr 14	Parent/Teacher Conferences- no school
Apr 17	Attendance Make Up Day-8:30-12:00
May 29	Memorial Day-no school
Jun 7	Last Day of School



M	T	W	TH	F
0	0	200	200	200
330	330	270	330	330
200	200	200	200	200
	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	0
200	200	200	200	200
200	200	200	200	
200	200	200	200	200
200		200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200		
200	200	200	200	200
	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
200	200	200	200	200
0	200	200	200	200
200	200	200	0	0

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	15	16	17	18	19		3	2	5
August	22	23	24	25	26		5	0	5
Aug/Sept	29	30	31	1	2		5	0	5
Sept	5	6	7	8	9	Labor Day Holiday	4	0	4
Sept	12	13	14	15	16		5	0	5
Sept	19	20	21	22	23		5	0	5
Sept	26	27	28	29	30		5	0	5
Oct	3	4	5	6	7		5	0	5
Oct	10	11	12	13	14		5	0	5
Oct	17	18	19	20	21		5	0	5
Oct	24	25	26	27	28	Conference Week	4	1	5
Oct/Nov	31	1	2	3	4		5	0	5
Nov	7	8	9	10	11	Veterans Day Holiday	4	0	4
Nov	14	15	16	17	18		5	0	5
Nov	21	22	23	24	25	Thanksgiving Break	0	0	0
Nov/Dec	28	29	30	1	2		5	0	5
Dec	5	6	7	8	9		5	0	5
Dec	12	13	14	15	16		5	0	5
Dec	19	20	21	22	23	Winter Break	3	0	3
Dec	26	27	28	29	30	Winter Break	0	0	0
Jan	2	3	4	5	6	Winter Break	0	0	0
Jan	9	10	11	12	13		5	0	5
Jan	16	17	18	19	20	Martin Luther King, Jr.	4	0	4
Jan	23	24	25	26	27		5	0	5
Jan/Feb	30	31	1	2	3		5	0	5
Feb	6	7	8	9	10		5	0	5
Feb	13	14	15	16	17	Lincoln's Birthday Holiday	4	0	4
Feb	20	21	22	23	24	Presidents Day Holiday	4	0	4
Feb/Mar	27	28	1	2	3		5	0	5
March	6	7	8	9	10		5	0	5
March	13	14	15	16	17	Spring Break	0	0	0
March	20	21	22	23	24		5	0	5
March	27	28	29	30	31		5	0	4
April	3	4	5	6	7		5	0	5
April	10	11	12	13	14	Conference Week	4	1	5
April	17	18	19	20	21		4	0	5
April	24	25	26	27	28		5	0	5
May	1	2	3	4	5		5	0	5
May	8	9	10	11	12		5	0	5
May	15	16	17	18	19		5	0	5
May	22	23	24	25	26		5	0	5
May/June	29	30	31	1	2	Memorial Day Holiday	4	0	4
June	5	6	7	8	9		3	1	4
<b>TOTAL</b>							<b>180</b>	<b>5</b>	<b>185</b>

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



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

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

**Date:** October 9, 2015 the meeting of October 15, 2015

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### **Kindergarten -Teresa Shippen**

The start to the Kindergarten year was truly different this year. This is the first year we are feeling the benefits of adding Transitional Kindergarten to the Kindergarten classroom. The current class is comprised of five returning students, fourteen students who will have a 1 year Kindergarten program, and five students that are in the first year of a two year program. That means we have 4, 5, and 6 year old students in our room. Yay! A mixed age classroom! The five returning students (last year's T.K. students) were very helpful in setting the tone of the classroom, and helping others to transition to our Kindergarten room. They are wonderful role models in how to work independently both on school work, and on how to solve other problems that arise throughout the work period. These might include finding needed materials, sharing materials, how to ask for what you need, and how to solve interpersonal problems. The class has settled into a nice rhythm, allowing me to begin more formal lessons earlier than in previous years. I love watching the more experienced students encouraging and helping the T.K. students. It is heartwarming!

There have also been some benefits that I did not expect. The students who have experienced a year of Kindergarten are enthusiastic about upcoming lessons and projects. Having experienced these in the past allows them to look forward to, and understand more fully the lessons and activities in our room. It is easier to share materials when we are working at more diverse levels. We are not all waiting for an introduction to new materials. Furthermore, parents who have had students in our room are reaching out to new parents. When all the students are new to a room these things take longer to set up. We usually spend a third of the year working on our classroom norms, and developing the sense of mutual joy and respect that are vital to a Montessori classroom. The blending of ages and skills has allowed the students to work independently and collaboratively towards their own goals and the mutual classroom goals we have. It has been a wonderful experience for Lynn and I to experience this element of a Montessori education

### **1st/2nd/3rd -Marlo Knox**

We have experienced an excellent start to the school year. Here are some highlights:

- Our class began with 19 students, dropped to 18, then very recently grew again to a class size of 19. Interestingly enough only one student is coming to our community without any previous

Montessori experience. Experience with the Montessori method, and interest in practicing the Montessori method is the foundation of our classroom work.

- I do have several new students to our community. Michelle Yezbick, Sara Miner, a graduate program student from CSU Chico, and I have developed a small group for students new to Sherwood which meets once a week. The work focuses on enhancing self-esteem and self-confidence making space to discuss what it is like to join a classroom community with an expansive, rich, history, and then integrate into the larger school community which is built on strong relationships formed over prolonged commitment and time.
- I am using anecdotal records as I conference regularly with my students, sharing our conversations with parents with the hopes of communicating the co-analysis and co-evaluation of each students' learning.
- In addition, the lower elementary team is collaborating once a week for 40 minutes to deliver Second Step lessons to all students. Second Step curriculum is the tool we use as a school to teach empathy. Carin guides all first year students, Eric guides all third year students, and I guide all second year students.
- Karli and I have been slowly training the 8 new students to our classroom on procedures and classroom jobs building ownership and responsibility. This has proven to be a great way to help returning student to hone their own practice. If you visited our classroom you would not see a posted responsibility chart yet but you would see responsible people who practice intentionally what our many jobs should look like.
- Common Core Standards and the publishing of the California Assessment of Student Performance and Progress triggered change to the way Sherwood will be helping student become competent intellectually. We are reflecting on our assessments of students and holding ourselves to tighter time-lines to establish clear paths to intervention when necessary. I find it interesting to reflect on our identification process and the documentation/collaboration that goes along with that. In my classroom I have five students with Individual Education Plans (IEPs), three different students with Site Base Intervention Team plans (current SBITs), I have just completed the paperwork required to recommend SBITs for four more different students. This is 12 students of my 19 total enrollment, over 60% of my class. What is going on that 60% of my students are "identified"? Is our necessary relationship to the state of California and its requirements pushing us into deficient thinking? Do we just need to name it? Name them, the children that are learning differently? Can we hold on to close observation of the child to understand their needs and pursue meeting their needs? Maria Montessori freed herself from conventional methods, and opened herself up to new ideas and practices, can we do the same in our current educational climate? I love to remember Maria Montessori's work in the slums of Italy. She began in that impoverished area with children suffering from malnutrition, accustomed to no supervision and being ignored, their behavior was out of control, aggression was common, restlessness was rampant, apathy and overall discontent was displayed. That is where she found the children and that is where she began their growth. She saw each child's needs and worked to help them. I don't have answers but it's on my mind.
- Finally, I am communicating classroom needs to the community I serve through a published list of ways families can volunteer. The list is connected to another spreadsheet which describes the different opportunities in detail. It has not been easy to get this aspect of my classroom going but I am not alone in the task as I have at least two parents stepping up in leadership roles

to assist me. Our classroom is trying to use a Shutterfly website to disseminate information and eliminate our own paper trail. I'm excited to see how this goes.

### **1st/2nd/3rd-Carin Anderson**

In reflecting on the first month and a half of school in light of our Mission Statement a few things come to mind. The first is that I feel lucky to be teaching in a school with this kind of mission guiding our work, and in a school where I feel it is actually possible to pursue this mission as a teacher. Sherwood is not perfect, and there are certainly struggles here, but there are so many things it is getting right, in theory and practice. One example of this in my experience this year is the school's decision to give one of my students the support he needs even though it required hiring another aide to do so. This decision dramatically changed the academic, social and emotional climate of the classroom for me, this particular student, and for the rest of the children. Without this support, I believe it would have been a very frustrating and rocky beginning of the year, without the possibility of creating the kind of grounded and supportive place children need in order to learn.

The second thing that I have been reflecting on in re-reading the Mission Statement is the challenge of teaching to the whole child - intellectually, physically, and psychologically - while at the same time teaching to high academic standards, and doing so in a school that draws a higher than typical percentage of students who have special needs. Finding a way to stay as true as we can to the Montessori curriculum and philosophy while preparing students for success on the state math and language tests is not easy, especially at the lower elementary level where math in particular is very concrete. I believe it is theoretically possible to do both - the Montessori curriculum is very academic - but I am struggling with the task of doing both in the number of HOURS we have in the day without sacrificing the richness of Montessori, and the richness of a classroom in which the whole child IS actually taught to.

Fostering empathy, creating a community of mutual respect, honesty and courtesy, and growing responsible citizens takes time. Exploring the wonders of botany, zoology, geography, music, art, history, chemistry, physics, community service, world cultures, and peace studies takes time. I am all for high academic standards, I want my kids to do well on the tests, and I am committed to helping to prepare them. But I am also committed to giving these children what I think they most need - a place where the seeds that are already in them of compassion, of deep curiosity about the world and how it works, and of the desire to feel connection with others can grow.

This year I am trying to integrate the Common Core math curriculum we have been given to supplement our Montessori math. I have found this to be very time consuming. I know I am at the beginning of trying to integrate these two things, and am hopeful that if I am strategic enough, I will not have to sacrifice too much of all of the other things I want to offer the students. Time will tell.

### **1st/2nd/3rd -Eric Parish**

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. The first few weeks of school the children were busy around the room with many different objects and materials. Now they may have moments when they settle down with a work for a longer period of time concentrated and focused, but not yet fully absorbed. Over the course of the next few months it will be interesting to study the phenomenon of movement and work in our learning community.

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, part of our studies have been observing soil samples under a magnifying glass. The children then sketch and label their observations. We have also been working through our *Mind Up* curriculum. The kids have been learning about the parts of their brain that control wise choices, fight-flee-freeze responses, and memories. We are currently studying mindfulness and the senses. A new language works material arrived from Waseca. This material allows children to write specific sounds in a window, read the word and check with a picture, use the pictures as cues and add the beginning and ending sounds to the complete the words. This material works beautifully with the Waseca reading program that we already have. It's a great program for our kids that are just learning how to read.

#### **4th/5th-Kellee Perez**

#### **4th/5<sup>th</sup>-Tanya Parish**

The environment in a Montessori classroom is seen as one of the most important components to the success of the child as they learn. It is the environment that holds all the answers and the solutions to their challenges. The teacher is the link that connects the child to the environment. The teacher does this by making the environment warm and inviting to the child, having multiple options for the children to set up workstations, having plants, arranging materials on the shelf to attract the child's attention and making sure that all items in the classroom are complete and in working order. In this way we create a positive climate for learning.

I began the first days of our school year by creating a social contract with the children. We first talked about personal characteristics. I gave the children a list to reference and we did a few lessons that involved them identifying their own personal characteristics. One of which involved the children tracing their hand on a piece of paper, writing their characteristics on it and then decorating it and cutting it out. During our discussion of personal characteristics, we had a poster on the wall that was broken into four categories: I learn best when my classmates are..., I learn best when my classmates say..., I learn best when my teachers are..., and, I learn best when my teachers say... . The children spent about three days filling in the chart. We then had a culminating ceremony where we added our decorated hands to the bulletin board in a circle and signed the contract. I made it very official in that prior to them signing the board, they each said, "I made the contract, I have read the contract and I accept the contract." They then rang a little bell and added their hand and signature to the "contract. My intention in this activity was to include the children in establishing a physically, socially and emotionally safe classroom environment for students by developing and maintaining clear expectations for

academic and social behavior.

Having the contract has helped us as a class to establish a sense of community, and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem solving.

As we have been moving forward in the year the contract gives us a reference point in the classroom that has allowed for the writing and implementing of a classroom management plan that is fair and transparent to students, and is aligned with school discipline policies. Students and families are able to visit the contract often if there are any questions in regards to our social structure and expectations. Having all students, parents and teachers aware of the expectations allows for supporting academic and personal success through establishing a climate of caring, respect, and fairness.

When sensitive issues arise or expectations are not being met we refer to the contract as a gentle reminder that we all agreed to uphold the classroom expectations. This is mainly done privately so as not to call attention to an individual in an embarrassing way. Often times there can be an issue that needs to be discussed as a group. We bring these items to the group gathering circle to discuss them. We are always sensitive to all members of our community in these discussions and do our best to respond appropriately to sensitive issues and classroom discussions in a culturally responsive manner.

Our classroom is a very dynamic system of independent and group work. As the teacher I am constantly striving to give the children communication tools and strategies that help students learn to work responsibly with others and independently. In viewing the classroom as a system, I am also constantly shifting and reevaluating in order to make sure that all the needs of the class are being met. If changes need to be made, I first identify the problem, research solutions via internet sources, other teachers and mindful thought. This process helps me to evaluate the classroom social environment and its relationship to academic achievement for all students, and make necessary adjustments based on observations of students and consultation with other teachers and students' families.

I am very excited to have learned through the CalStateTEACH program about restorative practices and to see its implementation through the publication, *Teaching Restorative Practices with Classroom Circles*, developed for San Francisco Unified School District, by Amos Clifford. This process speaks to me on the levels of respect for the child, allowing the child to have responsibility and independence as a way of building capable and confident members of our society. I just can't wait to try out the lessons that they have given and to start using it as a way to problem solve in our classroom.

We start our day with a review of our daily schedule on the board. This helps students know what to expect for their upcoming day. It also helps me set the tone for the importance of our work time. We recently did a math assessment on all of our children that showed us exactly what they can and cannot do in relation to the Common Core State Standards. Before the assessment it was difficult for me to plan for the children's lessons and to set goals for their pacing in this subject. I am now able to plan Montessori lessons and Common Core support based on what each individual knows, form small work groups and set pacing goals for administering the content that is required. I can plan in my day to allocate instructional time to maximize student learning and achievement in relation to state-adopted academic content standards for students. We have recently shifted or literacy groups so that I can provide math



lessons to grade level groups without being interrupted.

In my planning I am setting goals for myself and for my students. As I strive to meet these goals I realistically realize that I will meet some and I will not meet some learning valuable lessons. Having this idea of flexibility helps me to adjust and adapt to find new ways to take on the responsibility of making the most of our instructional time and creating a safe and responsible classroom environment. I am also sure you are aware of our space issue. With 500 square feet we are actually faring quite well but a few students have expressed their thoughts when given the prompt: What is one thing you would change about our school? Please see attached.

### **6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>-Celeste Shults**

I would like to start this first board report of the new school year with our theme in Middle School this year. I found our theme for the year in the most unlikely place (written on the back of a t-shirt worn by a young lady walking to a water park).

It is; Positive

Energy

Always

Corrects

Error

If this picture of my class on their first to the Butte County library doesn't demonstrate this theme, I do not know if any better. A little background on this so excited to go on our first walking field trip to the Butte County library. We arrive and we find library would be closed for an additional my class could have been upset,

frustrated. However, instead they were excited to take their first class picture in front of a place that they will visit every Friday for the rest of the school year. It is also a place that last year my middle school class so impressed the staff of the library, that they were inspired to expanded the young adult section. We now have ample space to sit and read all of the amazing book titles offered to us. This class and the Montessori philosophy has encouraged me to believe that anything is possible with an open mind-set.



walking field trip completely I can explain it picture. We were trip to the Butte out that the half an hour. Now disappointed, or

As most of you know 6th grade has joined the middle school landscape this year. It has joined with a force of 19 students of the 27 students that make up this strong middle school class. It has changed the look and feel of middle school and with them they bring a sweetness and innocence that was not present last year. In fact one of my 8th graders commented during our first class meeting again on that third day of school. She spoke of the concerns that she had at first when she heard that 6th graders would be joining middle school. She said that even with the silliness that they bring to our room that she has really enjoyed getting to know them and that they've allowed her to be a 'kid' again. I think her statements exemplify 'mutual respect and joy' at their finest!

You will be seeing in future board reports examples of my students' project based learning

projects in language arts, science, and social studies. I am also introducing a concept I learned in a training last fall which students are partaking in during their electives on Fridays which is called 20% time or 20time projects. This is where they choose a passion project of their choice to spend 20% of their time working on individually or in a small group. Like their other project based learning projects they will present their 20time projects to their peers. I look forward to sharing these projects with you in the future.

We are continuing our efforts to get out into the community in the spirit of what Maria Montessori believed was how a true Erdkinder or 'earth school' classroom should be conducted. In the words of Dr. Maria Montessori: "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." It is in this spirit that we balance what is required by our Common Core State Standards in Math and English Language Arts, and The Next Generation Science Standards with the method of introducing these standards through authentic means of project based learning. My job is to focus and not funnel goals simultaneously. every child that I work Montessori believed their own unique gifts just need to get out of to shine.

I would like to leave  
My boys and I will be  
**Make a Difference**  
**Saturday, October 24,**  
**Location: Meet at the**  
**Bidwell Park at the**  
PRE-REGISTRATION IS  
DEADLINE FOR  
OCTOBER 21st.



their efforts toward both  
This looks different with  
with because as Maria  
that every individual has  
to bring to this world. We  
the way and allow them

you with one final note.  
participating in **Chico's**  
**Day Clean-up on**  
**2015 from 9 am to noon**  
**South 1 Mile Area of**  
**horseshoe pit**  
REQUIRED. THE  
REGISTRATION IS

<https://www.raceplanner.com/registrationinfo/event/Make-a-Difference-Day-in-Bidwell-Park> to register.

For more information, contact Shane Romain, Park Services Coordinator @ (530) 896-7800 or by

email at [parkinfo@chicoca.gov](mailto:parkinfo@chicoca.gov).

Have an amazing month of October!

### **Intervention-Jessica Ordaz & Kelli Kurth**

We've been off to a busy start with our intervention program! There have been many assessments given and groups formed for reading and math. We've also been able to provide support for our students with intense behavioral needs with the intervention team that has been created through the hiring of additional instructional aides. It is a great feeling when we can help our students achieve their potential by providing the appropriate amount of support. The ultimate goal of intervention fits nicely with our mission because it truly looks for ways to educate the whole child in all of their uniqueness.

### **Literacy/Spanish-Danielle Mennucci**

As you are aware, I run a pull-out program for literature and writing. We are off to a wonderful start and the students are happy as they crowd into my room filled with books and their writing portfolios. The students I teach literature to are in grades 4-8. For the middle school, I have chosen contemporary books, one titled *Winter Horses* by Phillip Kerr and the other titled *All That Cannot Be Seen*. Both are historical fiction taking place during WWII and excellently written. We are also reading Twain's *Tom Sawyer*, Natalie Babbitt's *Tuck Everlasting*, and Dahl's *BFG*. Class time is spent reading and discussing the details of character development, setting, historical details, and theme content. Each author has a style of writing and we cover vocabulary and use of imagery.

In writing class, we have written two 5 paragraph essays, one persuasive and another a personal story about each student. We are assessing each student for content, convention, and organization of their essays. With all of the writing that is experienced in the individual classrooms, and in my class, there should be progress made throughout this year. We also have taken a Carl Sandburg poem and written our own poems in a similar style. I am conducting writing classes for the 3rd graders each week. Children love to write! It is always fun to watch students who have little confidence open up more and become more freely expressive during writing class. I give the younger students "pretend" assignments where they can be a zoo animal having a busy day at the zoo. Soon, we will design folders and place our writing there. The students enjoy reading over their work accomplished during a year's time. We are looking forward to entering a Fiction 59 piece for the News and Review. It is always a treat to share our talents with the community!

### **Garden-Kitchen Program-Chef Richie Hirshen**

Esteemed Directors of the Board,

Thank you for valuing Director Michelle's priority to provide our school's children with my program's curriculum.

For those of you who may not know, I am a founding Sherwood faculty member. Our first five years yielded two locally published and self-written (by me and the kids) empirical gardening

and nutrition-focused cookbooks (almost all 250 copies of each book sold...I am asking Michelle to gift the board a copy of the second book that I'm physically 'attaching' to this report). During my self and SMPO-funded trip to Italy last October as regional delegate to Slow Food's Terra Madre international conscious food conference in Torino, I presented (and sold) this second book, Grow-Cook-Eat, to the world's delegates at book signing events, US delegation at a school garden-kitchen seminar and, in person, Alice Waters. One of the highlights of the conference for me was a panel discussion I attended led by Slow Food founder Carlo Petrini, Jamie Oliver and Ms. Waters, focusing on school garden-kitchen programs (Ms. Waters founded The Edible Schoolyard in Berkeley, my hometown) and children's nutrition (I felt as if they were speaking directly to me!), in an at-capacity (1,000+ attendees) room. After the conference, I set up a visit (on my own time), with the Director of the Montessori Teacher's Training Institute in Bergamo, where I reprised my Grow-Cook-Eat presentation with the institute's group of teacher trainees and its administrators as my audience.

I've been a presenter, four times, each time with Director Michelle, at This Way to Sustainability, CSU Chico's/largest student run sustainability conference in North America (CSU Chico is my alma mater, BA Psych/child development 1985). I've lectured at CSU Chico annually in the Nutrition Department, from which I've gleaned one or two intern volunteers per semester. I am liaison to Slow Food, Let's Move (we received a \$2,000 equipment grant from them in 2011...and Chefs Move to Schools), the local media and local conscious food systems organizations including GRUB, which I helped start as board president of the Chico Food Network in 2004 and which has donated our four raised beds' materials, labor and many yards of compost.

And I have been, continue to be, an active Sherwood volunteer coordinator, organizing parents and local community members as a community outreach venture toward improving the quality of education at our school including and in addition to all of the above, our every Friday Farmers Market and seasonally rotating garden crops, following the elements of Sherwood's mission statement.

I began this '15-'16 school year with renewed enthusiasm, partially based on the concept of 'the five year plan'. Five years done, a new five years beginning.

I have made it a point to continue everything I did here (and everywhere) the first five years, with some improvements and additions.

We are writing a new cookbook. Please note that my curriculum was 100% vegetarian the first five years, with Plant-Based Whole Foods ('vegan') and gluten-free options almost always available. This year my curriculum is 100% Plant-Based Whole Foods, our new cookbook will honor Plant-Based Whole Foods and I am planning to apply to again be our region's delegate for the 2016 Terra Madre conference (held every other year), as well as a This Way to Sustainability presenter, to show the value of this way of growing, cooking and eating. I will be attending a lecture at Barnes and Noble this Sunday at 2:00 (would any of you like to meet me there?!): Meet the Author - Lani Muelrath, *The Plant-Based Journey*...discussing the science and sociology of Plant-Based Whole Foods. I have made it and continue to do so, a high priority as a Sherwood

teacher to follow Director Michelle's and Sherwood's mission statement's directive to "Educate the Whole Child", with an ever-improving and changing-with-the-times curriculum. The Plant-Based Journey is one way I am realizing our school's goals and if I am chosen to return to Italy, both at Terra Madre and the training institute.

Our two cookbooks were essentially extrapolated from a series of newsletters I published mostly with the middle school and mostly the first three years we were open. Please ask me, should you so desire, to see them...there are about fifty of them and they're fun, creative and quite Montessorian. Each of them was called the S.N.A.C.K. Newsletter...Super Nutritious Activities Collaborations for Kids...and contained all forms of information and art, from recipes to sketches, to world and local/school news.

In addition to the newsletter and my grow-cook curriculum our first five years, I took it upon myself, with Director Michelle's blessing, to teach my classes music and rhythm, arts and crafts and PE. We took many nature walks to Bidwell Park as well. In 2011, in Kindergarten, we learned the song *We Are the Mosaic* by Brett Dennen. I got a music teacher friend and her recording engineer on board and we recorded the song (we turned the Blue Room into a recording studio), which was broadcast on KZFR that Christmas Eve and then became a You Tube video (slide show, that I produced with a Sherwood parent). Here is the link (or type in: Sherwood Montessori Kindergarten *We Are The Mosaic* cover):

<https://youtu.be/3JJ8sjH9E4w>

This year in Marlo's 1-2-3 class, I was/am serendipitously scheduled for snack time three days per week and was/am inspired to make it a S.N.A.C.K. venture by writing a play called *Freedom Eagle* with the kids. We have made excellent progress, a professional costume designer, yoga instructor and set/sound/lights gurus have come on board. The world premiere of the play is scheduled for this December 15th at Sherwood's Winter Festival.

I am honored to be a Sherwood faculty member, school community member, montessorian and mentor...to myself be mentored by Director Michelle and our dedicated lead teachers...and I look forward to reporting more of my progress to you for the remainder of this year and into the future.

And I have a request for the Board of Directors: I need help, please, writing grants. Many garden-kitchen project grants are available and more will become available as time goes on. I have files saved with the copy from grants I've (normally unsuccessfully) written and submitted. It has become clear that I don't have time or experience and that I need help so I'm asking if it might be possible for you to assign a grant writer to me.

Thank you for everything you do to facilitate a wonderful educational and professional experience here.

Respectfully,

Chef Richie Hirshen

I wish our school could  
Change

If I could change one thing  
about this school it would be a  
bigger school. Also a better playground  
and feild. So that we could have fields  
with grass and a basketball court with  
two hoops. And lastly we could have a  
bigger classroom! We are so squished in here!  
So are school needs to get bigger  
itsa plain and simple.



## What I would change about my School

If I could change one thing about our school it would be to get more SPACE. I would want more space because firstly, we could get more students. Secondly we could have a bigger space to play. Thirdly and lastly, we could get bigger school classrooms. If we got more students we would need bigger classrooms.

If we got more space in our school we could get more students. With a small school the limits of students are small. With a bigger school the limits are larger. With more students we could accomplish more things and have kids who are lonely get a chance to make friends.

Have you ever noticed the limits of play items we have? Well with more space or a bigger school there could be more items of play. Without these things it could cause fights because two children want the same thing but there's only one. That situation could turn into a fight between the two, three, four, etc. kids.

The last thing I would do with more space is I would get bigger classrooms. I would get bigger classrooms because we would get more kids so we would need bigger classrooms.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

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

**Date:** October 9, 2015 for the meeting of October 15, 2015

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SMPO is off to a great year. As the new president, I am grateful for the assistance of Michelle Yezbick, Jeanette Conery and Russel Schapiro. They have been extremely helpful and we are receiving positive feedback from parents. We continue to receive requests from parents who would like to participate in school activities and events. Since the last meeting, committees have been formed and are providing ongoing progress reports, Green, School Site and Volunteer Tracking, respectively. We are looking forward to hearing the overall progress at the next meeting. Additionally, we will hear from the event planners for the Fall Festival, art fundraiser and Winter festival. Lastly, I have been working with another parent on the redesign of the school's logo. I will be presenting the most popular options to the board for approval.

Romie W. Steffenson  
SMPO President





## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

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

**Date:** October 9, 2015 for the meeting of October 15, 2015

### ADMINISTRATIVE ITEMS:

- New hires for this school year include:

Tanya Parish	Upper Elementary Teacher
Nick Struyf	After Care Coordinator
Kelly Steinhauer	After Care Staff/Classified Substitute
Hannah Wratten	Teacher's Aide-Middle School
Gemma Kelly	Teacher's Aide-Lower Elementary
Brenda Brown	Teacher's Aide-Lower Elementary
Kathryn Dunlap	Paraprofessional Aide
Kimberly Fellner	Physical Education Instructor

- We are currently seeking more substitutes to add to our sub pool, an art instructor, a paraprofessional aide, and a teacher's aide to fill an upcoming vacancy.
- I have attended two days of the four day coaching training. The text we are using is titled *Learning-focused Supervision: Developing Professional Expertise in Standards-Driven Systems*. Both the training and the text are proving valuable.
- Counseling is being provided for twelve students on three days per week. The counseling sessions happen in my office as there is no other adequate space in which to meet.
- I am conducting CELDT testing for our twelve students who are English language learners. The testing will take over twelve hours to complete and I am the only staff member trained to conduct the assessment. I am hopeful that the state will go through with adopting a new test, the ELAC (English Language Assessment for California), which is computer-based and can be administered by teachers in their classrooms.
- Parent Education Night on September 24<sup>th</sup> was an intimate affair with ten parents in attendance. Parents learned twenty terms unique to Montessori using a Montessori method: the three part nomenclature cards. They were also given a presentation about the Golden Beads and how they are used in the curriculum for students ages 4-14.
- I attended a Charter Leaders Meeting at the Butte County Office of Education on September 15<sup>th</sup>. After sharing with the group about the impact Breakthrough Coaching has made on our

school, the Superintendent, Tim Taylor, who has been through the training himself, asked the group if they would be interested in taking it. The Breakthrough Coach training will be coming to Butte County.

- On September 25<sup>th</sup> I attended a Butte County Leaders in Education Briefing and learned how green screens can be used in classrooms and how to use Cal-PASS Plus at [www.calpassplus.org](http://www.calpassplus.org) to analyze CAASPP results.
- During our Wednesday meeting time on October 7<sup>th</sup>, I met with the four teams: kindergarten (team of one), lower elementary, upper elementary, and middle school. We looked at our three tier instruction and intervention system and clarified what the instruction, intervention, and assessment looks like for all students (tier one), for students receiving additional support (tier two) and for students receiving intensive support (tier three).

#### **FISCAL ITEMS:**

- Our current enrollment is at 154 and we have a couple of potential new lower elementary students.
- I increased the salary of our Office Manager which will increase our salary costs in this area close to \$2,000.
- Maria M's concluded with \$6,171 in pledges collected. More pledges continue to come in after the end of the fund drive. The Board financial reports include a fundraising report that will keep directors updated.

#### **LEGISLATIVE ITEMS:**

- The October payroll will be our first opportunity to comply with the Healthy Workplaces/Healthy Families Act of 2014 which went into effect on July 1, 2015.
- Our school nurse is working with our office staff to bring us to compliance with SB 277.
- Governor Brown has chaptered SB172 which effectively ends the high school exit exam.
- AB 1369 was also signed by Governor Brown. This law defines a "specific learning disability" as a disorder in one or more of the basic psychological processes involved in understanding or in using language, and includes in that definition dyslexia and other specified conditions. This bill would require the Superintendent of Public Instruction to develop, and to complete in time for use no later than the beginning of the 2017-18 academic year, program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services, as defined, to pupils with dyslexia.

#### **SAFETY ITEMS:**

- We have noticed that the edging on the grounds is coming up and is a tripping hazard and need a parent volunteer or group of volunteers that can remove it after hours.
- Our school nurse feels we are currently overusing injury reports, but we are doing so to be in compliance with our written procedures.
- We passed our fire inspection after some modifications to storage and lighting some material being treated with flame retardant.
- On September 14<sup>th</sup> we had indoor recess with windows and doors shut in response to the poor

air quality from the fires. Following recommendations from Butte County Air Quality Management District, we had kids stay inside and breathe air filtered through the air conditioning.

- On September 24<sup>th</sup> we had our first fire drill of the year. We will participate in the statewide Great Shake Out earthquake drill on October 15<sup>th</sup>.



**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 3.4 Treasurer Report**

**Date:** October 9, 2015 for the meeting of October 15, 2015

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**September Treasurer's Report**

The September Financial Board Report will be completed early next week. It will be posted no later than 72 hours of the meeting time on the school website and will be sent to Directors upon its completion.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 3.5 Committees' Reports**

**Date:** October 9, 2015 for the meeting of October 15, 2015

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The following was submitted from the Committees of the Board of Directors as a summary of work done and next steps:

### **Action Items**

- Update the Sherwood webpage with the most recent version of the policies and procedures.
- Plan on editing the existing charter around August or September of 2016.

### **Charter Renewal Discussion**

We need to submit the Charter renewal package to Chico Unified in December 2016. They will probably put it on the agenda for discussion and consideration in January 2017. For the last Charter renewal Michelle and Russell started the editing process in September and submitted it in December. Michelle has a hard copy version in a binder that she is tagging and writing hard-copy edits in. We should not need to do too much until we get closer to the August or September of 2016.

### **Policy and Procedures Discussion**

Mark sent us his specific comments to policies and procedures and next we will decide how to proceed. The Policies and Procedures need to be updated with the latest versions. Michelle and Chris have the most recent. Once we have the latest versions we will first focus on Mark's comments. Second we will go through each one over the course of the year and review for any issues. We may need outside assistance or legal advice on some of these.



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

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

**Date:** October 9, 2015 for the meeting of October 15, 2015

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### SUMMARY

Each year, the Board of Directors must adopt a growth model to guide the lottery, planning, and enrollment.

### DISCUSSION

At the November 2014 meeting of the Board of Directors, a growth model was adopted that would work with the school remaining at its current facility. The model was chosen because it was 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, a larger size than is comfortable for teachers and students. To support 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 tenable. 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.

### *Adopted Model*

- The adopted growth model required that 6<sup>th</sup> grade join middle school for the 2015-2016 year only.
- For 2016-2017, a lower elementary teacher will be encouraged to move to upper elementary.
- The adopted growth model 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 instruction, as provided by our Charter.

The teachers had some questions and concerns last year regarding the growth model that were shared in dialogue with the School Director at a staff meeting. An outcome of the dialogue was the teachers addressed the Board regarding the adopted growth model and the urgency to find an alternate facility that would allow the school to remain financially viable, sustain smaller class sizes, and eliminate overcrowding

### **ACTION REQUESTED:**

Adopt proposed growth model.

Attachment: Growth Model Based on Previously Adopted Model

**Growth Plan Based on Previously Adopted 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			5			6		
K	23	23	1	18	22	1	19	24	1	17	23	1
lower el 1	25	69	3	16	60	3	21	58	3	19	56	2
2	23			27			16			21		
3	21			17			21			16		
upper el 4	20	50	2	24	51	2	18	43	2	21	64	3
5	11			19			25			18		
6	19			8			19			25		
middle 7	11	26	1	4	8	1	3	27	2	19	22	2
school 8	15			4			5			3		
Total	168		7	141		7	152		8	165		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	57	2	16	52	2	15	48	2	15	48	2
2	19			17			16			16		
3	21			19			17			17		
upper el 4	16	55	3	21	58	3	19	56	2	17	57	2
5	21			16			21			19		
6	18			21			16			21		
middle 7	25	44	2	18	43	2	21	39	2	16	37	2
school 8	19			25			18			21		
Total	179		8	176		8	166		7	165		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	16	52	2	16	50	2	18	53	2	18	55	2
2	18			16			18			19		
3	18			18			17			18		
upper el 4	17	53	2	18	52	2	18	53	2	17	53	2
5	17			17			18			18		
6	19			17			17			18		
middle 7	21	37	2	19	40	2	17	36	2	17	34	2
school 8	16			21			19			17		
Total	165		7	165		7	165		7	165		7





**MEMORANDUM**

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** Agenda Item 5.3 Prop 39 Initial Request

**Date:** October 9, 2015 for the meeting of October 15, 2015

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**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 Request for facilities from CUSD. We have not been able to accept any offers in the past due to inadequate offers.

**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)



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

Via hand delivery

October 20, 2015

Superintendent Kelly Staley  
Chico Unified School District  
1163 E. Seventh Street  
Chico, CA 95926

RE: Request for Proposition 39 Facilities for the 2016-17 School Year

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 2016-17 school year is 151.403. 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 2015-16.
- "Request year" means the fiscal year for which facilities are being requested. For this request, the request year is 2016-17.

**Table 1: Total ADA**

<b>Grade Level</b>	<b><u>Actual Total</u> <u>Prior Year (P-2)</u></b>	<b><u>Projected Total</u> <u>Current Year</u></b>	<b><u>Projected Total</u> <u>Request Year</u></b>
<b>K</b>	<b>21.083</b>	<b>22.711</b>	<b>22.711</b>
<b>1</b>	<b>16.503</b>	<b>20.818</b>	<b>22.711</b>
<b>2</b>	<b>23.641</b>	<b>16.083</b>	<b>20.818</b>
<b>3</b>	<b>16.297</b>	<b>19.872</b>	<b>16.083</b>
<b>4</b>	<b>22.396</b>	<b>17.033</b>	<b>19.872</b>
<b>5</b>	<b>17.175</b>	<b>23.657</b>	<b>17.033</b>
<b>6</b>	<b>5.748</b>	<b>17.979</b>	<b>23.657</b>
<b>7</b>	<b>3.564</b>	<b>2.838</b>	<b>17.979</b>
<b>8</b>	<b>3.580</b>	<b>4.731</b>	<b>2.838</b>
<b>Total</b>	<b>137.633</b>	<b>145.722</b>	<b>163.702</b>

**Table 2: Total In-District ADA**

<b>Grade Level</b>	<b><u>Actual Total</u> <u>Prior Year (P-2)</u></b>	<b><u>Projected Total</u> <u>Current Year</u></b>	<b><u>Projected Total</u></b>
<b>K</b>	<b>21.764</b>	<b>21.764</b>	<b>22.711</b>
<b>1</b>	<b>17.033</b>	<b>17.033</b>	<b>21.764</b>
<b>2</b>	<b>18.788</b>	<b>16.087</b>	<b>17.033</b>
<b>3</b>	<b>17.854</b>	<b>17.979</b>	<b>16.087</b>
<b>4</b>	<b>16.914</b>	<b>15.14</b>	<b>17.979</b>
<b>5</b>	<b>7.514</b>	<b>22.711</b>	<b>15.14</b>
<b>6</b>	<b>14.088</b>	<b>15.14</b>	<b>22.711</b>
<b>7</b>	<b>8.454</b>	<b>2.838</b>	<b>15.14</b>
<b>8</b>	<b>11.28</b>	<b>3.785</b>	<b>2.838</b>
<b>Total</b>	<b>133.689</b>	<b>132.477</b>	<b>151.403</b>

**Table 3: Total Classroom ADA**

<b>Grade Level</b>	<b><u>Actual Total</u> <u>Prior Year (P-2)</u></b>	<b><u>Projected Total</u> <u>Current Year</u></b>	<b><u>Projected Total</u> <u>Request Year</u></b>
<b>K</b>	<b>21.083</b>	<b>22.711</b>	<b>22.711</b>
<b>1</b>	<b>16.503</b>	<b>20.818</b>	<b>22.711</b>
<b>2</b>	<b>23.641</b>	<b>16.083</b>	<b>20.818</b>
<b>3</b>	<b>16.297</b>	<b>19.872</b>	<b>16.083</b>
<b>4</b>	<b>22.396</b>	<b>17.033</b>	<b>19.872</b>
<b>5</b>	<b>17.175</b>	<b>23.657</b>	<b>17.033</b>
<b>6</b>	<b>5.748</b>	<b>17.979</b>	<b>23.657</b>
<b>7</b>	<b>3.564</b>	<b>2.838</b>	<b>17.979</b>
<b>8</b>	<b>3.580</b>	<b>4.731</b>	<b>2.838</b>
<b>Total</b>	<b>137.633</b>	<b>145.722</b>	<b>163.702</b>

**Table 4: Total In-District Classroom ADA**

<b>Grade Level</b>	<b><u>Actual Total</u> <u>Prior Year (P-2)</u></b>	<b><u>Projected Total</u> <u>Current Year</u></b>	<b><u>Projected Total</u></b>
<b>K</b>	<b>21.764</b>	<b>21.764</b>	<b>22.711</b>
<b>1</b>	<b>17.033</b>	<b>17.033</b>	<b>21.764</b>
<b>2</b>	<b>18.788</b>	<b>16.087</b>	<b>17.033</b>
<b>3</b>	<b>17.854</b>	<b>17.979</b>	<b>16.087</b>
<b>4</b>	<b>16.914</b>	<b>15.14</b>	<b>17.979</b>
<b>5</b>	<b>7.514</b>	<b>22.711</b>	<b>15.14</b>
<b>6</b>	<b>14.088</b>	<b>15.14</b>	<b>22.711</b>
<b>7</b>	<b>8.454</b>	<b>2.838</b>	<b>15.14</b>
<b>8</b>	<b>11.28</b>	<b>3.785</b>	<b>2.838</b>
<b>Total</b>	<b>133.689</b>	<b>132.477</b>	<b>151.403</b>

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:**

<b>School Name</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>TOTAL</b>
<b>Chapman</b>	1.892	3.784	.946	.946	2.838	1.892	.946	0	0	<b>13.244</b>
<b>Citrus</b>	4.731	0	0	.946	2.838	0	3.784	0	0	<b>12.299</b>
<b>Emma Wilson</b>	4.731	1.892	2.838	4.731	.946	2.838	2.838	0	0	<b>20.814</b>
<b>Marigold</b>	.946	2.838	0	.946	2.838	.946	1.892	0	0	<b>10.406</b>

<b>John McManus</b>	.946	1.892	.946	.946	0	2.838	.946	0	0	<b>8.514</b>
<b>Little Chico Creek</b>	.946	2.838	.946	2.838	1.892	.946	.946	0	0	<b>11.352</b>
<b>Neal Dow</b>	3.784	3.784	2.838	.946	.946	.946	.946	0	0	<b>14.19</b>
<b>Parkview</b>	0	.946	1.892	1.892	.946	2.838	.946	0	0	<b>9.46</b>
<b>Shasta</b>	.946	.946	0	1.892	.946	.946	0	0	0	<b>5.676</b>
<b>Sierra View</b>	2.838	0	5.677	1.892	.946	8.516	1.892	0	0	<b>21.761</b>
<b>Bidwell Jr.</b>	0	0	0	0	0	0	0	.946	0	<b>.946</b>
<b>Chico Jr.</b>	0	0	0	0	0	0	0	.946	.946	<b>1.892</b>
<b>Marsh</b>	0	0	0	0	0	0	0	.946	2.838	<b>3.784</b>
<b>Total</b>	<b>21.76</b>	<b>10.406</b>	<b>16.083</b>	<b>17.975</b>	<b>15.136</b>	<b>22.706</b>	<b>15.136</b>	<b>2.838</b>	<b>3.784</b>	

**Table 6: In-District Classroom ADA Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:**

<b>School Name</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>TOTAL</b>
<b>Chapman</b>	1.892	3.784	.946	.946	2.838	1.892	.946	0	0	<b>13.244</b>
<b>Citrus</b>	4.731	0	0	.946	2.838	0	3.784	0	0	<b>12.299</b>
<b>Emma Wilson</b>	4.731	1.892	2.838	4.731	.946	2.838	2.838	0	0	<b>20.814</b>
<b>Marigold</b>	.946	2.838	0	.946	2.838	.946	1.892	0	0	<b>10.406</b>
<b>John McManus</b>	.946	1.892	.946	.946	0	2.838	.946	0	0	<b>8.514</b>
<b>Little Chico Creek</b>	.946	2.838	.946	2.838	1.892	.946	.946	0	0	<b>11.352</b>
<b>Neal Dow</b>	3.784	3.784	2.838	.946	.946	.946	.946	0	0	<b>14.19</b>

<b>Parkview</b>	0	.946	1.892	1.892	.946	2.838	.946	0	0	<b>9.46</b>
<b>Shasta</b>	.946	.946	0	1.892	.946	.946	0	0	0	<b>5.676</b>
<b>Sierra View</b>	2.838	0	5.677	1.892	.946	8.516	1.892	0	0	<b>21.761</b>
<b>Bidwell Jr.</b>	0	0	0	0	0	0	0	.946	0	<b>.946</b>
<b>Chico Jr.</b>	0	0	0	0	0	0	0	.946	.946	<b>1.892</b>
<b>Marsh</b>	0	0	0	0	0	0	0	.946	2.838	<b>3.784</b>
<b>Total</b>	<b>21.76</b>	<b>10.406</b>	<b>16.083</b>	<b>17.975</b>	<b>15.136</b>	<b>22.706</b>	<b>15.136</b>	<b>2.838</b>	<b>3.784</b>	

**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:

<b>School Year</b>	<b>Enrollment</b>	<b>ADA Claimed at P-2</b>	<b>Retention Rate from prior year</b>	<b>Growth Percentage Change</b>	<b># of Wait Listed Children</b>
<b>2010-11</b>	89	87.52	N/A	N/A	140
<b>2011-12</b>	120	114.54	70%	26%	101
<b>2012-13</b>	140	134.26	94%	14%	106
<b>2013-14</b>	168	145.7	87%	17%	98
<b>2014-15</b>	146	137.63	90%	-13%	113
<b>2015-16</b>	154	N/A	90%	5%	58

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 94.63%.

The Charter School considered the number of students currently on the School's wait list, as well as the number of students that have historically been on the wait list. Because the Charter School has consistently had an average of close to 100 students on its waiting list for the past six years, it has consistently been able to fill all slots in its classes, including the spaces from students who have not re-enrolled at the Charter

School. As a result, the Charter School anticipates being able to fill all of its projected students slots for each grade level.

**Supporting Documentation**

Title 5 CCR Section 11969.9(c)(1)(C) requires the facilities request to include supporting documentation. The Implementing Regulations state that when a charter school is not yet open (i.e., not yet providing instruction) or to the extent an operating charter school projects a substantial increase in in-District ADA, the annual request must include documentation of the number of in-District students meaningfully interested in attending the Charter School. Please be advised that the Charter School is an existing school and does not project a significant increase in its in-District ADA. Accordingly, pursuant to the Implementing Regulations, please find attached our P-2 ADA forms for the prior year (2014-15) 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 13, 2016 for its summer program, therefore we will need access to the facility on or before June, 6, 2016, 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, 2015. The Charter School must respond to the District's written objections, if any, on or before January 2, 2016, 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, 2016, 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, 2016, 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, 2016. 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.4<sup>th</sup> 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.4<sup>th</sup> 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)).

**DRAFT**

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  
Curtis Anderson  
Kristy Cowell  
Mark Reiser,  
Nili Yudice  
Nicole Drummond

Sarah Kohlmann, Legal Counsel  
Laura Kerr, CCSA Regional Director  
John Bohannon, Director, Alternative Programs, Chico Unified School District  
Julie Kistle, Facilities, Director, 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

# Attendance Charter School

County: Butte

Fiscal Year: 2014-15

District: Chico Unified : Sherwood Montessori

P-2

CDS CODE 04 61424 0121475 1166

Certificate Number: D3B00E73

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	80.44	49.08	8.12	0.00	137.64
Classroom-based ADA included in A-1	A-2	79.79	48.60	8.08	0.00	136.47
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

California Department of Education

Principal Apportionment Data Collection Software

2014-14.00

# Attendance Charter School

County: Butte

District: Chico Unified : Sherwood Montessori

CDS CODE 04 61424 0121475 1166

Fiscal Year: 2014-15

P-2

Certificate Number: D3B00E73

ADA Totals (Sum of A-1 through A-7 excluding classroom-based ADA)	A-9	80.44	49.08	8.12	0.00	137.64
Classroom-based ADA Totals (Sum of A-2 through A-8 including only classroom-based ADA)	A-10	79.79	48.60	8.08	0.00	136.47
Other						
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				0.00
Non classroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in Section A	B-2	0.00	0.00	0.00	0.00	0.00

**Basic Aid Supplement Charter School**

County: Butte

Fiscal Year: 2014-15

District: Chico Unified : Sherwood Montessori

P-2

CDS CODE 04 61424 0121475 1166

Certificate Number: 74C1AE37

County of Residence

04 Butte

District of Residence

61432 Durham Unified

Regular ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA	A-1	0.99	0.96	0.00	0.00	1.95
Classroom-based ADA included in A-1	A-2	0.99	0.96	0.00	0.00	1.95
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
ADA Totals (Sum of A-1 through A-7 excluding classroom-based ADA)	A-9	0.99	0.96	0.00	0.00	1.95
Classroom-based ADA Totals (Sum of A-2 through A-8 including only classroom-based ADA)	A-10	0.99	0.96	0.00	0.00	1.95

California Department of Education

Principal Apportionment Data Collection Software

# Basic Aid Supplement Charter School

County: Butte

District: Chico Unified : Sherwood Montessori

CDS CODE 04 61424 0121475 1166

Fiscal Year: 2014-15

P-2

Certificate Number: 74C1AE37

County of Residence

11 Glenn

District of Residence

75481 Orland Joint Unified

## Regular ADA

		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA	A-1	0.94	0.96	0.00	0.00	1.90
Classroom-based ADA included in A-1	A-2	0.94	0.96	0.00	0.00	1.90
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
ADA Totals (Sum of A-1 through A-7 excluding classroom-based ADA)	A-9	0.94	0.96	0.00	0.00	1.90
Classroom-based ADA Totals (Sum of A-2 through A-8 including only classroom-based ADA)	A-10	0.94	0.96	0.00	0.00	1.90

California Department of Education

Principal Apportionment Data Collection Software

2014-14.00



# Basic Aid Supplement Charter School

County: Butte

District: Chico Unified : Sherwood Montessori

CDS CODE 04 61424 0121475 1166

Fiscal Year: 2014-15

P-2

Certificate Number: 74C1AE37

County of Residence

04 Butte

District of Residence

61531 Paradise Unified

## Regular ADA

		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA	A-1	0.98	1.83	0.98	0.00	3.79
Classroom-based ADA included in A-1	A-2	0.98	1.83	0.98	0.00	3.79
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
ADA Totals (Sum of A-1 through A-7 excluding classroom-based ADA)	A-9	0.98	1.83	0.98	0.00	3.79
Classroom-based ADA Totals (Sum of A-2 through A-8 including only classroom-based ADA)	A-10	0.98	1.83	0.98	0.00	3.79

California Department of Education

Principal Apportionment Data Collection Software

2014-14.00

Page 3 of 3

4/23/2015 9:29:09 PM



## Certification

County: Butte  
District: Chico Unified  
CDS CODE 04 61424 0121475  
Fiscal Year: FY 2014-15  
P-2  
05FF345B

## Charter Status

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 Fisher*  
Date: 4/23/15

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](mailto:heather@sherwoodmontessori.org)

# Charter Status

County: Butte			Fiscal Year: 2014-15
District: Chico Unified : Sherwood Montessori			P-2
CDS CODE	04	61424 0121475 1166	Certificate Number: 05FF345B
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

# Certification

County: Butte	Fiscal Year: FY 2014-15
District: Chico Unified	P-2
CDS CODE 04 61424 0121475	D3B00E73

## 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 Fisher Date: 4/23/15

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](mailto:heather@sherwoodmontessori.org)

# Certification

County: Butte	Fiscal Year: FY 2014-15
District: Chico Unified	P-2
CDS CODE 04 61424 0121475	74C1AE37

## Basic Aid Supplement 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 Fisher Date: 4/23/15

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: 08/18/2014, MONTH8 - Ending: 03/27/2015**

**Sherwood Montessori - All Students**

**Days Taught: 131**

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	20	2	4	18	22	454	156	50	0	1	2,221	2,271	17.335	91.47	18
<b>Grade 00K</b>		0		0	20	2	4	18	22	454	156	50	0	1	2,221	2,271	17.335	91.47	18
Grade0TK-A - Shippen		0		0	2	2	0	4	4	16	17	11	0	0	480	491	3.748	94.48	4
<b>Grade 00TK</b>		0		0	2	2	0	4	4	16	17	11	0	0	480	491	3.748	94.48	4
LA - Anderson		0		0	8	0	1	7	8	99	35	0	0	0	914	914	6.977	96.31	7
LB - Parish		0		0	5	0	1	4	5	76	20	0	0	0	559	559	4.267	96.54	4
LC - Knox		0		0	7	1	2	6	8	308	51	0	0	0	689	689	5.259	93.10	6
<b>Grade 01</b>		0		0	20	1	4	17	21	483	106	0	0	0	2,162	2,162	16.503	95.32	17
LA - Anderson		0		0	9	0	0	9	9	0	57	0	0	0	1,122	1,122	8.564	95.16	9
LB - Parish		0		0	9	0	1	8	9	52	33	9	1	0	1,084	1,093	8.343	96.18	8
LC - Knox		0		0	9	0	0	9	9	0	46	5	0	0	1,128	1,133	8.648	95.67	9
<b>Grade 02</b>		0		0	27	0	1	26	27	52	136	14	1	0	3,334	3,348	25.557	95.66	26
LA - Anderson		0		0	6	0	1	5	6	38	24	5	0	0	719	724	5.526	96.12	5
LB - Parish		0		0	6	4	1	9	9	228	39	0	0	0	912	912	6.961	95.89	9
LC - Knox		0		0	5	0	0	5	5	0	21	5	0	5	624	629	4.801	95.26	5
<b>Grade 03</b>		0		0	17	4	2	19	20	266	84	10	0	5	2,255	2,265	17.290	95.79	19
<b>Sub Total GRADES 0K-3</b>		0		0	86	9	11	84	94	1271	499	85	1	6	10,452	10,537	80.435	94.64	84

# Sherwood Montessori Monthly Attendance Report

**MONTH1 - Beginning: 08/18/2014, MONTH8 - Ending: 03/27/2015**

Sherwood Montessori - All Students

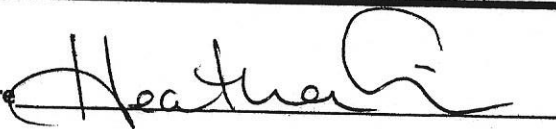
**Days Taught: 131**

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
Grade4-A - Perez		0		0	12	1	2	11	13	226	69	3	0	0	1,405	1,408	10.748	95.12	11
Grade4-B - Serrao		0		0	13	0	0	13	13	0	56	9	1	0	1,637	1,646	12.564	96.12	13
<b>Grade 04</b>		0		0	25	1	2	24	26	226	125	12	1	0	3,042	3,054	23.313	95.66	24
Grade5-A - Perez		0		0	10	1	2	9	11	122	59	19	0	0	1,241	1,260	9.618	94.08	9
Grade5-B - Serrao		0		0	9	0	0	9	9	0	63	13	0	0	1,103	1,116	8.519	93.55	9
<b>Grade 05</b>		0		0	19	1	2	18	20	122	122	32	0	0	2,344	2,376	18.137	93.83	18
Grade6-A - Perez		0		0	4	0	0	4	4	0	16	5	0	0	503	508	3.877	95.99	4
Grade6-B - Serrao		0		0	4	0	0	4	4	0	33	14	0	0	477	491	3.748	91.03	4
<b>Grade 06</b>		0		0	8	0	0	8	8	0	49	19	0	0	980	999	7.626	93.51	8
<b>Sub Total GRADES 4-6</b>		0		0	52	2	4	50	54	348	296	63	1	0	6,366	6,429	49.076	94.64	50
Grade7-A - Shults		0		0	3	3	0	6	6	154	37	5	0	0	590	595	4.542	93.35	6
<b>Grade 07</b>		0		0	3	3	0	6	6	154	37	5	0	0	590	595	4.542	93.35	6
Grade8-A - Shults		0		0	3	1	0	4	4	34	21	0	0	0	469	469	3.580	95.71	4
<b>Grade 08</b>		0		0	3	1	0	4	4	34	21	0	0	0	469	469	3.580	95.71	4
<b>Sub Total GRADES 7-8</b>		0		0	6	4	0	10	10	188	58	5	0	0	1,059	1,064	8.122	94.38	10
N-A - Ordaz		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
<b>Grade UN</b>		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
<b>Sub Total Pullout</b>		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0

**School Totals:**

0		0	144	15	15	144	158	1,807	853	153	2	6	17,877	18,030	137.633	94.63	144
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Signature



Date

4/23/15

*To the best of my knowledge and belief this State School Register report has been kept as required by law and in accordance with the instruction of the Superintendent of Public Instruction.*



# Sherwood Montessori Monthly Attendance Report

**MONTH1 - Beginning: 08/18/2014, MONTH8 - Ending: 03/27/2015**

**Current School  
Days Taught: 131**

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
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## District of Residence: Durham Unified

3C - Knox		0		0	1	0	0	1	1	0	1	0	0	0	130	130	0.992	99.23	1
<b>Grade 03 Sub Total</b>		0		0	1	0	0	1	1	0	1	0	0	0	130	130	0.992	99.23	1
<b>Dept GRADES 0K-3 Sub Total</b>		0		0	1	0	0	1	1	0	1	0	0	0	130	130	0.992	99.23	1
Grade5-B - Serrao		0		0	1	0	0	1	1	0	5	0	0	0	126	126	0.961	96.18	1
<b>Grade 05 Sub Total</b>		0		0	1	0	0	1	1	0	5	0	0	0	126	126	0.961	96.18	1
<b>Dept GRADES 4-6 Sub Total</b>		0		0	1	0	0	1	1	0	5	0	0	0	126	126	0.961	96.18	1

## Durham Unified

<b>Totals</b>		0		0	2	0	0	2	2	0	6	0	0	0	256	256	1.954	97.70	2
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## District of Residence: Orland Joint Unified

2A - Anderson		0		0	1	0	0	1	1	0	8	0	0	0	123	123	0.938	93.89	1
<b>Grade 02 Sub Total</b>		0		0	1	0	0	1	1	0	8	0	0	0	123	123	0.938	93.89	1
<b>Dept GRADES 0K-3 Sub Total</b>		0		0	1	0	0	1	1	0	8	0	0	0	123	123	0.938	93.89	1
Grade6-B - Serrao		0		0	1	0	0	1	1	0	5	0	0	0	126	126	0.961	96.18	1
<b>Grade 06 Sub Total</b>		0		0	1	0	0	1	1	0	5	0	0	0	126	126	0.961	96.18	1
<b>Dept GRADES 4-6 Sub Total</b>		0		0	1	0	0	1	1	0	5	0	0	0	126	126	0.961	96.18	1

## Orland Joint Unified

<b>Totals</b>		0		0	2	0	0	2	2	0	13	0	0	0	249	249	1.900	95.03	2
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## District of Residence: Paradise Unified

2C - Knox		0		0	1	0	0	1	1	0	3	0	0	0	128	128	0.977	97.70	1
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# Sherwood Montessori Monthly Attendance Report

**MONTH1 - Beginning: 08/18/2014, MONTH8 - Ending: 03/27/2015**

**Current School**  
**Days Taught: 131**

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
<b>Grade 02 Sub Total</b>		0		0	1	0	0	1	1	0	3	0	0	0	128	128	0.977	97.70	1
<b>Dept GRADES 0K-3 Sub Total</b>		0		0	1	0	0	1	1	0	3	0	0	0	128	128	0.977	97.70	1
Grade4-B - Serrao		0		0	1	0	0	1	1	0	11	0	0	0	120	120	0.916	91.60	1
<b>Grade 04 Sub Total</b>		0		0	1	0	0	1	1	0	11	0	0	0	120	120	0.916	91.60	1
Grade6-B - Serrao		0		0	1	0	0	1	1	0	11	0	0	0	120	120	0.916	91.60	1
<b>Grade 06 Sub Total</b>		0		0	1	0	0	1	1	0	11	0	0	0	120	120	0.916	91.60	1
<b>Dept GRADES 4-6 Sub Total</b>		0		0	2	0	0	2	2	0	22	0	0	0	240	240	1.832	91.60	2
Grade7-A - Shults		0		0	1	0	0	1	1	0	3	0	0	0	128	128	0.977	97.70	1
<b>Grade 07 Sub Total</b>		0		0	1	0	0	1	1	0	3	0	0	0	128	128	0.977	97.70	1
<b>Dept GRADES 7-8 Sub Total</b>		0		0	1	0	0	1	1	0	3	0	0	0	128	128	0.977	97.70	1
<b>Paradise Unified Totals</b>		0		0	4	0	0	4	4	0	28	0	0	0	496	496	3.786	94.65	4

## District of Residence: Sherwood Montessori District

Grade0K - Shippen		0		0	20	2	4	18	22	454	156	50	0	1	2,221	2,271	17.335	91.47	22
<b>Grade 00K Sub Total</b>		0		0	20	2	4	18	22	454	156	50	0	1	2,221	2,271	17.335	91.47	22
Grade0TK-A - Shippen		0		0	2	2	0	4	4	16	17	11	0	0	480	491	3.748	94.48	4
<b>Grade 00TK Sub Total</b>		0		0	2	2	0	4	4	16	17	11	0	0	480	491	3.748	94.48	4
A - Anderson		0		0	8	0	1	7	8	99	35	0	0	0	914	914	6.977	96.31	8
B - Parish		0		0	5	0	1	4	5	76	20	0	0	0	559	559	4.267	96.54	5
C - Knox		0		0	7	1	2	6	8	308	51	0	0	0	689	689	5.259	93.10	8
<b>Grade 01 Sub Total</b>		0		0	20	1	4	17	21	483	106	0	0	0	2,162	2,162	16.503	95.32	21

# Sherwood Montessori Monthly Attendance Report

**MONTH1 - Beginning: 08/18/2014, MONTH8 - Ending: 03/27/2015**

**Current School  
Days Taught: 131**

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
2A - Anderson		0		0	8	0	0	8	8	0	49	0	0	0	999	999	7.626	95.32	8
2B - Parish		0		0	9	0	1	8	9	52	33	9	1	0	1,084	1,093	8.343	96.18	9
2C - Knox		0		0	8	0	0	8	8	0	43	5	0	0	1,000	1,005	7.671	95.41	8
<b>Grade 02 Sub Total</b>		0		0	25	0	1	24	25	52	125	14	1	0	3,083	3,097	23.641	95.65	25
3A - Anderson		0		0	6	0	1	5	6	38	24	5	0	0	719	724	5.526	96.12	6
3B - Parish		0		0	6	4	1	9	9	228	39	0	0	0	912	912	6.961	95.89	9
3C - Knox		0		0	4	0	0	4	4	0	20	5	0	5	494	499	3.809	94.27	4
<b>Grade 03 Sub Total</b>		0		0	16	4	2	18	19	266	83	10	0	5	2,125	2,135	16.297	95.59	19
<b>Dept GRADES 0K-3 Sub Total</b>		0		0	83	9	11	81	91	1271	487	85	1	6	10,071	10,156	77.526	94.56	91
Grade4-A - Perez		0		0	12	1	2	11	13	226	69	3	0	0	1,405	1,408	10.748	95.12	13
Grade4-B - Serrao		0		0	12	0	0	12	12	0	45	9	1	0	1,517	1,526	11.648	96.50	12
<b>Grade 04 Sub Total</b>		0		0	24	1	2	23	25	226	114	12	1	0	2,922	2,934	22.396	95.83	25
Grade5-A - Perez		0		0	10	1	2	9	11	122	59	19	0	0	1,241	1,260	9.618	94.08	11
Grade5-B - Serrao		0		0	8	0	0	8	8	0	58	13	0	0	977	990	7.557	93.22	8
<b>Grade 05 Sub Total</b>		0		0	18	1	2	17	19	122	117	32	0	0	2,218	2,250	17.175	93.70	19
Grade6-A - Perez		0		0	4	0	0	4	4	0	16	5	0	0	503	508	3.877	95.99	4
Grade6-B - Serrao		0		0	2	0	0	2	2	0	17	14	0	0	231	245	1.870	88.16	2
<b>Grade 06 Sub Total</b>		0		0	6	0	0	6	6	0	33	19	0	0	734	753	5.748	93.38	6
<b>Dept GRADES 4-6 Sub Total</b>		0		0	48	2	4	46	50	348	264	63	1	0	5,874	5,937	45.320	94.71	50
Grade7-A - Shults		0		0	2	3	0	5	5	154	34	5	0	0	462	467	3.564	92.21	5
<b>Grade 07 Sub Total</b>		0		0	2	3	0	5	5	154	34	5	0	0	462	467	3.564	92.21	5
Grade8-A - Shults		0		0	3	1	0	4	4	34	21	0	0	0	469	469	3.580	95.71	4
<b>Grade 08 Sub Total</b>		0		0	3	1	0	4	4	34	21	0	0	0	469	469	3.580	95.71	4

# Sherwood Montessori Monthly Attendance Report

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<b>Dept GRADES 7-8</b>		0		0	5	4	0	9	9	188	55	5	0	0	931	936	7.145	93.94	9
<b>Sub Total</b>		0		0	5	4	0	9	9	188	55	5	0	0	931	936	7.145	93.94	9

## Sherwood Montessori District

<b>Totals</b>	0		0	136	15	15	136	150	1807	806	153	2	6	16,876	17,029	129.992	94.58	150
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<b>School Totals:</b>	0		0	144	15	15	144	158	1,807	853	153	2	6	17,877	18,030	137.633	94.63	158
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Signature  Date 4/23/15

*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.*



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.4 Budget Committee Members**

**Date:** October 9, 2015 for the meeting of October 15, 2015

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### SUMMARY

The bylaws of the Board of Directors state that the Board shall approve members of the Budget Committee.

### DISCUSSION

The Budget Committee is a committee of the School Director that meets prior to the drafting of an original budget, a first interim budget, and a second interim budget. Traditionally, this committee has been kept to 3-4 members to facilitate efficiency. The School Director and the Board Treasurer are always members. The Business Manager is a consultant at the meetings. There is usually a third member, either a parent, or a teacher, or a teacher who is a parent.

I have worked with Kelli Kurth as a member of the Budget Committee for the past two years and Kelli is willing to participate again this year. It is helpful to have a member who is versed in the budget and knows the history of the past years.

**ACTION REQUESTED: Approve Michelle Yezbick, Curtis Anderson, and Kelli Kurth as members of the Budget Committee.**



## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.5 Performance Audit**

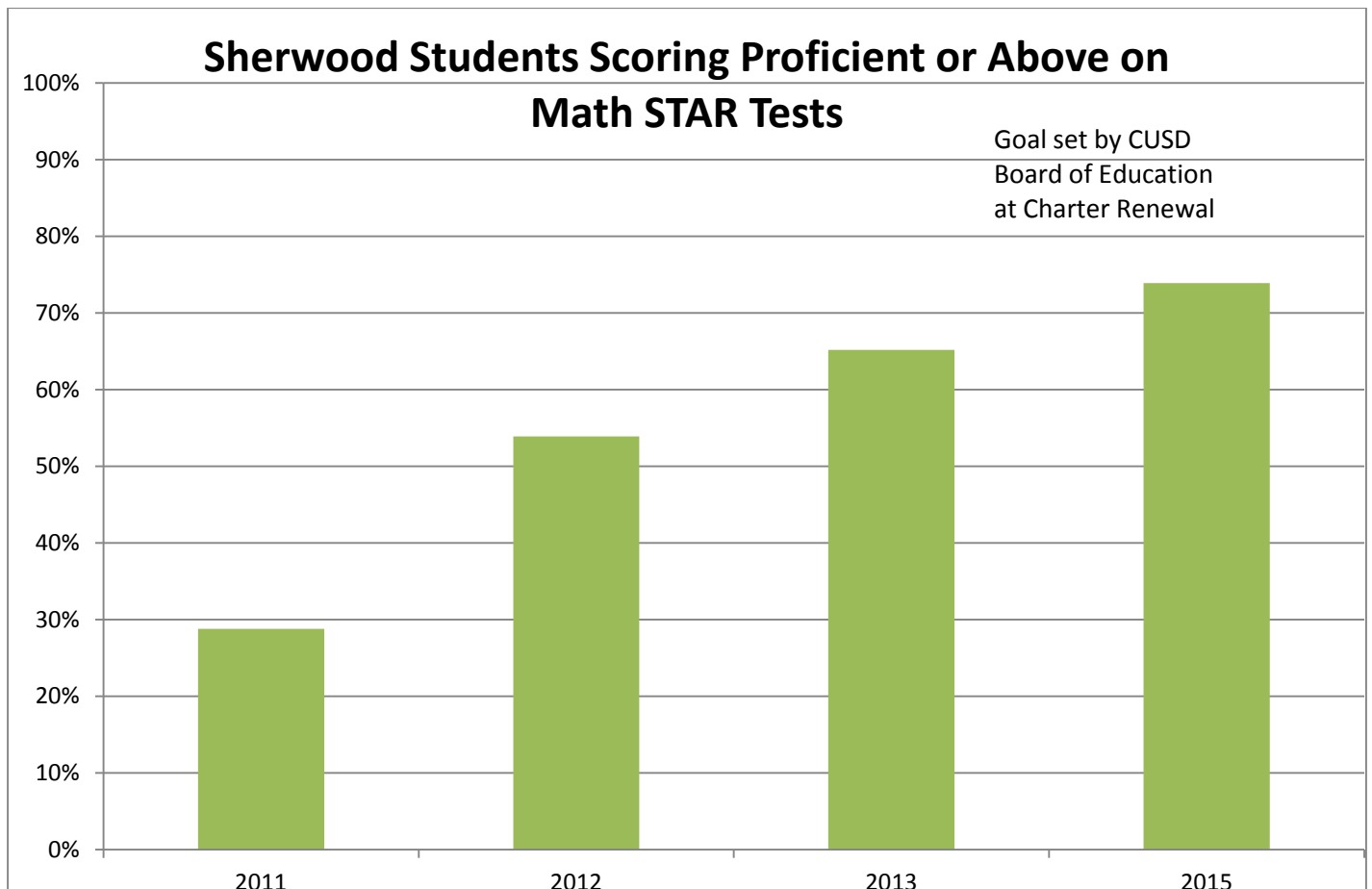
**Date:** October 9, 2015 for the meeting of October 15, 2015

### SUMMARY

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

### DISCUSSION

An analysis of our 2015 CAASPP (California Assessment of Student Performance and Progress) test data shows that overall, the school is doing well in regards to measurable student outcomes in the area of English Language Arts. As in the past, we faltered in the area of mathematics. With the STAR test, our results showed continuous improvement over time and we have every reason to believe we will see the same trend with this new assessment.



Statewide, countywide, and districtwide results were given as comparisons. Sierra View Elementary and Shasta Elementary results were also included as these two schools were chosen as comparable schools in 2012 when Chico Unified School Board renewed our charter. We were given a directive to raise our math scores to the levels these schools had achieved.

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

#### **ACTION REQUESTED**

Receive report.

Attachments: Three slides with explanations of CAASPP score reports, four tables reviewing data.



# How Student Performance is Reported on the Smarter Balanced Assessments

## Overall Score and Achievement Level

For each grade level and subject area, students receive a score from 2000 to 3000. The overall score falls into one of four achievement levels:

- **Standard Exceeded:** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Met:** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Nearly Met:** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.
- **Standard Not Met:** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

# How Student Performance is Reported on the Smarter Balanced Assessments

## Area Achievement

For ELA and mathematics, the test reports show how a student performed in key areas, also called claims.

- ELA Areas: Reading, Writing, Listening, and Research/Inquiry
- Mathematics Areas: Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning



# Claim Results: A Deeper Look

Within English  
Language  
Arts/Literacy:



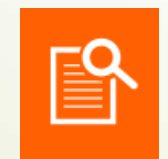
Reading



Writing

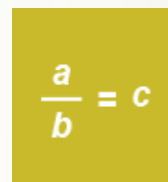


Speaking  
and Listening



Research  
/Inquiry

Within  
Mathematics:



Concepts &  
Procedures

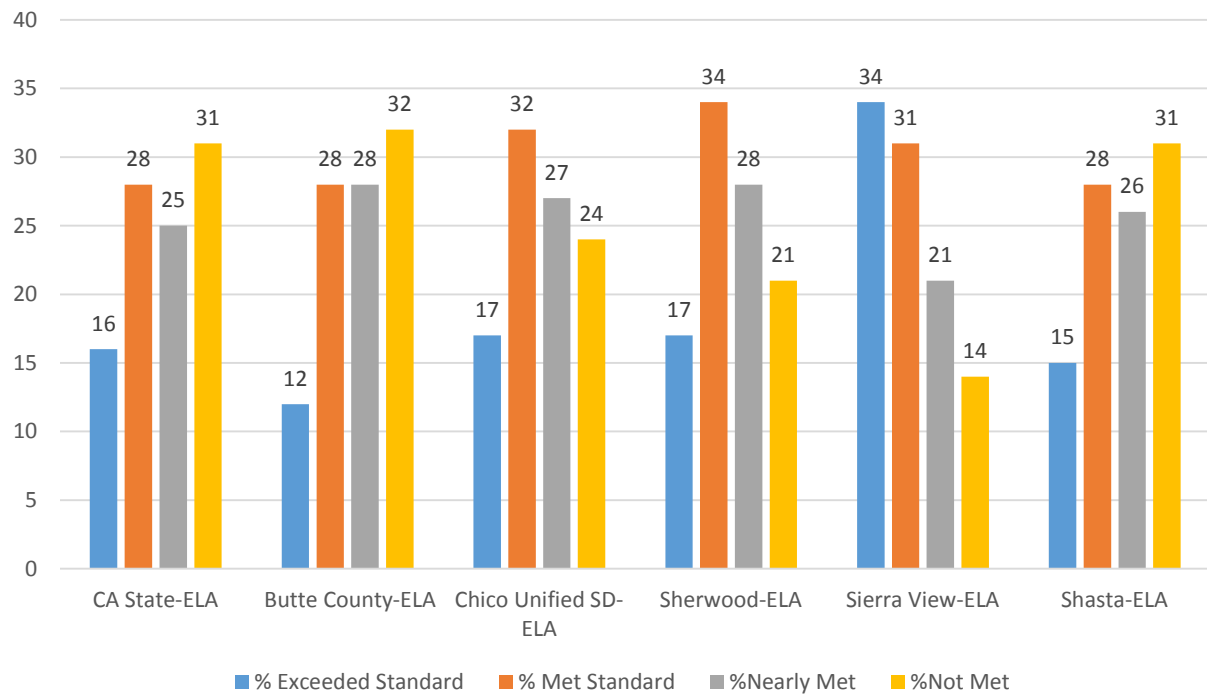


Problem  
Solving &  
Data Analysis

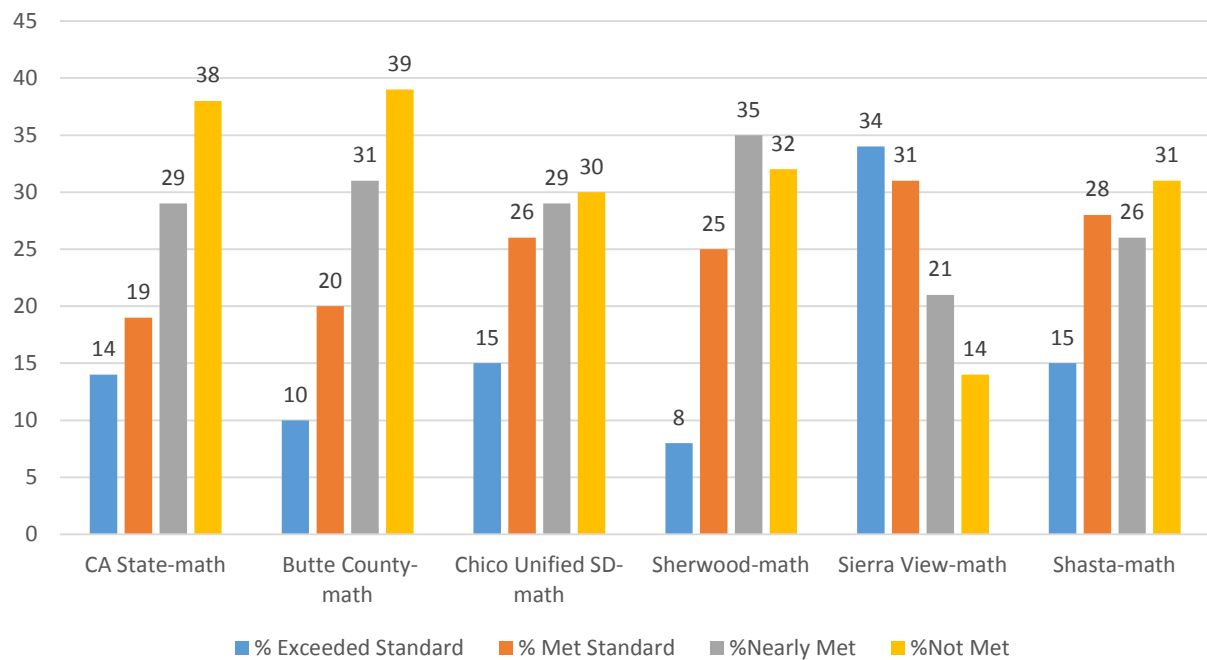


Communicating  
Reasoning

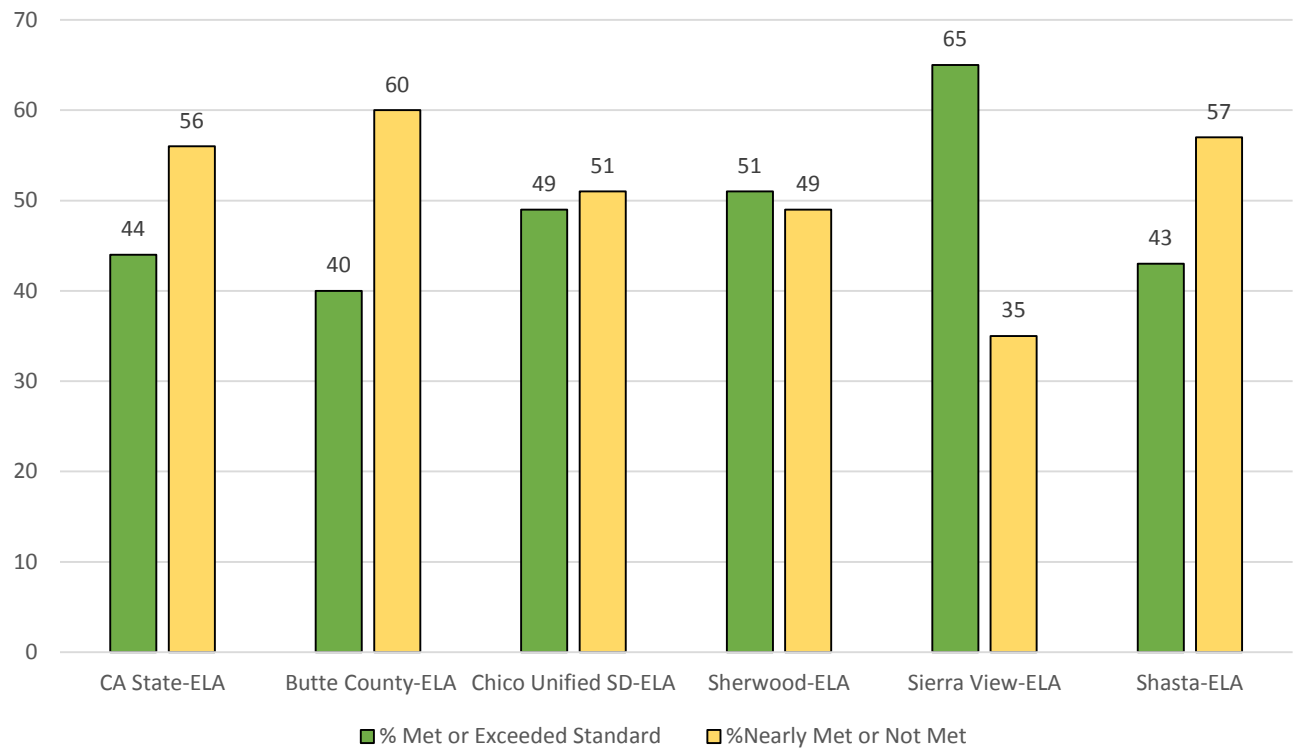
### CAASPP Results for English Language Arts



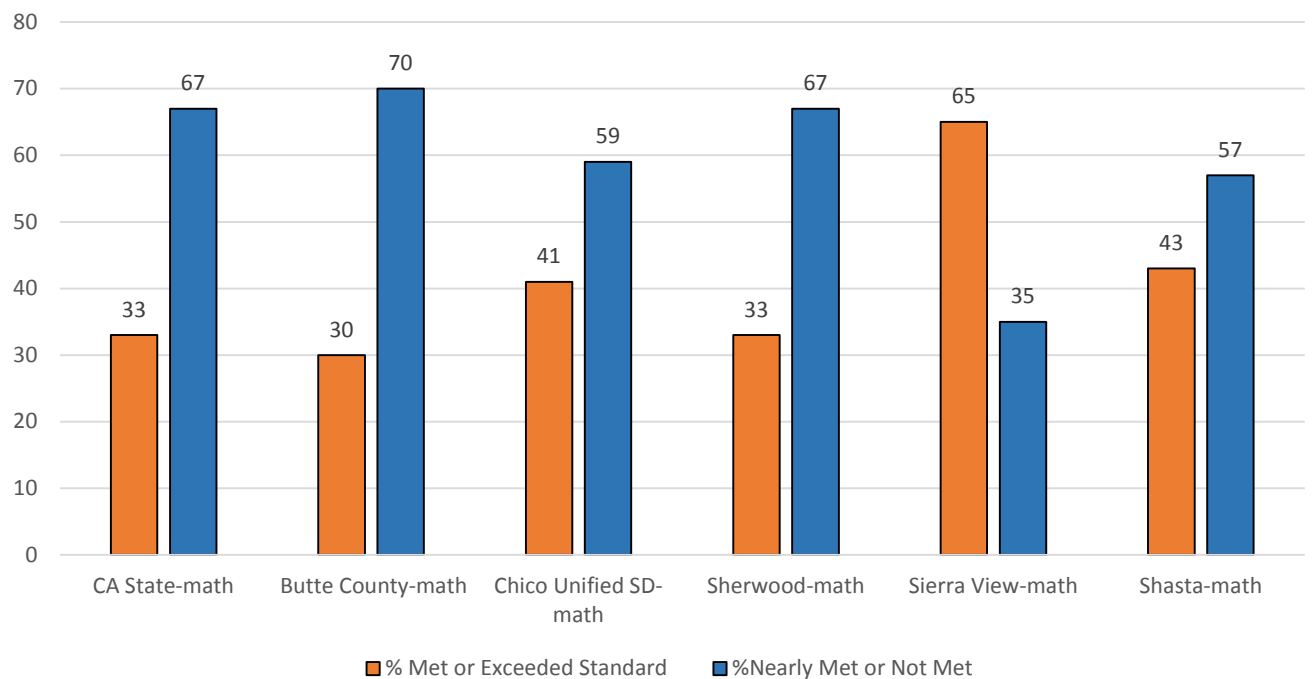
### CAASPP Results for Math



CAASPP Results for English Language Arts



CAASPP Results for Math





## MEMORANDUM

**To:** Board of Directors

**From:** Michelle Yezbick, School Director

**Subject:** **Agenda Item 5.6 Board Committees**

**Date:** October 9, 2015 for the meeting of October 15, 2015

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### SUMMARY

The Board has formed several committees it foresees as useful for completing work this school year. This item is to allow for any discussion of other potential committees that may be needed.

### DISCUSSION

Following the Board Retreat held last school year, the Board recognized the need to form committees to address the work that it had identified as beneficial to the school. A follow-up retreat was held in early September to form the committees and determine which were ad hoc and which were standing, and which committees should have stakeholder outside the Board as members. In mid-September, these committees met for the first time with Board members only. Next tasks included writing up descriptions of the committees and invitations to join that have been published in the School Announcements since the September 24<sup>th</sup> issue.

At this time, the Board may wish to reflect on the committees formed thus far and decide if more committees are needed to address the body of work that has been identified.

**ACTION REQUESTED:** Review Board Committees that have been formed already and decide if there will be any added. Assign Directors to any newly formed committees.

Attachment: Board Committees 2015-2016



## **REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS**

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

### **AGENDA**

**1. CALL TO ORDER**

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Nicole Drummond, Nili Yudice, Curtis Anderson

**2. CONSENT AGENDA**

None

**3. REPORTS AND COMMUNICATION**

None

**4. NOTICED PUBLIC HEARINGS**

None

**5. REGULAR BUSINESS**

**5.1 Sherwood Montessori's LEA Petition for the Butte County Special Education Local Plan Area Governance Council**

**6. COMMITTEE MEETINGS**

**Initial meetings of Ad-Hoc and Standing Committees of the Board of Directors will meet to collaborate on Action Plans for the 2015-2016 school year. Standing Committees of the Board that may meet at this time include the Curriculum Committee and the Policy and Charter Review Committee.**

**7. 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.



**MEETING NOTICE OF THE BOARD OF DIRECTORS  
BOARD RETREAT FOLLOW-UP WORKSHOP**

**Date/Time:** Wednesday, September 9, 2015 5:00 p.m.-8:30 p.m.  
**Location:** 746 Moss Ave.

**AGENDA**

The Board of Directors of Sherwood Montessori will have a Follow-Up Workshop for the Board Retreat that was held on Saturday, April 11, 2015. The Board will be finishing the work started at this retreat by establishing priority rankings for the outcomes identified at the previous retreat. 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.



## REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**  
**746 Moss Avenue, Chico, California**  
Date/Time: **Thursday August 21, 2015 – 6:00 p.m.**

### AGENDA

#### 1. CALL TO ORDER

**1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Curtis Anderson, Nili Yudice

#### 2. CONSENT AGENDA

##### 2.1 Minutes Approval

##### 2.2 Unaudited Actuals

The Board will receive the Unaudited Actuals report from the 2014-2015 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

#### 5. REGULAR BUSINESS

##### 5.1 Items Removed From Consent (If any)

##### 5.2 Vacancy on the Board

The Board is required by its bylaws to fill vacant seats.

**ACTION REQUESTED:** Decide actions to fill the vacant Board seat.

##### 5.3 Election of New Officers

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

**ACTION REQUESTED:** Elect and approve officers.

##### 5.4 Board Committee Assignments

The Chair will appoint Board members to committees.

**ACTION REQUESTED:** Assign Board members.

##### 5.5 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.

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**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 agendaized for a future meeting.

**7. FUTURE AGENDA ITEMS**

**7.1 Standardized Test Results**

The Board will receive a report on the outcomes of the new computer-adaptive standardized tests' results.

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

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